

**An example of varying materials,  
presentation and learning activities in reteaching**

**Module:** Me, My Family and Friends

**Unit:** Introducing and Describing Myself and Family

**Task:** My body

**Level:** Key Stage 1

**Key Stage Targets:**

To develop an ever-improving capability to use English

- to recognize and solve simple problems in given situations (K.D.d)
- to interpret and use simple given information through processes or activities such as labelling, matching, and to follow simple instructions (K.D.b)
- to develop an awareness and an enjoyment of the basic sound patterns of English in imaginative texts through participating in singing songs (E.D.a)

**Language Focus:**

- Use nouns to identify objects, e.g. the head
- Use demonstratives to refer to objects, e.g. *This* is my head.

**Language Skills:**

Speaking

- maintain an interaction by providing information in response to factual questions

Listening

- identify main ideas

Writing

- supply appropriate words in given contexts (e.g. captions or labels)
- complete song lyrics based on models with some language support

	<b>First lesson</b>	<b>Reteaching</b>
Materials used	Wall picture	Puppet / model / pieces of jigsaw puzzle of a figure
Way of presentation	Teach through illustrating the various parts of the body.	Teach through making a puppet / model.
Activities / exercises / tasks	Labelling the various parts of the body	<p>Singing the song ‘Head and Shoulders’ and rewriting the song lyrics and/or</p> <p>Choosing, sticking and labelling cut-outs of parts of the body according to oral instructions (with or without cue words) and/or</p> <p>Making up the jigsaw puzzle of a figure after identifying the different body parts and/or</p> <p>Playing a guessing game in which pupils are blindfolded and asked to feel and name the body parts of a puppet / model</p>

Adapted from ‘Target Oriented Curriculum from Learning to Assessment Exemplar Tasks for English Key Stage 1 Volume 4’ pp. 70 – 74

**An example of introducing smaller steps and  
designing graded exercises / activities / tasks**

**Module:** My neighbourhood

**Unit:** Home

**Task:** Helping at home

**Level:** Key Stage 2

**Key Stage Targets:**

To develop an ever-improving capability to use English

- to interpret and use given information (K.D. b)
- to find out, organize and present information on familiar topics (K.D.a)
- to give expression to one's experience through written accounts of events and one's reactions to them (E.D. d)

**Language Focus:**

- Use the present perfect tense to relate past events to the present, e.g. I *have watered* the plants.

**Language Skills:**

Reading

- use simple strategies to extract meaning from short texts
- identify details that support a main idea

Writing

- construct short texts based on given information
- express own ideas and feelings with some language support

**Notes:**

The following three activities provide opportunities for the use of the present perfect tense. The activities are carefully graded. The completion of one activity will lead the pupils onto later ones. Activity 1 is a note-taking activity. In Activity 2, the pupils are expected to write out a page of Mary's diary. In Activity 3, the pupils write their own diary. Accompanying this set of graded activities are three pre-task exercises, which are intended to be smaller teaching steps to help pupils whose grasp of the use of the present perfect tense and the imperatives is weak.





## Activity 2

Here is a page from Mary's diary. She wants to write down what she has done. Help her to complete it.

6th June 2000

Today I have helped my mother. I have watered  
the plants.

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I'm very tired now !

## Activity 3

Have you helped your mother today? What have you done? Write your diary. The following questions may help you.

- Have you washed the dishes / clothes?
- Have you swept the floor?
- Have you looked after your younger brother / sister?
- Have you tidied the flat?
- How do you feel? (happy or sad)



### Pre-task Exercise 1

The pupils are divided into two groups. The teacher asks one group of pupils to mime the actions written on the cue cards and asks the other group of pupils to guess what actions have been mimed.

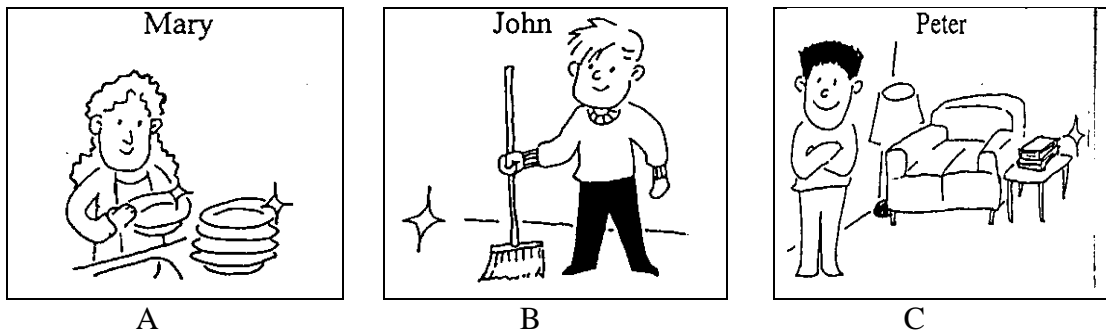
Examples of actions to be mimed: open / close the door  
open / close the window  
clean the blackboard  
read the book  
walk to the door / window / back of the classroom

An exemplar dialogue between two pupils

Pupil A (the one who mimes the action): What have I done?  
Pupil B (the one who makes the guess): You have \_\_\_\_\_.  
Pupil A (the one who mimes the action): Yes, I have \_\_\_\_\_.  
(for a correct guess)  
No, I have not \_\_\_\_\_.  
(for a wrong guess)

### Pre-task Exercise 2

The teacher puts some pictures on the blackboard.



Then the teacher asks a question. The pupils work together to spot the right picture and answer the teacher's question. For example,

Teacher: Who has swept the floor?

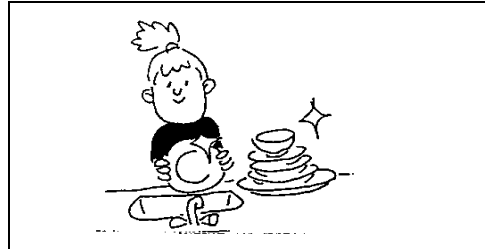
Pupil: John has swept the floor. (The pupil touches Picture B as he gives the answer.)

### Pre-task Exercise 3

The children have helped their mother at home. Look at the pictures and fill in the blanks with the help of the words in the box.

tidied	fed	washed	done	watered	swept
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a) Mary has \_\_\_\_\_ the dishes.



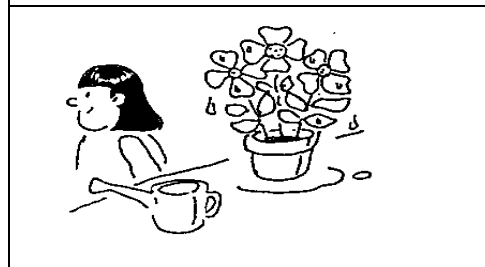
b) Tom has \_\_\_\_\_ the dog.



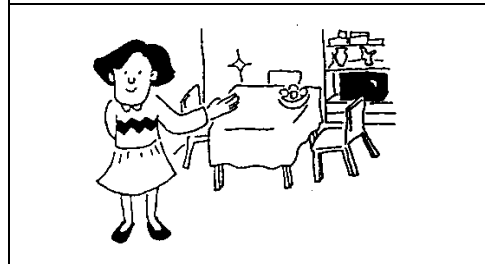
c) David has \_\_\_\_\_ the floor.



d) Ann has \_\_\_\_\_ the plant.



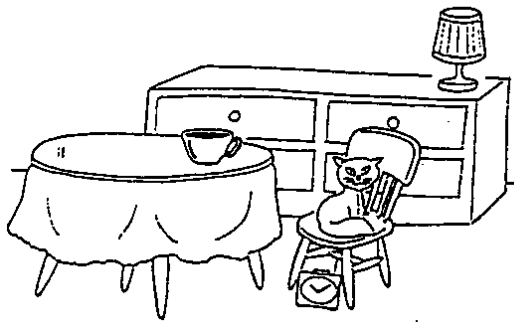
e) Susan \_\_\_\_\_ the flat.



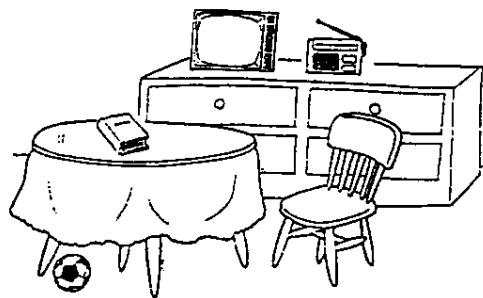




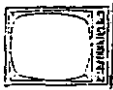





**A communicative activity**  
 ( ‘Crossing the information gap’ and ‘Getting things done’)

Pupil A’s picture



Pupil B’s picture



<u>Pupil A’s task</u>	<u>Pupil B’s task</u>
<p>I. Ask Pupil B where each of the following items is and number it in the right place in your picture.</p>	<p>I. Ask Pupil A where each of the following items is and number it in the right place in your picture.</p>
<p>1.       2. </p> <p>3.       4. </p>	<p>1.       2. </p> <p>3.       4. </p>
<p>Pupil A: Can you see my <u>book</u> ?</p>	<p>Pupil A: Can you see my <u>cat</u> ?</p>
<p>Pupil B: Yes, I can.</p>	<p>Pupil B: Yes, I can.</p>
<p>Pupil A: Where is it?</p>	<p>Pupil A: Where is it?</p>
<p>Pupil B: It’s on the table.</p>	<p>Pupil B: It’s on the chair.</p>
<p>II. Compare your picture with Pupil B’s to check the position of the items.</p>	<p>II. Compare your picture with Picture A’s to check the position of the items.</p>
<p>III. Write about your picture.</p>	<p>III. Write about your picture.</p>

Adapted from ‘Poems, Songs and Games for the Primary English classroom 1994’