



GOVERNO DE  
PORTUGAL

MINISTÉRIO DA EDUCAÇÃO  
E CIÊNCIA

# **Metas Curriculares de Inglês**

**Ensino Básico: 1.º Ciclo**

## **CADERNO DE APOIO**

11 de maio de 2015

**Ana Cravo, Conceição Bravo, Eulália Duarte**

## **Autoras**

Ana Cravo - Agrupamento de Escolas Nuno Álvares, Castelo Branco

Conceição Bravo - Faculdade de Ciências Humanas e Sociais, Universidade do Algarve

Eulália Duarte - Agrupamento de Escolas Padre João Coelho Cabanita, Loulé

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## INTRODUÇÃO

Este Caderno de Apoio constitui um complemento às Metas Curriculares de Inglês do 1.º ciclo do Ensino Básico. As atividades aqui propostas surgem agrupadas em cinco secções: *Rhymes, Chants and Poems; Let's sing; Story time; Let's start speaking* e *Let's start writing*. Os conteúdos dos diferentes domínios de referência (Domínio Intercultural/*Intercultural Domain*; Léxico e Gramática/*Lexis and Grammar*; Compreensão Oral/*Listening*; Interação Oral/*Spoken Interaction*; Produção Oral/*Spoken Production*; Leitura/*Reading* e Escrita/*Writing*) são tratados transversalmente e interligados nas diferentes atividades.

Em cada uma das secções, o trabalho do professor é perspectivado a partir de alguns princípios a ter em conta na interação com alunos deste nível etário. Os princípios normalmente referidos na literatura e nos recursos de apoio ao professor de língua estrangeira são os seguintes:

- a comunicação na sala de aula deve ser em inglês: pretende-se que os alunos se familiarizem com a língua inglesa e que sejam capazes de ouvir instruções simples, compreender e responder, seja através de gestos ou palavras. Isto não invalida que a língua materna seja usada pontualmente;
- a repetição e a rotina são fundamentais: a repetição de vocabulário, expressões e conteúdos, apresentados de diferentes formas e em diferentes momentos em atividades de curta duração, e a introdução de rotinas no decurso da aula contribuem para a retenção de léxico e de estruturas, promovendo a autonomia do aluno no uso da língua inglesa;
- as atividades devem ser diversificadas: os jogos, os *chants*, as canções, os poemas, as histórias e as pequenas dramatizações devem ser utilizados de forma recorrente e envolver movimento e os cinco sentidos;
- as atividades devem integrar conteúdos de outras áreas de estudo: sempre que possível, recomenda-se a integração de conteúdos trabalhados noutras áreas de aprendizagem (por exemplo: matemática, estudo do meio e expressões artísticas);
- os recursos devem ser variados e apelativos: a aprendizagem da língua e/ou de conteúdos através da língua deve ser ilustrada com imagens, brinquedos, objetos e, se possível, com recursos audiovisuais;
- as crianças devem ser envolvidas na produção de materiais: através de dioramas, cartazes ou banda desenhada, as crianças podem ilustrar os conteúdos estudados, envolvendo-se em trabalho colaborativo com os colegas.

Ao professor caberá adaptar, aos seus alunos, o grau de dificuldade das propostas apresentadas neste caderno e os recursos aqui sugeridos. Aproveitando a mais-valia do conhecimento e da experiência dos professores, recomenda-se que, dentro das escolas, se desenvolva um trabalho colaborativo, criando bancos de materiais comuns. Os materiais apresentados neste caderno visam apoiar o professor no trabalho a desenvolver com os alunos para que eles atinjam o nível A1, do Quadro Europeu Comum de Referência para as Línguas no final do 4.º ano do Ensino Básico.



## RHYMES, CHANTS AND POEMS

Atividade 01: WHAT'S THIS? WHAT'S THIS?

Atividade 02: ONE, TWO, BUCKLE MY SHOE

Atividade 03: I THINK I'LL STAY HOME

Atividade 04: CHUNKING

WHAT'S THIS? WHAT'S THIS?









**Preparation**

- Choose a very simple chant, for example “What’s this? What’s this?”.  
(<https://www.youtube.com/watch?v=-9g2v6E9wtg> - a teacher training film)
- Prepare a worksheet.
- Prepare flashcards.

**Procedure**

- Give students their worksheet.
- Demonstrate the chant 2 or 3 times, before starting the activity.
- Teach the chant line by line, using the worksheet and asking the students to repeat the lines.
- Use the flashcards to illustrate the words in the chant.
- Ask students to point to the pictures and chant along with you.

**Example: Worksheet**

		What’s this?	What’s this?
		Meow	Meow
		A cat	A cat
		A cat	Meow

ONE, TWO, BUCKLE MY SHOE

**Preparation**

- Choose a simple rhyme, for example, “One, two, buckle my shoe”.  
<https://www.youtube.com/watch?v=pazlXyAce18>
- Prepare a worksheet to give out to the students.

**Procedure**






- Write the numbers two, four, six, eight, ten on the board and tell students to try to find the words that rhyme with each number and write them down.
- Play the video twice.
- Ask students to read out the words they have chosen.
- Write the given words on the board: two - shoe, four - door, six - sticks, eight - straight, ten again/hen.
- Divide the class into pairs.
- Give each pair a worksheet.
- Ask students to read the words on the worksheet and indicate with which number each word rhymes.
- Correct the answers on the worksheet as a class activity, by saying the words out loud and asking the students to repeat them.
- Write 5 sentences on the board, in a jumbled order, which can substitute the original rhyme.  
2 – I love you; 4 – Sit on the floor; 6 – What a great mix, 8 – He’s my mate, 10 – His name is Ben.
- Ask students to reorganize the order of the sentences.
- Ask students to chant the new rhyme.

**Follow-up activity**

- The students can invent their own sentences, after reading the rhyming words.

Example: Worksheet

**Read and Match!**

Ben	skate	great	blue	poor	fix	chicks
ate	more	men	new	pen	flu	floor mix
2	4	6	8	10		
two	four	six	eight	ten		
						
shoe	door	sticks	straight	hen		

I THINK I'LL STAY HOME

**Preparation**

- Choose a simple poem, for example, "I Want to Travel".  
<http://lorraineefl.wix.com/travel>
- Prepare a worksheet with the poem.
- Write the poem on the board.

**Procedure**

- Read the poem to the students a few times.
- Ask a few students to come to the board and underline words or chunks they know.
- Revise or teach the necessary vocabulary.
- Practise reading the poem from the worksheet.
- Divide students into 3 groups: North/South/home.
- Tell students that you will say the first two lines and that they must read their part of the poem and mime the appropriate actions (North, cold, ski, etc.).
- Say the first two lines and ask students to follow with their lines and actions.

**Example:** Poem on the board

Teacher	I want to travel But where can I go?
Group 1	To the North where it's cold, To ski in the snow,
Group 2	To the South where it's hot To swim in the sea,
Group 3	I think I'll stay home and watch TV.



## CHUNKING

**Preparation**

- Choose a familiar story presented in the form of simple chants, for example, “Goldilocks and the Three Bears”.

<http://www.penguinreaders.com/pdf/downloads/pyr/download-chants/Goldilocks.pdf>

- Prepare a worksheet with the text in vertical chunks.

**Procedure**

- Hand out the worksheet.
- Read the chant to the class, 2 or 3 times.
- Divide the class into groups A and B.
- Ask group A to read, in silence, the first line of the text, look up and say the line to the class.
- Ask group B to read, in silence, the second line of the text, look up and say the line to the class.
- Repeat the procedure until the end of the chant.

**Example:** Worksheet

The three bears  
eat breakfast  
Mummy, Daddy  
and Baby bear  
“Oh,  
this breakfast  
is hot”  
The three bears  
go for a walk  
“Let’s go  
for a walk”  
Bad girl says  
“Ugh!  
I don’t like  
this breakfast”  
“I like  
*this* breakfast.  
It’s good!”  
The three bears  
come back  
Baby bear says  
“Oh, my breakfast!  
Oh, my chair!  
Oh, my bed!!  
Baby bear says  
“Roar”  
Run, Goldilocks, run!!

## LET'S SING

Atividade 01: THE FOUR SEASONS

Atividade 02: THE FIVE SENSES

Atividade 03: LITTLE SNOWFLAKE

## THE FOUR SEASONS

**Preparation**

- Choose a simple song about the 4 seasons.  
<https://www.youtube.com/watch?v=00S7tB0mTL4>
- Prepare cards to give out to the students with one of the words WINTER, SPRING, SUMMER and FALL written on them.
- Prepare flashcards for teaching vocabulary.

**Procedure**

- Play the song 2 or 3 times.
- Revise or teach the necessary vocabulary.
- Give out a card with the name of one of the seasons to each student and ask them to colour in their word.
- Tell students that you will play the song again and every time their word is sung, they should lift up their card.
- Play the song and ask students to sing along.

**Example:** Flashcards

## THE FIVE SENSES

**Preparation**

- Choose an easy song about the 5 senses.  
<https://www.youtube.com/watch?v=OWW5laDCj1g>
- Prepare flashcards with the phrases: *I can see, I can smell, I can taste, I can hear, I can touch.*

**Procedure**

- Play the song 2 or 3 times.
- Ask students to repeat parts of the song that they can remember.
- Write on the board, the words or parts of the song that the students call out.
- Ask individual students to read the words written on the board.
- Revise or pre-teach the necessary vocabulary, with the help of the words on the board.
- Hold up the flashcards and ask students to read the sentences and point to the respective parts of their body.
- Play the song again and sing along.

**Follow-up activity**

- Give students a worksheet with two columns: In one they should write what senses they use for the objects given in column two. Give students an example.

**Example: Worksheet**

I can hear the bell.	
I can taste ...	
I can see ...	
I can hear ...	
I can feel ...	
I can smell ...	

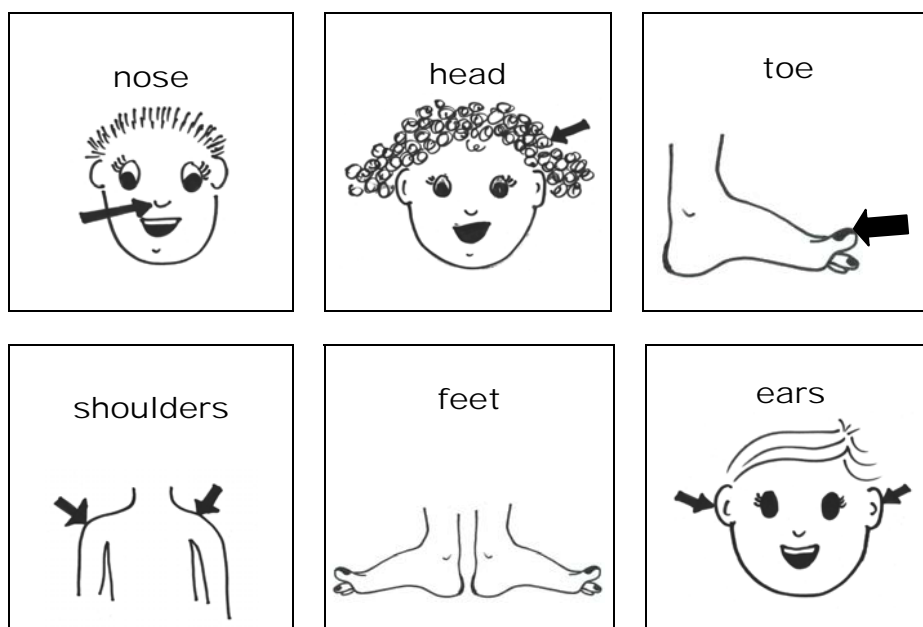
## LITTLE SNOWFLAKE

**Preparation**

- Download the song *Little Snowflake*.  
<https://www.youtube.com/watch?v=tbbKjDjMDok>
- Prepare flashcards with parts of the body (picture/words): nose, head, toe, shoulders, feet, ears, etc.

**Procedure**

- Revise or pre-teach the necessary vocabulary.
- Play the video twice.
- Ask students to repeat the parts of the body they heard in the song.
- Play the song again and check their answers.
- Practise reading the words on the flashcards.
- Play the song again and tell students that, whenever you lift up a flashcard, they should substitute the word in the song for the word on the flashcard.

**Example: Flashcards**

## STORY TIME

Atividade 01: PEPPA PIG

Atividade 02: THE PRINCESS WANTS A DOG

Atividade 03: PETE THE CAT

## PEPPA PIG

**Preparation**

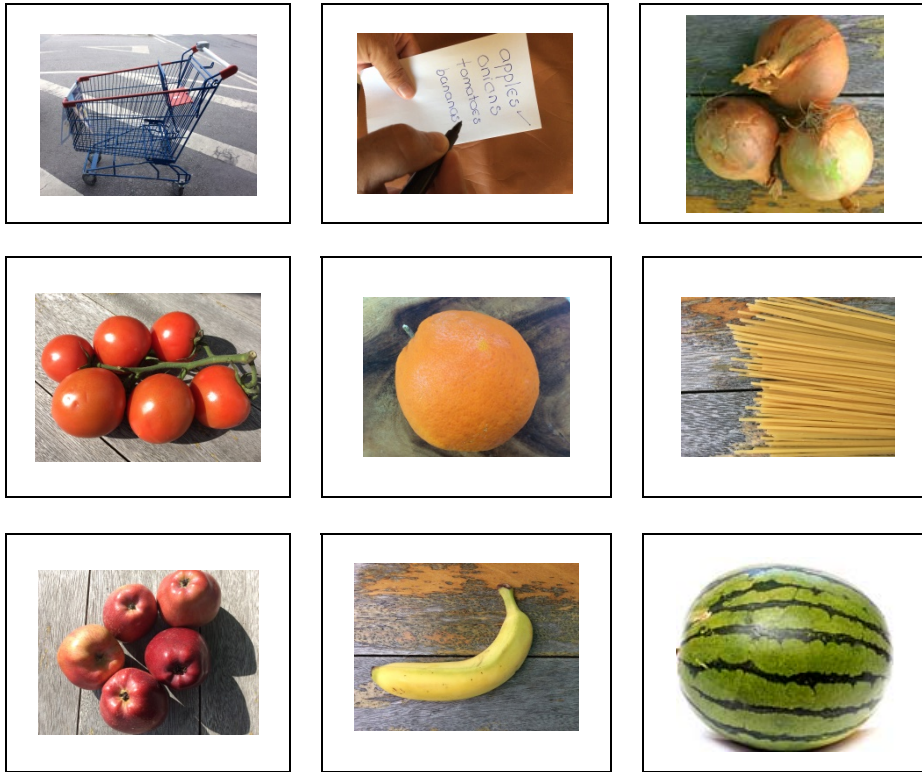
- Download *Peppa Pig Cartoon - Shopping* (with subtitles in English).  
[https://www.youtube.com/watch?v=d8\\_MMG4vnEM](https://www.youtube.com/watch?v=d8_MMG4vnEM)
- Prepare two sets of flashcards: one with pictures and the other with the words you want to pre-teach.
- Prepare a handout.

**Procedure**






- Show the first set of flashcards, one by one, and read out each item.
- Stick the flashcards on the board, as you read them out.
- Ask students to repeat after you.
- Put the second set of cards in a bag and jumble them.
- Ask a student to take a flashcard out of the bag and stick it on the board under the corresponding picture.
- Invite other students to repeat the procedure until all the flashcards are matched with the corresponding words.
- Give each student a handout and tell them they are going to see a short episode of *Peppa Pig* shopping with her family.
- Play the video twice so students can complete Task 1 and Task 2.
- Ask students to write the names of the nine items under each picture, in Task 1.
- Ask students to identify the correct order of the pictures and number them, in Task 2.

**Example:** Worksheet

Task 1



Task 2

<p>I wonder where the spaghetti is.</p>  <input data-bbox="507 1496 576 1547" type="checkbox"/>	<p>The next thing on the list is onions.</p>  <input data-bbox="943 1496 1011 1547" type="checkbox"/>	<p>Daddy, can I sit in the trolley too?</p>  <input data-bbox="1378 1496 1447 1547" type="checkbox"/>
<p>Here are the tomatoes, Mummy.</p>  <input data-bbox="507 1854 576 1906" type="checkbox"/>	<p>Bananas?</p>  <input data-bbox="943 1854 1011 1906" type="checkbox"/>	<p>We've got four things on the list.</p>  <input data-bbox="1378 1854 1447 1906" type="checkbox"/>



### THE PRINCESS WANTS A DOG

#### Preparation

- Prepare a story with simple vocabulary where 7 or 8 words are repeated several times.
- Prepare flashcards with the words chosen.

#### Procedure

- Revise or pre-teach the necessary words: king, queen, princess, big castle, pretty pony, sad, love, dog.
- Decide, with the students, what sounds and gesture should accompany each word.
- Show the flashcards and ask students to make the necessary sounds and gestures ( sad – boo hoo hoo and a big frown; dog – woof woof and a wagging tail; love – kissing sound and put your hand on your heart, etc.).
- Repeat until students have memorized the words, sounds and gestures.
- Divide the class into groups.
- Give each group one word to act out every time it is heard.
- Read the story once, slowly, pausing slightly on the chosen words.
- Tell students that you are going to read the story again and they have to listen for their special word and every time they hear it, they must make their gesture and sound.
- Read the story a second time, pausing on the chosen word, so the students can make their gestures and sounds.
- Repeat the story as many times as the students enjoy the activity.

#### Example: Teacher's text

Once upon a time there was a king and a queen who lived in a big castle. The king loved the queen. The queen loved the king. They had a daughter. She was the princess and the princess loved her dad, the king and her mum, the queen. They all lived in the big castle together.

The princess had a pretty pony...a small pretty pony. The princess loved the pretty pony but she was sad. The king said, "Why are you sad? You live in a big castle." The queen said, "Yes, you've got a pretty pony. Why are you sad?"

The princess said, "I've got a pretty pony and I love my big castle but I want a dog! I'm very sad! I haven't got a dog!" "A dog?" asked the king. "A dog?" asked the queen.

"Yes, a dog!" said the princess. "I don't want to be sad!"

The king and the queen thought and thought and thought.

The king said, "I'm going to buy the princess a dog. I love her!" The queen said, "Yes, I love her too. That's a good idea! Let's get a dog."

The next day, when the princess got up from bed she saw a lovely little dog. Her dog!

She was not sad. The princess was very, very happy. She said, "I love the king and the queen and I love my pretty pony and I really, really, really love my dog!"

## PETE THE CAT

**Preparation**

- Choose a simple story, for example, “Pete the Cat – I Love my White Shoes”.  
<http://www.youtube.com/watch?v=Q9GRHNE1vI4>
- Prepare flashcards with 4 story strips.
- Prepare cards with the same 4 story strips.
- Prepare a recording device.

**Procedure**

- Stick flashcards with story strips on the board.
- Revise or pre-teach the necessary vocabulary.
- Hand out cards with story strips to students. Students will receive different strips.
- Play the video twice.
- Ask students to lift their story strips when the pictures/words on their strip appear in the story.
- Ask students with the same story strip to read out their sentences according to the sequence of the story.
- Ask for volunteers to read out their sentences in the correct order.
- Record students as they tell the story.
- Play back their recorded story.
- Repeat the procedure with other volunteers.

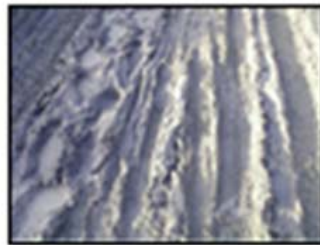
**Example:** Flashcards/cards with story strips



**Pete steps in a pile of strawberries. Pete's shoes are red.**



**Pete steps in a pile of blueberries. Pete's shoes are blue.**



**Pete steps in mud. Pete's shoes are brown.**



**Pete steps in a bucket of water. Pete's shoes are white.**

## LET'S START SPEAKING

Atividade 01: YOU'RE THE TEACHER TODAY

Atividade 02: WHAT'S THE WEATHER LIKE TODAY?

Atividade 03: THE BIRTHDAY CHART

Atividade 04: I'VE GOT A PET

Atividade 05: PUT IT ON THE TABLE, PLEASE!

Atividade 06: WHO IS WHO?

Atividade 07: SOLVE THE MATHS PROBLEM



## YOU'RE THE TEACHER TODAY

**Preparation**

- Ask a student to come to the front of the class.
- Tell him/her that they will be the teacher for the first part of the lesson.
- Tell him/her to greet the class and ask two or three of his/her classmates 2 questions: name and age.

**Procedure**

Routine activity for the beginning of each lesson, changing the questions as students learn more vocabulary.

- The student starts the lesson with a greeting "Good morning" or "Hi, everyone."
- The student asks the suggested questions.
- The chosen classmates answer.
- Thank the student for his/her help.

## WHAT'S THE WEATHER LIKE TODAY?

**Preparation**

- Prepare a weather chart and glue cardboard arrows on wooden clothes pegs.
- Hang the weather chart on the wall.

**Procedure**

Routine activity for the beginning of each lesson.

- Point to the weather chart and ask students: "What's the weather like today?"
- Elicit the answer and ask one of the students to place the arrows in the right places.

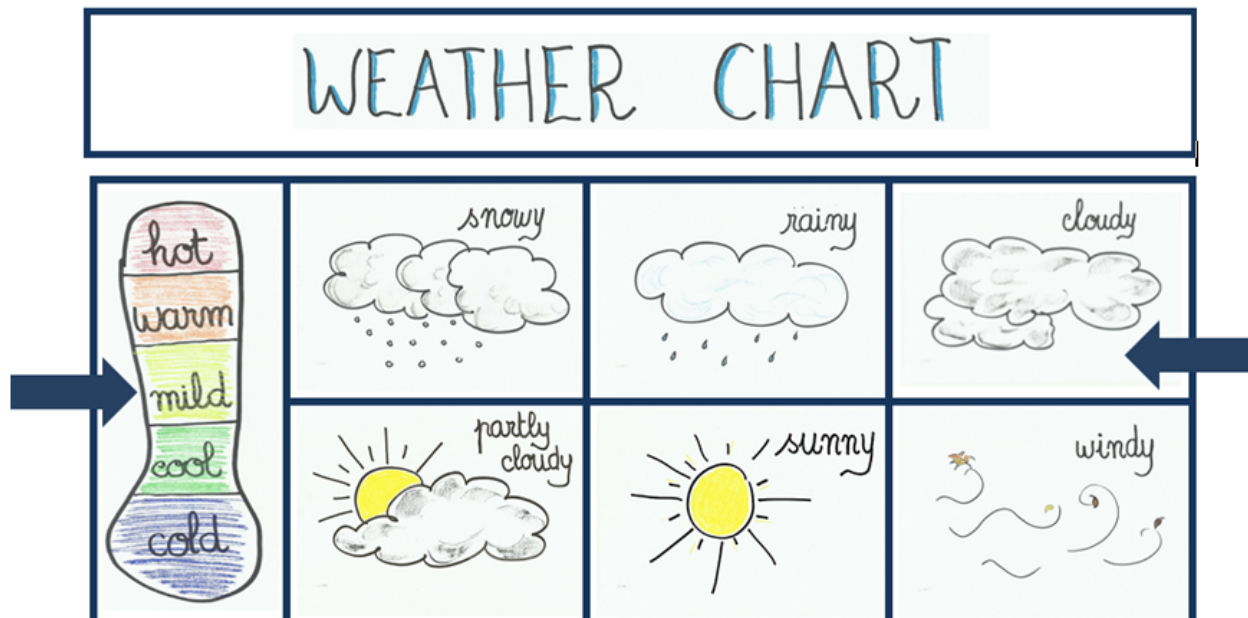
**Example:** Weather chart

Teacher: What's the weather like today?

Students: It's sunny and windy.

Teacher: Is it hot outside?

Students: No, it isn't. It's cold.



## THE BIRTHDAY CHART

**Preparation**

- Prepare a birthday chart and hang it on the wall.

**Procedure**

Routine activity for the beginning of each lesson.

- Ask students: "Whose birthday is it today?"
- Ask the birthday boy/girl: "How old are you?"
- Ask him/her to write his/her name on the birthday chart.

**Example:** Birthday chart

Teacher: Whose birthday is it today?

Student: It's my birthday today/Mine!

Teacher: How old are you?

Student: I'm eight.

# BIRTHDAY CHART



JANUARY		
Day	Name	Age

FEBRUARY		
Day	Name	Age

MARCH		
Day	Name	Age

APRIL		
Day	Name	Age

MAY		
Day	Name	Age

JUNE		
Day	Name	Age

JULY		
Day	Name	Age

AUGUST		
Day	Name	Age

SEPTEMBER		
Day	Name	Age

OCTOBER		
Day	Name	Age

NOVEMBER		
Day	Name	Age

DECEMBER		
Day	Name	Age



## I'VE GOT A PET

**Preparation**

- Prepare a handout with two charts: Information chart and summary chart.
- Prepare a large cardboard chart to put up on the wall, summarising the activity.

**Procedure**

- Revise or pre-teach *have got* with the vocabulary on the worksheet, using pictures or objects.
- Ask an individual student a question about a pet in the chart (*Have you got a cat?*) to elicit the answer (*Yes, I have* or *No, I haven't*).
- Repeat the information given: *Lovely. Matilde has got a cat!*
- Repeat the exercise with other students.
- Contrast the difference between *I have got/he, she has got*.
- Divide the students into groups of 4 or 5.
- Hand out a worksheet to each student and ask them to write their own name and the names of the students in their group in the boxes on the top of the sheet.
- Tell students to complete the first column in the chart with their own information.
- Ask students to take turns asking and answering questions to complete the information about other students in their group.

**Follow-up activity**






- Ask students to fill in the second chart/graph on the worksheet, summarising their group's information.
- Write on the board how many students, in each group, have each pet.
- Ask students to help add the numbers given by each group for each pet: group 1 – 3 cats; group 2 – 1 cat, etc.
- Put the class chart up on the classroom wall.
- Fill in the class chart with the information given by the students.
- Invite students to read the information on the chart: *12 students have got a dog, 2 students have got a turtle, 1 student has got a horse.*

Source: *Primary Communication Box*, Cambridge. CUP, 2005 (adapted)

**Example: Worksheet - part 2**

4					
3					
2					
1					
	cat	dog	bird	turtle	horse

1. Ask and write: YES or NO

Have you got a ...?	My Name	Name	Name	Name
 cat	_____	_____	_____	_____
 dog				
 bird				
 turtle				
 horse				

2. How many? Colour the chart.

4					
3					
2					
1					
	cats	dogs	birds	turtles	horses

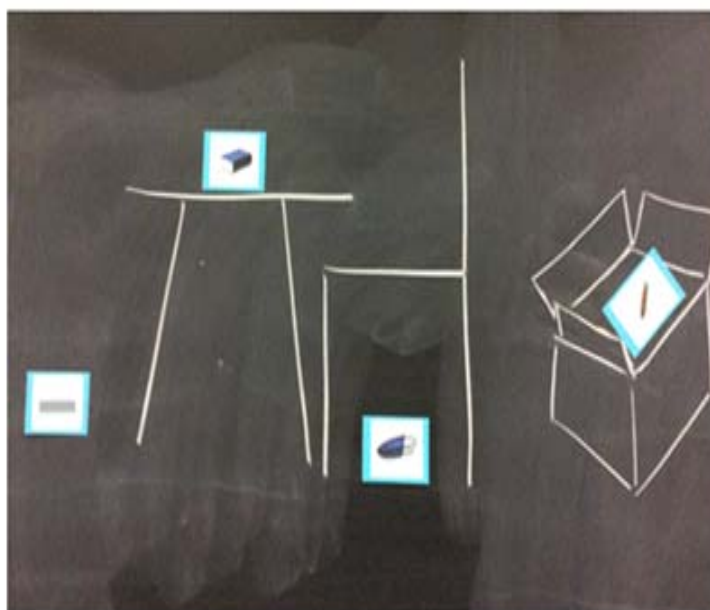
## PUT IT ON THE TABLE, PLEASE!

**Preparation**

- Prepare flashcards with pictures of different school objects.

**Procedure**

- Draw a table, a chair and a box on the board.
- Show the flashcards of different school objects, one by one, and say the name of each object.
- Ask the students to repeat the words.
- Revise or pre-teach instructions with prepositions, by sticking the flashcards on the board.
- Divide students into pairs and give them a set of flashcards.
- Ask student A to go to the board and student B to turn his or her back to the board.
- Ask student A to stick the flashcards in/on/under or near the table, chair or box.
- Tell student B to ask his or her partner questions about the position of the flashcards: *is the pen on the table?*
- Tell student B to answer his or her partner: *Yes, it is. No, it's not (No, it isn't).*
- Repeat the activity with other students, using different sets of flashcards and different instructions.

**Example: Board activity**

## WHO IS WHO?

**Preparation**

- Prepare two worksheets (Speaker A and Speaker B) with the selected pictures and prompts.

**Procedure**

- Brainstorm, revise or teach the necessary vocabulary.
- Divide students into pairs.
- Hand out the worksheets (A and B) to each pair.
- Demonstrate the exercise with one of the students. Keep part A and give the student part B. Ask questions about Ben's family (Who is Alex?) and the student gives the answer (Ben's dad.).
- Ask students to start their interaction.

**Follow-up activity**

- Ask the students to write down the questions and the answers in their exercise books.

**Example:** Two worksheets (Speaker A and Speaker B)

Speaker A

Ben's family – Who is ...?



Pat
Grace
Sam
Alex

Ben's dad
Ben's mum
Ben's sister
Ben's brother

Kim's family



Nick
Anna
Jill
Bill

Kim's dad
Kim's mum
Kim's sister
Kim's brother

Speaker B

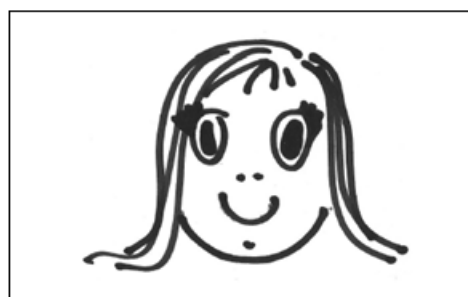
Ben's family



Alex
Pat
Grace
Sam

Ben's dad
Ben's mum
Ben's sister
Ben's brother

Kim's family – Who is ...?



Bill
Anna
Nick
Jill

Kim's dad
Kim's mum
Kim's sister
Kim's brother

## SOLVE THE MATHS PROBLEM

**Preparation**

- Prepare a set of cards with simple Maths problems and put them into a bag.

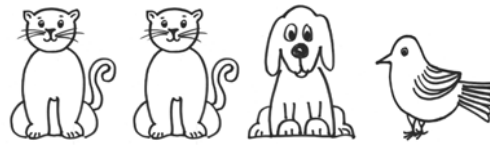
**Procedure**

- Brainstorm, revise or teach the necessary vocabulary.
- Divide the students into groups of 4 or 5.
- Demonstrate the activity with the class.
- Take out one of the cards, read it out to the class and ask students to say "STOP" when they have solved the problem.
- Ask students to choose a spokesperson for their group.
- Tell students that they should try to solve the problem together.
- Tell students that the group who solves the most problems wins the game.
- Start the game.

**Follow-up activity**

- Ask each group of students to invent a new Maths problem and write it down in their exercise books.
- Ask each group to read out their problems.
- Write the problems on the board.
- Ask students to try to solve them.

**Example:** Cards



Peter has got 2 cats, a dog and a bird.  
Peter has got \_\_\_\_ pets.



In the playground 5 students are jumping, 2 are playing basketball and 4 are reading.  
In the playground there are \_\_\_\_ students



Mary has got ten sweets.  
Mary gives Peter two sweets.  
Mary has now got \_\_\_\_ sweets.



There are 9 presents under the Christmas tree.  
1 present is for mum, 1 present is for dad, 2 presents are for your brother.  
You have got \_\_\_\_ presents.



## LET'S START WRITING

Atividade 01: MY FRIEND THE MONSTER

Atividade 02: MY POSTCARD

Atividade 03: OUR STORY



## MY FRIEND THE MONSTER

**Preparation**

- Prepare a worksheet with two vertical sections: one for descriptions and the other with a blank space.
- Prepare flashcards or a PowerPoint with pictures of monsters.


**Procedure**

- Revise or pre-teach the necessary vocabulary or word structures, using the prepared pictures.
- Show students pictures of monsters.
- Ask students to describe the monsters: *It's got green hair* or *It's got seven eyes*, etc.
- Give each student a worksheet.
- Ask students to invent and draw a monster on their worksheet.
- Ask students to write down a description for each part of their monster (head, eyes, colour, etc.).
- Ask students to give their monster a name.
- Ask each student to show their drawing to the class.

**Follow-up activity**

- Invite students to participate in a Monster Exhibition by putting their drawings on the wall.

**Example:** Worksheet

He's got a big head.	
He's got 3 eyes.	
He's got a big wavy mouth.	
He's got a little nose.	
He's got little arms and feet.	
He's got spots on his big head.	
He's pink.	
He's friendly.	
He's sweet.	
He's my friend.	
<b>Name:</b> Bongo7	

## MY POSTCARD

**Preparation**

- Prepare a worksheet with 3 pictures of families on holiday and a rectangle to be used as a postcard.
- Prepare a text with multiple choice words/phrases describing the pictures.
- Write the text on the board.

**Procedure**

- Hand out the worksheet to the students.
- Brainstorm or revise the necessary vocabulary in the pictures.
- Write the prepared text on the board.
- Read the text and the multiple choice options with the students.
- Ask students to choose one of the pictures and imagine it represents their last holiday.
- Ask students to copy the text from the board, choosing the necessary words/phrases to describe their picture.
- Ask students to read out their texts.

**Example:** Board and worksheet

Dear **Mum / Grandma / Friends** ,

I am in **London / the Algarve / the mountains** with my **parents / brother / mother and father**.


It is **cloudy / cold / hot** today. I am very **happy / lucky / pleased** to be here.

See you **soon / next week / next month**.

Love,

\_\_\_\_\_.



	 <hr/> <hr/> <hr/> <hr/>
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## OUR STORY

**Preparation**

- Prepare 20 cards with one word on each card. The words will form sentences, which together make up a story.
- Prepare 4 or 5 sets of 20 cards. Each set should tell a different story.
- Provide a box for each set of cards.

**Procedure**

- Revise the necessary vocabulary.
- Divide the students into groups.
- Give each group a blank sheet of paper and a box with the 20 cards.
- Tell students to work as a group, taking out one card at a time and trying to build their story with the cards. Remind them that punctuation is important, as some words will have capitals and others will be followed by a full stop or an exclamation mark, etc.
- Ask a student in each group to write the complete story on the sheet of paper.
- Ask students to give their story a title and to illustrate it.
- Ask each group to choose a spokesperson to read their story out to the class.

**Follow-up activity**

- Invite students to hand in their illustrated stories and explain that the stories will be made into a book.

**Example:** Cards

I

love

the

summer.

I

play

with

my

friends.

We

play

on

the

beach.

We

eat

ice

cream.

What

fun!

## RECURSOS

### Rhymes, Chants and Poems

#### ChuChu TV - Popular Nursery Rhymes Collection

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

#### eFl - lorraine

<http://www.eFl-lorraine.com/tag/free-eFl-poems-for-children/>

#### ESL Talks

<https://esltasks.wordpress.com/category/a-task-a-day/poems-for-young-learners/>

#### Kids World Fun – apresentam-se 110 poemas para crianças de várias idades.

<http://www.kidsworldfun.com/kidspoems/>

#### Penguin Young Readers – Free Resources

<http://www.penguinreaders.com/pyr/free-resources.html>

#### Poetry in the EFL classroom

<http://www.pinterest.com/kristinaelt/poetry-in-the-eFl-classroom/?z=1>

#### Rhymes for learning English

[https://www.youtube.com/watch?v=\\_KXeq48k\\_Ao](https://www.youtube.com/watch?v=_KXeq48k_Ao)

#### Top 60 English Nursery Rhymes for Children

<https://www.youtube.com/watch?v=mPqQKgbPA90>

#### WIKIRHYMER - neste site é possível introduzir uma palavra e obter palavras que rimem com ela.

<http://wikirhymer.com/words/two>

### Let's Sing

#### FunSongs

<http://www.funsongs.co.uk/>

#### Kids TV 123

<https://www.youtube.com/user/KidsTV123>

#### Magic Box English Kids Channel

[https://www.youtube.com/channel/UCpbG0QvrmdpBAegtY\\_ebeEw](https://www.youtube.com/channel/UCpbG0QvrmdpBAegtY_ebeEw)

#### Nursery Tracks

<https://www.youtube.com/user/NurseryTracks>

#### Pancake Manor

<http://www.youtube.com/user/billyreid>



### **Super Simple Songs**

<http://www.youtube.com/user/SuperSimpleSongs>

### **THE EFL PLAYHOUSE – for teachers of Young English Language Learners**

<http://www.esl4kids.net/songs.html>

### **The Learning Station**

[https://www.youtube.com/channel/UC4Hdb26\\_xnPQsntwLazMqYw](https://www.youtube.com/channel/UC4Hdb26_xnPQsntwLazMqYw)

## **Story Time**

### **British Council. BBC Teaching English**

<http://learnenglishkids.britishcouncil.org/en/short-stories/>

### **ESL Animated Stories**

<https://www.youtube.com/playlist?list=PL2C09B47087A2A322>

### **Fairy Tales for Children**

<https://www.youtube.com/watch?v=F6K6FMJrcjA&list=PLp8RnFfbgovXxwSxAJym27m288dZ2hPU1&index=13>

### **Oxford Owl Reading**

<http://www.oxfordowl.co.uk/welcome-back/for-home/reading-owl/reading>

### **The Best Fairy Tales in English for Kids**

<https://www.youtube.com/playlist?list=PLCYnflMxZDXO6WlMla1jAnrh7hbb53s-y>

Nixon, Caroline, and Michael Tomlinson. 2005. *Primary Reading Box: Reading activities and puzzles for younger learners (Cambridge Copy Collection)*. Cambridge: CUP.

## **Let's Start Speaking**

### **Audacity – permite criar e gravar ficheiros áudio**

<http://audacity.sourceforge.net/about/>

### **Busy Beavers**

<https://www.youtube.com/user/wearebusybeavers>

### **Cambridge YLE Movers Speaking**

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

### **Cambridge YLE Starters Speaking**

[http://www.youtube.com/watch?v=uEXL\\_IpFzUQ](http://www.youtube.com/watch?v=uEXL_IpFzUQ)

### **Learn English Kids: Tongue twisters**

<http://learnenglishkids.britishcouncil.org/en/tongue-twisters>

### **Tongue Twister Database**

<http://www.esl4kids.net/tongue.html>

Berlin, Andrew. 2014. *50 Conversation Classes: 50 sets of conversation cards with an accompanying activity*



*sheet containing vocabulary, idioms and grammar*. Charleston: CreateSpace Independent Publishing Platform (Flashcards edition).

Coyle, Do., Philip Hood, and David Marsh. 2010. *CLIL Content and Language Integrated Learning*. Cambridge: CUP.

Davis, Paul, and Mario Rinvolucri. 1995. *More Grammar Games: Affective and Movement Activities for EFL Students*. Cambridge: CUP.

Hanock, Mark, 1995. *Pronunciation Games* (Cambridge Copy Collection). Cambridge: CUP.

Nixon, Caroline. 2003. *Primary Vocabulary Box: Word Games and Activities for Younger Learners* (Cambridge Copy Collection). Cambridge: CUP.

Nixon, Caroline, and Tomlinson, Michael. 2003. *Primary Grammar Box: Grammar Games and Activities for Younger Learners* (Cambridge Copy Collection). Cambridge: CUP.

Nixon, Caroline, and Michael Tomlinson. 2005. *Primary Pronunciation Box with Audio CD* (Cambridge Copy Collection). Cambridge: CUP.

Nixon, Caroline, and Michael Tomlinson. 2005. *Primary Communication Box: Speaking and listening activities for younger learners* (Cambridge Copy Collection). Cambridge: CUP.

Pitts, W. Larry. 2012. *1,000 Conversation Questions: Designed for Use in the ESL or EFL Classroom*. Charleston: CreateSpace Independent Publishing Platform.

## Let's Start Writing

### **British Council - Learn English Kids - Story maker**

<http://learnenglishkids.britishcouncil.org/en/make-your-own/story-maker>

### **Dave's ESL Cafe Idea Cookbook**

<http://www.eslcafe.com/idea/index.cgi?Writing>

### **Storybird**

<http://storybird.com/educators/>

### **Stickyball.net - Resources for ESL/EFL teachers**

<http://www.stickyball.net/esl-writing-exercises-and-activities.html>

### **Writing ideas for the EFL classroom**

<https://www.pinterest.com/basakkucuk/writing-ideas-for-the-efl-classroom/>

**Zooburst** – ferramenta que permite criar pequenas histórias digitais com personagens em 3D.

<http://www.zooburst.com/>





## Other Useful Resources

**Activ ELP. Mentors Activate European Language Portfolio through Multimedia**

<http://www.activelp.net/a/02a.php>

**Associação Portuguesa de Professores de Inglês-núcleo de ensino precoce**

<http://appinep.appi.pt/>

**British Council. LearningEnglish Kids**

<http://learnenglishkids.britishcouncil.org/en/>

**e-learning for kids**

<http://www.e-learningforkids.org/e-learning-for-kids/>

**ELF Learning – English Vocabulary for Children**

<https://www.youtube.com/playlist?list=PL01EBEDFC2BAA4848>

**English for Young Learners - younger children**

<http://englishforyounglearners.org/funny/lear/home.html>

**English4Kids**

<http://www.english-4kids.com/>

**ESL Kids Lab**

<http://www.eslkidslab.com/>

**Kids World Fun**

<http://www.kidsworldfun.com/>

**Mary Glasgow Plus**

[http://maryglasgowplus.com/teacher\\_resources/17119](http://maryglasgowplus.com/teacher_resources/17119)

**Primary Resources**

<http://www.primaryresources.co.uk/maths/probspark.htm>

**Science quizzes**

[http://www.bbc.co.uk/schools/scienceclips/index\\_flash.shtml](http://www.bbc.co.uk/schools/scienceclips/index_flash.shtml)

**Young Learners**

<https://www.youtube.com/playlist?list=PL3A0B3BF2E75E11EB>

Bozon, Adrian. 2014. *100 Great EFL Games: Exciting Language Games for Young Learners*. Crazy Chopstick Publications.

Bozon, Adrian. 2011. *100 Great EFL Quizzes, Puzzles and Challenges: Stimulating, Photocopiable, Language Activities for Teaching English to Children and Young Learners*. Crazy Chopstick Publications.

Claire, Elizabeth. 2012. *ESL Teacher's Activities Kit Part One (ESL Teacher's Activities Kit Book 1)* Virginia Beach: Eardley Publications.

Drinkwater, Nicola. 2008. *Games and Activities for Primary Modern Foreign Languages*. Harlow: Pearson Education Ltd.

Marsland, Bruce. 1998. *Lessons from Nothing: Activities for Language Teaching with Limited Time and Resources (Cambridge Handbooks for Language Teachers)*. Cambridge: CUP.

McKay, Penny, and Jenni Guse. 2007. *Five-Minute Activities for Young Learners (Cambridge Handbooks for Language Teachers)*. Cambridge: CUP.

Ur, Penny, and Andrew Wright. 1992. *Five-Minute Activities: A Resource Book of Short Activities (Cambridge Handbooks for Language Teachers)*. Cambridge: CUP.

Vernon, Shelley Ann. 2009. *ESL Games: 176 English Language Games for Children, Ages 6 to 12*. Charleston: CreateSpace Independent Publishing Platform.

Wright, Andrew; David Betterbridge, and Michael Buckley. 2012 (3<sup>rd</sup> edition). *Games for Language Learning*. Cambridge: CUP.