

*FEISA Teacher
Training College*

*"Training Teachers,
Transforming Lives"*



How to teach English
to very young children

Fiona L Cooper



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FEISA, Casilla 1124, Asunción, Paraguay

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Introduction

Many nurseries and pre-school classes in Paraguay offer English as part of their curriculum. However, there is a lack of teachers who have the skill to teach it. FEISA Teacher Training College, Asunción, aims to provide its trainee teachers with the necessary training in order to improve the provision of English to this age group in Paraguay.

This document has been written with these trainee teachers in mind. However, other teachers who have been asked to teach English to pre-school children may also be unsure how to start. I hope it will prove useful to everyone who comes looking for help.

It is the fruit of three years teaching English to Spanish children (aged 3-6) in a state primary school in Salamanca, alongside research I have since done on teaching languages to young children. As such, it is by no means exhaustive or perfect! I do not claim to be an expert in this field and am very open to all suggestions and constructive criticism. Please take the information contained here and add to it, change it in any way you decide is necessary. I would ask that, in order to help fellow teachers, you would let me know how it works for you; what you like, what you don't like, what changes you make.

Although this document is designed primarily for teachers of 5-year-olds, it can easily be adapted for younger children; most of the songs and games are also suitable for children as young as 3.

The curriculum set out in later pages is designed from a Christian perspective, because FEISA is a Christian teacher training college and all children in Paraguayan schools are required to be taught about God.

I acknowledge my indebtedness to Frances Smith, with whom I worked in Salamanca, and from whom many of the ideas for games came. I would like to thank Samantha Parsons, who encouraged me to write this guide, and Ana María Demestri, who caught the vision to take it to schools in Paraguay. I would also like to thank Leonardo Fernández, who designed the front cover.

To God be the glory.

Fiona Cooper
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fionalcooper@gmail.com

Why teach English to young children?

- The children find it easy to accept a new linguistic code because they are still learning their own.
- They find it easy to pronounce the new sounds for the same reason.
- They don't feel self-conscious about sounding different.
- If they have a good experience of learning a language at this age, they will remember it with fondness, so will find it easier to learn languages later in life.

Long-term educational aims of teaching languages to young children:

- To encourage open-mindedness by preparing the child for the understanding and tolerance of different ways of thinking and learning
- To help to improve cognitive development, by offering a further instrument for organising knowledge
- To encourage greater creativity as a consequence of a constant comparison between two different linguistic codes
- To lay the foundations for continuous linguistic education, allowing the formation of a type of education that is not exclusively centred on one's own mother tongue and that leads to an easier study of foreign languages at higher school levels. This is particularly relevant in Paraguay, with its bilingual education in Spanish and Guaraní.

Advice for teaching English to young children

- The emphasis should be on listening and speaking the language, see below for comments on reading and writing.
- Relate what you teach to what they already know in their own language; don't use the new language as the basis for teaching new concepts.
- Use as much English as possible, talk to them all the time, so that the children hear as much as possible. This gives them more opportunity to begin to understand the language and absorb its rhythm.
- Your first aim should be that the children understand the language they are being taught.
- Allow the children to respond in their first language, then repeat back to them in English what they said.
- Once they understand, then you should aim for them to produce the language.
- Start with simple vocabulary: just words, not sentences.
- Go slowly, with much repetition, to give the children as much opportunity as possible to really learn; there's no rush.
- Gradually introduce sentences, when the children are ready, always making sure the children understand the language.
- The lessons must be fun! The most important thing is that the children enjoy the lessons; the children will not learn if they do not enjoy the lessons and **the children's motivation to learn is in order to participate in the lessons.**
- Have a routine, so the children know what to expect and feel comfortable in the lessons.
- Start each lesson with a visual signal, to show the children that it's now the time when another language is spoken.
- Use body language, facial expressions and visual aids to make yourself understood; do not resort to translation!
- Use lots and lots of visual aids; the more visual the better, so the children have a chance to understand even before they know the words.
- Use games, to involve the children and make it fun.
- Use songs, because through these, the children learn vocabulary, grammar and the rhythm of the language without trying.
- Use stories, because the children love them and it gives them a real experience of the language.
- Use short activities, to keep the children attentive.
- Use active activities, to change the rhythm of the lesson, to keep them attentive, to stop them fidgeting.
- End the lesson with a quiet activity, to calm the children down for their next lesson.
- Speak in English as much as possible (all the time, if practical!). This allows the children to get used to the rhythm of the language and to pick up some words without really trying.
- Use the children's first language only when necessary, for example, to explain a game or for discipline purposes.

Reading and Writing

It is best if the children learn how to read and write in their own language before learning these skills in the foreign language. This minimises the confusion of looking at the same letters and hearing different sounds.

How to teach reading and writing in the foreign language to young children:

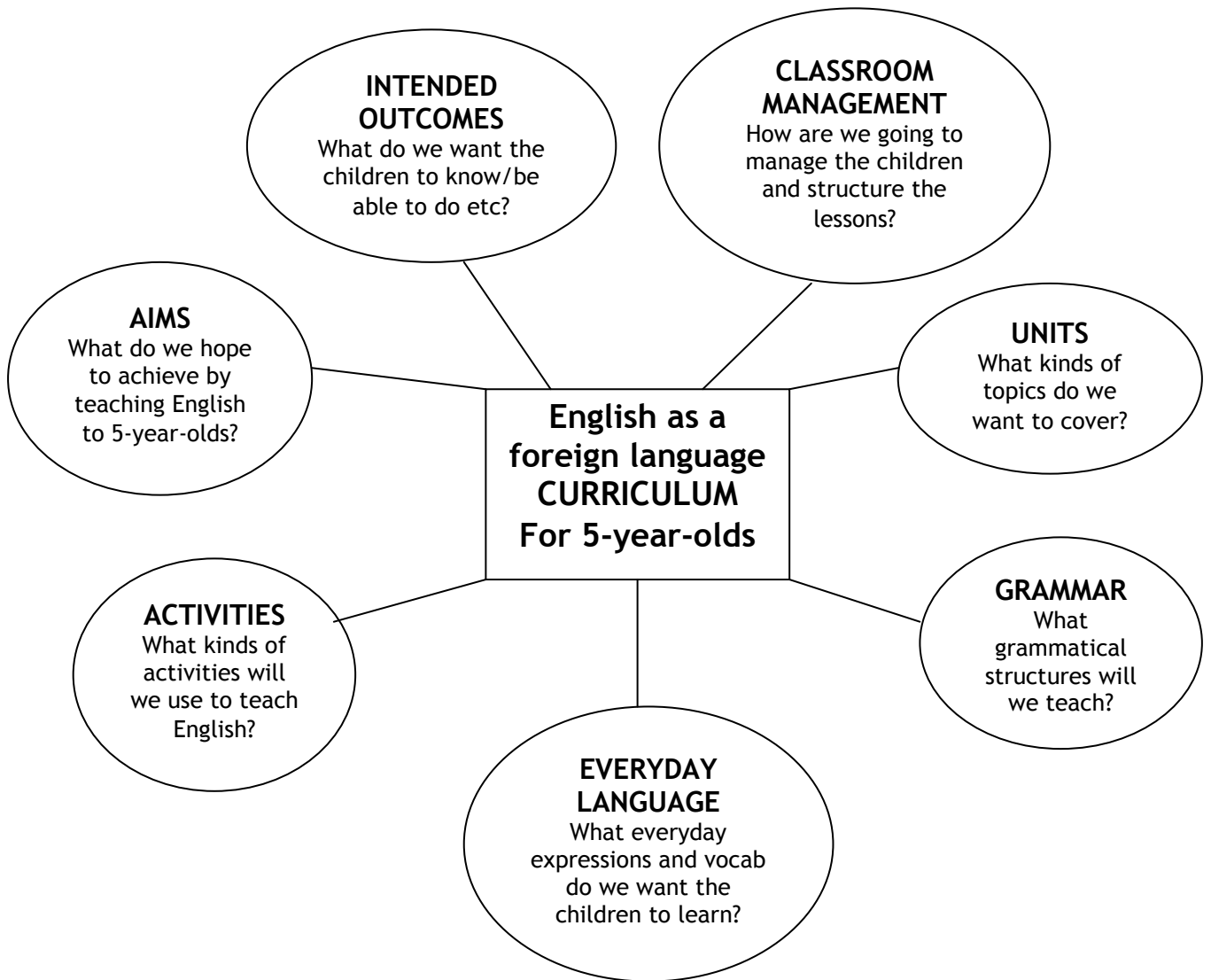
- First, the children need to be familiar with a wide range of vocabulary.
- Begin by reminding the children of the word, then show them the written word. Thus they learn to associate the shape of the word with the sound, rather than relying on the individual letter sounds to begin with.
- Once they have become familiar with a range of written words, they can be introduced to the sounds of certain letters, as they appear in the words they already know.
- Once they have learnt the sounds of certain letters and combinations of letters (th, ch, sh, etc), they can be introduced to more, and taught to work out how to read unfamiliar words, using the knowledge of how each letter or combination of letters sounds.
- However, **the emphasis must always be on the children learning the words orally BEFORE they see the written words**, to minimise confusion and mispronunciation.
- The fine motor skill of learning to write is best left to the first language. There is no point in teaching how to write each letter in two languages. Therefore, the children need to learn how to write in their own language before being asked to write in English.

Pre-requisites for a teacher of English to young children

The teacher needs to be familiar with this age group because she needs to understand something of the needs of small children in order to teach them another language effectively. She also needs to have a reasonable level of English herself to be able to teach it. She needs to be able to speak with some fluency in order to give the best example to the children. If the teacher herself lacks confidence, the children will not learn as well as they could.

Curriculum Development

When designing a curriculum to teach English to young children, there are certain things we need to consider:



These seven areas are developed over the page.

Aims

(What the teacher aims to do herself, in teaching the children English)

- To share an awareness of the wonder of God's creation by his provision of different ways of communication
- To teach each child as an object of God's love and therefore to teach with an attitude of love and acceptance
- To teach to the best of our ability, with the aim of glorifying God through our work
- To teach basic English vocab and simple grammar structures
- To provide a positive, encouraging atmosphere
- To build the children's self-esteem
- To use activities that the children enjoy, thereby making learning fun and giving the children motivation to learn
- To provide fun activities which give the children a desire and a need to communicate
- To give the children some awareness of a different culture

Intended Outcomes

(What the teacher wants the children to achieve as a result of the English lessons)

- That the children would develop a positive attitude towards English and languages in general
- That the children would increase their confidence in the lessons and be willing to have a go
- That the children would learn some simple songs in English
- That the children would understand spoken instructions, vocab and simple phrases
- That the children would be able to say simple words and phrases, including asking simple questions and making simple requests

Possible Units

- Animals
- Food
- School/ The Classroom
- Transport
- The House
- The World Around Us (tree, street, shop...)
- The Body
- The Weather
- The Family
- Clothes
- Holidays
- Size & Shape

Types Of Activities

- Games
- Songs
- Stories
- Art activities
- Role-play
- Routine

Everyday Language

- In games; it's your turn, who's won?...
- Requests for help; please help me, please tie my laces, please open this...
- Greetings; hello, how are you? What's your name, good morning/good afternoon...
- Requests for things; please may I have..?
- Please may I go to the toilet?
- Colours
- Numbers
- Actions (bend, wiggle, wave...)
- Emotions
- Instructions
- Classroom management language

Here is a suggested way to set out each unit

UNIT TITLE		
AIMS	INTENDED OUTCOMES	VOCABULARY
GRAMMAR	EVERYDAY EXPRESSIONS	ACTIVITIES

Classroom Management

- Use a wide variety of activities during a lesson in order to keep the children motivated.
- Have different activities where the children have to move around.
- Intersperse active activities with quiet ones.
- End the lesson with a quiet activity.
- Encourage the children to raise their hand when they wish to participate, not shout out.
- Sit on the floor with the children (the closer you are to their level the better so they identify with you when you demonstrate an activity and you realise how uncomfortable it can be!).
- Sit the children so that they all have equal access to the activity (in a circle or semi-circle is best).
- Allow the use of L1 until the children are ready to produce L2. Whenever appropriate, say what they have said in L1 back to them in L2.
- If you notice a particular child is becoming restless then involve him directly in the lesson immediately, e.g. give him the next turn at the game or give him a job to do (collect the cards from the others or stick the pictures on the wall etc)
- Give lots of encouragement and praise.
- Try to avoid misbehaviour by using the above strategies, but when it happens, as is inevitable,
 1. Make sure the misbehaviour is not the result of misunderstanding your instructions.
 2. Use L1 if necessary so the child understands what is happening.
 3. If possible, discipline the child on his own, not in front of the whole group (not always possible!)
 4. Use punishments appropriate to the age of the child and consistent with the whole school policy (if there is such a thing!)
 5. Have strategies already thought-out, for example a rising scale of punishment if the child continues to misbehave, which can be communicated to the whole class and therefore all the children know what to expect if they misbehave. For example:
 - I. Warning; if you do that again, you'll have to sit apart from the group
 - II. Sit the child apart from the group for a short and specified period of time (e.g. 1 minute for each year of their life)
 - III. Send the child to another teacher to be disciplined verbally
 - IV. The child loses a few minutes of break time

BE CONSISTENT; use the same strategies with all children and every time there is misbehaviour and if you threaten a punishment make sure you carry it out.

English Curriculum for 5-year-olds

Introduction

- The following units are to be used as a guide; they are not perfect! If you realise that there are better ways of doing something or more appropriate vocabulary or grammar etc to teach, or better songs or better games etc, then please feel free to adapt and improve on what's provided!
- Feel free to change the order of the units, as appropriate. As far as practical, teach the same units as are being taught in the children's L1, at the same time, in order to make the learning relevant.
- The ideal lesson time would be about 30 minutes, every day
- Teach no more than about 4 words at a time. When most of the children understand these words then move on to another 4 words. It might take a couple of lessons until the children are ready to move on, it might take a week. Take it at their pace; there's no point in rushing it because the children won't learn anything well.
- Keep repeating activities, vocabulary, songs, in order to help the children learn better.
- Keep revising what you've already covered.
- Bring in everyday language as and when suitable and convenient.
- If you do not have as much time as is specified to spend on each unit, then cut out some of the vocabulary. Focus on a few words only so that the children can learn a few words well rather than a lot of words badly.

Units

Here are nine example units, in a possible order, with a progression in skills and knowledge. These will probably have to be adapted to suit your individual situation. All the games and songs mentioned are found in the lists from page 21 onwards.

MY BODY			
<p><i>Unit no. 1</i> <i>Duration: 4 weeks</i> <i>Lesson time: 30 minutes every day</i></p>			
AIMS	INTENDED OUTCOMES	VOCABULARY	
<ul style="list-style-type: none"> To introduce the names of different parts of the body To introduce the English lesson as a fun time To share the fact that God made us and we're all special To introduce simple greetings To introduce basic instructions To introduce numbers 1-5 	<ul style="list-style-type: none"> To be able to point to the part of the body when they hear the word To begin to be able to say the names of some parts of the body To be able to do the action when they hear the instruction To enjoy the English lessons To be able to say "hello" To be able to say their name in response to "What's your name?" To begin to be able to count along with the teacher, up to 5 	<ul style="list-style-type: none"> head shoulders knees toes eyes ears mouth nose arm leg hand fingers feet 	<ul style="list-style-type: none"> shake your head bend your knees clap your hands stamp your feet wiggle your fingers shrug your shoulders numbers 1-5 stand up, sit down
GRAMMAR	EVERYDAY LANGUAGE	ACTIVITIES	
<ul style="list-style-type: none"> possessive; your questions; where's ...? commands; point to, shake, stamp etc 	<ul style="list-style-type: none"> numbers 1-5 what's your name? hello goodbye how many? Through the accompanying worksheets: <ul style="list-style-type: none"> o Colour o Cut o Stick 	<ul style="list-style-type: none"> Total Physical Response; children to do actions, following the teacher's example to begin with <p><i>Games:</i></p> <ul style="list-style-type: none"> Heads down, thumbs up Using flashcards; Terry's game, point to... pelmanism, guessing game, swapping places <p><i>Songs:</i></p> <ul style="list-style-type: none"> Head, shoulders, knees and toes Hand upon your head I have two eyes, two ears, one nose (S&K) Clap hands, follow me Roly poly poly I'm a little bear, my name is Teddy... <p><i>Story:</i></p> <ul style="list-style-type: none"> Sometimes I like to curl up in a ball 	

ANIMALS			
Unit no. 2 Duration: 4 weeks Lesson time: 30 minutes every day			
AIMS	INTENDED OUTCOMES	VOCABULARY	
<ul style="list-style-type: none"> To introduce the names of different animals To share the fact that God made the animals and he made them all different because he likes variety To practise greetings To introduce colours To introduce numbers 6-10 	<ul style="list-style-type: none"> To be able to point to the picture of the animal when they hear its name To begin to be able to say the names of some animals To begin to be able to count up to 10 with the teacher To begin to recognise the numerals 1-5 To be able to correctly identify objects of a particular colour To be able to associate animal noises with particular animals 	<ul style="list-style-type: none"> hippo lion monkey bear crocodile bird dog cat cow snake pig chicken horse duck tortoise elephant 	<ul style="list-style-type: none"> red yellow blue green brown colour numbers 6-10
GRAMMAR	EVERYDAY LANGUAGE	ACTIVITIES	
Questions: <ul style="list-style-type: none"> What's this? It's a ... How many ...? Who...? 	<ul style="list-style-type: none"> What colour is...? Whose turn is it? It's your turn Who's won? Point to... Numbers 6-10 	<ul style="list-style-type: none"> Practise the sounds of different animals <p>Games:</p> <ul style="list-style-type: none"> Pointing to flashcards on walls, putting flashcards into hoops Swapping places Running game "red, red, blue" Guessing game Jumping into hoops of different colours What's missing? Memory matching <p>Songs:</p> <ul style="list-style-type: none"> I'm a happy, happy hippo Old McDonald had a Farm God made cats to 'miaow' like that <p>Stories:</p> <ul style="list-style-type: none"> Where's Spot? Old McDonald had a Farm Noisy Farm Oh Dear! 	

SCHOOL		
<p><i>Unit no. 3</i> <i>Duration: 4 weeks</i> <i>Lesson time: 30 minutes every day</i></p>		
AIMS	INTENDED OUTCOMES	VOCABULARY
<ul style="list-style-type: none"> To introduce vocabulary associated with the school To practise numbers, colours and greetings To introduce prepositions in, on, under To introduce commands in relation to school objects 	<ul style="list-style-type: none"> To be able to point to the correct object when they hear the word To begin to be able to say the names of some classroom objects To be able to put things on the correct item of furniture when asked To be able to carry out certain instructions when asked To be able to say the names of the colours red, yellow, green, blue when asked 	<ul style="list-style-type: none"> table chair carpet door window ceiling pencil scissors glue book board school classroom <ul style="list-style-type: none"> shut open in on under
GRAMMAR	EVERYDAY EXPRESSIONS	ACTIVITIES
<ul style="list-style-type: none"> Shut the ... Open the ... 	<ul style="list-style-type: none"> touch... put ... in/on/under the... The same or different? What's this? 	<ul style="list-style-type: none"> TPR: teacher to give the children instructions in relation to the school <p><i>Games:</i></p> <ul style="list-style-type: none"> Pointing to flashcards on walls, putting flashcards into hoops Swapping places Running game "red, red, blue" Guessing game What's missing? Memory matching <p><i>Songs:</i></p> <ul style="list-style-type: none"> Open, shut them Point to the ceiling <p><i>Story:</i></p> <ul style="list-style-type: none"> Where's Spot?

THE WEATHER

Unit no. 4

Duration: 2 weeks

Lesson time: 30 minutes every day

AIMS	INTENDED OUTCOMES	VOCABULARY	
<ul style="list-style-type: none"> • To introduce vocabulary related to the weather • To introduce a “weather” slot into the routine of the lesson • To share the fact that God makes the weather and he controls it • To introduce vocabulary of emotions 	<ul style="list-style-type: none"> • To be able to point to the correct picture when they hear the word • To begin to be able to say what the weather is like on that day • To be able to act an emotion in response to the teacher saying the word • To begin to be able to say how they feel 	<ul style="list-style-type: none"> • sky • sun • cloud • rain • storm • cold • hot • sunny • cloudy • raining • windy 	<ul style="list-style-type: none"> • happy • sad • angry • tired
GRAMMAR	EVERYDAY LANGUAGE	ACTIVITIES	
<ul style="list-style-type: none"> • It’s...(sunny etc) • Are you hot or cold? • How are you feeling? • I’m...(hot/happy etc) 	<ul style="list-style-type: none"> • What’s the weather like today? • What colour is the sky today? 	<ul style="list-style-type: none"> • Have a little weather display and as part of the daily routine, ask what the weather is like <p><i>Games:</i></p> <ul style="list-style-type: none"> • Pointing to flashcards on walls, putting flashcards into hoops • Swapping places • Running game • Guessing game • What’s missing? • Memory matching <p><i>Songs:</i></p> <ul style="list-style-type: none"> • The sky is blue today... • I like the rain • If you’re happy and you know it • I’m happy, I’m happy... 	

TRANSPORT

Unit no. 5

Duration: 4 weeks

Lesson time: 30 minutes every day

AIMS	INTENDED OUTCOMES	VOCABULARY	
<ul style="list-style-type: none"> • To introduce the names of different vehicles • To introduce the verbs related to the different vehicles • To emphasise the order of adjective-noun • To provide a “real-life” situation through role play of a bus ride 	<ul style="list-style-type: none"> • To be able to point to the correct vehicle when asked • To begin to be able to say the names of the vehicles • To begin to be able to count, along with the teacher, up to 10 • To recognise the order of adjective-noun • To use the language associated with a bus ride in a role play 	<ul style="list-style-type: none"> • bike/bicycle • car • lorry/truck • bus • aeroplane • boat • fire engine • ambulance 	<ul style="list-style-type: none"> • wheels • ticket • drive • ride • fly • sail
GRAMMAR	EVERYDAY EXPRESSIONS	ACTIVITIES	
<ul style="list-style-type: none"> • adjective + noun (colours, e.g. red bus, blue car etc) 	<ul style="list-style-type: none"> • Please • Thank you • sit down • be quiet • We’re here 	<ul style="list-style-type: none"> • Bus ride role-play (put chairs in rows, have bus driver, passengers get on, ask for a ticket, driver makes sure all are sitting down and being quiet, then announces their arrival. Passengers get off the bus and thank the driver.) • Mime riding a bike, driving a car etc <p><i>Games:</i></p> <ul style="list-style-type: none"> • Pointing to flashcards on walls, putting flashcards into hoops • Swapping places • Running game • “red, red, blue” • Guessing game • What’s missing? • Memory matching <p><i>Songs:</i></p> <ul style="list-style-type: none"> • The wheels on the bus • Look, I am a fire engine • Ten little teddy bears 	

THE HOUSE

Unit no. 6

Duration: 3 weeks

Lesson time: 30 minutes every day

AIMS	INTENDED OUTCOMES	VOCABULARY	
<ul style="list-style-type: none"> • To introduce vocabulary related to the house • To revise furniture from “school” unit • To reinforce prepositions on, under, in and introduce prepositions inside, outside • To practise numbers 1-10 	<ul style="list-style-type: none"> • To be able to point to the correct room/piece of furniture when they hear the word • To begin to be able to say the names of different rooms and pieces of furniture • To be able to place objects in the correct positions in relation to furniture and house etc • To be able to count, along with the teacher, up to 10 • To begin to be able to recognise the numbers 6-10 	<ul style="list-style-type: none"> • house • room • bedroom • living room • bathroom • kitchen • cooker • fridge • sofa • television • bed • toilet • bath • shower 	<ul style="list-style-type: none"> • stairs • upstairs • downstairs • roof • garden • inside • outside • tree
GRAMMAR	EVERYDAY LANGUAGE	ACTIVITIES	
<ul style="list-style-type: none"> • Where’s the...? • In the... (room) • Is it in the ... (room)? 	<p>As appropriate for routine etc</p>	<ul style="list-style-type: none"> • put different objects and characters into different rooms in a toy house or a large picture of one • children to point to different rooms/ name rooms as teacher points to each one • guessing game; where’s ...? <p><i>Games:</i></p> <ul style="list-style-type: none"> • swapping places • running game • Memory matching • What’s missing? <p><i>Songs:</i></p> <ul style="list-style-type: none"> • I’ve got a house 	

THE FAMILY

Unit no. 7

Duration: 2 weeks

Lesson time: 30 minutes every day

AIMS	INTENDED OUTCOMES	VOCABULARY
<ul style="list-style-type: none"> • To introduce the vocabulary of immediate members of a family • To share the fact that God gave us our family to love and look after us • To relate the vocabulary to the children's own lives • To practise vocabulary from the "House" unit 	<ul style="list-style-type: none"> • To be able to identify the correct member of the family when they hear the word • To begin to be able to say the names of the members of the family • To bring in a photograph of own family and, depending on ability, either point to the different family members when asked or name them 	<ul style="list-style-type: none"> • Mum/my • Dad/dy • Brother • Sister • Baby • Family • Grandma • Grandpa
GRAMMAR	EVERYDAY LANGUAGE	ACTIVITIES
<ul style="list-style-type: none"> • Possessive; my • who 	As appropriate	<ul style="list-style-type: none"> • Using characters of family members and the house from the last unit, place the different family members in different rooms, etc • Bring in a photograph of own family and talk about it to the class <p><i>Games:</i></p> <ul style="list-style-type: none"> • Guessing game; where's (Mum)? • Who's missing? <p><i>Songs:</i></p> <ul style="list-style-type: none"> • My mummy, my daddy and baby • God made daddies (S&K)

FOOD			
Unit no. 8 Duration: 4 weeks Lesson time: 30 minutes every day			
AIMS	INTENDED OUTCOMES	VOCABULARY	
<ul style="list-style-type: none"> To introduce the names of some fruit and vegetables and other food items To share the fact that God made fruit and vegetables for us to enjoy and to make us big and strong To give the children a real experience of fruit, in which to use the language they're learning To introduce "like" and "don't like" 	<ul style="list-style-type: none"> To be able to point to the correct food item when they hear the word To begin to be able to say the names of the different food items To begin to be able to express likes and dislikes 	<ul style="list-style-type: none"> Apple Pear Plum Strawberry Orange Lemon Banana Carrot Potato Tomato Pepper Grapes Fruit Vegetables 	<ul style="list-style-type: none"> Hungry Cake Biscuit Sandwich Chocolate <p>Other food items as appropriate for the children (eg what they bring at snack time)</p>
GRAMMAR	EVERYDAY LANGUAGE	ACTIVITIES	
<ul style="list-style-type: none"> I like I don't like Do you like...? 	As appropriate	<ul style="list-style-type: none"> Have a fruit tasting lesson Make a fruit salad with the children <p><i>Games:</i></p> <ul style="list-style-type: none"> Terry's game What's missing? Swapping places/ running game "red, red, blue" <p><i>Songs:</i></p> <ul style="list-style-type: none"> What is yellow? 5 red apples, hanging in a tree Who made apples? <p><i>Story:</i></p> <ul style="list-style-type: none"> The Very Hungry Caterpillar 	

CLOTHES			
<i>Unit no. 9</i> <i>Duration: 4 weeks</i> <i>Lesson time: 30 minutes every day</i>			
AIMS	INTENDED OUTCOMES	VOCABULARY	
<ul style="list-style-type: none"> To introduce words for common items of clothing To introduce shapes and sizes To reinforce the order adjective-noun 	<ul style="list-style-type: none"> To be able to point to the correct item of clothing when asked To begin to be able to talk about what they're wearing To identify the correct shape when asked To begin to be able to name shapes To be able to identify whether something is big or small 	<ul style="list-style-type: none"> t-shirt skirt trousers shorts trainers (sandals) shoes socks jumper jacket/ coat 	<ul style="list-style-type: none"> square circle triangle rectangle big small little
GRAMMAR	EVERYDAY LANGUAGE	ACTIVITIES	
<ul style="list-style-type: none"> What are you wearing? Are you wearing...? I'm wearing... What's this? It's a... 	As appropriate	<i>Games:</i> <ul style="list-style-type: none"> Please Mr Crocodile Running game "red, red, blue" Guessing game What's missing? Memory matching <i>Songs:</i> <ul style="list-style-type: none"> Are you wearing red today? What's this? 	

Example Lesson Plans

Here are some example lessons, one to go with each of the first six units. This is to give you an idea of how to structure a lesson, what kinds of activities to choose, with what aims. Each lesson is designed to take place somewhere in the middle of the unit, and assumes that the children have already been taught the basic vocabulary and are now practising it.

Unit 1 The Body			
Time	Aims	Activity	Resources
5 mins	To practise the routine and greetings, to sing the song, to respond when asked what their name is	Greetings; song; good morning What's your name? Throw a ball to different children, asking them what their name is	Ball
5 mins	To practise the names of parts of the body, to sing the song, to do something active	Song; Head, shoulders Sing it 3-4 times, sometimes fast, slow, loud or quiet	
5 mins	To respond to instructions, to recognise which part of the body to point to, to practise the numbers 1 and 2	Point to your... get chn to point to different parts of their body How many...? Ask chn how many (arms/eyes/heads etc) they have	
5 mins	To practise saying the words for different body parts, to play a quiet game	Memory matching	Body Flashcards
5 mins	To do an active activity, to practise the words for different body parts, to follow instructions, to sing the song	Song; Clap hands, follow me	
5 mins	To calm down, to say the words for parts of the body	Terry's game	Body Flashcards

Unit 2 Animals			
Time	Aims	Activity	Resources
5 mins	To practise the routine and greetings, to ask and respond to “what’s your name?”	Greetings; good morning song Hello, what’s your name? Chn to ask eachother, in a circle	
5 mins	To practise recognising the names of different animals (active game)	Animal flashcards; pointing game	Animal flashcards
5 mins	To practise recognising the names of different animals (quiet game)	Put flashcards into different coloured hoops	Animal flashcards Coloured hoops
5 mins	To do an active activity, to follow instructions, to sing the song	Song; Clap hands, follow me	
5 mins	To practise recognising the names of different animals (fun game)	Swapping places	Animal flashcards
5 mins	To calm down, to say the words of the different animals in the story	Story; Where’s Spot?	Book “Where’s Spot?”

Unit 3 School			
Time	Aims	Activity	Resources
3 mins	To practise the routine and greetings	Greetings; song; good morning Chn to repeat "good morning"	
2 mins	To practise the names of things in the classroom, to sing the song	Song; point to the ceiling	
5 mins	To practise recognising the names of classroom objects, to practise recognising prepositions	Ask chn to put objects on the table/under the chair etc Ask chn where the objects are. Is it on the chair? Is it under the table?	Classroom objects e.g. pencil, chalk etc
5 mins	To practise saying the names of classroom objects	What's missing?	Classroom objects
3 mins	To do an active activity, to revise words for body parts	Actions; stand up, sit down, stamp your feet, jump up and down, arms up, arms down, bend your knees, clap your hands, wiggle your bottom	
5 mins	To do a quiet activity, to practise saying the names of classroom objects	Terry's game	Classroom flashcards
2 mins	To practise numbers up to 5, both saying them and recognising them	Number chant; count on your fingers up to 5, show me 3 fingers etc.	
5 mins	To do a quiet activity to end the lesson	Heads down, thumbs up	

Unit 4 The Weather			
Time	Aims	Activity	Resources
2 mins	To practise the routine and greetings, to sing the songs	Greetings; song; good morning Song; I'm a little (dog) my name is (Chester)	
3 mins	To practise the weather vocabulary and relate it to reality	What's the weather like today? Ask a child to look outside to find out, then come back and choose the correct picture to go on the chart	Weather chart and pictures to stick
5 mins	To practise recognising the weather vocabulary	Pointing game	Weather flashcards
5 mins	To introduce emotions vocabulary	Emotions; get the children to put on happy faces, sad faces, angry faces, tired faces. Everyone to put on a happy face, then say, "I'm happy" etc	
5 mins	To do an active activity, to revise body vocabulary	Song; Hand upon your head Actions; sit down, stand up, clap your hands etc	
3 mins	To practise weather vocabulary and emotions, to sing the song	What colour is the sky today? Song; The sky is blue today	
5 mins	To practise recognising weather vocabulary	Swapping places	Weather flashcards
2 mins	To do a quiet activity to end the lesson, to sing the song	Song; Roly poly poly	

Unit 5 Transport			
Time	Aims	Activity	Resources
2 mins	To practise the routine, to practise greetings	Greetings; song; good morning How are you? Ask and answer, chn in a round	
15 mins	To do a role-play of a real situation, to practise phrases and to sing the song, practising bus vocabulary	Bus ride: put chairs in rows like on a bus, choose a “driver” who sits at the front, then all the “passengers” get on the bus, saying “one ticket please”. The driver steers the bus and everyone sings “The wheels on the bus”. The bus comes to a stop and the passengers all get off, saying “thank you” to the driver.	Chairs, tickets
3 mins	To do a quiet activity, practising the song	Sing “Open, shut them” three times, getting quieter each time	
5 mins	To practise transport vocabulary, both recognising and saying it	Memory matching	Transport flashcards
5 mins	To do a quiet activity to end the lesson	Heads down, thumbs up	

Unit 6 The House			
Time	Aims	Activity	Resources
2 mins	To practise the routine and the song. To practise greetings	Greetings; good morning song With a ball, throw to different children, asking them either “what’s your name?” Or “How are you?”	Ball
3 mins	To practise the vocabulary related to the house	Show the house, look at the windows, door, roof, etc. Ask the children to name the different parts of the house as you point to them.	Large picture of a house with rooms inside, or dolls’ house
5 mins	To introduce the song, to practise some house vocabulary	Show a small house and a big tree; tell the children that it is a tree. Stick the house “in” the tree. Sing “I’ve got a house” with actions	Small house Large tree
5 mins	To practise the names of different rooms in the house	Play a guessing game; turn the house so that the children cannot see inside it. Put a figure/character in a room. Ask the children, “Where’s (Chester?)” The children give suggestions; “in the bathroom,” etc When they get it right, show the children, then hide (Chester) again.	Large house Small cut-out of character
5 mins	To do an active activity, to practise furniture vocabulary	Running game	Furniture flashcards
5 mins	To do a quiet activity, to practise furniture vocabulary	Terry’s game	Furniture flashcards
5 mins	To do a quiet activity to end the lesson, to sing the song	Sing “Open, shut them”	

Games

- **Pointing to flashcards on walls:**
The teacher says a word and all the children point to the relevant picture on the wall.
- **Running to flashcards:**
The teacher says a word and the children run to the relevant picture.
- **Jumping into hoops:**
The teacher asks the children to jump into hoops laid out on the floor, saying, “jump into the (red) hoop”
- **Putting flashcards into hoops or onto furniture:**
The teacher asks the children to put flashcards in different hoops or onto different furniture in the room, saying, “put the (car) in the (red) hoop”
- **Swapping places:**
Children sit in a circle, each child has a picture card. When the teacher says their word, they stand up and swap places with another child who has the same word.
Need: enough cards for every child to have one. At least 3 cards of each picture.
- **Running game:**
As above, children sit in a circle, each with a card. When the teacher says their word, they run round, outside the circle until they get back to their place.
- **Red, red, blue:**
Children sit in a circle. One walks around the outside, saying a colour or name of an object as he passes each child, touching them on the head. At one point, he says a different colour or object and the child he touches as he says the new word has to run around the circle and try to catch the first child. If he doesn't catch him, it's his turn to walk around.
- **Heads down, thumbs up:**
The children sit at tables, with their heads down, eyes closed and their thumbs sticking up, on top of their head. 3 children at the front of the class then each touch one person (folding their thumbs down) and return to the front. They say “heads up” or “open your eyes” and the 3 children who have been touched stand up and guess who touched them. If correct, they swap places with their “toucher”. If wrong, they sit down again and the toucher has a second go.
- **(numbers) on backs:**
2 children stand at the front of the class, facing each other. The teacher puts a sticker on each child's back. They have to find out what the other child's sticker is and say the word. WITHOUT TOUCHING ONE ANOTHER! The first one to say the correct word, wins.
- **Guessing game 1:**
The teacher holds a flashcard so the children cannot see what it is. Ask the children, “What is it?” and the children guess the word. Whoever gets it right gets to be the teacher.
- **Guessing game 2:**
For more advanced children!
As above, the teacher holds a card, then asks the children “What colour is it?” The children then ask, “Is it (yellow)?” When they get the colour right, they then ask, “Is it a yellow (car)?”

- **What's missing?:**
Put a number of flashcards on the floor, face up. Children close their eyes and the teacher removes one card. "Open your eyes. What's missing?"
- **Terry's game:**
The teacher holds the cards so that the children can't see them. Ask one child, "is it a (lion) or a (hippo)?" If the child guesses right, he can keep the card. Go round the whole class, so that everyone gets a turn.
- **Memory Matching**
Put two of each flashcard on the floor, face down. Children to have a go, one at a time, to choose one card, turn it over, say the word, then turn over a second card and say that word. Teacher asks, "Are they the same or different?" If they're the same, the child keeps both cards. If they're different, he puts both cards back where they were. The next child has a turn, until all the cards have gone.
- **Please, Mr Crocodile**
The teacher is the crocodile, who stands in the river. The children have to try and get across the river without being caught by the crocodile. The crocodile allows some children to pass without being caught, but the ones that are caught then become helper crocodiles. The children stand behind a line against a wall, all facing the teacher. They call out, in unison, "Please, Mr Crocodile, can we cross the river?" The crocodile answers, "**Only if you're wearing (red)**" Then, all the children run across the river and the crocodile tries to catch as many as possible who ARE NOT wearing (red). Those who are caught then become helper crocodiles.

Songs

This list is not exhaustive. You can also create your own songs by adapting familiar ones, changing the words or the tune to suit. They need to be simple, with a limited range of words. They are in the approximate order of the units in which they are mentioned.

By Topic

Greetings

- I'm a little (dog), my name is (Chester),
(Chester), (Chester), What's your name?
- Good morning, good morning, and how are you this morning?
Good morning, good morning, and how are you today?
- Good afternoon, good afternoon and now it's time for English
Good afternoon, good afternoon, we're happy to be here.

The Body

- Head, shoulders, knees and toes, knees and toes,
Head, shoulders, knees and toes, knees and toes,
And eyes and ears and mouth and nose,
Head, shoulders, knees and toes, knees and toes.
- Hand upon your head, hand upon your head,
Up and down, up and down, hand upon your head.

Hand upon your knee... etc...
- Clap hands, follow me, clap hands, follow me,
Clap hands, follow me, what will we do the next time?

Stamp feet, follow me, stamp feet, follow me,
Stamp feet, follow me, what will we do the next time?

Bend knees...

Swing arms... etc...
- I've got 10 little fingers, I've got 10 little toes,
I've got two ears, I've got two eyes,
But just one little nose!
- Roly poly poly, up, up, up,
Roly poly poly, down, down, down,
Roly poly poly, clap, clap, clap,

Roly poly poly, put your hands behind your back.

- I have two eyes, two ears, one nose,
I have two hands, two feet.
I have one mouth to smile and say,
“God made me just this way.”

Animals

- I’m a happy, happy hippo, yes I am,
I’m a happy, happy hippo, yes I am,
I’m a happy, happy hippo, a happy, happy hippo,
I’m a happy, happy hippo, yes I am!

I’m a good, good bear, yes I am...

I’m a bad, bad monkey, yes I am...

I’m a grumpy, grumpy lion, yes I am...

- Old McDonald had a farm, E, I, E, I, O
And on that farm, he had some sheep, E, I, E, I, O
With a ‘baa baa’ here and a ‘baa baa’ there,
Here a ‘baa’, there a ‘baa’, everywhere a ‘baa baa’
Old McDonald had a farm, E, I, E, I, O.

Old McDonald had a farm, E, I, E, I, O
And on that farm he had some cows, E, I, E, I, O
With a ‘moo moo’ here and a ‘moo moo’ there,
Here a ‘moo’, there a ‘moo’, everywhere a ‘moo moo’,
Old McDonald had a farm, E, I, E, I, O.

Continue with other animals

- God made cats to ‘miaow’ like that, ‘miaow’ like that, ‘miaow’ like that,
God made cats to ‘miaow’ like that, ‘miaow, miaow, miaow’.

God made dogs to ‘woof’ like that, ‘woof’ like that, ‘woof’ like that,
God made dogs to ‘woof’ like that, ‘woof woof woof’.

Continue with other animals

School

- Open, shut them, open, shut them
Put them on your lap, lap, lap
Open, shut them, open, shut them,
Give a little clap, clap, clap.
Roll them, roll them, roll them, roll them,
Roll them just like thiiiiiiiiiiiis!
Wave them, wave them, wave them, wave them
Blow a little kiss

- Point to the ceiling, point to the floor
Point to the window, point to the door.
Clap your hands together, 1,2,3,
Put your hands upon your knees.

The Weather

- The sky is blue today, the sky is blue today,
Happy, happy, happy day, the sky is blue today.

The sky is grey today, the sky is grey today,
Sad, sad, sad day, the sky is grey today.

- I like the rain, it rains on me,
God made the rain and God made me.

I like the sun, it shines on me,
God made the sun and God made me.

Emotions

- If you're happy and you know it, clap your hands **
If you're happy and you know it, clap your hands **
If you're happy and you know it and you really want to show it
If you're happy and you know it, clap your hands **

If you're happy and you know it, stamp your feet ** ...

If you're happy and you know it, nod your head ** ...

If you're happy and you know it, say "we are" (we are!) ...

- I'm sad, I'm sad,
I'm sad all day long,
I'm sad, I'm sad,
I'm sad all day long
Boo hoo hoo, boo hoo hoo (x3)
I'm sad all day long

I'm happy, I'm happy,
I'm happy all day long,
I'm happy, I'm happy,
I'm happy all day long.
Ha ha ha, hee hee hee (x3)
I'm happy all day long

Transport

- The wheels on the bus go round and round,
Round and round, round and round.

The wheels on the bus go round and round,
All day long.

The wipers on the bus go swish, swish, swish,
Swish, swish, swish, swish, swish, swish.
The wipers on the bus go swish, swish, swish,
All day long.

The children on the bus go chatter, chatter, chatter...

The driver on the bus goes "please be quiet"...

(the verses can be changed to suit the circumstances!)

- Look, I am a fire engine, fire engine, fire engine,
Oh look, I am a fire engine, ding ding ding ding ding.

Look I am a yellow car, yellow car, yellow car,
Oh look I am a yellow car, beep beep beep beep beep.

Look I am a big big bus, big big bus, big big bus,
Oh look I am a big big bus, on my way to school. *(continued ...)*

Look, I am a little bike, little bike, little bike,
Oh look, I am a little bike, ring ring ring ring ring.

Numbers

- One little, two little, three little teddy bears,
Four little, five little, six little teddy bears,
Seven little, eight little, nine little teddy bears,
Ten little teddy bears.

The House

- I've got a house in a big tree
I live up there, happy and free
I've got a chair, I've got a bed
I've got a roof over my head

The Family

- My mother, my father and baby
My brother, my sister and me
My mother, my father and baby
How happy together we'll be.
- God made daddies, God made mummies
God made brothers, God made sisters,
God made children just like me,
For his loving family.

Food

- What is yellow? What is yellow?
Can you see? Can you see?
Melons and bananas, melons and bananas,
One two three, one two three.
- Five red apples hanging in a tree,
Five red apples hanging in a tree,
And if one red apple should accidentally fall,
There'll be 4 red apples hanging in a tree.

Four red apples hanging in a tree... etc

Three red apples hanging in a tree... etc

Two red apples... etc

One red apple hanging in a tree,
One red apple hanging in a tree,
And if one red apple should accidentally fall,
There'll be no red apples hanging in a tree.

(the fruit and the starting number to be changed as appropriate)

- Who made apples? God did, God did,
Who made carrots? God did, God did,
Who made bananas? God made them,
All for us to eat!

Clothes

- Are you wearing red today, red today, red today?
Are you wearing red today, yes or no?

(change the colour as appropriate)

Other

- What's this, what's this?
It's a cat, it's a cat.
This cat is very fat.
This cat is very fat.

What's this, what's this?
It's a pig, it's a pig.
This pig is very big.
This pig is very big.

What's this, what's this?
It's a ball, it's a ball.

This ball is very small.
This ball is very small.

What's this? It's a cat, it's very fat.
What's this? It's a pig, it's very big.
What's this? It's a ball, it's very small.
A cat, a pig, a ball.

The First Lesson

Many teachers are unsure of how to begin to teach English to young children. Below is a possible plan for the first lesson.

- There needs to be a lot of repetition, to give the children lots of chances to understand.
- The activities need to be short, to keep the children interested.
- It is important that the children feel comfortable and are not put under any kind of pressure at all. This does not mean you have to speak in their first language. Smile a lot and give lots of encouragement, saying “good!”, “Well done!” etc. Make sure your gestures are clear, to help with understanding and you can do it all in English. If you can start only speaking English, it will be easy to continue and the children will learn more.
- Only focus on a few things; greetings, simple commands, (both of which are very useful for future lessons) and the first few words of the topic.
- The next lesson would include revision of everything done in the first lesson, and then some new vocabulary and commands, which would be repeated a lot.
- In following lessons, keep revising all the commands and greetings from the previous lessons, adding new things little by little and gradually placing more emphasis on the topic vocabulary.

Unit 1 The Body			
Time	Aims	Activity	Resources
3 mins	To introduce greetings and to introduce self and Chester the puppet	<p>Start the lesson by showing the “English Time” sign and putting it in a visible place.</p> <p>Say, “Hello” with a big smile on your face and waving your hand to all the children; say it a few times to the whole class, then say it to individual children.</p> <p>Sing “Good morning”, several times, until the children begin to join in.</p> <p>Indicate yourself and say your name, a few times.</p> <p>Indicate the puppet and say his name, a few times.</p>	Puppet
5 mins	To introduce the question, “What’s your name?”	<p>Sing the song, “I’m a little dog, my name is Chester,” when it gets to the part, “What’s your name?” point the puppet at yourself, then say your name. Just say your name, do not say, “my name is” or anything else.</p> <p>Sing the song many times over, pointing the puppet to different children, so that they say their name.</p>	Puppet
2 mins	To get the children moving and to teach simple commands	Say, “stand up” and stand up yourself, gesturing to the children to stand up too, and saying, “everyone, stand up.”	

		<p>Say, “sit down” and sit down yourself, encouraging the children to copy you.</p> <p>Repeat this several times.</p> <p>Try to catch the children out, by saying “stand up” when they’re already standing up, etc.</p> <p>End by standing up.</p>	
5 mins	To sing a song, to introduce some body vocabulary, to keep the children moving	<p>Sing, “head, shoulders” slowly, so that the children hear the words, and they have time to do the actions with you.</p> <p>Sing it several times, until the children begin to join in.</p> <p>Put your hands on your head, like in the song, and encourage the children to copy you, putting their hands on their heads for them, if necessary. Say, “head” several times.</p> <p>Repeat this with the different parts of the body in the song.</p>	
3 mins	To practise saying their name in response to “what’s your name?”	<p>Sing “I’m a little dog...” again, to ask some children who weren’t asked the first time.</p> <p>Then, just say, “What’s your name?” using the puppet, to individual children, to encourage them to recognise the question.</p>	Puppet
2 mins	To practise simple commands, to introduce “up” and “down”	<p>Say, “Stand up.”</p> <p>While standing up, say, “Hands up,” while raising your own hands, for the children to copy. Then, “Hands down,” repeat with up and down a few times, then “Shoulders up/down”, “Head up/down”</p>	
3 mins	To practise a song and body vocabulary	Sing, “Head, shoulders”	
5 mins	To practise saying their name in response to “what’s your name?”	Roll a ball to a child and say, “What’s your name?” Encourage them to respond by saying only their name	A brightly coloured ball
2 mins	To sing a song to end the lesson	<p>Sing “Roly poly poly”</p> <p>At the end of the lesson, if you are leaving the classroom, say “bye bye” several times and wave to the children as you leave</p>	

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