

Low Beginner 10 Day Lesson Plans

Lesson One: First Day of Class

Strategy: Working together as a whole class:

Lesson Objectives:

The main objective on the first day is to give each student an English name, and by the end of class having each student equipped with a “chunk” of English language centered around his/her name. This will mainly be accomplished using jazz chants. Being able to use chunks of language promotes confidence and encourages the students that they are speaking English. Jazz chants give them the flow of the language, the rhythm, and sound patterns. In addition, four additional vocabulary words will be introduced.

Materials:

Name tags, pictures of a plane, car, bear, doll

ESL Objectives:

Pronunciation - result of producing the sounds of speech, including articulation, stress, and intonation, often with reference to the English standard of correctness or acceptability. Pronunciation drills on the following sounds are included: /th/ /l/ /v/ /w/ /short e/

Diction - usually implies a high level of usage; it refers chiefly to the choice of words and their arrangement. This is encouraged when the students make substitutions, vary their tales, or create their own skits. We want to encourage the students to *use their English!*

Vocabulary - learning new words of a foreign language. This includes idiomatic expressions.

Fluency - able to speak smoothly, easily, gracefully, and readily. All ESL methods seek to increase fluency.

Intonation - the sound pattern of phrases and sentences produced by pitch variation in the voice which distinguishes kinds of sentences of different language cultures. Jazz chants are for the purpose of working on intonation.

Confidence – levels increase the more students speak in front of their classmates, when the students are encouraged to vary their stories and make substitutions, through stating their own arguments and opinions, through skits, and in reciting dialogues.

Note to Teacher:

Everything in this lesson can be found on YouTube. Please have your assistants view YouTube before going to camp.

First Session: 45 minutes

- I. Pass out name tags. If the students do not have an English name, assign one that they will like. Keep them simple, no more than two syllables. Make one student “David”, one “Billy”, one “Victor”, one “Sally” so that you can use them during pronunciation exercises.
- II. Introduce yourself and your assistants. Do this simple exercise with the assistants three times. Then ask each student, “What is your name?” Help them answer, “My name is _____,” (using new English name).

Teacher: My name is Becky. What is your name?

Assist. #1 My name is Jason. What is your name?

Assist. #2 My name is Joy. What is your name? (Back to Teacher.)

Repeat this little series at least 3 times. Objective: To teach the students your names and model the simple sentence for them.

Move on to the students. Help each one until they get it. The Teacher asks, “What is your name?” We want to teach them a complete sentence. “My name is _____.” Don’t rush through this.

- III. Now point to different students and ask the question, “What is his/her name?” They do not need to complete sentences at this point. The goal is to learn each child’s name in the class. (His/her is too fancy for young children at this point.)
- IV. Now teach the “Hello Song.” You can find the “Hello Song” on the following link <https://www.youtube.com/watch?v=0g5JDcJ4WxY>. You and your assistants need to know the tune before you go to camp. Note how the little ones do this on the following YouTube link <https://www.youtube.com/watch?v=l3zaHOQChjg>. They really love it and they are speaking English!

Sung by all:	Hello, Hello, Hello, What’s your name? Hello, Hello, Hello.
Solo:	My name is Kate My name is Kate
All:	Hello Kate, Hello Kate, Hello!

Below are the notes one can play on the piano to learn the tune before going to camp. These are notes on piano, not chords.

Hello, Hello, Hello, What's your name?
GC GD GE E F E

Hello, Hello, Hello
GC GD GE

My name is Kate
F F F GF

My name is Kate
E E E FE

Hello Kate, Hello Kate, Hello!
GC G ED G DC

Note #1 to Teacher: You may want to use a microphone prop for the soloists to use as done on the video. <https://www.youtube.com/watch?v=e9mriziDP9w>

Note #2 to Teacher: You see on YouTube that young students really know this, having done it a lot. The key is repetition, repetition, repetition!! The purpose is to give them this “chunk” of language.

This should take the entire first session. Don't rush. Repeat, repeat, repeat.

Second Session: 45 minutes

- I. **TPR – Total Physical Response** - After the break introduce the following jazz chant. This will also give them the rhythm of the language. After they learn the chant, add claps between numbers for rhythm. Again, view this on the following link <https://www.youtube.com/watch?v=k2hNMmqIBC0>

Students sit on floor. (Get them out of their chairs/desks.)
Teacher models the following with his/her assistants 2 or 3 times:

“One (clap), Two (clap), I like you! (point to a student)
One (clap), Two (clap), I like you! (point to another student)
One, Two Three, (clap) You like me! (point to yourself)
And I like you! (point to students)

Repetition is the mother of all learning!! Keep repeating!

- II. Students stand up. You will teach an **Action Story**. This is a multisensory approach in which the students must listen, watch, and imitate. You are teaching using visual, auditory, and kinesthetic motions.
- A. Place 4 pictures on the blackboard shelf that you have enlarged and laminated. You will teach four new vocabularies, using the universal language of pictures. Place pictures on board, one at a time as you say each word.

Learning key words: Have students repeat words after you. Do this several times *in order*.

plane
car
bear
doll

- B. Now add motions to each picture when the word is pronounced.
- plane: Flying with arms
car: Driving steering wheel
bear: Hugging bear
doll: Kissing Doll

Repeat slowly, have students imitate motions. Do several times.

- C. Repeat but change order. Teacher says “plane” and the students repeat word with motion. Then Teacher says “hugging bear”, and so on. Repeat several times, always changing order.
- III. Game to Play following **action story**.

Props: Large box with hole in top. Toy plane, car, bear, and doll. Try to have the 4 items all the same size.

One student at a time comes up and puts his hand in the box. He grabs an object that he cannot see and identifies it by touch. The student says its name. He pulls it out of the box to see if he is correct.

IV. Pronunciation Exercises:

- A. Have the students watch your mouth as you demonstrate the movement of the tongue and lips in pronouncing the following words:

Billy– [l] – tongue on roof of mouth
Sally – [l] - same
David – [v] – teeth on bottom lip, not the [w] position
Victor - [v] – same, not the [w] position

Teaching Assistants need to roam through the class to assess each student’s tongue and teeth position.

Third Session: 45 minutes

- I. Finish any activity you did not complete in the second session.
- II. **TPR** - Published on May 18, 2014

This children's brain break, action song, "Shake Your Sillies Out" is from the award-winning CD, "Kid's Country Song & Dance". You can find this on the following YouTube link https://www.youtube.com/watch?v=NwT5oX_mqS0.

Children will learn the moves to "Shake Your Sillies Out." Your kids will have a blast with this silly and fun action song! "Shake Your Sillies Out" is a great brain break, action song to make it easy and fun to end the morning session. When children take a moment to sing, dance, move, and even laugh then they can return to their academics feeling happy, energized and renewed. More and more schools are realizing the significant values of brain breaks in the classroom. This brain breaks action song is perfect for the preschool, kindergarten and elementary children.

Teach moves only on the first day. You may want to end each day with this activity, or use it to break up the morning if the students are getting tired. Eventually the students should learn the words. This is a fun program the younger students could do during the final program.

Shake Your Sillies Out

Shake, shake, shake our sillies out,
Shake, shake, shake our sillies out,
And wiggle our waggles away.

We're gonna clap, clap, clap, our crazies out,
Clap, clap, clap our crazies out,
Clap, clap, clap our crazies out,
And wiggle our waggles away.

We're gonna jump, jump, jump our jiggles out,
Jump, jump, jump our jiggles out,
Jump, jump, jump our jiggles out,
And wiggle our waggles away.

We're gonna jog, jog, jog our jitters out,
Jog, jog, jog our jitters out,
Jog, jog, jog our jitters out,
And wiggle our waggles away.

We're gonna stretch, stretch, stretch our stretchies out,
Stretch, stretch, stretch our stretchies out,
Stretch, stretch, stretch our stretchies out,
And wiggle our waggles away.

We're gonna yawn, yawn, yawn our yawnies out,
Yawn, yawn our yawnies out,
Yawn, yawn, yawn our yawnies out,
And wiggle our waggles away.
Repeat all, And wiggle our waggles away.

Note to teacher:

- **Begin tomorrow's class repeating the Hello Song, the Jazz Chant, and show 4 pictures having the students repeat the motions. This is for review and for TPR. Remember, "The Review" is a Law of Teaching. Each day must begin with a review of what the students learned the previous day.**
- **If you handed out workbooks, collect them before dismissal.**

Lesson Two: Greetings and Simple Sentences.

Strategy: Working together as a whole class using jazz chants and a simple dialogue.

Lesson Objectives:

Following a review of the first day jazz chants and vocabulary, the main objective on this second day is to increase vocabulary by teaching simple sentences, using jazz chants and a simple dialogue. By the end of class students will be equipped with “chunks” of English language centered around a greeting and new vocabulary. Jazz chants give them the flow of the language, the rhythm, and sound patterns. In addition, they promote fluency, comprehension, and help with pronunciation.

Materials:

vocabulary word & pictures for day one , vocabulary words for this lesson

ESL Objectives:

Pronunciation - result of producing the sounds of speech, including articulation, stress, and intonation, often with reference to the English standard of correctness or acceptability. Pronunciation drills on the following sounds are included: /th/ /l/ /v/ /w/ /short e/

Diction - usually implies a high level of usage; it refers chiefly to the choice of words and their arrangement. This is encouraged when the students make substitutions, vary their tales, or create their own skits. We want to encourage the students to *use their English!*

Vocabulary - learning new words of a foreign language. This includes idiomatic expressions.

Fluency - able to speak smoothly, easily, gracefully, and readily. All ESL methods seek to increase fluency.

Intonation - the sound pattern of phrases and sentences produced by pitch variation in the voice which distinguishes kinds of sentences of different language cultures. Jazz chants are for the purpose of working on intonation.

Confidence – levels increase the more students speak in front of their classmates, when the students are encouraged to vary their stories and make substitutions, through stating their own arguments and opinions, through skits, and in reciting dialogues.

Note to Teacher:

Everything in this lesson can be found on YouTube. Please have your Assistants view YouTube before going to camp.

First Session: 45 minutes – Review

- I. Begin by reviewing the “Hello Song.” First sing it with your Assistants and go through it each time according to the number of Assistants you have.

Next have the students sing the song with each one having his/her turn as the soloist.

Sung by all: Hello, Hello, Hello, What’s your name?
Hello, Hello, Hello.
Solo: My name is Kate
My name is Kate
All: Hello Kate, Hello Kate, Hello!

- II. Review the **Jazz Chant** from previous day.
Teacher models the following with his/her Assistants 2 or 3 times:

“One (clap), Two (clap), I like you! (point to a student)
One (clap), Two (clap), I like you! (point to another student)
One, Two Three, (clap) You like me! (point to yourself)
And I like you! (point to students)

Students do this chant. Repetition is the mother of all learning!! Keep repeating!

- III. Review the vocabulary from the previous day’s action story.
Place the 4 pictures on the blackboard As you point to a picture have the students name the picture in unison. Add motions.

plane
car
bear
doll

Now add motions to each picture when the word is pronounced.

plane: Flying with arms
car: Driving steering wheel
bear: Hugging bear
doll: Kissing Doll

Repeat but change order. Teacher says “plane” and the students repeat word with motion. Then Teacher says “hugging bear”, and so on. Repeat several times, always changing order.

- IV. Introduce new vocabulary

Hi
good morning
good
afternoon

good evening
fine
not good
great

thank you

(The Law of Language: Teacher and students must speak the same language for learning to occur. Pictures are the universal language). Get pictures of a student waving Hi. Get pictures of morning, afternoon, evening, and children showing these three emotions, fine, not good, and great. Hold them up while teaching vocabulary. Repeat until the students know these words.

A. Jazz Chant #1

Teacher models with Assistants 3 times. Notice the emphasis is in bold. After the students learn this chant, repeat with clapping on the **bold** word.

Teacher: **Hi!** How **are** you?

Assistants: **Fine!** How are **you**?

Teacher: **Hi!** How **are** you?

Assistants: **Fine!** How are **you**?

Teacher: **Hi!** How **are** you? **Hi!** How **are** you? **Hi!** How **are** you?

Assistants: **Fine!** How are **you**?

Now the students take the part of the Assistants. The Assistants need to place themselves around the room and say the students' part with them.

After repeating this at least 3 times with the students, change roles. Now the students say the teacher's line. Assistants again speak with the students.

Finally, add a clap on each bold word. Model it first with Assistants. Then have students practice it. Practice! Practice! Practice!

Repetition is the mother of all learning!! If you finish this session with time to spare, you are not spending enough time in repetition and practice.

Second Session: 45 minutes

I. Review the vocabulary from the first session. Have the students name each picture as a group. Do not call on a student because the Chinese are not familiar with that practice. Also, as they are younger students, it is better to answer as a group in unison.

II. Jazz Chant #2

A. The students have learned the vocabulary, now you will put it into a jazz chant. As always, the Teacher and Assistants model the chant, switching sides with the Teacher, at least 3 times before adding in the students. (Have an Assistant hold up the picture at the right time.)

Teacher: Good **morning!**
Good **morning!**
Good **morning!** How are **you?**

Assistants: I'm **fine.**
I'm **fine.**
I'm **fine.** Thank **you!**

Teacher: Good **afternoon!**
Good **afternoon!**
Good **afternoon!** How are **you?**

Students: I'm not **good.**
I'm not **good.**
I'm not **good.** Oh **no!**

Teacher: Good **evening!**
Good **evening!**
Good **evening!** How are **you?**

Assistants: I'm **great!**
I'm **great!**
I'm **great!** Thank **you!**

B. Now have the students practice this chant.. Have your Assistants say the students' part with them. Repeat. Change sides. Add claps on the bold words once they have this chant down

III. Teaching Simple Dialogue

- A. Now we will put the students' new vocabulary into a simple dialogue. Again, the Teacher will model this with his/her Assistants at least 3 times.

Teacher: "Good morning everyone!"

Assistants: "Good morning.

Teacher: "How are you?"

Assistants: "Fine, thanks, how are you?"

Teacher: "Great. Nice to meet you. My name is _____"

Assistants: "Nice to meet you too."

Teacher: "Sit down please. Thank you."

Following the modeling of this dialogue at least 3 times, the students will read the part of the Assistants, with the help of the Assistants. Once they have done this a few times, have the students read the part of the Teacher. The Assistants always go with the students on their part.

- B. Work in dyads (pairs)

Assign each student a partner. It is good to put a better student with a poorer student. (Do not keep the same partners every day.)

The students work in pairs, one taking the part of the Teacher and the other taking the part of the Assistant. They practice the dialogue several times, then switch sides. The Assistants roam around the classroom listening for pronunciation, and helping where needed.

- C. Demonstration in front of class.
Have the Assistants pick two pairs to demonstrate this in front of the class. Give much encouragement!

IV. Pronunciation Exercises: Repeat from first day.

- A. Have the students watch your mouth as you demonstrate the movement of the tongue and lips in pronouncing the following words:

Billy– [l] – tongue on roof of mouth

Sally – [l] - same

David – [v] – teeth on bottom lip, not the [w] position

Victor - [v] – same, not the [w] position

Teaching Assistants need to roam through the class to assess each student's tongue and teeth position.

Third Session: 45 minutes

- I. Finish any activity you did not complete in the second session.
- II. Game: A great game to practice vocabulary.

Take all the pictures you have taught the students so far and position them on the board shelf of the blackboard.

Teach the students Rock, Paper, Scissors.

Have 2 teams. (If you have equal number of boys and girls you can divide them this way, or just count off by 2's and create your two teams.) The teams line up, one on each side of the blackboard. The first member of each team moves along by saying the word/phrase and then when he/she reaches the other team member they do rock, paper, scissors to see who keeps going. If he/she loses, the student goes to the back of their team line. Meanwhile, the student from the other team keeps going until he/she reaches the next member of the first team. Go to the following link and watch how this works. https://www.youtube.com/watch?v=1ZDbsA_L464

You can use this game again and again throughout camp as you introduce more vocabulary.

- III. TPR - Published on May 18, 2014

This children's brain break, action song, "Shake Your Sillies Out" is from the award-winning CD, "Kid's Country Song & Dance". You can find this on the following YouTube link https://www.youtube.com/watch?v=NwT5oX_mqS0.

Children will learn the moves to "Shake Your Sillies Out." Your kids will have a blast with this silly and fun action song! "Shake Your Sillies Out" is a great brain break, action song to make it easy and fun to end the morning session. When children take a moment to sing, dance, move, and even laugh then they can return to their academics feeling happy, energized and renewed. More and more schools are realizing the significant values of brain breaks in the classroom. This brain breaks action song is perfect for the preschool, kindergarten and elementary children.

Teach moves only on the first few days. Only the Teacher and Assistants sing the words. You may want to end each day with this activity, or use it to break up the morning if the students are getting tired. Eventually the students should learn the words. This is a fun program the younger students could do during the final program.

Shake Your Sillies Out

Shake, shake, shake our sillies out,
Shake, shake, shake our sillies out,
And wiggle our waggles away.

We're gonna clap, clap, clap, our crazies out,
Clap, clap, clap our crazies out,
Clap, clap, clap our crazies out,
And wiggle our waggles away.

We're Gonna jump, jump, jump our jiggles out,
Jump, jump, jump our jiggles out,
Jump, jump, jump our jiggles out,
And wiggle our waggles away.

We're gonna jog, jog, jog our jitters out,
Jog, jog, jog our jitters out,
Jog, jog, jog our jitters out,
And wiggle our waggles away.

We're gonna stretch, stretch, stretch our stretchies out,
Stretch, stretch, stretch our stretchies out,
Stretch, stretch, stretch our stretchies out,
And wiggle our waggles away.

We're gonna yawn, yawn, yawn our yawnies out,
Yawn, yawn our yawnies out,
Yawn, yawn, yawn our yawnies out,
And wiggle our waggles away.
Repeat all, And wiggle our waggles away.

If you handed out workbooks, collect them before dismissal.

Lesson Three: Colors

Strategy: Working together as a whole class using jazz chants and games, and in dyads for a simple dialogue.

Lesson Objectives:

Following a review of the second day jazz chants and vocabulary, the main objective on this third day is to increase vocabulary by learning colors. This will be done by teaching simple jazz chants, a simple dialogue, and reinforced by playing games. By the end of class students will be equipped with “chunks” of English language centered on colors. Jazz chants give them the flow of the language, the rhythm, and sound patterns. In addition, they promote fluency, comprehension, and help with pronunciation.

Materials:

8 ½ X 11 construction paper of each color in the vocabulary.

Vocabulary cards. One word of each color printed on each card. You will need two sets.

ESL Objectives:

Pronunciation - result of producing the sounds of speech, including articulation, stress, and intonation, often with reference to the English standard of correctness or acceptability. Pronunciation drills on the following sounds are included: /th/ /l/ /v/ /w/ /short e/

Diction - usually implies a high level of usage; it refers chiefly to the choice of words and their arrangement. This is encouraged when the students make substitutions, vary their tales, or create their own skits. We want to encourage the students to *use their English!*

Vocabulary - learning new words of a foreign language. This includes idiomatic expressions.

Fluency - able to speak smoothly, easily, gracefully, and readily. All ESL methods seek to increase fluency.

Intonation - the sound pattern of phrases and sentences produced by pitch variation in the voice which distinguishes kinds of sentences of different language cultures. Jazz chants are for the purpose of working on intonation.

Oralcy – learning to produce sounds of a language

Confidence – levels increase the more students speak in front of their classmates, when the students are encouraged to vary their stories and make substitutions, through stating their own arguments and opinions, through skits, and in reciting dialogues.

First Session: 45 minutes – Review

- I. Begin by reviewing **Jazz Chant #1, and Jazz Chant #2** from yesterday's lesson. This is not only a good review but a good warm up exercise for the students, getting them ready to learn a new lesson.

Jazz Chant #1

Teacher: **Hi!** How **are** you?

Assistants: **Fine!** How are **you**?

Teacher: **Hi!** How **are** you?

Assistants: **Fine!** How are **you**?

Teacher: **Hi!** How **are** you? **Hi!** How **are** you?
Hi! How **are** you?

Assistants: **Fine!** How are **you**?

Jazz Chant #2

Teacher: Good **morning!**
Good **morning!**
Good **morning!** How are **you**?

Assistants: I'm **fine**.
I'm **fine**.
I'm **fine**. Thank **you!**

Teacher: Good **afternoon!**
Good **afternoon!**
Good **afternoon!** How are **you**?

Students: I'm not **good**.
I'm not **good**.
I'm not **good**. Oh **no!**

Teacher: Good **evening!**
Good **evening!**
Good **evening!** How are **you**?

Students: I'm **great!**
I'm **great!**
I'm **great!** Thank **you!!**

II. Introduce new vocabulary

color	green	grey
red	blue	pink
orange	purple	black
yellow	white	

(The Law of Language: Teacher and students must speak the same language for learning to occur. Pictures are the universal language). Get construction paper already in these colors, minimal 8 ½ X 11, and hold them up while teaching vocabulary. Show one at a time and repeat until the students know and can say the names of these colors.

When they know the names of each color, introduce vocabulary cards with the name of each color and teach the name with the color. Repeat 3 times.

Play the game in which the students locate the color word somewhere in the room. Show the vocabulary card with color picture and have the students locate the color word while you say the word. You can make this into a competition. The first student to locate the word and match it with the word on the vocabulary card gets one point. The student with the most points wins.

Next have your Assistants put the color words in different locations in the classroom. Then say the vocabulary word but do not show the picture. Have the students locate the color words, one at a time.

Repeat any of the above steps for colors that seem difficult.

III. TPR: Before beginning TPR, teach new vocabulary words below by demonstration. Have your Assistants act out the words. Repeat until the students understand these words.

Find touch point stand up sit down coat

A. When the students understand these words, tell them you will use the words to tell them what to do. First give examples to the Assistants and have them demonstrate these directions. Then give the directions to the students.

1. Stand up.
2. Touch something red
3. Point to something blue
4. Find something yellow
5. Touch something grey
6. Point to something orange
7. Find something green
8. Touch something black
9. Point to something purple
10. Find something brown
11. Touch something pink
12. Point to something white
13. Sit Down

Repetition is the mother of all learning!! If you finish this session with time to spare, you are not spending enough time in repetition and practice.

Second Session: 45 minutes

- A. Review the vocabulary from the first session. Have the students name each color as a group in unison. Do not call on a student because the Chinese are not familiar with this practice. Also, as they are younger students, it is better to answer as a group in unison.

When they are done reviewing colors, have them do the same with the matching vocabulary word.

- II. Now have the students practice this chant. When a color is mentioned have the student holding that color lift it up. Have your Assistants say this chant with the students. Then put the chant to any tune you can make up. Repeat several times, going faster each time.

What color is this? It's black.

What color is this? It's blue.

What color is this? It's red and green and pink, and orange and purple!

The students enjoy holding up their colors.

III. Teaching Simple Dialogue

- A. Now we will put the students' new vocabulary into a simple dialogue. Again, the Teacher will model this with his/her Assistants at least 3 times.

Teacher: "Hello!"

Assistants: "Hi!"

Teacher: "I like your red coat!"

Assistants: "Thank you. I like your blue coat."

Teacher: "It was good to see you!"

Assistants: "Okay! Goodbye!"

Following the modeling of this dialogue at least 3 times, the students will then read the part of the Assistants, with the help of the Assistants. Once they have done this a few times, have the students read the part of the Teacher. The Assistants always move with the students to help with their part.

B. Work in dyads (pairs)

Assign each student a partner. It is good to put a better student with a poorer student. (Do not keep the same partners every day.)

The students work in pairs, one taking the part of the Teacher and the other taking the part of the Assistant. They practice the dialogue several times, and then switch sides. The Assistants roam around the classroom listening for pronunciation, and helping where needed.

C. Demonstration in front of class.

Have the Assistants pick two pairs to demonstrate this in front of the class. Give much encouragement!

Third Session: 45 minutes

- I. Finish any activity you did not complete in the second session.
- II. Game: Whack-A-Card

Instructions: Place the color cards on the table. Have the students split into two teams. Have one student from each team come up at the same time. Call a color from the cards. The students must smack the correct color card first. This can be played as a class or in small groups.

- III. Game: Color Corners (Label each corner in the room a color word). Blindfold one person. The blindfolded person counts to 15. The other students move quietly to the four corners. Once the blindfolded person has counted to 15 he/she calls out one of the four colors. All the students in the corner of that color are out of the game. The game continues using new colors in the corners until there are one or two people left.

- IV. Play: Do You Love Your Neighbor? (use color words)

Make a circle with the chairs enough for the students and Assistants. Take out one chair. Start with one of your Assistants in the middle. He/she says, "I love my neighbor with blue shoes." All the students with blue shoes leave their chairs and run to an empty chair. The person in the middle also tries to get in a chair. The person left out is now in the middle.

- V. **TPR:** "Shake Your Sillies Out"

Teach moves only on the first few days. Only the Teacher and Assistants sing the words. You may want to end each day with this activity, or use it to break up the morning if the students are getting tired. Eventually the students should learn the words. This is a fun program the younger students could do during the final program.

Shake Your Sillies Out

Shake, shake, shake our sillies out,
Shake, shake, shake our sillies out,
And wiggle our waggles away.

We're gonna clap, clap, clap, our crazies out,
Clap, clap, clap our crazies out,
Clap, clap, clap our crazies out,
And wiggle our waggles away.

We're Gonna jump, jump, jump our jiggles out,
Jump, jump, jump our jiggles out,
Jump, jump, jump our jiggles out,
And wiggle our waggles away.

We're gonna jog, jog, jog our jitters out,
Jog, jog, jog our jitters out,
Jog, jog, jog our jitters out,
And wiggle our waggles away.

We're gonna stretch, stretch, stretch our stretchies out,
Stretch, stretch, stretch our stretchies out,
Stretch, stretch, stretch our stretchies out,
And wiggle our waggles away.

We're gonna yawn, yawn, yawn our yawnies out,
Yawn, yawn our yawnies out,
Yawn, yawn, yawn our yawnies out,
And wiggle our waggles away.
Repeat all, And wiggle our waggles away.

If you handed out workbooks, collect them before dismissal.

Lesson Four: Animals

Strategy: Working together as a whole class using jazz chants and a simple dialogue.

Lesson Objectives:

Following a review of the third day (colors), the main objective on this fourth day is to increase vocabulary by learning names of animals. This will be done by teaching simple jazz chants, learning a simple sentence, a simple dialogue, and playing a simple game of matching names to animals. Students will learn to speak in a complete sentence incorporating the name of the animal with its color on the picture. By the end of class students will be equipped with “chunks” of English language centered on animals. Jazz chants give them the flow of the language, the rhythm, and sound patterns. In addition, they promote fluency, comprehension, and help with pronunciation.

Materials: Pictures of animals listed in the vocabulary that also demonstrate the colors learned yesterday (for continued review). Also make vocabulary cards of the names of the animals. Pictures of the story “The Little Red Hen.”

ESL Objectives:

Pronunciation - result of producing the sounds of speech, including articulation, stress, and intonation, often with reference to the English standard of correctness or acceptability. Pronunciation drills on the following sounds are included: /th/ /l/ /v/ /w/ /short e/

Diction - usually implies a high level of usage; it refers chiefly to the choice of words and their arrangement. This is encouraged when the students make substitutions, vary their tales, or create their own skits. We want to encourage the students to *use their English!*

Vocabulary - learning new words of a foreign language. This includes idiomatic expressions.

Fluency - able to speak smoothly, easily, gracefully, and readily. All ESL methods seek to increase fluency.

Intonation - the sound pattern of phrases and sentences produced by pitch variation in the voice which distinguishes kinds of sentences of different language cultures. Jazz chants are for the purpose of working on intonation.

Oracy – learning to produce sounds of a language

Confidence – levels increase the more students speak in front of their classmates, when the students are encouraged to vary their stories and make substitutions, through stating their own arguments and opinions, through skits, and in reciting dialogues.

First Session: 45 minutes – Review

- I. Begin by reviewing “colors” from yesterday’s lesson. Use the 8 ½ X 11 construction paper from the previous lesson. Do not ask for volunteers, simply go around the room and show each student a colored sheet and ask for the name of the color. Go around the room until they get them all correct.

Next lay the colored sheets on a table and put the vocabulary cards of the color words out for the students. Have them come up one at a time and have them match the word with the color.

- II. TPR Review: This is not only a good review but a good warm up exercise for the students, getting them ready to learn a new lesson.

Have your Assistants demonstrate these directions again.. Then give the directions to the students. (Notice the order of the colors is changed from the previous day.)

1. Stand up.
2. Touch something blue
3. Point to something red
4. Find something grey
5. Touch something yellow
6. Point to something green
7. Find something orange
8. Touch something purple
9. Point to something black
10. Find something pink
11. Touch something white
12. Point to something brown
13. Sit Down

- III. Introduce new vocabulary – animals – You will do this by showing pictures (common language) of the animals listed below. Please note that the vocabulary for today’s lesson is larger than previously taught.

elephant	rabbit	cow
chicken	sheep	pig
duck	kangaroo	frog
octopus	zebra	goat
panda	bear	bird
dog	lion	cat
monkey	horse	mouse

Hold up each picture and say the name of the animal. Have the students repeat name altogether as a class. Do five animal names at a time and repeat twice. Work on correct pronunciation. Repeat until you feel they know the names in English.

Remember, *Repetition* is the mother of all learning!!

Second Session: 45 minutes

- I. Review the vocabulary from the first session. Have the students again name each animal as a group in unison. Do not call on an individual student to volunteer because the Chinese are not familiar with this practice. Also, if your students are younger, it is better to answer as a group in unison.
- II. As with colors, put the name of the animal with the animal as you review. Then play a game of laying out the pictures of the animals and having the students take a name card and lay it on the picture of the correct animal.
- III. Using names of animals and colors in complete sentences: When they are done reviewing animal names, introduce the following sentence (which is also a review of colors).

Teacher: Have each picture of an animal in a color that the students learned in the previous lesson. The picture of the animal should be in that color.

Write on board: The _____ is _____.

Hold up the picture of the bear. Have your Assistants demonstrate the following sentences.

“The bear is brown.”

“The pig is pink.”

“The mouse is purple.” And so on.

Now ask the students to say these sentences with the Assistants. Go through all the animals. The students are learning “chunks” of language using complete sentences.

IV. Teaching Simple Jazz Chant

The following jazz chant is to work on the rhythm of the English language. This will increase intonation and also build confidence. Have your Assistants hold up the pictures while demonstrating the jazz chant.

Demonstrate
Teach line by line
Go through it several times.
Add students.

Elephant	Chicken	Duck
Elephant	Chicken	Duck
Elephant	Chicken	
Elephant	Chicken	
Elephant	Chicken	Duck

Kangaroo	Zebra	Bear
Kangaroo	Zebra	Bear
Kangaroo	Zebra	
Kangaroo	Zebra	
Kangaroo	Zebra	Bear

Octopus	Panda	Dog
Octopus	Panda	Dog
Octopus	Panda	
Octopus	Panda	
Octopus	Panda	Dog

Add clapping and repeat until the students get the rhythm.

Third Session: 45 minutes

- I. Finish any activity you did not complete in the second session.
- II. Introduce simple dialogue with the Story: "The Little Red Hen"

Teacher: Tell story using simple picture book as you relate the following story. (You can also Google images for this story, print, and laminate.) This story teaches sequencing, and uses a simple dialogue. We are not teaching more vocabulary at this juncture. The pictures following the story should help with understanding. The point is the dialogue.

The Teacher and the Assistants go through the story twice to model the dialogue. The Assistants can also act out the story as the Teacher reads.

Next time through have the students say the part of the Assistants with the Assistants.

Teacher: There once was a little red hen that lived on a farm. The hen's friends were a little black dog, a big orange cat, and a little green duck.

One day, the red hen found some grains of wheat. "I can make bread from this," thought the red hen. The little red hen asked, "Who will help me plant the wheat?"

Assistants: "Not I," said the little black dog.
"Not I," said the big orange cat.
"Not I," said the little green duck.

Teacher: "Then I will do it myself," said the little red hen. And she planted the wheat without any help at all. The little red hen asked, "Who will help me cut the wheat?"

Assistants: "Not I," said the little black dog.
"Not I," said the big orange cat.
"Not I," said the little green duck.

Teacher: "Then I will do it myself," said the little red hen. And she cut the wheat without any help at all. The tired little red hen asked, "Who will help me take the wheat to the mill and grind it into flour?"

Assistants: "Not I," said the little black dog.
"Not I," said the big orange cat.
"Not I," said the little green duck.

Teacher: "Then I will do it myself," said the tired little red hen. So she took the wheat to the mill and ground it into flour without any help at all. The very, very tired little red hen asked, "Who will help me bake the bread?"

Assistants: "Not I," said the little black dog.
"Not I," said the big orange cat.
"Not I," said the little green duck.

Teacher: "Then I will do it myself," said the very, very tired little red hen. And she baked the bread without any help at all. The hot, fresh bread smelled very good. The little red hen asked, "Now, who will help me eat this bread?"

Assistants: "I will!" said the little black dog.
"I will!" said the big orange cat.
"I will!" said the little green duck.

Teacher: "No, you won't! I will do it myself!" yelled the little red hen. And she ate the bread without any help at all.

The students should enjoy saying their parts as again, they are speaking complete sentences and learning chunks of language.

Again, "repetition is the mother of all learning!" Have the students go through this story at least twice, if not more.

III. TPR: "Shake Your Sillies Out"

Today have the students begin to sing the words with the motions.

Shake Your Sillies Out

Shake, shake, shake our sillies out,
Shake, shake, shake our sillies out,
And wiggle our waggles away.

We're gonna clap, clap, clap, our crazies out,
Clap, clap, clap our crazies out,
Clap, clap, clap our crazies out,
And wiggle our waggles away.

We're Gonna jump, jump, jump our jiggles out,
Jump, jump, jump our jiggles out,
Jump, jump, jump our jiggles out,
And wiggle our waggles away.

We're gonna jog, jog, jog our jitters out,
Jog, jog, jog our jitters out,
Jog, jog, jog our jitters out,
And wiggle our waggles away.

We're gonna stretch, stretch, stretch our stretchies out,
Stretch, stretch, stretch our stretchies out,
Stretch, stretch, stretch our stretchies out,
And wiggle our waggles away.

We're gonna yawn, yawn, yawn our yawnies out,
Yawn, yawn our yawnies out,
Yawn, yawn, yawn our yawnies out,
And wiggle our waggles away.
Repeat all, And wiggle our waggles away.

If you handed out workbooks, collect them before dismissal.

Lesson Five: Body Parts

Strategy: Working together as a whole class using TPR songs, playing Simon Says, and as dyads working through one or two simple dialogues.

Lesson Objectives:

Following a review of the fourth day, the main objective on this fifth day is to increase vocabulary by learning names of body parts. This will be done by teaching simple TPR songs, teaching simple dialogues, and playing a game. By the end of class students will be equipped with “chunks” of English language centered on names of body parts. Songs, like jazz chants, give them the flow of the language, the rhythm, and sound patterns. In addition, they promote fluency, comprehension, and help with pronunciation.

Materials:

Big picture of Monkey. If you have an Assistant who can draw, have him/her draw one on the board, or bring a large picture with you.

ESL Objectives:

Pronunciation - result of producing the sounds of speech, including articulation, stress, and intonation, often with reference to the English standard of correctness or acceptability. Pronunciation drills on the following sounds are included: /th/ /l/ /v/ /w/ /short e/

Diction - usually implies a high level of usage; it refers chiefly to the choice of words and their arrangement. This is encouraged when the students make substitutions, vary their tales, or create their own skits. We want to encourage the students to *use their English!*

Vocabulary - learning new words of a foreign language. This includes idiomatic expressions.

Fluency - able to speak smoothly, easily, gracefully, and readily. All ESL methods seek to increase fluency.

Intonation - the sound pattern of phrases and sentences produced by pitch variation in the voice which distinguishes kinds of sentences of different language cultures. Jazz chants are for the purpose of working on intonation.

Oralcy – learning to produce sounds of a language

Confidence – levels increase the more students speak in front of their classmates, when the students are encouraged to vary their stories and make substitutions, through stating their own arguments and opinions, through skits, and in reciting dialogues.

First Session: 45 minutes – Review

- I. Begin by reviewing pictures of animals and their names.
 - A. Hold up each picture and have the students say the name of the animal. Do this as a group.

elephant	rabbit	cow
chicken	sheep	pig
duck	kangaroo	frog
octopus	zebra	goat
panda	bear	bird
dog	lion	cat
monkey	horse	mouse

- B. Hold up each picture and have the students speak in sentences: “The bear is brown,” etc. You are reviewing names of animals and colors.
 - C. Place pictures of animals on table and play a game in which each student is given the name of one of the animals and he/she must place it on the correct picture. If the students are able you can do this in two teams and make it a competition.
 - II. Introduce new vocabulary – body parts – You will do this by demonstrating on your Assistants. Have everyone stand up
 - A. Point to a body part. Give name. Have the students repeat name altogether as a class. Work on correct pronunciation. Repeat until you feel they can say the names of the body parts in English.

arm	thumb	shoulders
leg	neck	knees
foot	back	toes
head	face	waist
hand	lips	eyes
finger	nose	spine

- B. Give the name of the body part and have the students point to it on their own bodies. Do this several times.
 - C. Ask the following question and have them answer in complete sentences. First model this activity with your assistants twice.

Teacher: “What is this?” (Point to one of the body parts above.)

Students: “This is my arm....” Etc.

- D. Have students select a partner. When you call out the body part they put their part together with their partner. (Don’t do lips!). As always, have your Assistants demonstrate thoroughly first.

For example: Hand on hand. Finger on finger. Foot on foot.

Remember, Repetition is the mother of all learning!!

Second Session: 45 minutes

Finish any activity not accomplished in the First Session.

- I. Review the vocabulary from the first session. Have the students again name each body part as a group in unison. Do not call on an individual student to volunteer because the Chinese are not familiar with this practice. Also, if your students are younger, it is better to answer as a group in unison.
- II. Teaching Simple dialogue – speaking in complete sentences.

As always, the teacher and the assistants model this first, line by line. The teacher reads her line very slowly. Explain any words the students may not know, but in this dialogue they should know the words.

The Assistants read their lines, very slowly. When finished, repeat the whole process.

Next have the students read the lines with the Assistants. Then have the students read the lines with the Teacher.

Divide into pairs. Have the students practice the dialogue, switching parts. They can substitute another animal if they are able.

Have the Assistants roam around the class helping with pronunciation. Have them pick 2 or 3 pairs to demonstrate in front of the class. Give lots of praise for *specific* things, like, “I like the way she said.....”

Dialogue #1

Teacher: “My monkey has two ears.
What does your monkey have?”

Assistants: “My monkey has one nose.
What does your monkey have?”

Teacher: “My monkey has two arms.
What does your monkey have?”

Assistants: “My monkey has two legs.
What does your monkey have?”

Teacher: “My monkey has two feet.
What does your monkey have?”

Assistants: “My monkey has two lips and I like my monkey best!”

Dialogue #2 – a little more advanced – explain words they do not know.

Teacher: “I have a headache, I worked too much today.”

Assistants: “I've been running and my legs and knees hurt.”

Teacher: “My back also hurts.”

Assistants: “You seem tired.”

Teacher: “I'm very tired, I'm going to bed.”

Assistants: “ Me too, good night!”

III. Play the game “Simon Says”

Have your Assistants model the game first.

Simon Says touch your nose.

Simon Says touch your lips.

Touch your head. (If Simon doesn't say it, they must not obey the command! If they do, they must sit down.)

Play this until they tire of it.

Third Session: 45 minutes

I. Finish any activity you did not complete in the second session.

II. Teach song: “Oh what a miracle am I” (Tune is on a Teaching CD of BTW)

I've got hands (students repeat)

Watch me clap (students repeat and clap)

I've got arms (students repeat)

Watch me swing them (students repeat and swing arms).

Oh what a miracle am I!!

Chorus:

Oh what a miracle, Oh what a miracle, every little part of me.

I'm so special, so very special, there's nobody quite like me!

I've got a waist (students repeat)
Watch me twist (students repeat and twist)
I've got a spine (students repeat)
Watch me bend (students repeat and bend)
Oh what a miracle am I!!

Chorus:
Oh what a miracle, Oh what a miracle, every little part of me.
I'm so special, so very special, there's nobody quite like me!

I've got knees (students repeat)
Watch me bend (students repeat)
I've got one foot (students repeat)
Watch me stand (students repeat and stand on one foot)
Oh what a miracle am I!!

Chorus:
Oh what a miracle, Oh what a miracle, every little part of me.
I'm so special, so very special, there's nobody quite like me!

III. Teach song: "The Hokey-Pokey"

"You put your right foot in: you put your right foot out: You put your right foot in and you shake it all about. You do the Hokey-Pokey, and you turn yourself around. That's what it's all about."

(Left foot, Right hand, Left hand, Head, whole body.)

IV. Teach song: "Head and Shoulders, Knees and Toes"
Place both hands on parts of body as they are mentioned. On second time speed up, and get faster with each verse.

"Head and Shoulders, Knees and Toes, Knees and Toes." Repeat

"Eyes and Ears and Mouth and Nose,
"Head and Shoulders, Knees and Toes, Knees and Toes!"

IV. TPR – "Shake Your Sillies Out"

Shake Your Sillies Out

Shake, shake, shake our sillies out,
Shake, shake, shake our sillies out,
And wiggle our waggles away.

We're gonna clap, clap, clap, our crazies out,
Clap, clap, clap our crazies out,
Clap, clap, clap our crazies out,
And wiggle our waggles away.

We're Gonna jump, jump, jump our jiggles out,
Jump, jump, jump our jiggles out,
Jump, jump, jump our jiggles out,
And wiggle our waggles away.

We're gonna jog, jog, jog our jitters out,
Jog, jog, jog our jitters out,
Jog, jog, jog our jitters out,
And wiggle our waggles away.

We're gonna stretch, stretch, stretch our stretchies out,
Stretch, stretch, stretch our stretchies out,
Stretch, stretch, stretch our stretchies out,
And wiggle our waggles away.

We're gonna yawn, yawn, yawn our yawnies out,
Yawn, yawn our yawnies out,
Yawn, yawn, yawn our yawnies out,
And wiggle our waggles away.
Repeat all, And wiggle our waggles away.

If you handed out workbooks, collect them before dismissal.

Lesson Six: Emotions

Strategy: Working together as a whole class and dyads

Lesson Objectives:

Following a review of the lesson of Day 5, the main objective on this sixth day is to increase vocabulary by learning names of emotions. This will be done by teaching a simple TPR song, teaching simple dialogue, simple jazz chant, and playing a game. By the end of class students will be equipped with “chunks” of English language centered on emotions. Songs, like jazz chants, give them the flow of the language, the rhythm, and sound patterns. In addition, they promote fluency, comprehension, and help with pronunciation.

Materials:

Pictures of Children displaying Emotions to be learned in this lesson.

Two sets of vocabulary cards with emotions to be learned in this lesson.

ESL Objectives:

Pronunciation - result of producing the sounds of speech, including articulation, stress, and intonation, often with reference to the English standard of correctness or acceptability. Pronunciation drills on the following sounds are included: /th/ /l/ /v/ /w/ /short e/

Diction - usually implies a high level of usage; it refers chiefly to the choice of words and their arrangement. This is encouraged when the students make substitutions, vary their tales, or create their own skits. We want to encourage the students to *use their English!*

Vocabulary - learning new words of a foreign language. This includes idiomatic expressions.

Fluency - able to speak smoothly, easily, gracefully, and readily. All ESL methods seek to increase fluency.

Intonation - the sound pattern of phrases and sentences produced by pitch variation in the voice which distinguishes kinds of sentences of different language cultures. Jazz chants are for the purpose of working on intonation.

Oralcy – learning to produce sounds of a language

Confidence – levels increase the more students speak in front of their classmates, when the students are encouraged to vary their stories and make substitutions, dialogues.

First Session: 45 minutes – Review

- I. Begin by reviewing body parts: Give the name of the body part and have the students point to it on their own bodies. Do this several times.

arm	thumb	shoulders
leg	neck	knees
foot	back	toes
head	face	waist
hand	lips	eyes
finger	nose	spine

- II. Ask the following question and have them answer in complete sentences. First model this activity with your assistants twice.

Teacher: “What is this?” (Point to one of the body parts above.)

Students: “This is my arm....” Etc.

- III. Have students select a partner. When you call out the body part they put their part together with their partner. (Don’t do lips!). As always, have your Assistants demonstrate thoroughly first.

For example: Hand on hand. Finger on finger. Foot on foot.

- IV. Play the game “Simon Says”

Have your Assistants again model the game first.

Simon Says touch your nose.

Simon Says touch your lips.

Touch your head. *(If Simon doesn’t say it, they must not obey the command! If they do, they must sit down.)*

Play this until they tire of it.

- V. Introduce new vocabulary – **emotions** – put these words on the black board. You can draw a face showing each emotion (use simple drawings)

happy	surprised	silly
sad	angry	sleepy
afraid	excited	love

- A. As you point to an emotion written on the board, say the word, have the students repeat after you, and have your Assistants act out the emotion. Do this 3 times.

- B. Common language: pictures – As you say each word, show a picture of a child expressing that emotion. Have your students repeat the word after you again. Repeat this 3 times.

- C. Hold up a picture, ask the students to say the word that describes the emotion shown by the child in the picture. Do this 3 times

Second Session: 45 minutes

Finish any activity not accomplished in the First Session.

- I. Review the vocabulary from the first session. Have the students again name the emotion demonstrated by the child in the picture. Do not call on an individual student to volunteer because the Chinese are not familiar with this practice. Also, if your students are younger, it is better to answer as a group in unison.
- II. Teach this simple jazz chant

The Teacher and Assistants first model the chant several times. This is not to learn vocabulary, but to get the rhythm of our language. You do not need to use all the vocabulary words.

Have everyone, including Teacher and Assistants, sit in a circle with legs crossed. Go through a few times and then add claps (clap on legs, clap hands, clap a partner's hands)

Happy	Sad	Love
Happy	Sad	Love
Happy	Sad	
Happy	Sad	
Happy	Sad	Love

Once they get the rhythm add another verse.

Angry	Sad	Love
Angry	Sad	Love
Angry	Sad	
Angry	Sad	
Angry	Sad	Love

Silly	Sleepy	Sad
Silly	Sleepy	Sad
Silly	Sleepy	
Silly	Sleepy	
Silly	Sleepy	Sad

This last is a bit of a tongue twister but should provide them with lots of fun.

You can even have the children express the emotion on their faces as they say each one.

III. Play the following game:

Make a set of flash cards for the emotions listed above. You will need two cards for each feeling. Match the words on the cards with those on the black board. Your Assistants must model the game first so that your students understand how the game is played. They may need to model it several times.

Give each student a card. Make sure both cards in a set are distributed. The object of the game is for the students to ask each other how they are feeling and find the person who has the same feeling as they.

At the start of the game the children walk around the class randomly exchanging the cards. When the teacher shouts "How are you?" the students look at their cards, and they have to run around the class asking the other students, "How are you?" until they find the student with the same feeling on the card as they. Then the two sit down.

The slowest pair to find each other are out. You can keep playing until there are only 2 students left who are the winners.

The game gets exciting as the group gets smaller and smaller.

IV. Acting out the various emotions/feelings

Put the word cards of the emotions in a bag. Demonstrate with your Assistants the act of taking out a card, and pantomiming the emotion/feeling on the card. The other students must guess the emotion.

Go through all the emotions with the Assistants acting out the feeling and the students guessing the emotion.

Now ask the students to do the same. Call on your best student to come and take out a card. Ask him/her to act it out and the other students will guess. Repeat until each emotion has been acted out. If they enjoy this and some did not get a turn, continue until all have had a turn. The Chinese typically really enjoy performing in this manner.

V. Teaching Simple dialogue – speaking in complete sentences.

As always, the teacher and the assistants model this first, line by line. The teacher reads her line very slowly. Explain any words the students may not know, but in this dialogue they should know the words.

The Assistants read their lines, very slowly. When finished, repeat the whole process.

Next have the students read the lines with the Assistants. Then have the students read the lines with the Teacher.

Divide into pairs. Have the students practice the dialogue, switching parts. They can substitute with other emotions if they are able.

Have the Assistants roam around the class helping with pronunciation. Have them pick 2 or 3 pairs to demonstrate in front of the class. Give lots of praise for *specific* things, like, "I like the way she said....."

Dialogue #1

Teacher: "How do you feel?"

Assistants: "I feel happy."

Teacher: "I am glad to hear that."

Teacher: "How do you feel?"

Assistants: "I feel sad."

Teacher: "I am sorry to hear that."

Teacher: "How do you feel?"

Assistants: "I feel sleepy."

Teacher: "I think you need a nap!"

Third Session – 45 minutes

- I. Finish any activity you did not complete in the second session.
- II. If your students are able show a picture of a child expressing an emotion and see if they can tell you "why" he/she feels this way.
At this point some may be able to make up a story using some English words.
- III. Teach song: "If you are Happy and you know it Clap Your Hands."

If You're Happy and You Know It

If you're happy and you know it clap your hands (Clap Clap)

If you're happy and you know it clap your hands (Clap Clap)

If you're happy and you know it, then your face will surely show it.

If you're happy and you know it clap your hands (Clap Clap)

Repeat replacing "Clap" with "Stomp your feet", shout "Hoorah", "do all three" – clap clap stomp stomp Hoorah.

IV. TPR – “Shake Your Sillies Out”

Shake Your Sillies Out

Shake, shake, shake our sillies out,
Shake, shake, shake our sillies out,
And wiggle our waggles away.

We're gonna clap, clap, clap, our crazies out,
Clap, clap, clap our crazies out,
Clap, clap, clap our crazies out,
And wiggle our waggles away.

We're Gonna jump, jump, jump our jiggles out,
Jump, jump, jump our jiggles out,
Jump, jump, jump our jiggles out,
And wiggle our waggles away.

We're gonna jog, jog, jog our jitters out,
Jog, jog, jog our jitters out,
Jog, jog, jog our jitters out,
And wiggle our waggles away.

We're gonna stretch, stretch, stretch our stretchies out,
Stretch, stretch, stretch our stretchies out,
Stretch, stretch, stretch our stretchies out,
And wiggle our waggles away.

We're gonna yawn, yawn, yawn our yawnies out,
Yawn, yawn our yawnies out,
Yawn, yawn, yawn our yawnies out,
And wiggle our waggles away.
Repeat all, And wiggle our waggles away.

If you handed out workbooks, collect them before dismissal.

Lesson Seven: Christmas

Strategy: Working together as a whole class, dyads on jazz chant and dialogue, listening activity, making a craft.

Lesson Objectives:

Following a review of the lesson of Day 6, the main objective on this seventh day is to teach the students the story of Christmas. While teaching this story they will increase in vocabulary. This will be done by teaching a simple dialogue, a simple jazz chant, listening to a story, and making a Christmas Stocking. By the end of class students will be equipped with “chunks” of English language centered on names of Christmas traditions, and the Christmas story.

Materials:

1. Visuals of the Christmas story. These can be copied from googleimages.com, enhanced into 8.5 X 11 and laminated. You can also find story books on Christmas traditions at the Dollar Store. You can break the spine, remove the pictures, laminate and use to explain vocabulary. One of the best ways is to visit your Sunday School Superintendent and borrow a flannel graph of the Christmas story for primary students.
2. You may want to bring a small artificial Christmas tree, a few ornaments, a Christmas stocking, small gifts wrapped, a Santa hat, and/or Christmas cards, when you discuss the traditions around this holiday.
3. Pick up any classroom decorations at the Dollar Store or after the holidays when they are quite cheap.
4. Craft supplies for each student to make his own stocking.

ESL Objectives:

Pronunciation - result of producing the sounds of speech, including articulation, stress, and intonation, often with reference to the English standard of correctness or acceptability. Pronunciation drills on the following sounds are included: /th/ /l/ /v/ /w/ /short e/

Diction - usually implies a high level of usage; it refers chiefly to the choice of words and their arrangement. This is encouraged when the students make substitutions, vary their tales, or create their own skits. We want to encourage the students to *use their English!*

Vocabulary - learning new words of a foreign language. This includes idiomatic expressions.

Fluency - able to speak smoothly, easily, gracefully, and readily. All ESL methods seek to increase fluency.

Intonation - the sound pattern of phrases and sentences produced by pitch variation in the voice which distinguishes kinds of sentences of different language cultures. Jazz chants are for the purpose of working on intonation.

Oralcy – learning to produce sounds of a language

Confidence – levels increase the more students speak in front of their classmates, when the students are encouraged to vary their stories and make substitutions, dialogues.

First Session: 45 minutes – “The Law of the Review”

- I. Review – **emotions** – put these words on the black board.

happy	surprised	silly
sad	angry	sleepy
afraid	excited	love

- A. As you point to an emotion written on the board, say the word, have the students repeat after you, and have the class as a whole act out the emotion.

- B. **TPR:** Sing again “If you’re Happy and You Know It”

If You’re Happy and You Know It

If you’re happy and you know it clap your hands (Clap Clap)

If you’re happy and you know it clap your hands (Clap Clap)

If you’re happy and you know it, then your face will surely show it.

If you’re happy and you know it clap your hands (Clap Clap)

Repeat replacing “Clap” with “Stomp your feet”, shout “Hoorah”, “do all three” – clap clap stomp stomp Hoorah.

- II. Introduce new vocabulary

Christmas Tree	God’s Son
Christmas Stocking	ornament
Christmas Presents	decorate
Mary	shepherd
Joseph	angels
Baby Jesus	barn

Visuals and/or an actual tree, stocking, presents, etc., will help the students see and understand the meaning of the word. For Mary, Joseph, Baby Jesus you can draw simple pictures on the black board or you can laminate pictures from a story book, or googleimages.com

Point to each word, say it, have the students repeat it, and go through it several times.

Pass the actual tree, stocking, presents, etc. around the room and let each child hold and feel them.

Through it all you will be telling what Americans do to celebrate this holiday. Teach this first part as the way we have fun on this day.

III. Simple Jazz Chant #1

Teacher and Assistants model first three times. This is to get the rhythm of each word. Have an Assistant point to the object as the Teacher says it. Once they can pronounce these words in rhythm, add straight clapping on each word. Have the students recite these as long as it takes to get the pronunciation of each word in rhythm. Then have them face a partner, recite the chant while clapping on legs, clap own hands, and clap on partner's hands. Repeat, and change partners!!

Angels	Shepherd	Barn
Angels	Shepherd	Barn
Angels	Shepherd	
Angels	Shepherd	
Angels	Shepherd	Barn

Decorate	Stocking	Tree
Decorate	Stocking	Tree
Decorate	Stocking	
Decorate	Stocking	
Decorate	Stocking	Tree

Ornament	Presents	Son
Ornament	Presents	Son
Ornament	Presents	
Ornament	Presents	
Ornament	Presents	Son

Mary	Joseph	Babe
Mary	Joseph	Babe
Mary	Joseph	
Mary	Joseph	
Mary	Joseph	Babe

IV. Simple Dialogue to encourage speaking in sentences.

Teacher and Assistants model first. Teacher goes over part A, explaining each word the students may not know (hang, fire, find, eat, play, tire). The Assistants take the part of the "Ho Ho Ho," explaining it as a way to laugh. Clap on each of the "Ho Ho Ho's." Review several times.

Next add the students to part B. Do this several times. Next have the students take part A. Repeat several times.

A: We decorate the Christmas Tree
B: Ho Ho Ho

A: We hang our stockings by the fire
B: Ho Ho Ho

A: We find our presents Christmas morning
B: Ho Ho Ho

A: We eat and play until we tire.

B. Ho Ho Ho

Remember, repetition is the mother of all learning!!

Second Session: 45 minutes

- I. Review vocabulary one more time. Point to or hold up an object learned during the first session and have the class as a whole say what it is.
- II. Finish any activity not accomplished in Session I
- III. Listening Activity – A Story

Now tell the children that you are going to tell them a story and you want them to listen very carefully. The story you are going to tell them is a true story. It happened about 2,000 years ago. Christians everywhere love this story, and it is why we celebrate Christmas.

You will tell this story using visuals. You may want to visit your church's Sunday School for a simple flannel graph of the story. Tell it very, very slowly. When you are done, tell it a second time. Ask the following questions to the class as a whole to see if they understand. Do not ask for volunteers or single out a student. Then tell the story slowly for a third time.

You can use the script below, or follow a simple one from a flannel graph, etc. When you use a word they may not know, define it for them. Pictures are critical while telling a story. Even if they do not understand each word, they will get the gist of the story. Pictures are the universal language.

"A long time ago, a mother named Mary, and a father, named Joseph, were going to have a baby. But first they had to travel to their family's city. When they got there they could not find a hotel. A kind farmer let them stay in his barn. That night the Baby Jesus was born. He is the most important baby

born in the world. He is God's Son. An angel told some Shepherds in the fields that this important baby was born and they came to find Him to worship Him. He is important because God sent Him to save people from their sins. (At this point you will have to define "sin." The Chinese typically do not believe they sin because they define the word as a "crime." Tell the students that a sin is when they do something bad, like disobey their mother or father.)

God commands each one to believe in Jesus, to worship Him like the shepherds, and give Him your sin so you can live forever in heaven with Him."

Who is the story about? A mother, a father, and a baby.

What is the baby's name? Jesus

Where was the baby born? In a barn

Why was this baby important? He was the Son of God.

What did He come to do? Take your sins so you can go to heaven.

Third Session: 45 minutes

I. Finish any activity you did not complete in the second session.

II. Craft Activity

Google "Craft Activity – Christmas Stockings": You will get a lot of ideas for making kids stockings. Choose one idea that you are comfortable with and one that is easy to collect materials to bring to China.

Bring materials for each student to make a stocking. When completed, print their English name on the top of each and hang them in the classroom. Prior to their first session for the next day (Day 8), fill each one with little treats (candy cane, jacks, UNO cards, a tiny Christmas book of the story from the Dollar Store, etc.) Opening their stockings will be a good review of some of the vocabulary learned today.

III. **TPR – "Shake Your Sillies Out"**

Shake Your Sillies Out

Shake, shake, shake our sillies out,
Shake, shake, shake our sillies out,
And wiggle our waggles away.

We're gonna clap, clap, clap, our crazies out,
Clap, clap, clap our crazies out,
Clap, clap, clap our crazies out,
And wiggle our waggles away.

We're Gonna jump, jump, jump our jiggles out,
Jump, jump, jump our jiggles out,
Jump, jump, jump our jiggles out,
And wiggle our waggles away.

We're gonna jog, jog, jog our jitters out,
Jog, jog, jog our jitters out,
Jog, jog, jog our jitters out,
And wiggle our waggles away.

We're gonna stretch, stretch, stretch our stretchies out,
Stretch, stretch, stretch our stretchies out,
Stretch, stretch, stretch our stretchies out,
And wiggle our waggles away.

We're gonna yawn, yawn, yawn our yawnies out,
Yawn, yawn our yawnies out,
Yawn, yawn, yawn our yawnies out,
And wiggle our waggles away.
Repeat all, And wiggle our waggles away.

If you handed out workbooks, collect them before dismissal.

Lesson Eight: Easter

Strategy: Working together as a whole class: Bunny hop, craft, egg hunt, review of songs, listening activity of Easter story. Working in groups of 2's or 3's on the resurrection eggs.

Lesson Objectives:

Following a review of the lesson of Day 7, the main objective on this eighth day is to teach the students the rest of the story - Easter. While teaching this story they will increase in vocabulary. This will be done by answering simple questions in simple sentences, telling the story of the resurrection eggs, and making an Easter basket and talking about the eggs they find. By the end of class students will be equipped with "chunks" of English language centered on names of Easter traditions, and the Easter story.

Materials:

1. Visuals of the Easter story. These can be copied from googleimages.com, enhanced into 8.5 X 11 and laminated. You can also find story books on Easter and its traditions at the Dollar Store. You can break the spine, remove the pictures, laminate and use to explain vocabulary. One of the best ways is to visit your Sunday School Superintendent and borrow a flannel graph of the Easter story for primary students.
2. You may want to bring an Easter basket, when you discuss the traditions around this holiday. Bring plastic eggs to hide, and jelly beans for inside.
3. Pick up any classroom decorations at the Dollar Store or after the holidays when they are quite cheap.
4. Craft supplies for each student to make his own Easter basket.
5. Homemade resurrection eggs: collect about 10 ½ dozen egg cartons. When you get to China you can fill them with 6 large, different color, plastic eggs, numbered 1-6 with a magic marker. In the first egg place 3 nickels (or fake silver coins); in egg #2 place a nail; in egg #3 place a tiny cross (you can get these at hobby stores); in egg #4 place a small wreath made from a rose bush with at least one thorn; in egg#5 place a large stone; egg #6 remains empty.

ESL Objectives:

Pronunciation - result of producing the sounds of speech, including articulation, stress, and intonation, often with reference to the English standard of correctness or acceptability. Pronunciation drills on the following sounds are included: /th/ // /v/ /w/ /short e/

Diction - usually implies a high level of usage; it refers chiefly to the choice of words and their arrangement. This is encouraged when the students make substitutions, vary their tales, or create their own skits. We want to encourage the students to *use their English!*

Vocabulary - learning new words of a foreign language. This includes idiomatic expressions.

Fluency - able to speak smoothly, easily, gracefully, and readily. All ESL methods seek to increase fluency.

Intonation - the sound pattern of phrases and sentences produced by pitch variation in the voice which distinguishes kinds of sentences of different language cultures. Jazz chants are for the purpose of working on intonation.

Oracy – learning to produce sounds of a language

Confidence – levels increase the more students speak in front of their classmates, when the students are encouraged to vary their stories and make substitutions, dialogues.

First Session: 45 minutes – Review

I. Law of the Review

- A. Today when the students enter the classroom they should find small gifts in their stockings. (See lesson on Christmas) Each student should bring his/her stocking to the Teacher or to one of the Assistants.

Teacher/Assistant: "What is this?"

Student: "This is my Christmas Stocking."

Teacher/Assistant: "What is in your Christmas Stocking?"

Student: "Christmas presents." *(If the student is able, have him/her tell what else is in the stocking.)*

- B. Review vocabulary – use pictures and/or objects – ask the class for answers, participating as a whole class

Christmas Tree	God's Son
Christmas Stocking	ornament
Christmas Presents	decorate
Mary	shepherd
Joseph	angels
Baby Jesus	barn

C. Simple Jazz Chant #1

Teacher and Assistants model first one time. This is to get the rhythm of each word. Have an Assistant point to the object as the Teacher says it. Once they can pronounce these words in rhythm, have them face a partner, recite the chant while clapping on legs, clap own hands, and clap on partner's hands. Repeat, and change partners!!

Angels	Shepherd	Barn
Angels	Shepherd	Barn
Angels	Shepherd	
Angels	Shepherd	
Angels	Shepherd	Barn

Decorate	Stocking	Tree
Decorate	Stocking	Tree
Decorate	Stocking	
Decorate	Stocking	
Decorate	Stocking	Tree

Ornament	Presents	Son
Ornament	Presents	Son
Ornament	Presents	
Ornament	Presents	
Ornament	Presents	Son

Mary	Joseph	Babe
Mary	Joseph	Babe
Mary	Joseph	
Mary	Joseph	
Mary	Joseph	Babe

Remember, *repetition* is the mother of all learning!!

- II. Introduce new vocabulary: Do this with the universal language of pictures and actual objects that they should touch and feel while saying its name.

Easter basket	nail	stone/rock
Easter egg	crown of thorns	tomb
jelly beans	cross	alive
money	die	

Second Session: 45 minutes

- IV. Review vocabulary one more time. Point to or hold up an object learned during the first session and have the class as a whole say what it is.
- V. Finish any activity not accomplished in Session I
- VI. Listening Activity – A Story

Now tell the children that you are going to tell them a story and you want them to listen very carefully. The story you are going to tell them is a true story. It happened about 2,000 years ago. Christians everywhere love this story, and it is why we celebrate Easter.

You will tell this story using visuals. You may want to visit your church's Sunday School for a simple flannel graph of the story. Tell is very, very slowly. When you are done, tell it a second time. Ask the following questions to the class as a whole to see if they understand. Do not ask for volunteers or single out a student. Then tell the story slowly for a third time.

You can use the script below, or follow a simple one from a flannel graph, etc. When you use a word they may not know, define it for them. Pictures are critical while telling a story. Even if they do not understand each word, they will get the gist of the story. Pictures are the universal language.

“You remember yesterday that a long time ago, a mother named Mary, and a father, named Joseph, had a baby. The baby was born and his name was Jesus. We told you that He is the most important baby born in the world. He is God’s Son. He is important because God sent Him to take away the sins of the people. (At this point you will have to define “sin” once again. The Chinese typically do not believe they sin because they define the word as a “crime.” Tell the students that a sin is when they do something bad, like disobey their mother or father.)

God sent His Son, Jesus, to grow up and to die to pay for our sins.

Well the time had come. A friend of Jesus liked money better than Jesus. He sold Jesus to the soldiers for 30 pieces of money. The soldiers came and put Jesus on a cross. They put nails in His hands and His feet so that He could not get off that cross. Then they put a crown on His head to make fun of Him. It was painful because it was made of thorns. All of this hurt very, very much.

That day Jesus died. A kind man put Him in his tomb. A giant stone was rolled in front of the tomb. In three days, His friends came to visit the tomb and the stone was rolled away!! An Angel appeared to tell his friends that Jesus was not in the tomb; He was alive!! He is in heaven with His Father, God, to this day.

If you believe in Jesus, and you give Him your sin, He will give you life forever with Him in Heaven.

Who is the story about? Jesus
What happened to Jesus? He was sold, and put on a cross, and He died.
Where did His friend put His body? In a tomb.
What happened in 3 days? He was alive again.
Why was this baby important? He was the Son of God.
What did He come to do? Take your sins so you can go to heaven and live forever with Him.

VII. **Resurrection Eggs**

It is important to show these visuals after telling the story. Tell the story again using the eggs. Then tell it again. Demonstrate with your ½ doz. Egg carton and eggs.

Next divide the class into groups of 2’s or 3’s depending on how many students you have in the classroom. Each group should have a carton of 6 large, plastic, resurrection eggs.

The students are to tell the story of each egg to each other. They should try to speak in complete sentences. Each member of the group must do this. The students learn from each other. It is very important for the Assistants to go from group to group to help. They should also be looking for one or two groups to tell the story of the resurrection eggs in front of the class. As always, use much encouragement.

Finally, when every student has “told the story,” the one or two groups picked by the Assistants should tell the story again in front of the class.

I always sent home the resurrection eggs with the students. One student said to me, “I can tell my father about the Easter story!” Since you will probably not have enough for each student, offer them as prizes to those who collect the most eggs, etc. Make up categories to receive prizes.

Third Session: 45 minutes

- I. Finish any activity you did not complete in the second session.
- II. Craft Activity

Google “Craft Activity – Easter Baskets”: You will get a lot of ideas for making kids Easter Baskets. Choose one idea that you are comfortable with and one that is easy to collect materials to bring to China.

Bring materials with you to China for each student to make a basket. While they are doing this, have one of your Assistants hide the eggs. When completed, explain the Easter Egg Hunt and where the eggs are hid. Send them off with the instructions to return with their eggs and to answer questions either to you or an Assistant.

Teacher/Assistant: “What did you find?”

Student: “I found Easter Eggs.”

Teacher/Assistant: “How many eggs did you find?”

Student: “I found ____ eggs.”

Teacher/Assistant: “What colors are your eggs?” (*review of colors*)

Student: “I have one ____one, two ____ etc.”

Teacher/Assistant: “What is in your Easter eggs?”

Student: “Jelly Beans are in my eggs.”

You may want to give prizes (Chocolate Easter egg??? Or the Resurrection Eggs) to the one who found the most eggs, and other categories you can think of.

- III. Teach the Bunny Hop
Have the students form a line, holding onto the waist of the person in front of him/her.

Tap your right foot out and back twice.
Tap your left foot out and back twice.
Hop forward on two feet – one hop
Hop backward on two feet – one hop
Hop forward on two feet – three hops
And repeat

Do this around the classroom, down the hall, etc. until they tire of it.

- IV. TPR – “Shake Your Sillies Out”

Shake Your Sillies Out

Shake, shake, shake our sillies out,
Shake, shake, shake our sillies out,
And wiggle our waggles away.

We're gonna clap, clap, clap, our crazies out,
Clap, clap, clap our crazies out,
Clap, clap, clap our crazies out,
And wiggle our waggles away.

We're gonna jump, jump, jump our jiggles out,
Jump, jump, jump our jiggles out,
Jump, jump, jump our jiggles out,
And wiggle our waggles away.

We're gonna jog, jog, jog our jitters out,
Jog, jog, jog our jitters out,
Jog, jog, jog our jitters out,
And wiggle our waggles away.

We're gonna stretch, stretch, stretch our stretchies out,
Stretch, stretch, stretch our stretchies out,
Stretch, stretch, stretch our stretchies out,
And wiggle our waggles away.

We're gonna yawn, yawn, yawn our yawnies out,
Yawn, yawn our yawnies out,
Yawn, yawn, yawn our yawnies out,
And wiggle our waggles away.
Repeat all, And wiggle our waggles away.

If you handed out workbooks, collect them before dismissal.

Lesson Nine: American Foods

Strategy: Working together as a whole class: Bunny hop and three jazz chants.
Working in groups of 2 (dyads) on the jazz chants.

Lesson Objectives:

Following a review of the lesson of Day 8, the main objective on this ninth day is to teach the students names of American favorite foods. While teaching about foods the students will learn three jazz chant to get the rhythm of the language, and learn the pronouns "I, he, she, we." They students will learn to speak in complete sentences using simply language. By the end of class students will be equipped with "chunks" of English language centered on names of American favorite foods and using correct pronouns.

Materials:

1. Visuals of the following foods: Pizza, Hot dog, Hamburger, Fries, Ice cream, Cake, Candy. These can be copied from googleimages.com, enhanced into 8.5 X 11 and laminated.
2. Candy
3. Sheets of vocabulary words learned during camp for a game of Bingo.
4. Pieces of colored paper 1/2 inch X 1/2 inch to use as "tickets" to place on Bingo sheet.

ESL Objectives:

Pronunciation - result of producing the sounds of speech, including articulation, stress, and intonation, often with reference to the English standard of correctness or acceptability. Pronunciation drills on the following sounds are included: /th/ /l/ /v/ /w/ /short e/

Diction - usually implies a high level of usage; it refers chiefly to the choice of words and their arrangement. This is encouraged when the students make substitutions, vary their tales, or create their own skits. We want to encourage the students to *use their English!*

Vocabulary - learning new words of a foreign language. This includes idiomatic expressions.

Fluency - able to speak smoothly, easily, gracefully, and readily. All ESL methods seek to increase fluency.

Intonation - the sound pattern of phrases and sentences produced by pitch variation in the voice which distinguishes kinds of sentences of different language cultures. Jazz chants are for the purpose of working on intonation.

Oralcy – learning to produce sounds of a language

Confidence – levels increase the more students speak in front of their classmates, when the students are encouraged to vary their stories and make substitutions, dialogues.

First Session: 45 minutes – Review

I. Review

- A. Vocabulary: Put up the pictures and point to each one. Have the class as a whole repeat the name of the picture.

Easter basket
Easter egg
jelly beans
money

nail
crown of thorns
cross
die

stone/rock
tomb
alive

- B. Hold up the contents of the six resurrection eggs, one at a time, in order, and ask a student what the symbol represents. Eventually go to each student. Have them speak in complete sentences.

Teacher: What is this?

Students: It is a_____.

Teacher: What does it mean?

Students: It means_____.

(Have them do the best they can to speak the meaning in a complete sentence. One student may start a sentence, another student may add to it, and another may finish it.)

- C. Tell them you are going to ask them questions about the Easter story that they heard yesterday. Call on students by name. If they have forgotten any part of the story, repeat it for them.

Who was the story about? Jesus

What happened to Jesus? He was sold, and put on a cross, and He died.

Where did His friend put His body? In a tomb.

What happened in 3 days? He was alive again.

Why was this baby important? He was the Son of God.

What did He come to do? Take your sins so you can go to heaven and live forever with Him.

- II. TPR – Before introducing the new vocabulary, have the students do the Bunny Hop again.

Tap your right foot out and back twice.

Tap your left foot out and back twice.

Hop forward on two feet – one hop

Hop backward on two feet – one hop

Hop forward on two feet – three hops

And repeat

- III. Introduce new vocabulary: Do this with the universal language of pictures. Show the picture, give the name and write it on the board. Have the students as a class repeat each name three times. They may have trouble with the pronunciation of “fries.” Watch for that. If so, have the students look at your lips and imitate you.

“Today we are going to learn about the favorite foods of Americans.”

hot dog	pizza	candy
hamburger	ice cream	
fries	cake	

Ask the students if any of these foods are their favorites (like ice cream, cake, and candy).

Second Session: 45 minutes

- I. If you were able to get to the new vocabulary during the first session, review it after the break. If you did not get to it, begin the new vocabulary at the start of the second session.
- II. Jazz Chants – You will be teaching three jazz chants.

Teacher and Assistants model these 2 or 3 times. Add the clapping **after** the students are adept at saying these words in rhythm.

Jazz Chant #1

Hot dog, hamburger, fries.
Hot dog, hamburger, fries
Hot dog, hamburger
Hot dog, hamburger
Hot dog, hamburger, fries.

Have the students do this many times. Remember, *repetition is the mother of all learning!*

(Face partner: Clap on legs, clap hands, clap hands of partner.)

Jazz chant #2

When you teach this jazz chant, explain that “He” is a boy, “She” is a girl, and together they form the “We.” This may sound very simple to you. The Chinese really struggle with personal pronouns. The college students from China who I tutor still struggle with these.

He eats pizza.
She eats hot dogs.
We eat fries.
We eat fries.

Once they can perform this jazz chant with ease, have them find a partner of the opposite sex. Then repeat the jazz chant above with the girl pointing to the boy when they say line #1.

The boy pointing to the girl on line #2.

Together, arm in arm, when they say lines 3 and 4.

Jazz chant #3

Continuing with the pronouns, and the rhythm of the language, model this last one 2 or 3 times with your Assistants, pointing to the appropriate person.

I like ice cream
She likes ice cream
He likes ice cream too!

I like cake
She likes cake
He likes cake too!

I like candy
She likes candy
He likes candy too!

We like ice cream,
We like candy,
We like cake,
We like cake!!!

Finally, have your Assistants pick three pairs of students, each pair to perform one jazz chant for the entire class. Give lots of encouragement.

This should take the entire second session. Of course, pass out some candy at the end of this session.

Third Session: 45 minutes

- I. Since this is the final class, you may want to start reviewing all the songs, jazz chants, games, or activities since Day 1 that the students enjoyed.

OR

- II. You could make up a bingo game of all the vocabulary words they learned in camp. Each sheet would have a different set of words in a different order. You call out a word, they place a "ticket" (colored piece of paper) on the word. When they get 3 tickets in a row and call "bingo", they get a piece of candy.

III. TPR – “Shake Your Sillies Out”

End with the TPR they have done at the end of each class just as you want them to perform it for the final program. They should be able to do all the motions and say all the words by heart.

Shake Your Sillies Out

Shake, shake, shake our sillies out,
Shake, shake, shake our sillies out,
And wiggle our waggles away.

We're gonna clap, clap, clap, our crazies out,
Clap, clap, clap our crazies out,
Clap, clap, clap our crazies out,
And wiggle our waggles away.

We're gonna jump, jump, jump our jiggles out,
Jump, jump, jump our jiggles out,
Jump, jump, jump our jiggles out,
And wiggle our waggles away.

We're gonna jog, jog, jog our jitters out,
Jog, jog, jog our jitters out,
Jog, jog, jog our jitters out,
And wiggle our waggles away.

We're gonna stretch, stretch, stretch our stretchies out,
Stretch, stretch, stretch our stretchies out,
Stretch, stretch, stretch our stretchies out,
And wiggle our waggles away.

We're gonna yawn, yawn, yawn our yawnies out,
Yawn, yawn our yawnies out,
Yawn, yawn, yawn our yawnies out,
And wiggle our waggles away.
Repeat all, And wiggle our waggles away.

Lesson Ten: Review

Strategy: Working together as a whole class using jazz chants and games, and in dyads for a simple dialogue.

Lesson Objectives:

The main objective on this last day is to review all vocabulary, jazz chants, dialogues, and songs taught.

Materials:

All pictures and vocabulary cards, simple prizes for review games or a goodbye gift for each student

ESL Objectives:

Pronunciation - result of producing the sounds of speech, including articulation, stress, and intonation, often with reference to the English standard of correctness or acceptability. Pronunciation drills on the following sounds are included: /th/ /l/ /v/ /w/ /short e/

Diction - usually implies a high level of usage; it refers chiefly to the choice of words and their arrangement. This is encouraged when the students make substitutions, vary their tales, or create their own skits. We want to encourage the students to *use their English!*

Vocabulary - learning new words of a foreign language. This includes idiomatic expressions.

Fluency - able to speak smoothly, easily, gracefully, and readily. All ESL methods seek to increase fluency.

Intonation - the sound pattern of phrases and sentences produced by pitch variation in the voice which distinguishes kinds of sentences of different language cultures. Jazz chants are for the purpose of working on intonation.

Oralcy – learning to produce sounds of a language

Confidence – levels increase the more students speak in front of their classmates, when the students are encouraged to vary their stories and make substitutions, through stating their own arguments and opinions, through skits, and in reciting dialogues.

Depending on how your camp is set up this day may have all three sessions that you will need to fill or you may only have some of the sessions. Please check with your Camp Director regarding the days plans. The following is a suggested activities and games for the last day.

It is advised to plan all three sessions as plans often change.

First Session: 45 minutes – Practice closing program

Practice your program several times. Work on enunciation, projection of their voice (without yelling), and placement during the performance. Check with your Camp Director to see if the room is available for practice. This will help little ones perform better.

Tips for the Closing Program

1. Mark the floor with tap to help the students know where to stand (whether it is just one long line or small pieces of tape for each student)
2. Have your assistants lead the students to their place on stage.
3. Be sure you and your assistants are in front of them so they can follow your lead clearly. (It may mean sitting on the floor or squatting so the parents can see)
4. You may also practice giving them their certificate. You will need to decide if you will have your assistants walk to them with the certificate or the student must come to you for the certificate.

Second Session: 45 minutes - Review Vocabulary and Jazz Chants

Review Game Ideas

1. **Charades** : *Charades* is a fun and lively game for your ESL class to play when reviewing vocabulary. Your students will be energized and enthusiastic when their acting skills are put to the test for their classmates. It is easy to have a charade vocabulary review ready for your class at almost any time and on a moment's notice with minimal advance preparation. The easiest way to be ready at any time is to **keep a collection of vocabulary cards for the words your class has studied**. When you are ready to play, divide your class into two teams. Individuals will take turns acting out one of the words from the cards that you have prepared. They will choose this card randomly on their turns and will have 2 minutes to get their team to guess the word without using books or notes. The actor cannot use any sounds but must communicate only through actions. The rest of the team should shout out any answers that come to mind. If the team is able to guess the word within the designated time, they score a point. If after two minutes the team has not guessed the word correctly, the other team gets one chance to guess the word. If they are correct, they score a point and then continue with their turn. Continue playing until you run out of time or you run out of words. The team with the higher score at the end of the game wins.
2. **Fruit Basket Upset**: Have group sit in a circle. You should have one less chair than you do people, so that one student is left standing up. Make sure each seat is clearly marked - use chairs or mark places with tape. Number people off, but instead of saying, "one, two, three, four, five" say "apple, banana, orange, kiwi, peach" or whatever fruit you like. The more people you have, the more groups you may want. The last person is "It" and stands in the center of the circle.

"It" yells out a fruit name. Everyone with that name must exchange seats with someone else with that name. "It" tries to take one of the empty chairs before they are all taken. Whoever is left without a chair is "It".

Rather than yelling a fruit name, "It" may yell "Fruit Basket Upset." Everyone must change seats.

Variation: "It" may yell more than one fruit at a time. This gets more people up and moving. Remember you can change the name to Animal Upset to review animals, Crayon Box Upset to review colors, etc...

3. Check our website for more ideas (Look under resources. There you will find more game ideas.

Third Session: 45 minutes- Review Dialogues and Songs

1. Dialogue stations- Divide the dialogues among you and your assistants. Then divide the students into the same number of stations. Have the students practice the dialogue at each station for 5- 10 minutes depending on the size of your class.
2. Dialogue Performances - Have the students perform the various dialogues. I do not recommend having every student perform every dialogue. It will take too much time and become tiresome to the students
3. Sing together- Review the songs you have taught. You may even review the songs they sung during music in the afternoons.
4. You can do a farewell craft together