

Materials to bring to a kids' class

by Marietta Milewska-Moult

Hi

I promised to share with you in writing some of my ideas from February's workshop.

How to enrich your teaching style even more in order to spark enthusiasm among your learners and make learning more fruitful.

Give your Young Learners good foundations in learning English

1. Here are some ideas for practicing speaking and listening through games
 - Use the timer to practice grammar and revise vocabulary
 - 2 minutes to say words related to each other: sky – fly – plane – travel...;
 - 2–3 minutes to use slips of paper with some orders to mime or questions to ask the competing team;
 - timer gives the benefit of fast revision.
 - Display new vocabulary arranged in a visually logical way and ask them to memorize it within 30 seconds. Remove the picture and ask students to rewrite the words. Finally display the list again for the students to check the accuracy of their memory.
 - The same list can be used for defining words and guessing the defined word.
 - Mime and guess.
 - Play memory cards.
 - Hand out small pebbles as points for the right answers
 - pebbles of different colours can be used for other games too. I use them for grammar board games (→ see below);
 - free to collect at the seaside :-)

2. Finger plays

Here is a link to a you tube play list with lots of ideas:

<http://www.youtube.com/playlist?list=PLDAF8E32D38337339>

or search for **kingcountylibrary**: <http://www.youtube.com/watch?v=iP-vWWgcjao> (Five little monkeys).

“Five little monkeys”

Five little monkeys sitting in the tree

Teasing Mr. Crocodile. ‘You can’t catch me.’

Along comes Mr. Crocodile, as silent as can be

And SNAP!

Four little monkeys...

⌘

No more monkeys

Here goes Mr. Crocodile

As full as he can be.

And one extra idea

<i>Build a house</i>	keep placing your fists one on top of another building up
<i>Build it high</i>	
<i>Point a chimney to the sky</i>	point your thumb up the sky
<i>Build a roof</i>	show a steep roof with your fingers
<i>Build a floor</i>	and the flat floor
<i>And a shiny painted door</i>	and two opening wings of the door

3. Do we like listening to stories?

Tell stories and invent rhymes and finger plays to practice speaking even more.

Erick Carle “The very hungry caterpillar”

And my little finger play to go with the story

<i>Two hungry caterpillars</i>	make movement of two fingers as two caterpillars etc.
<i>Hungry for lunch</i>	
<i>Find a big green leaf</i>	
<i>Eat it</i>	
<i>Munch, munch, munch</i>	

I highly recommend his books for young learners. Recently I found an animated version of some of his stories:
<http://alejka.pl/the-very-hungry-caterpillar-eric-carle-dvd.html>.

You might like the DRAMA book by Andrew Wright with useful guidelines for telling stories:

- The little duckling – I want a beautiful tail...
- The little white cat – the little black cat and a witch.

Another excellent book for singing and miming the story: “We are going on a bear hunt” by Michael Rosen and Helen Oxenbury.

We revise stories many times and I ask pupils to memorize parts of them.

4. Preparing visual materials for memory games and other purposes

Get your pupils involved in drawing some pictures for memory cards or shapes of animals. Laminate the cards in a transparent film available in some paper shops. Cards made this way will last for years.

5. Refer to nature and personal experience. It often pays to tap into positive emotions

50 things to do before you're 12: Junior 'bucket list' campaign launched to get children playing outdoors:
<http://www.dailymail.co.uk/news/article-2128695/National-Trust-launches-bucket-list-campaign-50-things-children-sofas-wild.html>.

6. Raise the curiosity about the world and always help to place the setting of the film or the story on a map

- Use maps, Google Earth <http://www.google.com/intl/pl/earth/index.html>, You Tube.
- Pupils are always delighted when involved in operating computer and searching themselves.

National Geographic footprint Reading Library:

<http://www.nowaera.pl/national-geographic-video-library/national-geographic-video-library-2.html>.

Two films I presented for you came from the pre-intermediate set:

- Cheese-Rolling Races
- Puffin Rescue

To help understand I pre-teach vocabulary using the methods described above.

I use films as a reward and in addition they can evaluate their own progress in English.

7. And songs

<http://www.youtube.com/watch?v=oSaMoHZoXH4>.

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Marietta Milewska-Moult

Uzupełnij: *am, are, is, have got, has got*. Sformułuj przeczenia i pytania.

I from Poland	She long blond hair.	Tom (not) very tall.	My sister blue eyes.	..... they from England?
Tom and Kate a magic ring.	Max a submarine.	Imelda the queen.	..... you a magic ring?	I (not) a dog.
My friend from Spain	She my friend.	Tom and Kate (not) a friendly dog.	My mum long blond hair.	..... she a sister?
We (not) trees in the garden.	..... you a bike?	He clever.	It a very dangerous animal	The dog a very long tail.
They (not) on the beach.	..... they Friends?	I good at football.	I (not) a new bike.	My favourite sport football.

We two lizards.	..... they a computer?	My dad short black hair.	Her dog very friendly.	..... you from England?
Tom and Kate (not) a red car.	My friend at school	The children new bikes	Africa a big continent	Tom a big window in his bedroom.

Each player chooses a space to start. Players lay their pebbles when they correctly fill the gap. For further movements they must use neighbouring spaces. They can block each other. The winner is the person with the largest number of spaces.