

# Activities

## *for Very Young Learners*



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# *Talk Overview*

- *Introduction: very young learners*
- *Lesson planning*
- *Starting the lesson and classroom management*
- *Circle time*
- *Language development*
- *Topics, games and activities*
- *Ending the lesson; reflections*
- *Your ideas and experiences*

# Introduction: a teacher's journey...

Introduce yourself to your group and discuss:

- *Who you are and where you teach*
- *What you know about 1-5 year olds*
- *How can a teacher best support this age group?*
- *How does this age group learn languages?*

# *Why teach English to very young children?*

- *Phonological benefits*
- *Ability to speak in long chunks*
- *Languages take a long time to learn*
- *Very young minds are open to languages*
- *Children can learn a lot naturally, through play*
- *How do children need English?*

# ***Everything we do is to fulfil a need***

- ***If our needs aren't met, we become angry, stressed, bored, distracted, sad or frightened***
- ***If our needs are met, we're happy, curious, confident and open to new ideas***
- ***So... what are the needs of very young children?***

# *Children's needs*

- *Self: Trust, acceptance and approval*
- *In the world: Community, visibility, harmony and empathy*
- *As a learner: Guidance, autonomy, movement, play and the freedom to explore and make mistakes*
- *Challenges appropriate for their age*

# ***Lesson planning***

*In groups, think of an activity which fulfils each of the following needs:*

***1. I can trust and feel safe: being***

***2. It's okay to be me: feeling***

***3. It's okay to move and act: doing***

***4. I can contribute: creating***

# *Classroom management*

- *How do you encourage a good learning environment?*
- *What sort of classroom management issues do you face?*
- *What kind of support do you receive from peers, management and parents?*
- *Work together to write some class rules that you think are important*



# Class rules

- Speak in English
- Good sitting
- Good listening
- Hands up = too much noise, pay attention please
- Go to chair = consequences

*... how do we reinforce our rules?*

‘My capacity to relate  
is part of my  
intelligence.’  
Thomas Hübl

The up-down method



# *Routines for learning*

- *Short, repeatable activities*
- *Can be used in a variety of situations*
- *Aimed at creating a habit*
- *Or developing a skill*
- *Through repetition*

# *Starting the lesson: Circle time*

**Why start the class with a routine?**

**What kinds of routines?**

**My class book: activities, what and why**

**Share your ideas**

# Starting the lesson

- **Helper**
- **Feelings**
- **Birthdays**
- **Weather**
- **Show and tell**





The *What's in the bag?* guessing game

**Phonics:** *teaching the first sounds in words helps children to remember vocabulary and learn about English sounds*



*The phonics guessing bag  
Phonics wall display  
Game: I spy with my little eye...*



*We blend sounds to make words.*

*Sounds can be long or short...*

*They can be voiced or unvoiced.*

*When we read, sounds are represented by symbols.*



## Consonants: alternative spellings

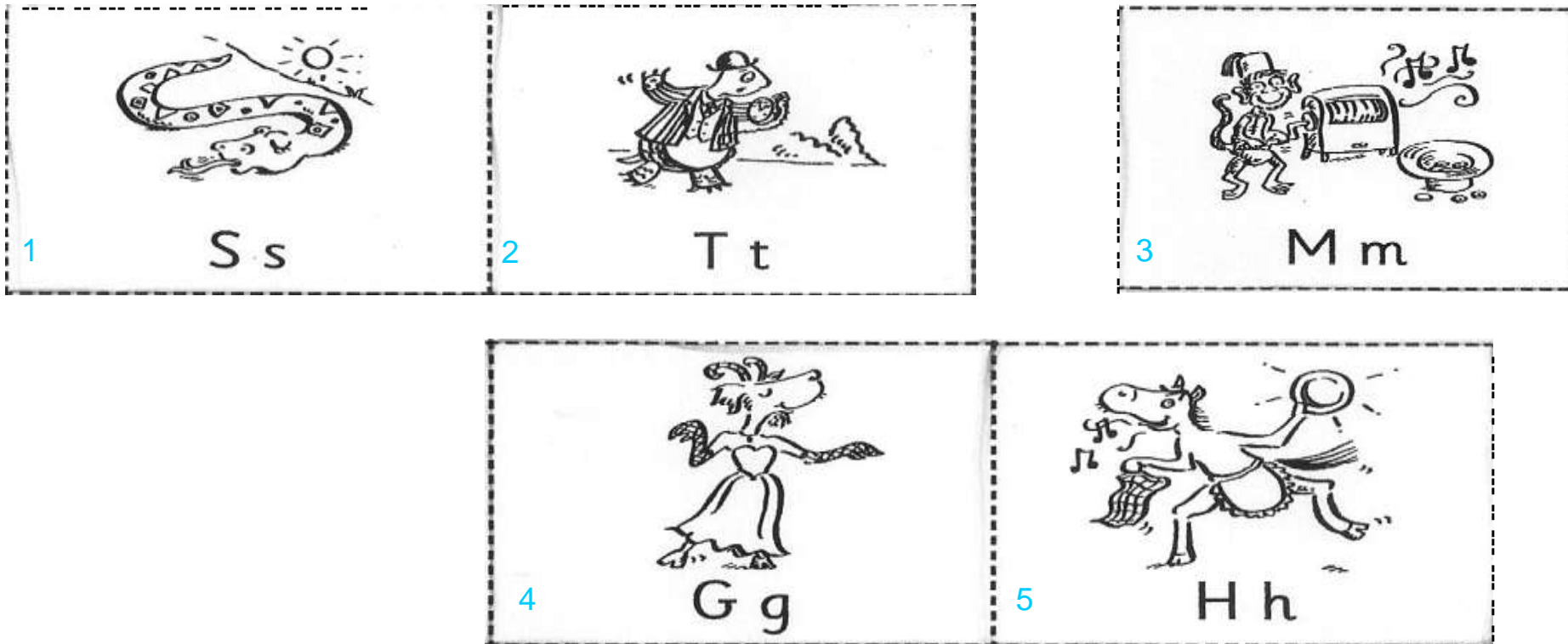
- cat – kick
- flower – phonics
- nest – know
- right – write
- jam – giraffe – orange – bridge
- chips – watch
- windy – why
- sun – city
- zoo – legs

# Phase 2: Letter sounds

## *Initial sounds in words*

<https://www.youtube.com/watch?v=BXZ9R3jQDKU>

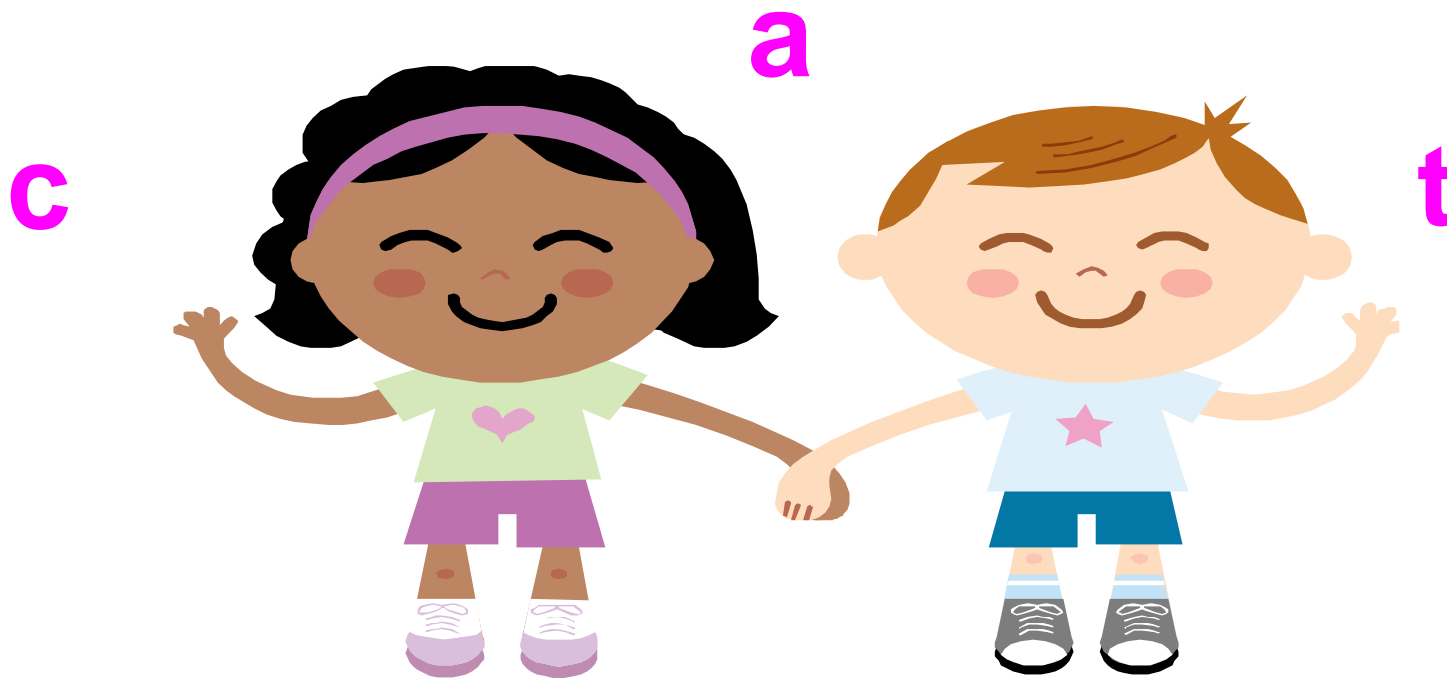
Jolly Phonics A-Z



# Blending

<https://www.starfall.com/h/ltr-classic/>

Starfall: Learn to read



<https://www.youtube.com/watch?v=ix0gbabEKcl&t=47s>

Alphablocks: The Cat sat on the Mat

# Songs, stories and websites for developing literacy skills

- Jolly Phonics songs (letter sounds)  
<https://www.youtube.com/watch?v=ei0iFs5uF6w>
- Alphablocks (phonics and early blending)  
<https://www.youtube.com/watch?v=abaFT722-CQ>
- <https://www.youtube.com/watch?v=ix0gbabEKcl>
- Usborne: Fat Cat on a Mat (stories)  
<https://www.youtube.com/watch?v=er4uqqckCVg>
- Starfall: blending and stories <https://www.starfall.com/h/ltr-classic/>
- Song: Fat Cat (fun additional material)  
<https://www.youtube.com/watch?v=rlv8mVF0WT0>

## ***Blending decodable words with short vowel sounds***

- 1. Symbols represent the 44 English phonemes***
- 2. Two letters can represent one sound (digraph)***
- 3. Three letters can represent one sound (trigraph)***
- 4. Blending: recognise graphemes, digraphs and trigraphs***

***ship***

***chick***

***chips***

***stick***

***bridge***

# Activity: sharing our chants and songs

The ***Can you see a circle?*** action song

*Can you see a circle, a circle, a circle?*

*Can you see a circle? Now point to one, please?*

Children point to all the shapes in the room or playground

Repeat with triangle, square, rectangle and star

Sung to the tune of *Have you ever seen a lassie?*



## ***The Happy Animals Song***

I'm a happy happy monkey and this is what I do, I swing, swing, swing;

Can you swing too? (Action: swinging from the trees with arms)

Repeat with: frog (jump), penguin (waddle), giraffe (munch), fish (swim), etc

# *Topics: fun songs! I'm sure you know more...*

Food: Do you like broccoli ice cream? (Super simple songs)

<https://www.youtube.com/watch?v=frN3nvhIHUk>

I like to eat apples and bananas (Super simple)

<https://www.youtube.com/watch?v=r5WLXZspD1M>

Animals: There was a crocodile

<https://www.youtube.com/watch?v=lkanoEmIcHM>

# *Motivating students*

Rules and rewards are forms of **extrinsic** motivation.

A sense of achievement or satisfaction is **intrinsic** motivation.

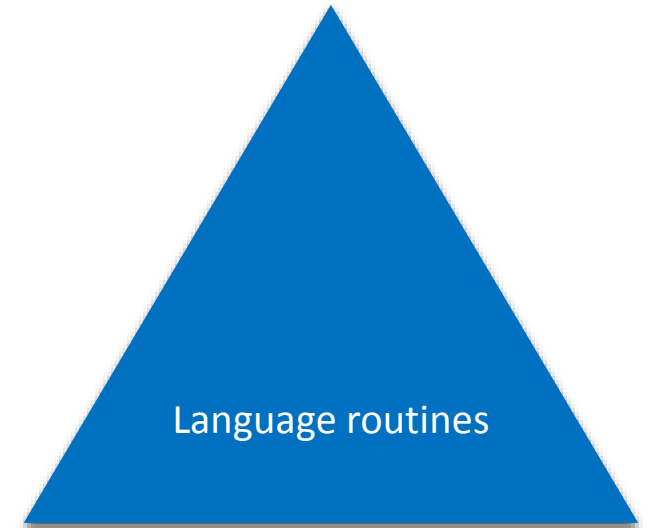
**Which do you think is more important?**

**What other factors motivate or demotivate our students to learn?**



## *Language routines: recycling personal language*

- I'm / I'm not... (happy, sad, hungry)
- I've got / haven't got... (a pencil, a sister)
- I like / don't like / love... (pizza, snakes)
- I can / can't... (see, speak English)
- I want to / don't want to ... (sing, play)
- I went to / I didn't go to... (the park, the cinema)
- I'm going to / I'm not going to... (my house)
- I know / I don't know (the answer)



# *A guessing game*

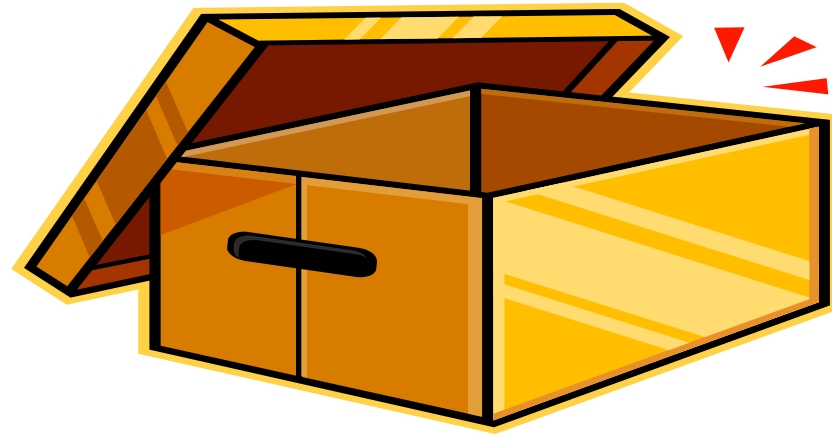
An example of a yes/no game:

Put something in the box (e.g. a food, a toy, a classroom object).

Children ask questions that can be answered with yes or no until someone guesses what's in the box.

You can play this with flashcards, real objects, by putting pictures on children's foreheads.

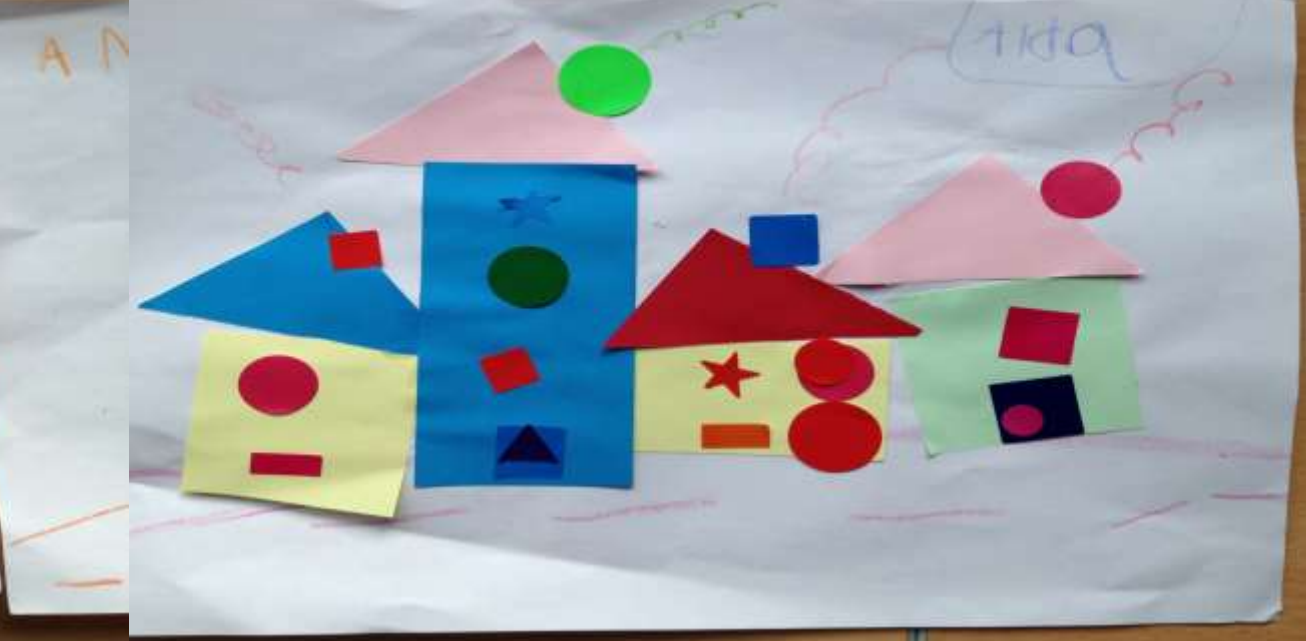
Once children know how to play they can use it to play flashcard games in groups.



*It's okay to move and act: doing  
I can contribute: creating*

**Our brains are wired  
through hands-on interaction  
with the physical world**





Creating together



*Why not get your school involved in this global initiative?*

<https://outdoorclassroomday.com/>



GET INVOLVED

ABOUT

RESOURCES

A promotional banner for Outdoor Classroom Day. It features a young boy with glasses and a blue shirt on the left. The background is a light blue and green gradient with horizontal lines. At the top left, there are green leaves and several colorful markers (red, orange, purple, blue, green). The text "OUTDOOR CLASSROOM DAY" is written in large, bold, blue letters. Below it, the date "23 MAY 2019" is written in green, flanked by two green arrows pointing outwards. At the bottom center, there is an orange button with the text "SIGN UP!". In the bottom left corner, there is a blue circular graphic with the text "UPCOMING DATES" and "MEMBER".

# OUTDOOR CLASSROOM DAY

→ 23 MAY 2019 ←

**SIGN UP!**

UPCOMING DATES  
MEMBER

# Nature activities

Join up for Global Outdoor Classroom Day, on May 23rd

<https://www.youtube.com/watch?v=HS9pWUi2ORg>

<https://outdoorclassroomday.com/>

Plant a school garden

<https://www.youtube.com/watch?v=7Hlx23fvxqs>

[https://www.youtube.com/watch?v=w49C-oF\\_hqo](https://www.youtube.com/watch?v=w49C-oF_hqo)

Make a vertical garden

<https://www.youtube.com/watch?v=UCtAQOP3xuk>

<https://www.youtube.com/watch?v=VFIZRBBQ8Tg>





# *Your ideas!*

- Songs, rhymes and chants
- Creating a group Identity
- Arts and crafts
- Maths
- Science
- Games and activities
- Worksheets

# *What can we learn from children?*

- *How to turn almost anything into a game*
- *How to live in the NOW*

# I think we motivate students by...

- *Being interested in them*
- *Knowing something about them*
- *Appreciating their contribution*
- *Expecting them to make mistakes*
- *Expecting them to achieve*
- *Finding the positive*
- *Making them curious*
- *By personalising the language and making the topics relevant*

*Thank you! I hope you enjoyed this session!*

*Karen* 

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