

## 9. NELI Whole Class Teaching Session Guides

### 9.1 Part 1 Topic 1: My Body

#### Week 1

#### Session 1+

##### Establish a Routine

##### Introduce Ted

You will need: Ted puppet, Songs 01 and 02



Let the children know it's time for a NELI session with Ted by playing the song 'Ted's a Happy Bear' (Song 01). You could establish the routine for future sessions so that when this song is played, children tidy up and come and sit on the carpet before the song has finished. If they need longer to get to you or to calm, play 'The Listening Song' (Song 02).

##### Ted's a Happy Bear

Chorus:

Ted is happy, Ted's a happy bear.  
Ted is happy, Ted is a happy bear.

Because Ted loves to run,  
Ted loves to play.  
Ted loves to chat to his friends every day.  
Ted loves to hear what his friends have to say,  
And tell them about his day.

[Chorus]

Because Ted loves to dance,  
Ted loves to sing.  
He listens to stories and always joins in.  
Ted loves to learn and he'll try anything,  
And that is why we sing.

[Chorus]

Oh yeah, Ted is a happy – very, very happy, Ted is a happy bear.



Show the class the puppet. Ask if any of the children in the intervention group can tell the class his name. What else can they tell the class about Ted? (e.g., he's brown and furry, he's a bear, he's very friendly). Prompt them based on the intervention session, e.g., "Whose friend is he? What game does he like to play?" (He is [NELI practitioner]'s friend, he likes playing hide and seek.)

You could ask the children to close their eyes while Ted hides, then have them point to or describe where they see him. A child from the intervention group could collect him and bring him back to you.

Explain to the class that they will be seeing lots of Ted as he will be helping them all as they take part in some fun activities over the next few weeks. Explain that Ted has some important Listening Rules to help with the activities. Then run through the Listening Rules with the children. You can use the poster or the digital slide (Slide 2). Talk about the importance of looking, listening, sitting still and being quiet when others are talking. You could talk about class rules you already have, e.g., discuss how you ask for the class to be quiet.



Play 'The Listening Song' (Song 02) and add in simple actions, e.g., pointing to eyes for *Look*, ears for *Listen*, hands on lap for *Sit still* and finger to lip for *Be quiet*. Play the song a second time and encourage the children to join in with the actions.

##### The Listening Song

It's time to look, listen and learn.  
Sit still - be still.  
It's time to look, listen and learn.  
Please be quiet when someone's speaking.  
Are you ready?  
Hush.  
Yes, we're ready – to look, listen and learn,  
And be quiet.

##### Understand the Listening Rules

##### Which Animal is a Good Listener?

You will need: Slides 03-10, Ted puppet



Look at the two animals on the first slide. Ted thinks one of the dogs is listening carefully and the other is not. Ask the children which dog Ted would choose as his best listener, e.g., "Which dog is listening carefully? Is it the dog on the green circle or the dog on the blue circle? Can this dog listen properly if he's playing with his ball?" Ted might whisper his answer to you.

The next slide reveals Ted's answer. Praise the children if they get it right and ask Ted to identify a child who is listening well now. Repeat with the next slides.

## Practise Listening Skills

### Ted is Hungry

No equipment needed



Ask the children to wiggle their fingers whenever they hear Ted's name. Say the names of some of the children in the class and insert Ted's name, e.g., "Ruben, Bella, Ted, Usman..." When you have played this game a couple of times, tell the children you are going to tell them a story about Ted and they must still wiggle their fingers whenever they hear Ted's name.

**Tip:** The children in the intervention group have done a similar activity with a different story about Ted; they stood and touched their noses when they heard his name.

One day, Ted was feeling very hungry. He went to the kitchen to see what he could find to eat. Ted found lots of lovely food. Ted found cheese and cucumber and tomatoes and lettuce and butter and bread. Ted liked all of those things and he couldn't decide what he wanted to eat. "I know!" Ted said with a big smile on his face. "I'll make a sandwich." And what do you think Ted put in his sandwich?

*[You could stop here and ask who remembers what Ted's options are and what they think he will choose.]*

Well, remember, Ted is feeling very hungry, so Ted made a very big sandwich. First, Ted buttered one piece of bread, then Ted put some cheese on the bread. On top of the cheese, Ted put some cucumber. On top of the cucumber, Ted put some tomato. On top of the tomato, Ted put some lettuce. And last of all, Ted spread some butter on another piece of bread and put that on top of the lettuce. "There!" said Ted. "A perfect sandwich for a hungry bear!"

Ask the children what the sandwich would look and taste like. Would they like it? Would Ted? How easy would it be to eat?

## Session 2+

**New Vocabulary:** *wrist, ankle, shake*

## Introduce the Topic (V)

No equipment needed



Explain that you are going to be learning lots of words about the body together. Ask what body words the children already know.

## Present and Practise the Special Words (V)

### Shake and Touch

No equipment needed



Ask the children to stand up and to follow your instructions. Model the actions at first, then gradually allow them to understand more independently. For example: **shake** your **wrist**, touch your **ankle**, bend your **wrist**, put your **ankles** together, etc.

## Understand and Use the Special Words (V)

### Ted Activity Sheet

You will need: Activity Sheet 01, Colouring pencils



The children trace over the pale line to draw Ted and then colour him in. As the children work, adults in the classroom can talk about Ted (including pointing out where his **ankles** and **wrists** would be). If you are doing this during or after Week 2, use this activity to talk about other parts of the body too.

## Listen to a Story (N)

### The Gingerbread Man

You will need: Slides 11-20

**Tip:** Check with the NELI practitioner that all the intervention children have already heard this story in their sessions – you may want to use this story in Week 2 if not.



Tell the story using the digital slides (or the NELI resource cards and the text from p. 32 of the NELI Part 1 Teaching Handbook). The slides show re-designed versions of the resource cards that the intervention group have seen with the text provided for the intervention sessions given on the right, in black. The grey text on the slides offers an extended and richer version of the story if you feel your class is ready for this.

## Week 2

### Session 3+

**New Vocabulary:** *fingers, thumbs, throw, catch*

#### Present and Practise the Special Words (V)

##### Shake and Touch

You will need: Flashcards (optional): **wrist, ankle, thumbs, fingers**



Repeat the 'Shake and Touch' game from Week 1, Session 2+ by asking the children to copy your actions. Include the additional words for this session (mime **catching** and **throwing**), e.g., **shake** your **fingers**, **throw** a ball.

**Tip:** You could also play a Flashcard game to reinforce the nouns (see Section 10.3).

#### Understand Story Elements (N)

##### Colouring sheet for Gingerbread Man

You will need: Activity Sheets 02a-02c

You may wish to retell the story and discuss the different characters in the story before offering the children these activity sheets. The children colour the characters. They can stick features on if they wish and cut out figures if you want them to practise cutting skills. As the children work, adults in the classroom talk to the children about the characters: what happens to them? Can the children put them in the order they come in the story?

#### Understand Story Elements (N)

##### Spot the Difference

You will need: Slide 21



Talk about the picture in the green frame. Ask the children to identify the characters. Tell them that four changes have been made to the picture in the blue frame and they must find them. The changes are:

Colour of house

Missing tail

Missing glasses

Gingerbread Man's facial expression

You might allow some children to simply point, but encourage other children to describe each difference.

### Session 4+

**New Vocabulary:** *toe, feet, fast, slow*

#### Present and Practise the Special Words (V)

##### Flashcard Game

You will need: Flashcards: **wrist, ankle, thumbs, fingers, toes, feet**



Play a flashcard game (see Section 10.3). Use cards that illustrate nouns. If you play 'Flash', tell the children to look hard because you will only give them a **fast** flash of the cards. You can ask if they want a **slower** flash.

#### Understand and Use the Special Words (V)

##### Shake Song

You will need: Song 03, Slide 22 (optional)



Start by playing the song all the way through, then ask the children what they think it is about. Ask them which body parts they heard and which actions. Play the song a second time so that more children can recognise the words.

Play the song once more, and invite the children to stand up and join in with the actions. If you think it will help, pause sometimes and have Ted wander around to see if everyone is moving the correct body part – make this into a game.

##### Shake!

Chorus:

**Shake, ankle shake.**

**Shake, wrist shake.**

**Shake, ankle shake.**

**Wrist and ankle shake.**

**Thumbs and fingers out – throw catch!** (x4)

[Chorus]

**Fast feet! Slow toes...** (x4)

[Chorus]

**Thumbs and fingers out – throw catch!** (x4)

[Chorus]

Revisit the song at different times, either all doing the actions or using different strategies to encourage engagement, e.g., half the class could dance while the other half sings, then swap roles.

**Understand Story Elements (N)****Match People and Places in The Gingerbread Man**

You will need: Slides 23-25



Ask the children to name the characters on Slide 23, then on Slide 24, to match the character to where the Gingerbread Man meets them. The only place named in the version of the story used in the intervention session is the *river*, but you could talk here about the *kitchen* in the *house*, and the *field* or *garden* where the horse is kept.

**Session 5+****No new vocabulary****Practise Narrative Sequencing (N)****Panda's Day at the Beach**

You will need: Slides 26-32



Put up Slide 26. Tell the children that you are going to tell them a story about when Panda goes to the beach. They must listen carefully, then you will show them some pictures and their job is to work out the order the pictures should go in. Before you read the story, discuss what usually happens at the beach.

Read the story the first time without showing them the main story pictures (stay on Slide 26). Ask the children: *Who is in the story? Where does it happen? When does it happen? What happens?* If there are many children who are uncertain, tell them the story again, using one of the later slides (e.g., Slide 32) if you feel it will help.

Show the children Slide 27. Explain that the pictures are out of order and that you are going to give them clues to help them order them into a story. Say that the first picture tells us **who** is in the story and **where** the story happens. If they need another clue before they can tell you which picture goes to position number 1, tell them that the story starts with: *"Panda is at the beach. She loves being at the beach."*

Follow the same pattern for each of the following slides; first giving clues (as written on the slides), then reading the section of the story if necessary. At the end, the slides will prompt you to retell the story and then support the children in retelling the story.

After the story, ask if the children have ever been to a beach. Perhaps some of them have a paddling pool that they use for cooling down on hot days?

**Extra:** Narrative sequences are available in the digital resources. You can print them out and cut them into cards for children to practise telling the story at school or at home.

# NELI Whole Class **ACTIVITY SHEET 5**

THINGS WE WEAR / SESSION 13+

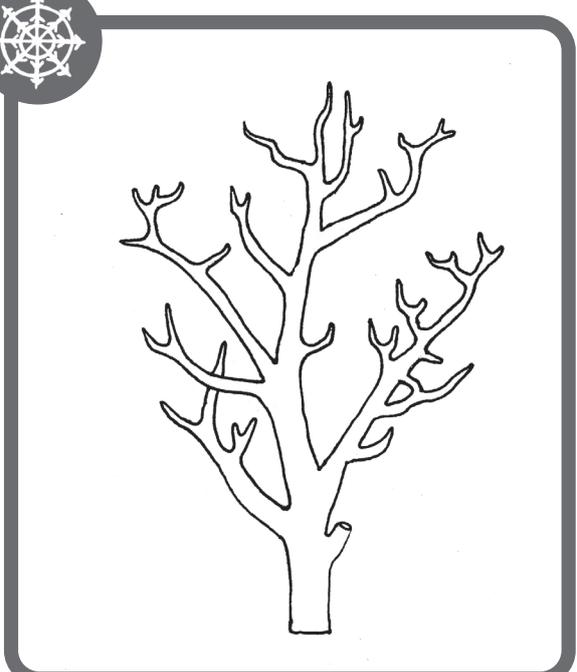
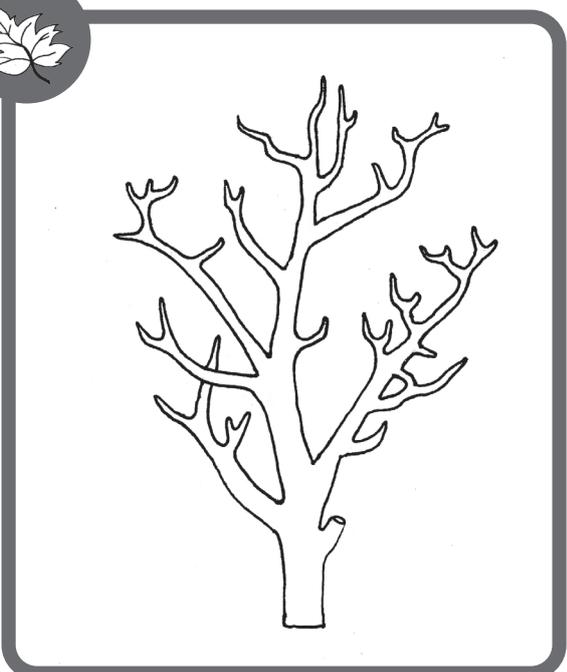
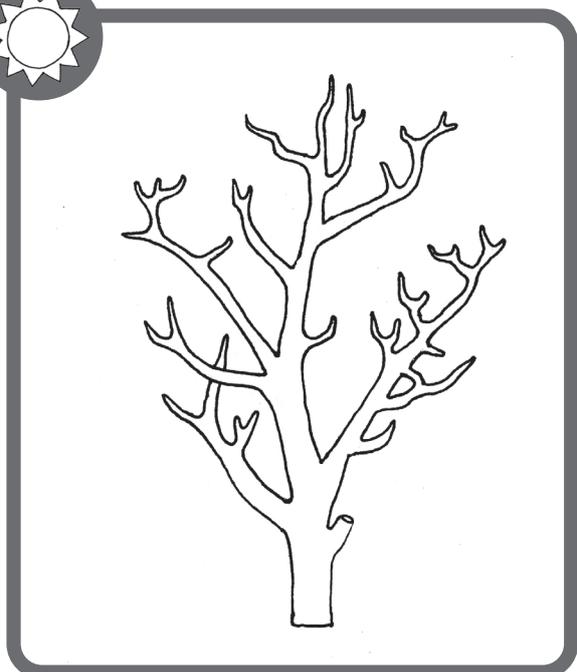
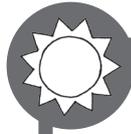
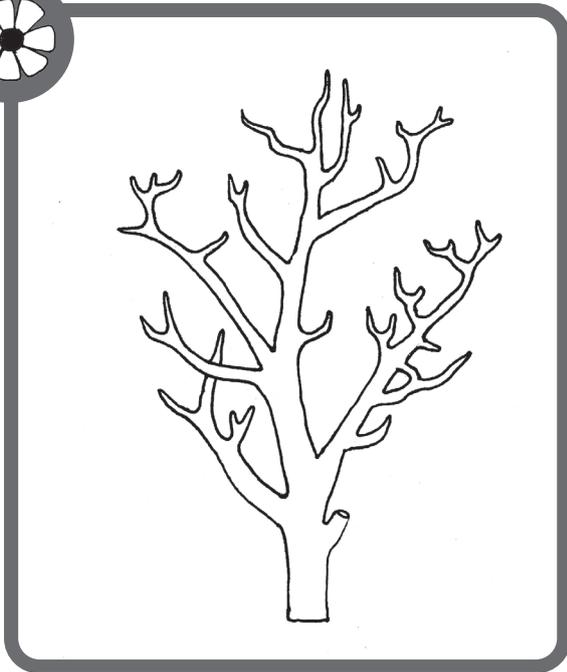


Trace the grey lines to see what each child wants to wear.  
Then draw the item of clothing on the child.

***boots, helmet, jacket, wear, clothes***

# NELI Whole Class **ACTIVITY SHEET 10**

GROWING / SESSION 5+



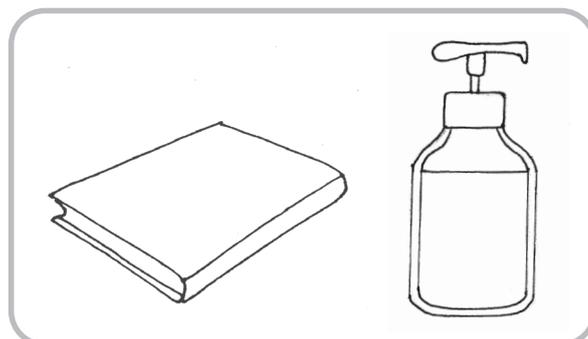
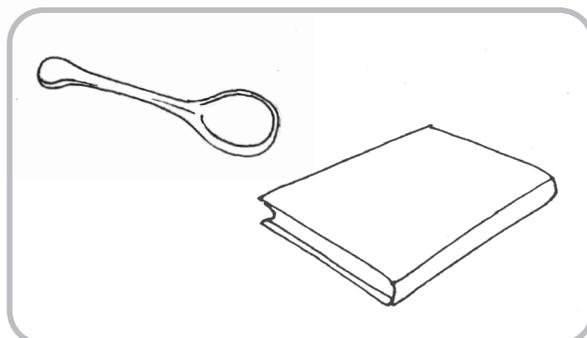
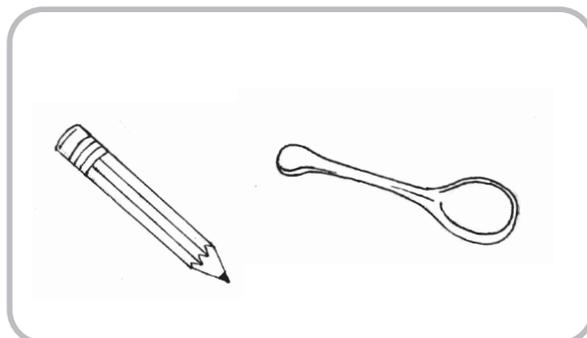
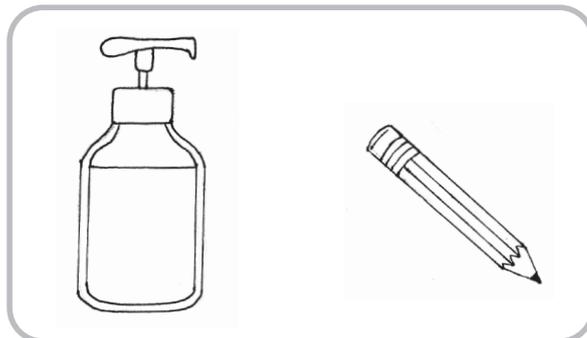
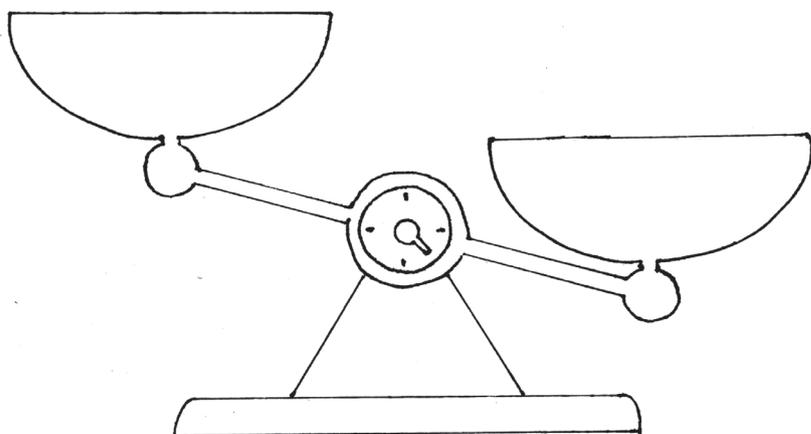
Draw leaves on the trees to make them look like a tree in spring, summer, autumn or winter. Look at the trees outside.

What season is it now?

*spring, summer, autumn, winter, leaves*

# NELI Whole Class **ACTIVITY SHEET 11**

GROWING / SESSION 7+

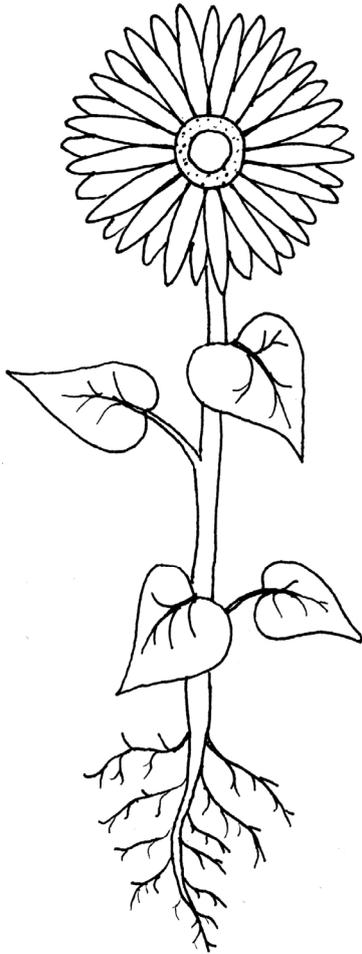


Weigh the pairs of objects. Draw a circle around the heaviest object.

**measure**, **heavy** (*heavier, heaviest*), **light** (*lighter, lightest*), **weight** (*weigh*)

# NELI Whole Class **ACTIVITY SHEET 13**

GROWING / SESSION 8+



How many different parts of the flower can you name?  
Find another plant outside. Draw it and colour it in.

*leaf, petal, stem, trunk, flower* (step up: *bud, branch*)