

Lesson 3

Target language

Language Structures

Where's the...?

Put the... in the odd/even column?

It doesn't go...

I got that one right

Vocabulary

1 pair	2 pairs	3 pairs	4 pairs	partners
group	in front of	behind	opposite	diagonally opposite
under	above	on top of	next to	on the left
on the right	between	around	before	after
diagram items	pattern	column	barrier game	names of classroom

Resources

A basket of classroom items, number cards to 8, a word bank of positional language clearly displayed.

Communicative barrier game worksheets A and B.

Rectangles of coloured paper

CONTROLLED

Revise knowledge and understanding of pairs.

1. Students stand together in varying numbers of pairs (1 pair, 2 pairs, 3 pairs, 4 pairs, 5 pairs...).
2. A student has to count the pairs (1 pair, 2 pairs, 3 pairs, 4 pairs, 5 pairs, ...).
3. In a circle, students to use paper rectangles to make pairs.
4. Another student has to count the pairs of rectangles (1 pair, 2 pairs, 3 pairs, 4 pairs, 5 pairs, ...).

Make a cleared space for the next activity. Ensure desktops are clear and chairs are out of the way.

The teacher says:

I'm going to make a Maths group with some desks. I need some helpers to put 8 desks together.

Choose volunteers. Assist students to make one group of 4 pairs of desks (8 desks). Allow different interpretations and ideas. Ask students to sit near the IWB (or board).

The teacher says:

To make it easier, I'll draw a diagram on the IWB (or board) to help you put the desks together how I'd like them.

		1 pair
		2 pairs
		3 pairs
		4 pairs

Change the table to match the diagram.

The teacher asks:

*How did the **diagram** help you?*

If this column is odd, what is this one?

Ask students to form a circle around the **group** of tables.

Hand out the number cards (1-8) and ask students to place cards on the desks using an odd and even column number pattern as in the Cat and Mouse game. Establish where the front of the group of tables is.

front

1	2	1 pair
3	4	2 pairs
5	6	3 pairs
7	8	4 pairs

Give out items from the basket to 8 students and ask them to put the items on the desks following your instructions.

The teacher says:

Put the pencil case in the odd column on desk 7.

*Put the ruler in the even column **on top of the desk between 2 and 6.***

*Put the pen in the even column **behind** desk 4.*

*Put the pencil **diagonally opposite** desk 7 **in front of** number 8.*

Vary the difficulty of instructions according to student needs.

Ask students to take turns to say where to put the items. Ask the other students to watch, predict and check the position where the item is placed. Once all the items are placed, play an enquiry and elimination game. (*"I'm thinking of an object..."* or *"20 questions"* describing the position of the object.)

CONTROLLED

Asks students to form pairs and explain the **communicative barrier game**.

Worksheets A and B each have four different items on their desks. Together they have all 8 items.

Student gives instructions to their partner to enable them to work out the location of their missing items using the targeted language of position and pattern.

At the front of the room, two students model the barrier game. One student has worksheet A and the other student has worksheet B.

- Student B begins: *Where's the apple?*
- Student A says: *It's in the even **column between** desk 6 and desk 10.*
- Student B writes or draws the missing apple in the appropriate box.
- Student A says: *Where's the pencil case?*
- Student B replies: *It's **diagonally opposite** desk 5, **behind** desk 2.*

GUIDED

Students complete the task together, comparing their completed sheets to check for discrepancies and reflect on the language and difficulty of the task.

INDEPENDENT

IWB Activity

Using IWB tools, place objects (eg an apple, a pencil) on the desks in the picture. Students explain an object's **position** eg The apple is in Tiger's group on desk 4.

Target language

Language Structures

I think its number ___ because ...

I don't think it's___because...

Which numbers are missing?

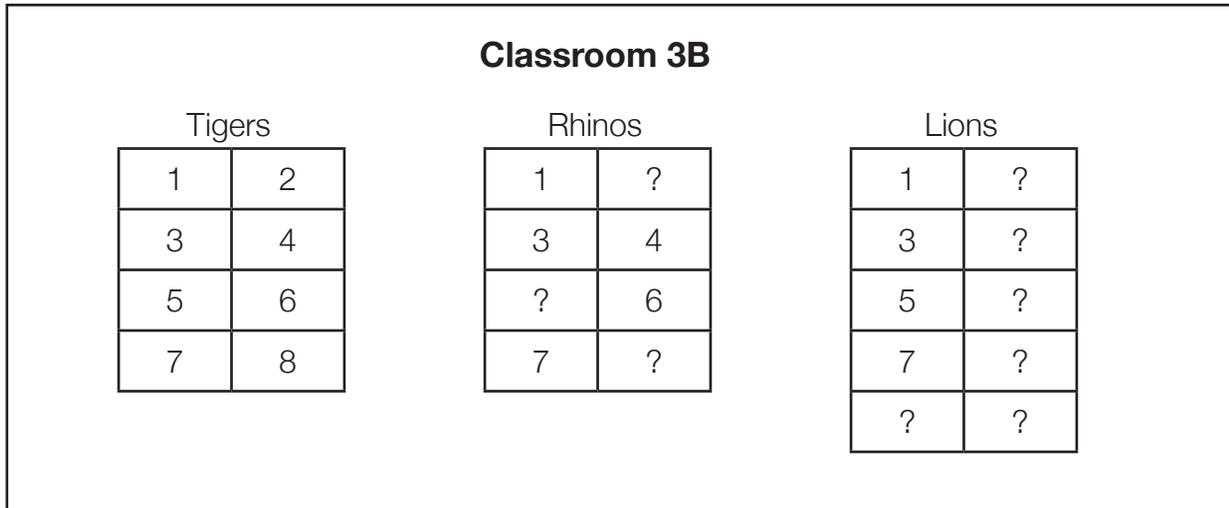
Vocabulary

plan	diagram	heading	subheading	boxes
numbers	odd	even	pattern	missing
represent(s)	row(s)	column(s)	add	

Resource: Interactive White Board (IWB)

CONTROLLED

IWB Resource



Display the diagram of Classroom 3B.

Ask students to describe the diagram. Compare classroom 3B with their classroom.

The teacher says:

What is this diagram about? How is it similar to our classroom? What group names do we have in our classroom?

Point out the headings on the diagram of Classroom 3B to the students.

Explain and elicit **headings, sub headings, columns, rows** and **numbers** and what they **represent**.

Label the diagram on the board (or IWB). Write a reference list of vocabulary on the board for use during the guided labelling part of the lesson.

GUIDED

The teacher says:

*Turn to your thinking partner and retell what the **headings, numbers and columns represent**.*

*In pairs, label the **diagram** showing what it **represents**. Use the labels on the board (**rows, columns, numbers, groups**) to help you.*

INDEPENDENT

Discuss as a whole class, asking partners to retell what they thought.

Analyse and share the **diagram** showing what it **represents**.

CONTROLLED

The teacher revises by saying:

*The **heading** tells us what the **diagram** is about.*

*The words **Tigers, Rhinos and Lions** are **sub headings** (smaller headings) of the groups of students.*

*The **numbers represent** the desks.*

GUIDED

The teacher says:

*Look at the classroom **plan**. We've already decided that the numbers **represent** desks.*

*Look at the **numbers**. You've probably noticed that some of the numbers are **missing**. Which numbers are **missing**? Point to first **missing** number in Rhinos' group.*

*Turn to your thinking partner and tell them what you think this **missing** number is and explain why.*

Discuss, asking students to retell what their partner thought eg "Ahmed said the **missing** number is 2 because that row follows the **even pattern**."

INDEPENDENT

Ask individual students to come out and fill in a **missing** number, explaining their choice. eg "I think it's number 2 because..." or "I don't think it's number 5 because..."

Remove more numbers and ask students to rewrite them.

CONTROLLED

The teacher says:

*Let's **add** more desks to the same group. Let's **number** the **rows** and **number** the new desks.*

INDEPENDENT

Ask individual students to number the new desks and explain why.

CONTROLLED

The teacher says:

*Let's make another group. What will we call this group? How many desks will we put in this group? Extend the **diagram** using students' suggestions.*

GUIDED

The teacher says:

*Turn to your thinking partner and tell them how you would **number** the new desks, keeping the **odd** and **even pattern**. Share your ideas with another pair. Ask a pair to come out and number the new desks on the board (or IWB.)*

Use this activity for guided or individual learning during maths groups.

Set up this activity on the Notebook so that it is self correcting (items flick back to their places if not correctly placed)