

Lesson 1

Target language

Language Structures

...comes after

...comes before

...put the ...on the

I want to be the...

You can be the...

Vocabulary

odd	odds	even	evens	position
coordinate position	pattern	column	diagram	plan
represent	in front of	behind	opposite	diagonally opposite
next to	on the left	on the right	between	around
after	before	adjacent to	stand still	

Practising patterns and position:

Warm-up activities that scaffold the target language

CONTROLLED

Speaking and Listening

Resources

An open space for the students to move freely and a bell or musical instrument.

Teacher's Notes

	Odds and evens	Positional language	Coordinates	Cooperation	Speed
Game 1	x			x	x
Game 2	x			x	x
Game 3	x			x	x
Game 4		x		x	x
Game 5			x	x	x

Game 1: Around the circle: odds and evens

Students stand in a circle and number off to a chosen number:

1. consecutive numbers (1, 2, 3, 4...)
2. using even numbers (2, 4, 6, 8...)
3. using odd numbers (1, 3, 5, 7...).

Display a hundreds chart to initially scaffold counting by odds and evens particularly to higher numbers. Playing 'Buzz' is an alternative activity but takes longer to play.

Game 2: Catch the mice: odds and evens

Number off in two team lines. One team is *odds* and the other is *evens*. Give one team wrist bands or coloured streamers to distinguish them. *Odds* are cats. *Evens* are mice. Cats have to catch as many mice as they can before the teacher (or student helper) rings the bell. Swap *odd* and *even* teams so all students get a chance to be a cat and a mouse.

Game 3: Making groups: odds and evens

1. Students spread out
2. The teacher calls out "**odd**" and an odd number eg "odd 3". Students form groups of that number
3. After students understand "**odd**" and can form groups of common odd numbers, begin calling out and making groups of even numbers
4. Finish the game by calling "**odds**" (or "**evens**") only and have students form groups comprising of any odd (or even) number

5. Students are out if they have not formed a group by the time the teacher rings the bell. When they are out they sit down on the side of the space and help others to form new groups on the next turn. Students who are out can also become ‘the teacher’ and have a turn to call “**odds**” or “**evens**”.
6. In pairs, reflect on how students formed groups, discuss the strategies they used and how successful they were. Share with the class.

Game 4: Where do I stand? Positional language game

Students stand in two lines and form pairs. In their pairs, students decide which partner will be a cat and which a mouse. Students find a space and follow positional language instructions in pairs.

The teacher (or student helper) says:

1. *Cats and mice, face the front and listen carefully.* (The teacher needs to stand at the front.)
2. *Cats stand still. Mice will be moving into the correct **position**.*
3. *I’m going to give some instructions. Cats, I want you to repeat my instructions to your partner and help them to find the correct **position**. Put your hands in the air when you agree that you have the correct position.*
4. *I want you to stand* (or do an action) _____ (in front of, behind, opposite, diagonally opposite, next to, on the left/right of, crawl between the legs of, walk around) *your partner*.

Choose students to take turns to give instructions to the class.

Reverse roles. Mice stand still. Cats follow positional language instructions as above.

Target language

Language Structures

I caught you!

You're out!

(Cat name) is going to catch (mouse name)

(Cat name) nearly caught (mouse name)

Vocabulary

odd

odds

even

evens

position

coordinates

coordinate position

pattern

column

diagram

plan

represent

Practising patterns and position

CONTROLLED

Cat and Mouse

Set rules for safety and proximity before beginning.

Students stand in two lines, one line of boys one of girls. Ask students to recall the previous games using odds and evens. Ask 5 students to stand at the front (not in lines).

The teacher says:

1. *We're going to play a game called cat and mouse. It's a game of speed, careful listening and **coordinates**. **Coordinates** describe your position in the game. The cat has to try to catch the mouse.*
2. *Number 1 is the first girl. One is an **odd** number so she becomes GIRL 1. Let's call her G1 for short. This will be her **coordinate position**. Number 2 is the first boy. Two is an **even** number so he becomes BOY 2. Let's call him B2 for short. This will be his **coordinate position**.*
3. *What will the **next** girl be, an **odd** or an **even** number? (odd) So her coordinate position will be...? (G3)*
4. *Girls, call out your **coordinate position** using the letter G for girl and your **odd** number. Girls call out (G1, G3, G5...)*
5. *What **pattern** have you noticed? (an **odd number pattern**)*
6. *Boys, call out your **coordinate position** using the letter B for boy and your **even** number (B2, B4, B6...)*
7. *What **pattern** have you noticed? (an **even number pattern**)*

Using the target language, the teacher works out the problem with the students of where the extra five students will be placed and what their **coordinate positions** will be called, maintaining the odd even pattern.

The teacher says:

8. *I'm going to call out a **coordinate position**. G will be for a girl, B will be for a boy.*
9. *When I say G1 the person who is G1 will run all the way around the two lines and go back to their **coordinate position**. When I say B10, who will that be? (Name) will run around the two lines and go back to his/her **coordinate position**.*

Repeat until the students are confident to continue the next part of the game.

10. *Listen for your **coordinate position** but this time you're going to be a cat or a mouse. This team is Cats. This team is Mice. I will call out one cat coordinate and one mouse coordinate.*
11. *A cat and a mouse will run around the teams the same as before but this time the cat has to catch the mouse before the mouse gets back to their **coordinate position** in the line.*

Continue the game until all of students have had a turn at being either a cat or a mouse.

Variations

Use table group names or sporting team names and coordinates to make more than two lines.

Play 'fruit salad' game, in lines instead of the usual circle. Students are types of fruit instead of cats and mice.