

ZŠ s MŠ, Komenského 279/32, Dolný Kubín



Erasmus+

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Výstup z projektu „Učme sa navzájom“

Metodický materiál bol spracovaný ako výstup po absolvovaní mobility a účasti na kurze „Trieda ako detské ihrisko“ so zameraním na metodiku vyučovania anglického jazyka v základnej škole.

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Na úvod

V priebehu posledných desaťročí nastala výrazná zmena v štruktúre, aj v obsahu systému vzdelávania. Dobré vieme, že vek nie je správnym ukazovateľom aktuálnej vývinovej úrovne, a napriek tomu málo rešpektujeme individualitu u jedincov v školskom veku. Máme jasnú predstavu, čo má žiak zvládať na danej vývinovej úrovni, no nemáme priestor zaujímať sa prečo to nezvláda. Zabúdame stavať na silných stránkach jedinca, v ktorých môže byť výnimočný a mnohí sa snažíme o priemer a všeobecné poznatky.

Znalosti cudzích jazykov patria ku kľúčovým kompetenciám každého jednotlivca a významnou mierou rozhodujú o jeho úspešnom uplatnení v profesionálnej konkurencii. Jazyková politika Európskej komisie smeruje k ovládaniu aspoň dvoch cudzích jazykov u každého Európana. Viacjazyčnosť znamená metalingvistickú zručnosť, teda nadobudnutie komunikatívnej kompetencie vo viacerých jazykoch.

Vo vyučovaní cudzieho jazyka, pri rozvíjaní komunikačných kompetencií, môže porovnávanie s materinským jazykom niektorým žiakom pomáhať, ale niektorým môže vadíť. Materinský jazyk nemôžeme pri učení úplne oddeliť, ale jeho využitie na hodine anglického jazyka musí byť funkčné.

Komunikačné schopnosti, ktoré sú obsahom výučby anglického jazyka v základnej škole, môžeme rozdeliť na:

- a, receptívne (počúvanie, čítanie)
- b, produktívne (rozprávanie a písanie).

Všetky štyri oblasti jazyka zahŕňame do vyučovania aj u detí so špeciálnymi potrebami, ale usilujeme sa im aktivity, ktoré by mohli spôsobiť problémy s čítaním a písaním, čo najviac uľahčiť. Hra a zábava je najlepším spôsobom, kedy všetci žiaci zabúdajú na to, že sa učia, že sú sledovaní, alebo skúšaní.

Aktuálne sa každoročne zvyšuje v našej škole počet detí so špeciálnymi výchovno-vzdelávacími potrebami. Naši pedagógovia sa usilujú využívať stále nové metódy práce, zaujímajú sa o ich ďalší profesionálny rast a viacerí si rozvíjajú pedagogické

kompetencie na ďalšom vzdelávaní. Väčšina vzdelávacích aktivít je však platená, z toho dôvodu si učitelia hľadajú aj iný spôsob vzdelávania. Majú záujem o rozšírenie svojho pedagogického portfólia o nové vyučovacie metódy, aby svojich žiakov zaujali a motivovali a tiež si chcú obohatiť svoje jazykové kompetencie. V kurikule našej školy máme zahrnuté ako jeden z hlavných cieľov aj rozvoj jazykových kompetencií žiakov nad rámec štátneho vzdelávacieho programu. Z tohto dôvodu sme uvítali možnosť pre rozvíjanie pedagogických kompetencií v metodológii, aj v rozvoji znalosti anglického jazyka našich pedagógov, a to formou účasti na vzdelávaní v projekte Erasmus +.

Naša škola sa zapojila do projektu integrácie s podporou ministerstva školstva. Náš aktuálny projekt "Učme sa navzájom" sa stáva jeho súčasťou. Uvedomujeme si potrebu rozširovania odborných kompetencií, aby sme mohli podporovať u našich žiakov intaktných, aj integrovaných ich celostný rozvoj. Z nášho pohľadu hlavne so zameraním na rozvoj jazykových kompetencií prostredníctvom využívania nových metód a postupov - hravou a príťažlivou formou.

Na základe absolvovanej mobility - vzdelávacieho kurzu vytvárame metodickú príručku s aktivitami pre vyučovanie anglického jazyka žiakov základnej školy aj materskej školy hravou formou.

Chceme zo školy vytvoriť komunitu, ktorá prepája učenie v predprimárnom a primárnom vzdelávaní, kde už v predškolskom veku podchytíme záujem detí o cudzí jazyk, nevynímajúc deti so špeciálnymi potrebami.

Naše aktivity v projekte „Učme sa navzájom“:

*Pripravíme pre malé deti vystúpenie našich žiakov v anglickom jazyku.

*Starším žiakom vytvoríme podmienky pre internetovú komunikáciu, (sprostredkujeme žiakom kontakty cez zahraničné partnerské školy), pre záujem o poznávanie iných krajín a národov.

*Plánujeme spolupracovať s partnerskými školami, ktoré sa zaujímajú o rovnaké témy aj prostredníctvom e- twinningu.

*Za ďalšiu výzvu a príležitosť pre žiakov považujeme možnosť zapojiť sa aktívne do projektu Erasmus+ a byť účastníkmi mobilit v partnerských krajinách. Vidíme to ako novú zážitkovú formu učenia, ktorá im (aj pedagógom) dáva príležitosť pre rozvoj.

Obsahom tejto príručky sú aktivity, ktoré môžete modifikovať podľa veku detí. Ich použitie je podmienené aktuálnou úrovňou slovnej zásoby detí.

Väčšina je v originálnom znení z ETI Malta, niektoré sme upravili a ponúkame ich aj v slovenskom jazyku, nakoľko sú využiteľné aj ako aktivity na iné vyučovacie hodiny.

Materiály z kurzu „Trieda ako ihrisko“ v ETI Malta s úpravou a slovenským prekladom

Aktivity sme očíslovali, nakoľko niektoré sú prekladom originálov materiálov ETI Malta (tie sú obsahom 2.časti)

Aký je benefit z dramatických aktivít na hodine angličtiny ?

- Sú zábavné a zapamätateľné
- Žiaci sú zapojení, aktívni, sústredení
- kolaborácia a kooperácia
- budujú sebavedomie
- umožňuje žiakom zapájať sa do učenia v bezpečnom prostredí
- zapojiť sa bez obavy zlyhania
- rozvíjajú sa zručnosti rozprávania a počúvania
- žiaci sa učia cez multisenzorové techniky
- umožňujú žiakom lepšie si zapamätať obsah

Projekty vo vyučovaní angličtiny

Sú veľmi účinnou technikou učenia anglického jazyka, môžeme pri ich realizácii zapájať všetky 4 oblasti – hovorenie, počúvanie, písanie, aj čítanie. Dáva príležitosť vyniknúť žiakom s inými zručnosťami, napríklad vo výtvarnej, technickej, IT oblasti a podobne.

Pre úspešný projekt by žiaci mali pracovať s témou, ktorá ich zaujíma, je primeraná ich veku, majú zvládnutú slovnú zásobu k danej téme. Treba podporovať kooperáciu a nie súťaživosť a je žiaduca neustála podpora a motivácia od učiteľa.

Plusy projektovej práce :

- stavia na záujmoch žiakov a preto je pre nich motivujúca
- je zameraná na aktivite žiaka
- sú zábavné a nespádajú do rutinných činností – kreativita žiakov nemá hranice
- sú založené na skutočných predmetoch, objektoch, sú autentické
- žiaci môžu využiť svoj jazyk a slovnú zásobu, ktorú si vyberú

- zahŕňa integrované zručnosti, nie len jazykové
- dovoľuje žiakom spolupracovať s rovesníkmi, bez strachu

Mínusy :

- môže byť náročné zvládnuť hlavne vo väčšej skupine
- žiaci môžu byť hluční
- nie všetci pracujú rovnako
- dôsledná príprava učiteľa

Aktivity na počúvanie

A1 : Obrázok

Učiteľka ukáže žiakom dostatočne veľký obrázok (prípadne rozdá každému) a číta o ňom vety. Žiaci majú pred sebou červený a zelený pásik papiera a ak počujú pravdivú vetu (o obrázku) zodvihnú zelený papierik, ak počujú nepravdivú vetu, ukážu červený. Touto aktivitou sú nepriamo nútení dávať pozor, snažiť sa o porozumenie textu a aktívne sa zapájať.

A2 : Kresli, čo počuješ

Rovnako učiteľka číta text, inštrukcie a žiaci majú nakresliť, čo učiteľka opisuje. Ďalšia varianta je rozdať deťom obrázky a to, čo učiteľka prečíta, spomenie, to majú na obrázku zakrúžkovať, označiť.

A3 : Inštrukcie vo dvojici

Každý žiak má papier, ktorý si rozdelí na dve časti.

Žiaci sedia oproti sebe vo dvojiciach tak, aby nevideli do svojich papierov. Učiteľka vyberie tému o ktorej budú hovoriť a každý zo žiakov si k danej téme napíše hore na papier 5 slov, tie nakreslí a umiestni na prvú polovicu papiera. Následne si žiaci vo dvojici diktujú predmety, čo predtým nakreslili, aj s umiestnením kde je to na papieri.

To čo počujú kreslia na druhú polovicu papiera so snahou byť čo najpresnejší k originálu kamaráta. Keď sa vystriedajú, svoje výtvary si porovnajú.

A4 : Hra na počúvanie – „Ukáž mi....“

Hru môžeme hrať s celou triedou, skupinou, už od najmladších žiakov. Učiteľka vyzýva žiakov, aby jej ukázali daný predmet. Môžeme využívať reálne predmety alebo si pripraviť kartičky a umiestniť ich po triede. Tak deti môžu vyjsť z lavíc a ukázať na predmet.

Napríklad : „Ukáž mi pero“ Show me a pen“

„Ukáž mi tabuľu“ „Show me a black board“.

Ak chceme aby sa deti pohybovali, môžeme inštrukciu zmeniť na „Dotkni sa ..!“ „Touch ..!“

A5 : Skákanie pri čiare

Žiaci stoje v jednej línii, na čiare a učiteľka hovorí vety s vyjadrením množstva, počítaním, vyjadrením pravdy a nepravdy. Ak je vety pravdivá, žiaci majú skočiť dopredu pred čiaru, ak je to lož, skočia dozadu.

Napríklad : V škole máme 10 tried. Vyučovanie začína o 7.45. Peťo má 10 rokov.

Aktivity na čítanie

A6 : Modrá veľryba – The Blue Whale

Žiakov rozdeľte ich do dvojíc. Vysvetlite im tému a ukážte obrázok veľryby. Pýtajte sa, čo o nej vedie. Napíšte na tabuľu niekoľko viet a dvojice si majú označiť, ktoré myslia že sú pravdivé a ktoré nie. Ich odpovede nahlas prezentujú. Potom predložte žiakom text a sami vo dvojici si majú označiť, koľko vyjadrení mali správne.

Nakoniec urobte zhrnutie, čo vieme o veľrybe.

Piesne – „song activities“

- sú veľmi obľúbenou aktivitou, čo motivuje žiakov k učeniu cudzieho jazyka
- aktivity uvádzame v originál materiáloch z ETI
- „The shape song“ – je výborný pre slovnú zásobu o tvaroch

TPR aktivity - čo to je ?

TPR (total physical response) aktivity využívajú spojenie slovnéj zásoby s pohybom. Vety alebo slová sa niekoľkokrát opakujú, žiakom ukazujeme, to čo hovoríme. Tento prístup je zložený na kinesteticko.- senzorickom systéme.

A7 : Pripravení, štart, ideme ! „Ready Steady Go !“

Jazyk : Ste pripravení ?

Počkajte, zabudol som si tašku, kabát, pero, knihu..... (podľa obrázkov a slovnéj zásoby, ktorú deti poznajú)

Sme pripravení, môžeme ísť.

Ste si istí, že ste pripravení ? Áno, môžeme ísť.

Role : šofér a pasažieri

Organizácia :

Stoličky usporiadané ako v autobuse, jedna vpredu pre šoféra. Obrázky (reálie) predmetov, čo deti zabudli zoskupené na 1 mieste na stole.

Opis :

Šofér : Dobrý deň všetci, ste pripravení na cestu do mesta ?

Deti : Áno, sme. (všetci sa usadia na stoličky a ukazujú, že sa pripútavajú)

Šofér : Ste pripravení ? Poďme.

Dieťa : Počkajte, počkajte ! Zabudol som si tašku ! (vyskočí z autobusu a ponáhľa sa zobrať si tašku – z vopred určeného miesta

Šofér : Ste už pripravení ?

Deti : Áno Poďme !

Dieťa : Počkajte, počkajte ! Zabudla som si bundu ! (vyskočí z autobusu a ponáhľa sa zobrať si bundu). Pokiaľ šofér čaká, tvári sa nervózne....

Šofér : Dobre, ste pripravení ?

Deti : Áno, sme. Poďme!

Dieťa: Počkajte, počkajte ! Zabudla som si moje slnečné okuliare ! (vybehne z autobusu a zoberie svoje okuliare) Šofér je opäť nervózny.....

Šofér : Dobre, môžeme už ísť ? Ste pripravení ?

Deti : Áno, poďme !

Šofér : Ste si istí, že ste všetci pripravení ?

Deti : Áno, áno. Sme pripravení !

Šofér : V poriadku, poďme.

Dieťa : čakajte ! Zabudol som si môj klobúk ! (vybehne z autobusu a beží si po klobúk)

Šofér : hlboko vzdychne a pozerá sa k nebesiam

Dieťa s klobúkom : Prepáčte ! a vráti sa na svoje miesto.

Šofér : Ste pripravení ?

Deti : Áno. Poďme !

Šofér : Ste si istí, že ste pripravení ?

Deti : Áno, sme si istí. (máme všetko)

Šofér : Ste si istí ? Istí ste si ?

Deti : ÁNO, ÁNO ! Sme si istí ! Poďme !

Šofér : Oh, oh ! (šofér ukazuje na štartovanie).

Ja som si zabudol KLÚČE !

Poznámka : Počet stoličiek v autobuse a počet reálií (obrázkov) zabudnutých vecí zodpovedá počtu detí. Deti si vopred vyberú 1 vec (alebo učiteľ určí), ktorú si zabudnú.

A8 : Zábavné tváre – utvrdenie prídavných mien, slovnej zásoby

Požiadajte žiakov, aby si našli miesto, môžu stáť alebo sedieť a povedzte im, že budú hrať ich mimikou tváre. Povedzte im v angličtine : Začnite dobrou masážou tváre, brady, nosa, uší, čela...Požiadajte deti, aby opakovali slovo, ktoré zadáte „chin“ a tiež ukazujte.

Ďalej skúste inštrukcie : malé ústa, široký úsmev, prilepiť jazyk na nos, žuť žuvačku, žuť 10 žuvačiek, 100 žuvačiek.

Na precvičenie prídavných mien : „urobte šťastnú tvár, nahnevanú, smutnú, zúrivú, vyľakanú, ospalú

Ako ďalšiu aktivitu urobte jednoduché kartičky a požiadajte žiakov, aby individuálne vyjadrili emócie, ktoré sú napísané na kartičkách, zatiaľ ostatní žiaci majú hádať akú emóciu vyjadrujú.

Deti menej extrovertné skúste viac povzbudzovať, prípadne sa pridať k nim.

A9 : Hranie rolí – Kto som ? – cvičíme otázky

Jeden zo žiakov sedí chrbtom k tabuli (alebo kartičke, obrázku) kde je uvedená osoba, ktorú má uhádnuť. Môže to byť reálna osoba z okolia, z pop scény, zo školy, povolanie – to by mala učiteľka vopred uviesť.

Žiak pred tabuľou háda, kto je. Zadáva otázky a spolužiaci dávajú odpovede. Znenie otázok môžete so žiakmi precvičiť, zopakovať vopred, prípadne napísať na tabuľu. Otázky – napr.: Ako sa volám – What is my name ?

Kde žijem ? – Where do I live ?

Koľko mám rokov ? – How old am I ?

Kto je v mojej rodine ? – Who is in my family ?

Aké je moje hoby ? – What are my hobbies ?

Hrám nejaký šport ? – Do I play any sport ?

Čo sa mi páči/nepáči ? – What are my likes/dislikes?

A10 : Hra s pohybom – kto si ?

Žiaci sú v polkruhu a majú sa pýtať kto je osoba, zviera, ktorú hrá 1 z nich (začína žiak, ktorý je na konci polkruhu). Zčať môže učiteľka, napodobuje pantomímou. Tá osoba, zviera je všetkým známa. Žiak vedľa toho čo ukazuje sa pýta „Who are you ?„ (Kto si ?). Osoba čo hrá ukazuje a odpovie : „I'm a cat.“

Hra je dobrá už pre malých žiačikov na precvičenie slovnej zásoby.

I am : a dog, a monkey, an old man, a baby, an elephant, a mouse, a tennis player....

A11 : Žralok v rieke – hra na nácvik pre určovanie smerov

Nakreslite mapu a vysvetlite (zopakujte) určovanie smerov – vpravo, vľavo, rovno, stop – „turn left, turn right, go straight, stop“)

Rozdeľte žiakov na 2 skupiny a umiestnite žraloka na podlahu. Z každej skupiny vyzvite jedného dobrovoľníka, ktorému zaviažete oči, aby nevidel. Každý tím dáva usmernenia smeru pre svojho tímového hráča, aby prešiel na druhú stranu tak, že nestúpi na žraloka. Vyhráva ten, ktorý prejde na druhú stranu bezpečne prvý.

A12 : Horúce kreslo – na opakovanie slovnej zásoby

Môže sa hrať súťažne v skupinách alebo ako celá skupina spolu.

Jeden žiak sedí chrbtom k tabuli, na ktorú učiteľ napíše 1 slovo (napríklad sa učíme tému „mesto, budovy“ a napíšeme „hospital“). Ostatní žiaci, spoluhráči mu slovo približujú opisným spôsobom bez použitia slovného základu daného slova.

A13 : Lepidlo – na slovnú zásobu „časti tela“

Hrá sa v pároch. Žiakom pustíme hudbu, na ktorú spolu tancujú tak, že sú zlepení chrbtami (rukami...), nesmú sa odlepiť. Pri zastavení hudby učiteľ zvolá časť tela, ktorou sa musia prilepiť a s hudbou tancovať ďalej (ruka, noha, hlava, rameno, prsty, lakty).

A14 : Slovný ping-pong – slovná zásoba

Vytvoríme 2 tímy žiakov. Z každého tímu sedia žiaci oproti sebe. Učiteľka zadá tému a oni majú povedať dané pomenovanie k téme striedavo raz jeden, raz druhý. Ten, ktorý nevie pokračovať získava trestný bod, ten čo vyhráva plusový bod. Body môžeme spočítať aj za celý tím.

Témy : oblečenie, zvieratá, časti tela, ovocie, zelenina, členovia rodiny, budovy....

A15 : Posuň balík – porozumenie inštrukcie, slovná zásoba

Pred triedou prečítajte všetky papieriky s inštrukciami, ktoré dáte do balíka, aby ste si boli istí, že rozumejú daným inštrukciám.

Do balíka vložte pásiky papiera s inštrukciami typu : „jump up and down 3 times“ – vyskoč hore-dole 3 krát. Posadzte žiakov do kruhu a pustite hudbu. Pri kom hudba zastaví, má si z balíka vybrať jeden lístok. Ak úlohu nesplní, nepochopí, ide von z kola.

A16 : Pretek s kreslením – slovná zásoba

Rozdeľte žiakov do dvoch tímov, ktoré urobia zástup. Jeden hráč z 1. Tímu si vyberie kartičku, kde je anglicky napísané (nakreslené) slovo a on ho má nakresliť na tabuľu tak, aby to uhádli spoluhráči z jeho tímu. Za každé správne slovo má daný tím bod. Vyhráva tím, ktorý má viac bodov.

A17 : Pretek „áut“

Pripravte po 6 kartičiek s obrázkami do dvoch radov na podlahu. Môžete zaradiť aj prázdnu kartičku. Jedno dieťa z každého tímu si hodí kockou číslo, musí ako pretekárske auto prísť rýchlo k obrázku podľa odpočítaného čísla, otočiť obrázok a povedať po anglicky čo je na obrázku, alebo čo o tom vie. Keď sa kartičky opakujú môžete ich vymeniť, alebo zmeniť tímy. Vyhráva družstvo, ktoré správne pomenuje všetky kartičky ako prvé.

A18 : Výmena stoličiek – nácvik tvorby otázky

Žiaci si sadnú do polkruhu na stoličky a jednému žiakovi stoličku odoberieme, s tým že začne hru otázkou, napr : „ Máš oblečené tričko ?“ Všetci žiaci, ktorí majú oblečené tričko si musia vymeniť stoličku s inými. Žiak, čo sa pýtal si tiež nájde miesto. Ten kto ostane bez stoličky je na rade, aby sa pýtal. Napr. „máš pero ?“

Použitie videa

A19: Mr. Mean ide na plaváreň

<http://www.youtube.com/watch?v=gZujYUcY5xc>

Napíšte slovo „swimming“ na tabuľu a pýtajte sa žiakov, či majú radi túto aktivitu. Žiaci pracujú vo dvojici a majú napísať 10 vecí, čo môžeme vidieť a robiť na plavárni. Spoločne si slová porovnajte, prípadne doplňte ďalšie. Následne prehrajte žiakom video a ich úlohou je zachytiť, či dané predmety boli uvedené vo videu a či boli povedané verbálne a koľko krát.

Následne môžete so žiakmi diskutovať, čo myslíte, že sa stane ďalej.

Zhrať si „role play“

Vymyslieť pravidlá „ako sa správať na plavárni“

A20 : Tom a Jerry

(použite video podľa výberu z youtube)

Napíšte na tabuľu slová, ktoré chcete so žiakmi utvrdiť – napríklad zvieratá, slovesá, prídavné mená, ktoré sa môžu vyskytnúť v príbehu.

Napríklad : pes, mačka, myš, búda, záhrada, plot.....

Rýchly, pomalý, zúrivy, pokojný, kludný, natešený, veľký, malý....

Vidieť, skákať, piť, bežať, smiať sa, čakať.....

Prehrajte žiakom príbeh a ich úloha je vyznačiť, ktoré slová v príbehu videli, vyskytli sa tam, nech označia, prípadne zapíšu.

Ďalšia obmena môže byť nakresliť obrázok z príbehu, čo videli a následne ho opísať.

Písanie

A21 : Vytváranie viet (potrebujeme kartičky, kocky, papier, pero)

Rozdeľte žiakov do trojíc do skupiny. Každá skupina má papier, pero a kocku. Pre každú skupinu sú pripravené kartičky otočené opačne na troch miestach. Na jedno mieste (lavica pred nimi) je skupina slov kde je napísaný predmet – KTO,ČO?, na druhej lavici je skupina slov so slovesami – ČO ROBÍ ?, na tretej lavici skupina slov s vyjadrením miesta - KDE ?

Ako prebieha hra :

Prvý zo skupiny hádže kocku, až kým nehodí 6, potom ide ku jednej skupine slov a vyberie jednu kartičku. Nasleduje druhý hráč zo skupiny, opäť hádž, kým nehodí 6 a ide do druhej skupiny slov, kde si vyberie kartičku. Posledný zo skupiny opäť hádže po 6, ide do poslednej skupiny slov a vyberie jednu kartičku. Z uvedených slov majú napísať na papier vetu. Vyhráva skupina, ktorá má prvá všetky vety správne napísané na papieri.

A22 : Stonožka

Nakreslite na tabuľu stonožku a do jej prvého článku napíšte slovo, napr. DOG. Nasledujú žiaci a píšú ďalšie slovo na písmenko predchádzajúceho posledného slova, v tomto príklade na „G“.

Môžete nakresliť viac húseníc, podľa počtu skupín v triede.

A23 : „Bola som v obchode“ – rozprávanie a písanie

Každý žiak má pred sebou pero a papier. Učiteľka začne vetou „ Išla som do obchodu a kúpila som JABLKO“. Žiaci si to zapíšu a pokračujú postupne za sebou s tým, že zopakujú vetu a pridajú ďalšiu vec, tú si aj zapíšu. Napríklad ďalší žiak povie : Išla so do obchodu a kúpila som jablko a mrku.

Hru môžeme obmeniť s použitím budúceho aj prítomného času.

A24 : Diktát so zábavou

Žiaci sedia tak, aby si mohli podávať papier a pero. Učiteľka pustí hudbu počas ktorej si žiaci podávajú papier a pero a keď ju zastaví, ten kto má papier pri sebe musí zapísať vetu, ktorú učiteľka nadiktuje (môže ju aj preložiť). Pokračujem spustením hudby s podávaním papiera ďalej. Vety počas hry neopravujeme, po ukončení hry sa môžeme venovať problémovým vetám, slovám.

Rozprávanie

A25 : „Hnedý medveď „ (Brown Bear) – rozprávanie príbehu

Naučte deti slovnú zásobu – zvieratá, môžete využiť video clip :

www.youtube.com/watch?v=y_mv224ytKaY

Rozdajte žiakom obrázky jednotlivých zvierat nech ich vyfarbia.

Prečítajte príbeh a úloha žiakov je zodvihnúť obrázok zvierat'a o ktorom budete čítať. Čítajte príbeh 2 krát a vyzvite deti aby sa postavili do radu za sebou tak, ako budete zvieratá spomínať v príbehu.

Následne vyzvite deti, aby rozprávali svoju postavu samé.

Učiteľka : Hnedý medveď, hnedý medveď, čo vidíš ? (Brown bear, brown bear what do you see ?)

1. Dieťa : „Vidím červeného vtáčika, ktorý sa na mňa pozerá“. (I see a red bird looking a me.)
2. Učiteľka : „Červený vtáčik, červený vtáčik, čo vidíš ?“
3. Dieťa : pozrie sa na osobu vedľa neho a povie o susedovi „Ja vidím žltú kačku, ktorá sa na mňa pozerá“ (I see a yellow duck looking at me).
4. Učiteľka : „Žltá kačka, žltá kačka, čo vidíš ?“
5. Pokračujú ostatní, ktorí majú obrázok (bábku, kartičku).

Na doplnenie sa pýtame na zvuky zvierat'a, spojíme s pohybom.

Teacher

Training Learning Teaching Education Management Leadership Development Performance Quality Innovation Research Practice Theory Application Integration Collaboration Communication Teamwork Problem Solving Decision Making Strategic Thinking Critical Thinking Creative Thinking Emotional Intelligence Cultural Intelligence Global Mindset Digital Literacy Data Literacy Financial Literacy Health Literacy Environmental Literacy Energy Literacy Economic Literacy Science Literacy History Literacy Literacy Numeracy Information Literacy

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What is an
SpLD?

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1/12/2018

Problematic Areas

It takes too much time and effort to decipher symbols

Difficult to form letters

Difficult to write in a straight line

Difficult to write in a legible manner

Likely to forget instructions

Write slower than normal

Find difficulty in processing information

Speed of thinking and hand response are not synchronised

Judiane Pearl, 2015



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LONG TERM EFFECTS

Becoming demoralised

Work is disorganised & sometimes illegible/unfinished, so difficult to refer back to, resulting in SS falling behind

Could resort to misbehaving so as to conceal their lack of achievement

Might develop a low self-esteem

SS could become stressed and anxious

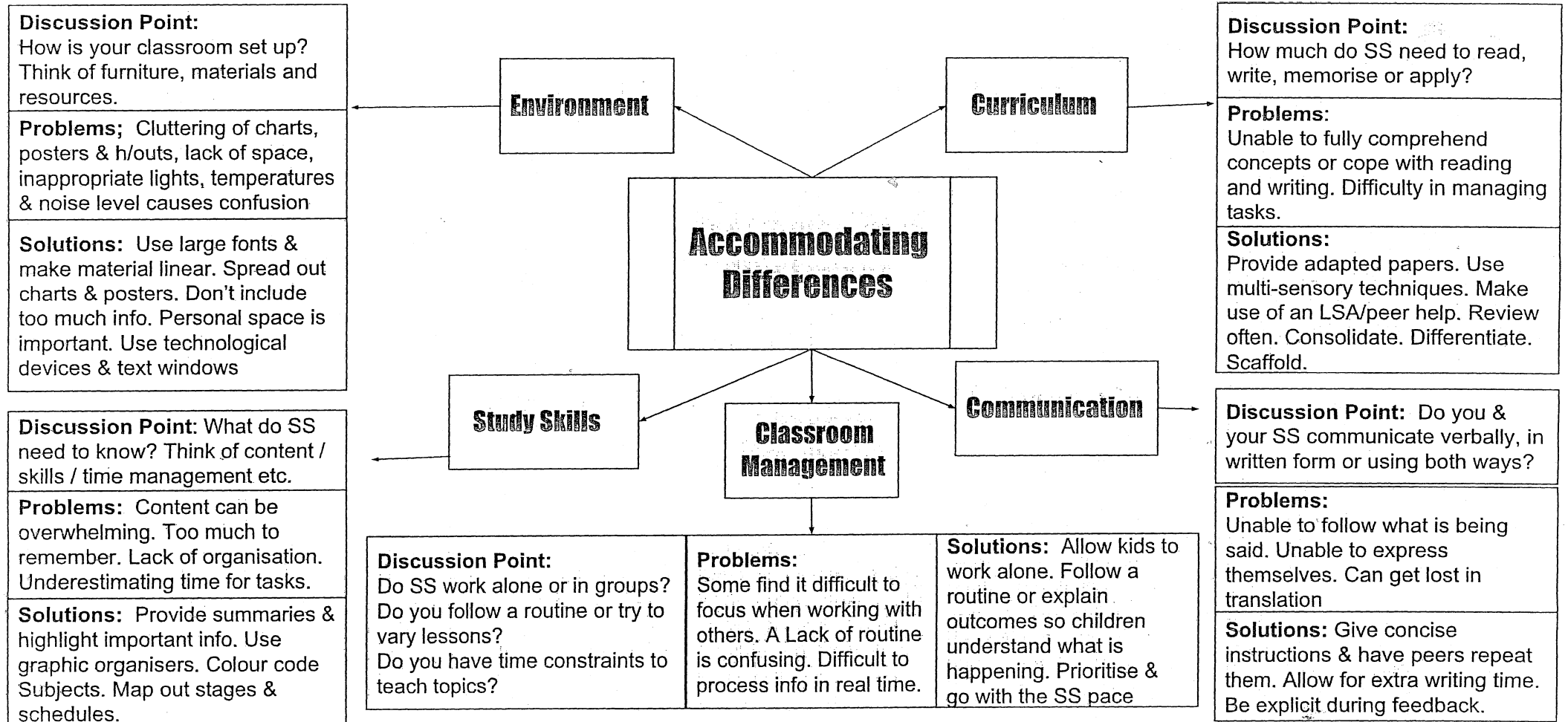
Will have poor reading and writing skills

Difficulty in expressing themselves appropriately both in written form and verbally

Judiane Pearl, 2015



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The XYZ Factors of Teaching & Learning

Set realistic standards

Engage Students

Work according to their needs

Create a positive learning environment

Encourage autonomy

Summary of Activities

Activity 1 – Funny Faces

Ask the children to find a space in front of you standing or sitting and tell them to start giving their faces a good massage , cheeks, forehead, nose, mouth, chin, ears (get the children to repeat the words as you say them).

Now scrunch your faces up to make them as small as possible, open wide, open your mouth, stick our tongues out, wiggle them around, pretend to chew a gum, pretend to chew 10 gums all together, pretend to chew 100 gums!

Now ask the children to copy you and to make appropriate faces that describe each word for example:

happy, surprised, furious, sad, angry, shocked, frightened, sleepy, cold

Ask the children to be as dramatic and exaggerated as possible. Great fun!

As a follow up activity, make some simple flashcards and ask the children individually to mime an "emotion" flashcard while the other children guess which emotion he/she is trying to describe. Children love miming games as they also encourage the less extrovert children to participate.

Activity 2- The Sticky Game

This game should be played in pairs. You will need some lively music to play. Ask the children to stand back to back and tell them, or better still demonstrate to them that they are "**super glued**" together and they must dance and move to the music without ever becoming "**unstuck**" from their partner. Call out different body parts that the children must "stick" to using their partner for example: **elbow hands ears shoulders backs cheeks toes**. The faster the teacher changes words, the more hilarious the children find the game.

Activity 3 – The Object Game

Many traditional drama games for adults can be easily adapted for teaching children English. The following game is simple and great fun and all students adore it! It encourages team work , self expression, independence, and quick thinking. Suitable from ages 5 upwards.

Call out the name of an object and all the group has to make the shape of that object out of their own bodies, joining together in different ways while you count down slowly from ten to zero. Usually each group will find a different way of

forming the object. Examples could be: a number, a letter, a chair, a pineapple or a birthday cake. Great fun and makes the language memorable.

Activity 6 – Eating Out

Put up picture of people in a restaurant and elicit what we could do in such a place i.e.

- Ask for a table
- Follow the waiter to a table
- Look at the menu
- Choose what you want to have
- Order the food
- Ask for the bill

Divide into waiters and customers. Give out the role cards and together they decide what to say. They then act out role play.

Participants then discuss what age group it would be suitable for and how to adapt it for younger SS i.e:

- Give them the script
- Have them buy an ice-cream from a kiosk

Turn it into a math activity by giving them plastic money to pay for things and give change.

Activity 7 – The concept of time

To teach the concept of telling the time ask SS to walk around the room in the same direction. Explain that you are going to shout out different times and that you want them to do an action related to that time. Instructions to call out:

- Clockwise! – students walk in a clockwise direction
- Anti-clockwise – students walk in an anti-clockwise direction
- AM – students stretch up to the sky
- PM – students lay on the floor
- Noon / 07:00, an hour later etc – Students do an action related to that time.

Summary of Activities

Verb Bingo

Show picture of a farmer and elicit about 16 everyday actions and write them on the board in their infinitive form ensuring that some irregular verbs are elicited.

Ask trainees to create a grid with 4 columns and 3 rows and fill in with 12 words of their choice from the board.

Divide trainees into groups and explain that you are going to say the words in random order using the past simple form and they have to tick off any words which are in their grid. The first person to have all the words ticked off shouts STOP.

Read the words at a suitable pace for the group until there is a winner.

This person now has to read back the words also using the past simple. If the words are said correctly, their group gets the points. If not, the game continues in the same way until there is another winner.

In their own group, trainees now have to divide the words into regular and irregular verbs. Again the first group to do this shouts STOP and the winning group gets the points.

Each member of each group now draws a word from a paper bag and writes a sentence depicting something they did yesterday. When they have finished they mime it to the group and if they guess the sentence they get a point.

The group with the biggest number of points wins.

Hot Seat

Again students work in 2 groups.

A person from each group sits with their back against the board.

Write a word on the board e.g. Hospital, but warn trainees that they cannot say the word aloud.

The members of each group have to help their colleague guess the word on the board before their opponent by giving them clues.

As an extra challenge you could also write the words doctor and nurse and then put a cross across them to indicate that they cannot use these words.

The group with the biggest number of correct guesses wins.

Sharks across the river

Draw a map and elicit some directions mainly to turn left, turn right, go straight on and stop.

Divide trainees into 2 groups and place the sharks on the floor.

Ask for a volunteer from each group and blindfold this person. Each team has to give directions to help their team mate get to the other side. The first person to get there wins the points for his/her group

Table Tennis Word Group Game

Divide into teams.

They are given a theme e.g. Public buildings.

2 people, one from each team, sit facing each other. They take turns to mention a public building until a player can't think of any others, in which case he loses a number of points from a given amount which they start off with.

Themes to work with: Clothes Jobs means of transport wild animals Fruit

Drawing Race

Divide students into teams and have them line up. On the word go, the first team member from each team races to the board and is shown a card. Their task is to draw what the card says for their team members to guess. When they finish drawing and the word is guessed, they go to the back of the line and the next team member takes the next card and runs to the board. The team with the most correct guesses wins.

Car Race

Arrange flashcards in two lines (or more if you have big groups) on the floor. You can also put in some blank ones if you wish. Give each student a counter. They then take it in turns throwing the dice. They move their counter according to the number they get i.e. if they get no. 3 they move their counter on the 3rd card etc. They have to say something related to the card they land on or simply name the things on the cards if they are very young learners. If they make a mistake, they go back to their original place. The same happens if they land on a blank card. The student getting to the last card first wins the game.

Pass the Parcel

Before class wrap a number of prompt cards in layers of wrapping. In class have the students sit in a circle and play some music. Students pass the parcel round the circle while the music is playing. When you stop the music, the student currently holding the parcel gets to remove one layer of wrapping. The same student needs to do what the prompt card says e.g. jump up and down 3 times. If the wrong action is done, that particular student is out of the game. Then restart the music, stop, and so on. Continue until the last card is revealed.

For more English usage, prepare cards with questions e.g. what is the past tense of write? Great for general review and lots of fun. Alternatively you can have the prompt cards in a bag. Students pass a ball around and the person who has the ball in his/her hands when the music stops takes a card from the bag and follows the instructions on the card. If they get the action/answer correct they continue, if not they are out of the game.

Changing Chairs

Put the students in a semicircle, and take away one chair from the students' chairs. Have one student come to the front and ask a question to the other students, eg. "Are you wearing a shirt?". All students who can answer "yes" to the question must change chairs with each other. The person who asked the question also tries to sit down. The person left standing asks the next question.

Often used with the question "Do you have a ... ?", it can also be used for many different situations. A very fun way for kids especially to practice questions.

Describe and Draw

Write 'The Park' on board. Ask whether they enjoy going to the park and why / why not. Brainstorm for things we can see at the park and write everything being mentioned on the board.

Have them draw the grid below.

Students choose six of the things listed on the board and write them in the box in the top left hand corner. They then draw corresponding pictures anywhere in the box in the bottom left hand corner. Have them sit back to back. Partner A describes while partner B draws. They then switch roles and repeat process. Have them fill in the words that correspond to the new picture in the bottom right hand corner. Participants compare pictures to find out if there are any differences. Get feedback.

LISTENING GAME – Show Me

Category: Listening

Group size: 2 to a large class

Level: Beginner to Lower Intermediate

Materials: Classroom items or any items you have to hand

Age: 4 to 12

Pace: Wake up

This is a simple game where the players show their understanding of vocabulary and it is a good game for introducing new vocabulary or revising it.

Very simply you ask the players to show you an item. For example you say, "show me a pen" and everyone holds up a pen. "Show me a blue pen" etc.

Here are other ideas: show me the floor, the ceiling, the wall, the left wall, the right wall, a rubber, a ruler, a friend, a girl, a boy, a hand, a leg, a friend's foot, a blue skirt, a sock, a door, a pen in a pencil case, a pen under a pencil case and so on for the prepositions, etc.

You can also give out picture cards so the children hold up the correct picture as you ask for it. You can also have them point to the item on the wall.

Movement variant

If you have the space it is fun to distribute picture/word flash cards around the room.

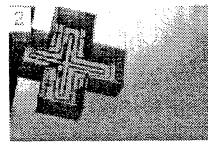
Call out, "show me a pig". All the children run to the picture of the pig. If you have more than 10 children you'll need more than one picture of each item, or you'll find it too crowded, with everyone trying to get close to one little picture.

Places in town

Adapted from English File, Elementary, Oxford University



town hall



chemist/pharmacy



bus station



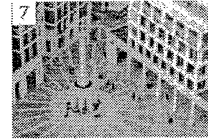
post office



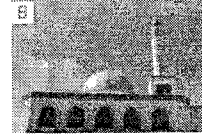
shopping mall



police station



square



mosque



department store



car park



street



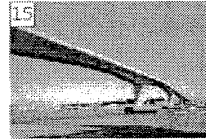
road



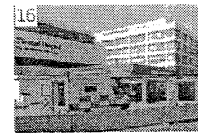
supermarket



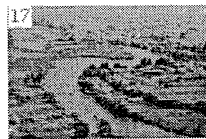
temple



bridge



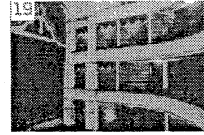
hospital



river



museum



theatre



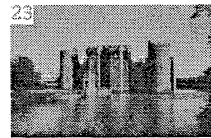
art gallery



church



market



castle



railway station

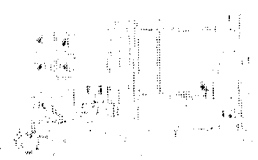
Colour the mouse

(Phillips, 1993: 155)

- 1 Colour the mouse's head brown.
- 2 Colour his tail brown too.
- 3 Colour his shirt green.
- 4 Colour his trousers red.
- 5 Draw flowers on the ends of the sticks in the mouse's hand.
Colour them yellow, orange, red, blue, and pink.
- 6 Draw the sun in the sky. Colour it yellow.
- 7 Cut out the picture and stick it on the front of your card.



Showdown Cards

<p>Put in alphabetical order:</p> <p>Pot spoon fork knife</p>	<p>Which room is it?</p> 
<p>Complete the sequence:</p> <p>4, 16, 36, _____</p>	<p>Which stage is missing?</p> <p>egg, caterpillar, _____, butterfly</p>
<p>What is missing?</p> <p>roots, leaf, _____, petal, seeds</p>	<p>What's the shape?</p>

Plural 'S' Activity

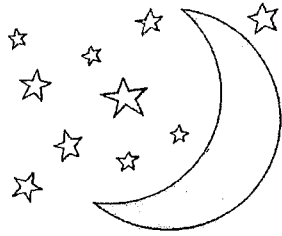
oranges	tomatoes	carrots
faces	hands	socks
messages	computers	books

Suggested answers:

- 1) Carrots – tomatoes and oranges are both round; carrots are longish
- 2) Socks – a face and hands can both be part of a watch; socks are things we wear
- 3) Computers – messages and books are things we write; computers are not

Talking Chips Question Cards

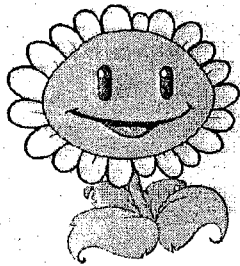
What do you know about the moon?



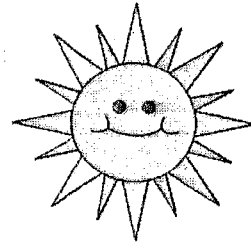
What do you know about water?



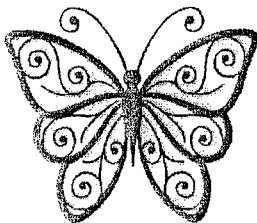
What do you know about plants?



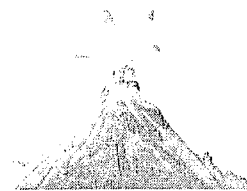
What do you know about the sun?



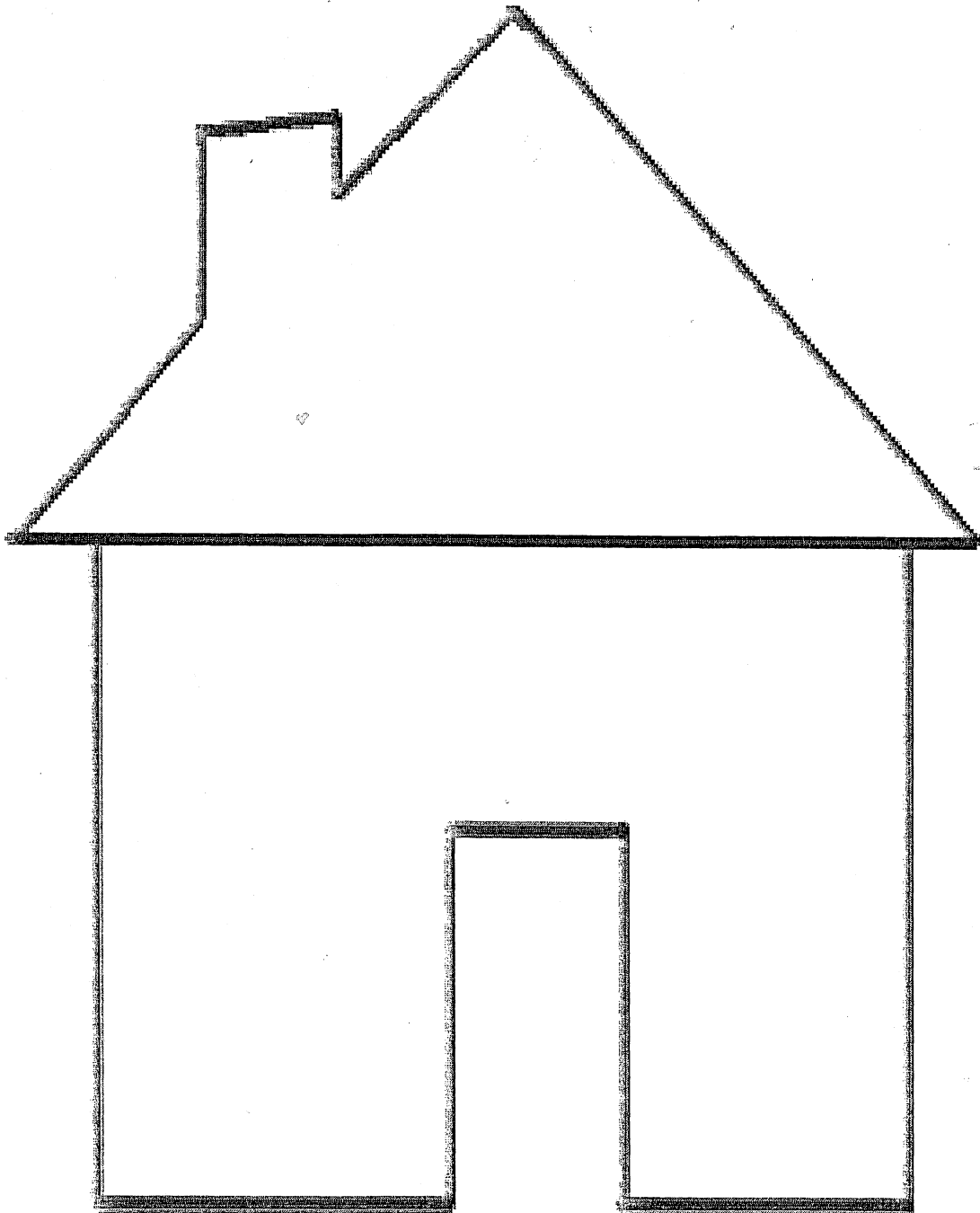
What do you know about butterflies?



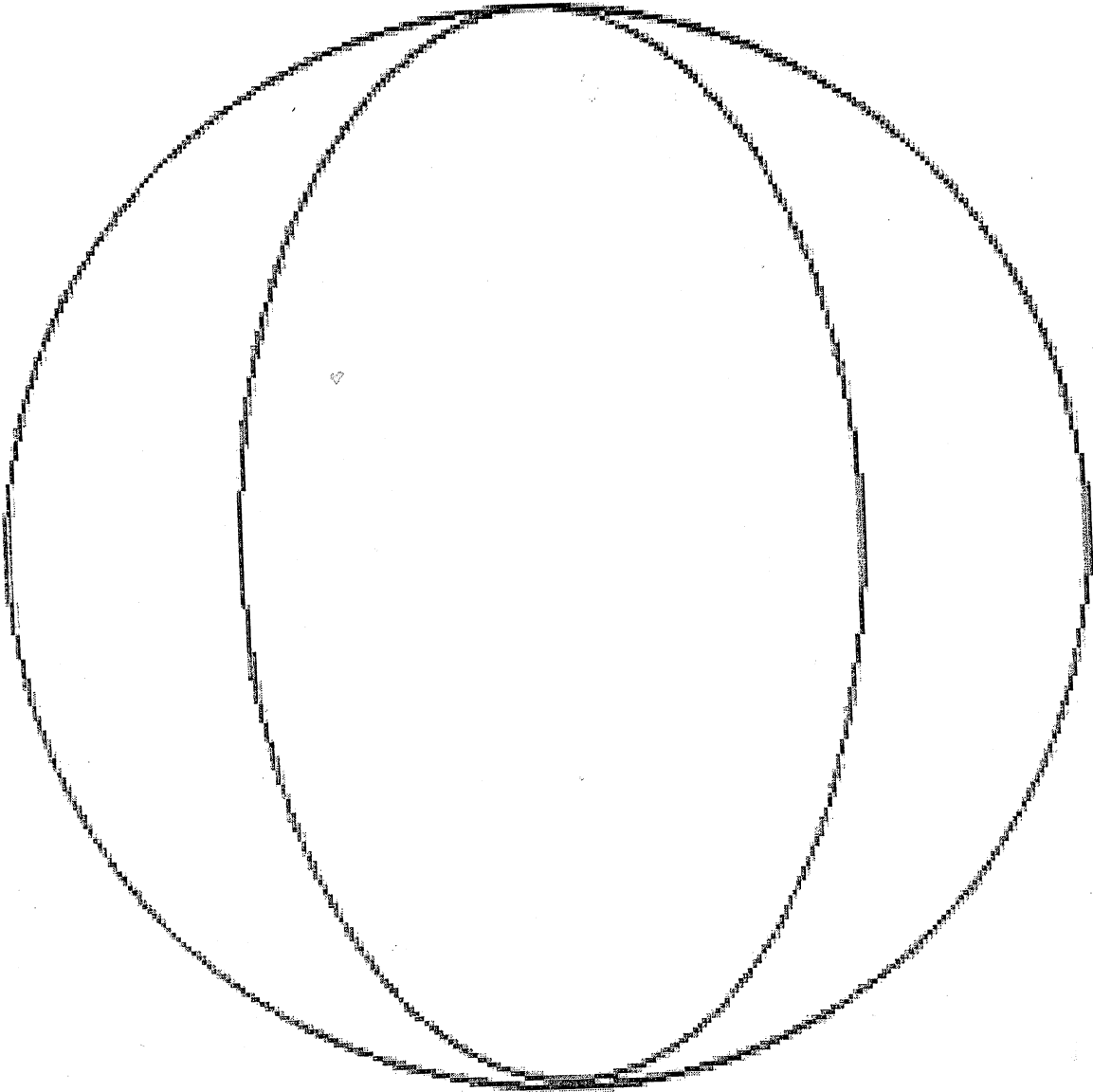
What do you know about volcanoes?



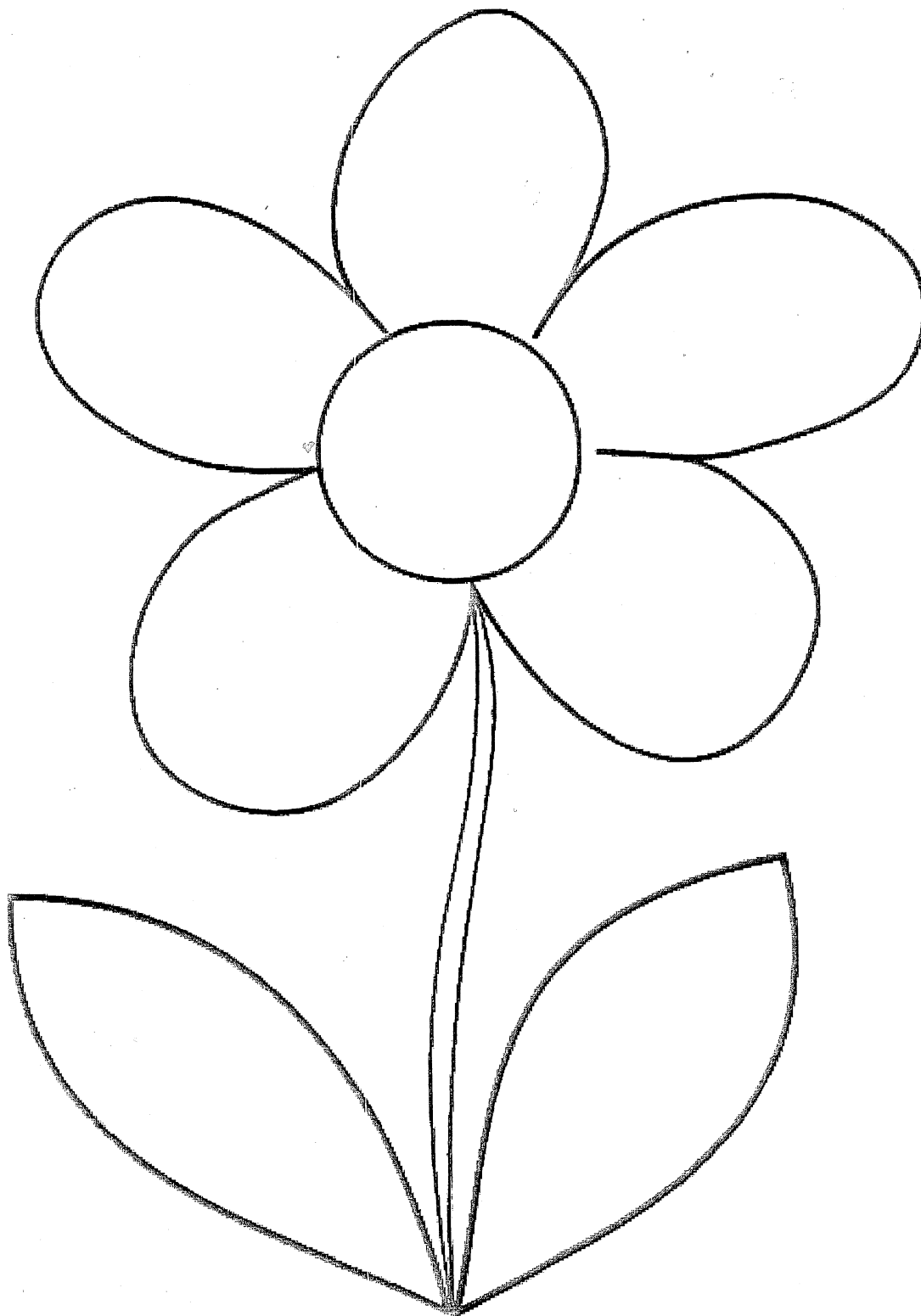
Name: _____



Name: _____



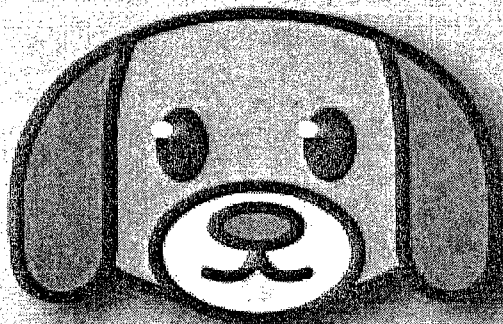
Name: _____



Pass The Parcel Cards

Hop on one foot	Jump three times
Run around the group	Shake hands with the person opposite
Mention 3 types of transport	Mention 3 things we can find in the classroom
Tell us 3 types of fruit	Describe one of the people next to you
Tell us about your favourite sport	Tell us 3 things you like about summer

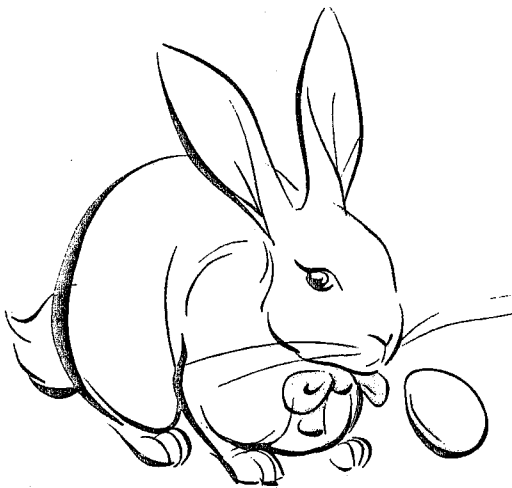
Drawing Race Cards



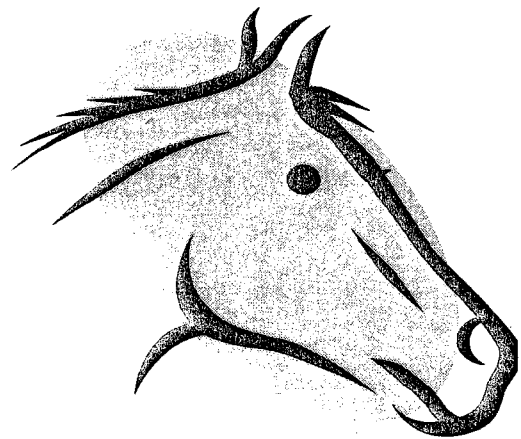
a dog



a cat

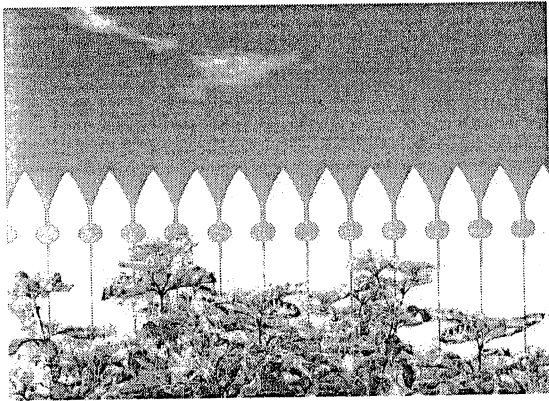


a rabbit

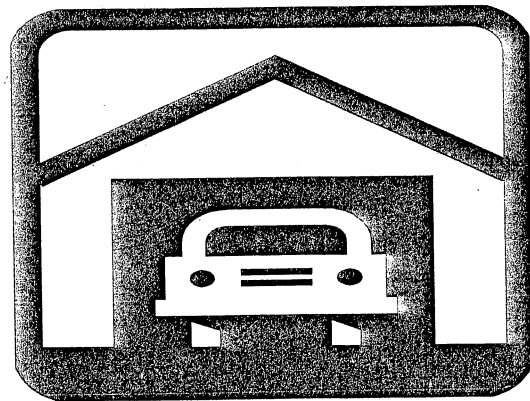


a horse

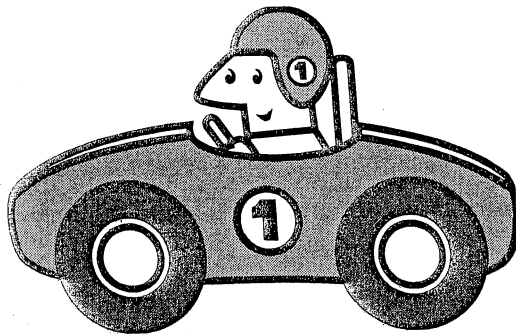
Drawing Race Cards



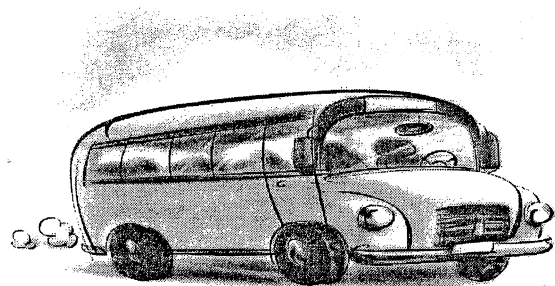
a garden



a garage



A car



a bus

Guess and find out

Age 8-12

Organisation pairs, whole class, individual

Aims To engage learners with any given text.

Materials

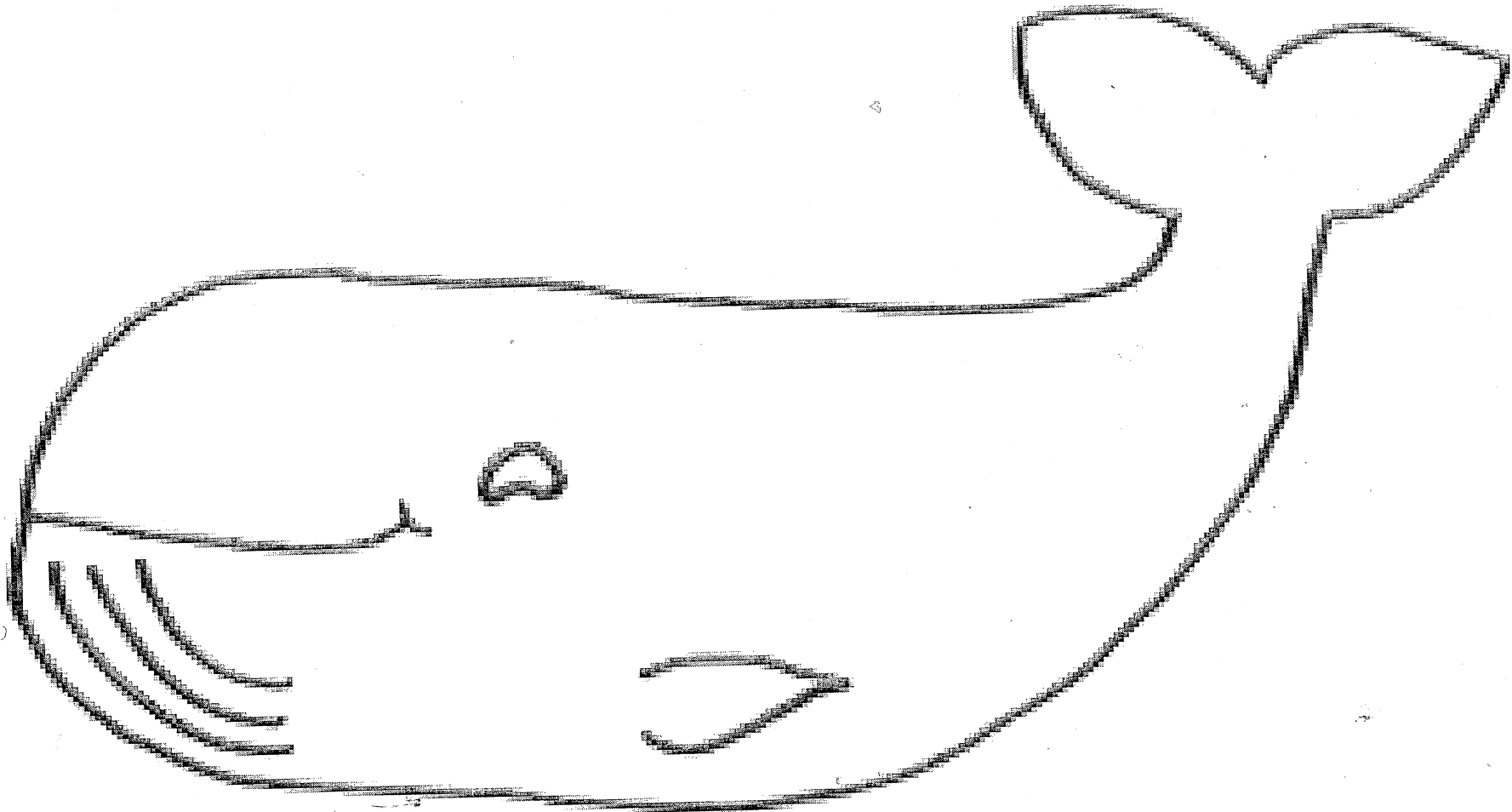
Essential: texts for children to read, eg from the course book, junior reference book, magazine, reader or the internet.

Optional: photocopies of true/false statements based on the text (one for each pair), a photo or picture to illustrate the text, a picture to create a collage.

Procedure

- 1 Divide the class into pairs
- 2 Introduce the topic and show the learners a picture if you have one. Brainstorm for things they know about the subject.
- 3 *Prepare some true/false statements.* Give them out, dictate them or write them on the board.
- 4 Ask the pairs to decide which statements they think are true and which are false. When they are ready, ask them to report back and justify their views, eg *We think number 1 is false because the elephant is the largest mammal in the world.* Do not say the correct answers yet.
- 5 After a brief class discussion about all the statements, children read the text to find out how many answers they got right.
- 6 At the end, check the answers. Ask the children if there are any facts about the blue whale that they find surprising and listen to their response.
- 7 Finally, get the learners to create a collage using the new information learnt.

Blue Whale Fact Organiser

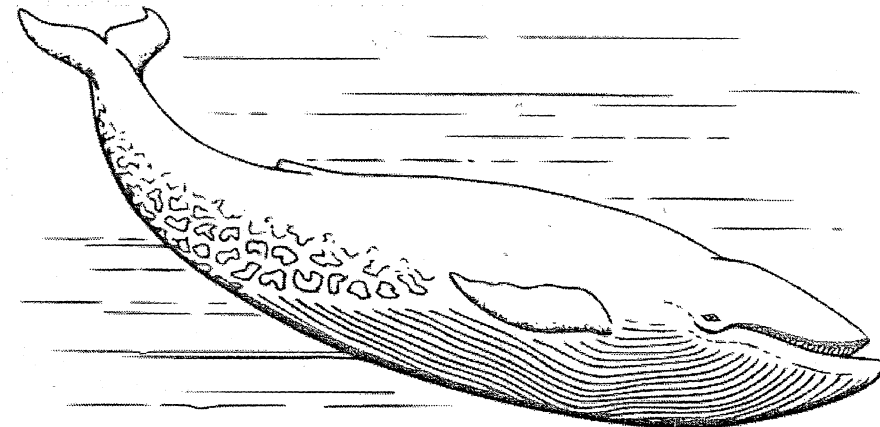


The Blue Whale

The blue whale is the largest mammal in the world. When it is born, a baby whale is about seven metres long. For about six months it feeds on its mother's milk. By the time it is fully grown, the blue whale can be up to thirty metres long. That's almost as long as three school buses put together. Its tongue alone can weigh as much as an elephant and its heart as much as a car.

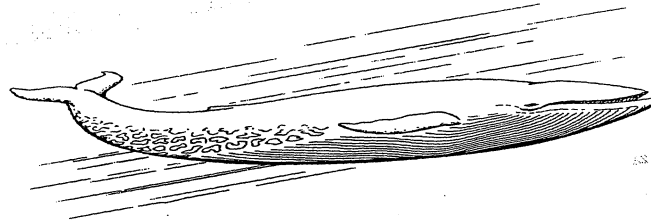
It has a flat head and a long body. When it is underwater it has a blue colour, but when it is on the surface the colour looks more like grey. It can stay under water for an hour before it comes to the surface to breathe.

The blue whale has no teeth and is harmless to other fish. It eats very small sea creatures. In spring and summer it eats four tonnes of food a day.



Decide if the statements below are true or false.

- 1. The blue whale is the largest animal in the world.
- 2. A baby whale is 5 metres long when it is born.
- 3. An adult whale can weigh more than an elephant.



- 4. The blue whale can stay under water for an hour.
- 5. The blue whale has sharp teeth.
- 6. The blue whale eats big fish

Song Activities

50 Best Things About summer

<http://www.youtube.com/watch?v=d2Aq1k7Iyrg>

Brainstorm for things that SS associate to summer and write vocab on board. Have SS copy out list. Play video for song (start from 0.27 sec.) and SS then check how many from their list are in the song video. Students can then write about their summer preferences or it could lead into a lesson about the weather.

Simply The Best

<http://www.youtube.com/watch?v=4mH2nW4OgQk>

Divide SS into groups. One group lists the jobs being shown while the other group lists all the actions they can see happen. They then match an action to a job. As a follow up activity, students could then discuss the meaning of *Simply the best*. They then decide on something/someone that is the best and talk about it/ that person for 1 minute.

The Adjective Song

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

Prepare the adjectives being used in the song on colour coded cards and distribute to SS. Include some nouns which are not in song.

Ask students to stand and explain that you are going to play a song which includes some of the words on the cards and that you want them to sit when they hear their word being mentioned to find out which ones are not used in the song.

Divide SS into two groups. SS try to collect as many matches as possible from the ones standing e.g big could match elephant etc.

Students can work in groups and draw a picture which is relevant to the words.

Total Physical Response

'Who are you?' – TPR game

Process:

1. Group gets in a line at the edge of the playing space.
2. The first person enters the space and begins to mime a simple noun -
E.g. An elephant etc. No sounds are used.
3. The next person in the line asks, "Who are you?"
4. The first person may answer anything EXCEPT what he is actually doing..... ie. the elephant. In our example the person might say, "I'm a cat."
5. The moment the second person hears the answer, they must begin to pantomime the mentioned thing.
6. The first person goes to the end of the line and the third person runs on and says, "Who are you?" etc. The game continues.

Variation:

For very young learners, the teacher can stand in the middle and the children form a semi-circle in front. The teacher mimes a noun (eg. An elephant) and all the children, in chorus, ask "Who are you?", then mime the noun that is *said* (eg. I'm a cat).

This game is good for young learners for acting-out pre-learned nouns. For example:

I am:

- a dog
- an old man
- an elephant
- a catwalk model
- a cat
- a monkey
- a baby
- a singer
- a mouse
- a tennis player etc...

Rolling Sentences – Writing Game

- Category:** Speaking and writing
- Group size:** Groups of 3-6
- Level:** Beginner to Intermediate
- Materials:** 1 die per team, paper + pencil. Flashcards "Subject + Verb + Where"
- Age:** 6 to Adult
- Pace:** Waking up

Prior to the Game

Divide your group into teams and give each team a die, some paper and a pencil.

Each team needs a set of cards: "Subject + verb + where".

The cards are split up into 3 areas in the room; Subject area, Verb area, Where area.

The cards are FACE-DOWN on the tables.

How to play

The players take turns in rolling the die. When they get a 6 the player can run and pick up a 'subject card'.

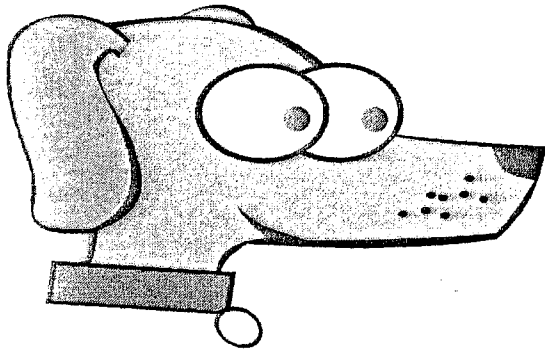
When the next player throws a 6, they can run and get a 'verb' card...and so on.

When the 3rd player gets back to the team, they put the cards in order and if they agree that the sentence is correct, they write down the sentence.

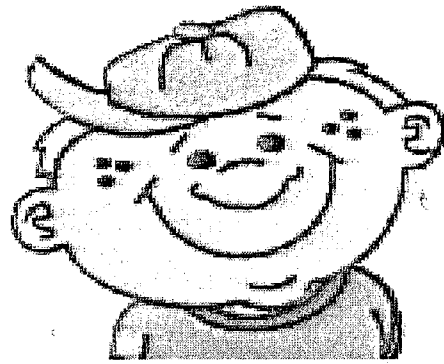
The procedure is then repeated.

Once all their cards are collected, the team can agree to change the sentences so that the words fit better together.

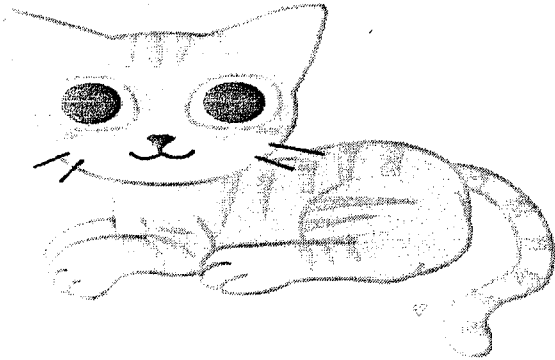
The team that is finished first, with correct sentences, wins.



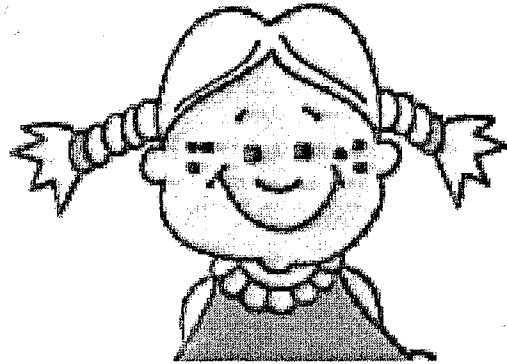
THE DOG



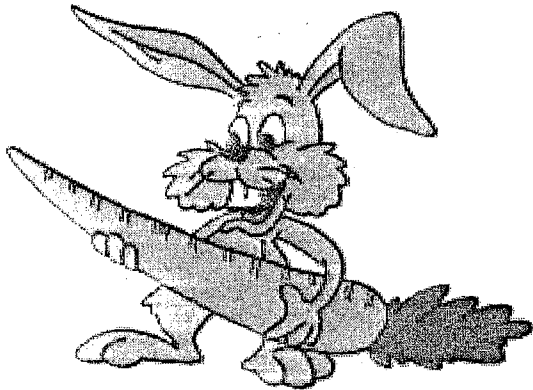
THE BOY



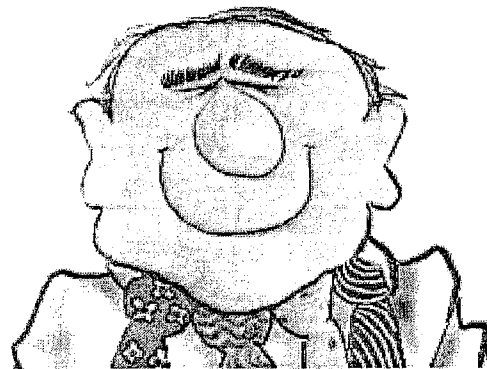
THE CAT



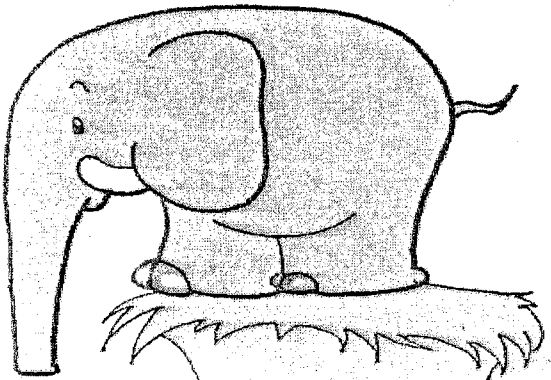
THE GIRL



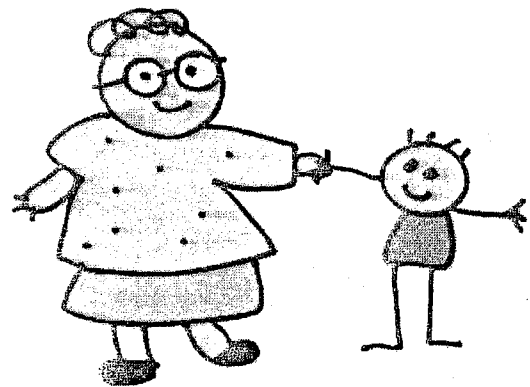
THE RABBIT



THE FATHER



THE ELEPHANT



THE MOTHER

I	am
you	are
he	is
she	is

it	is
we	are
you	are
they	are

I	have
you	have
he	has
she	has

it

has

we

have

you

have

they

have

sits

eats

jumps

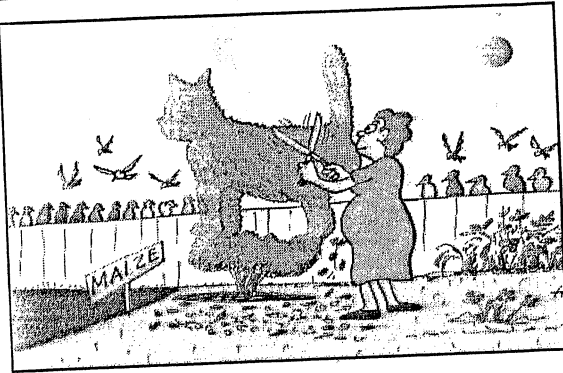
skips

walks

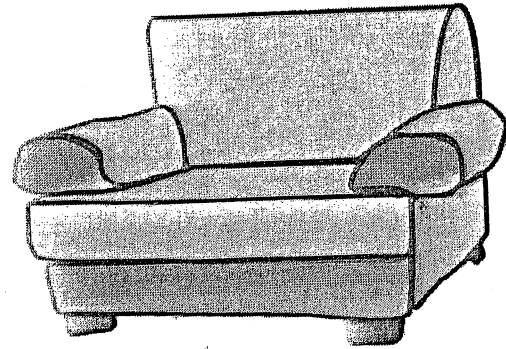
runs

sleeps

plays



IN THE GARDEN



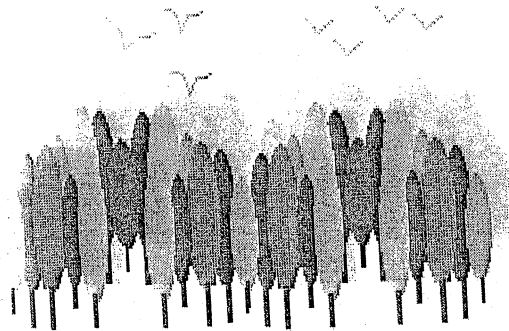
IN THE CHAIR



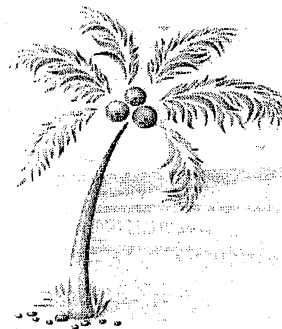
IN THE HOUSE



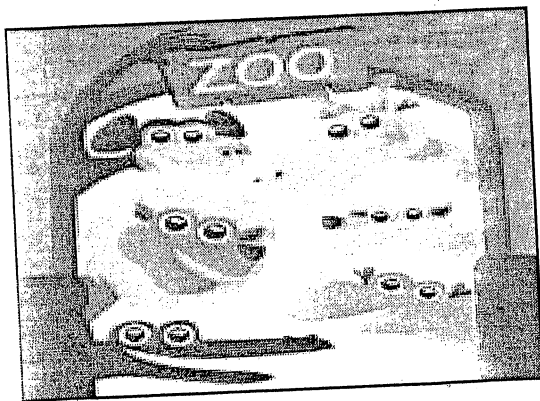
IN THE PLAYGROUND



IN THE WOODS



ON THE BEACH



IN THE ZOO



IN THE SUPERMARKET

The dog

has

John

has

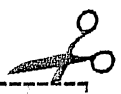
The boys

have

The girls

have


Who am I?



 Mickey
Mouse


Einstein²

Tarzan


Cleopatra

Frank Sinatra 

Frankenstein


Snow White

Harrison Ford

 Minnie
Mouse

Peter Pan

Who am I?



Beethoven

Helen Keller

Charlie Chaplin

Dracula

Thomas Edison



Zeus



Mother
Theresa

King
Kong



SHAKESPEARE

Find Someone Who...

Description

Students walk around the room with a questionnaire asking questions. When students find "someone who like..XX.." they write that person's name on their checklist and move on to the next person. *The goal is to meet and talk to as many people as possible within the time limit.*

Preparation Steps

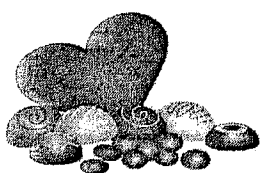

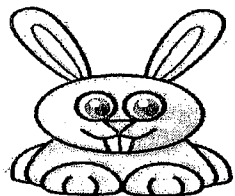
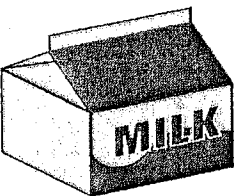
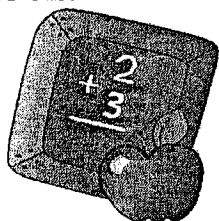
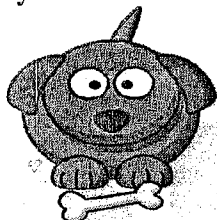
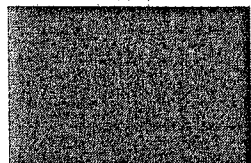
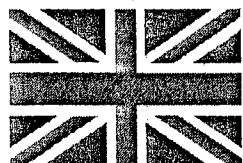
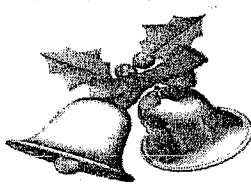
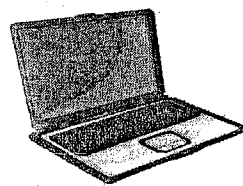


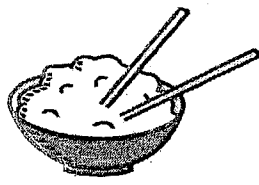

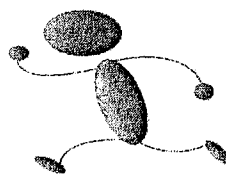
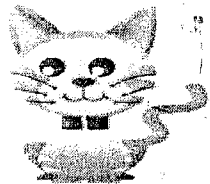
The teacher prepares 15 to 20 questions using vocabulary that your students know. Since this is a fluency activity, the purpose can be to review / recycle vocabulary and perhaps even learn a few new words – but the main purpose of this activity is to get students talking and, thus, limit the difficulty of the language used. As with all fluency activities, aim for a level below your students' actual proficiency level.

In Class

1. Announce that the class is going to do an interview activity. The goal is to ask everyone in class until they find someone who can answer each question.
2. On the board, write two examples of questions from your sheet. Tell students not to give the answer right now.
3. Ask them to think how they would answer if someone asked them, "Excuse me. Do you read the newspaper every morning?"
They could answer: *Yes, I do* OR *No, I don't.*
4. Hold up one of the question sheets. When students find someone who says yes to one of their questions, they should write that person's name down and go on to the next question with a different person.
5. Important: A student can write a person's name only once.
6. Pass out the papers. Ask everyone to stand up. Begin the activity. You, as the teacher, could participate as well.

Find Someone Who...

Write the name of the person who can give you the right answer, on the line.

<p>Do you like CHOCOLATE?</p>  <p>.....</p>	<p>Do you like FOOTBALL?</p>  <p>.....</p>	<p>Do you like RABBITS?</p>  <p>.....</p>	<p>Do you like MILK?</p>  <p>.....</p>
<p>Do you like SCHOOL?</p>  <p>.....</p>	<p>Do you like DOGS ?</p>  <p>.....</p>	<p>Do you like RED?</p>  <p>.....</p>	<p>Do you like ENGLISH?</p>  <p>.....</p>
<p>Do you like CHRISTMAS?</p>  <p>.....</p>	<p>Do you like COMPUTERS?</p>  <p>.....</p>	<p>Do you like COFFEE?</p>  <p>.....</p>	<p>Do you like ICE CREAM?</p>  <p>.....</p>
<p>Do you like RICE?</p>  <p>.....</p>	<p>Do you like DANCING?</p>  <p>.....</p>	<p>Do you like RUNNING?</p>  <p>.....</p>	<p>Do you like CATS?</p>  <p>.....</p>

Mr. Bean goes to the pool

Write 'swimming' on board and ask if they enjoy this activity and where we could go swimming. Ensure that indoor pool is mentioned.

Working in pairs, SS decide on 10 things that we could see and *do* in an indoor pool. Allow time to work and get feedback, writing the things being mentioned on the board. Ask SS to add the things listed on the board to their list

Get trainees to sit back-to-back. Play 'Mr Bean goes to the swimming pool'

<http://www.youtube.com/watch?v=gZujYUcY5xc>

The person facing the board describes what is happening to their partner. Equipped with pen and paper, the latter ticks off the things being mentioned which are also on their list. Half way through the clip, SS change roles. Get feedback regarding the things they ticked.

As a follow up activity, SS could:

- Discuss and decide what they think happens next
- Have a role play
- Write the rules and regulations for using the pool

It's My party

Write parties on board. Brainstorm for different types of parties we could organise by asking SS to tell you *what we need to make a good party*.

Elicit and write in a grid like form:

People	Food	Beverages
Decorations	<i>Entertainment</i>	<i>Venue</i>

Working in groups, SS fill in the grid. Allow time to work, monitor and get feedback, writing whatever is mentioned on the board.

Play the soundtrack clip from 'Problem Child' - It's My Party.

<http://www.youtube.com/watch?v=jPHIocuPF88>

SS tick the things they see in the clip which are also on the list.

As a follow up activity, SS could:

- Plan a party
- Make a party invitation
- Tell each other about the last party they went to.

Tom And Jerry

Write *dog, cat, mouse, kennel, red paint*. Explain that they will be watching a short video clip which will involve the things listed on the board. In groups they decide on a story line.

Allow them time to work and get feedback. Play the clip for Tom and Jerry (you will need to get this from Youtube or through atube catcher) so that they can find out if anyone was right. Get feedback.

As a follow up activity SS could:

1. Make a collage/create a table with:
 - Adjectives that describe the characters
 - Verbs that show the actions they saw happen
 - Nouns depicting things they saw in the clip.
 - SS could also connect the words into sentences.
2. SS could draw a picture representing something from the clip and then write a sentence describing what is happening in the picture they drew.

Ready Steady Go!

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Language

Are you ready?

Wait, I forgot my bag, jacket, sunglasses, hat, keys.

We're ready, let's go.

Are you sure you're ready? Yes we're sure.

Cast

Driver and passenger/s.

For one to one the same child can forget something each time. For a group either add in more items that different children can forget, have children forgetting several items, or have several children forgetting the same item and going to fetch it together.

Suggested Props

Chairs arranged in rows with a chair in front for the driver. Items that the children forget - a bag, a jacket, a hat, and anything else that you add.

SCRIPT

(Set out enough chairs for each child to make a 'car' with one in front for the driver. The children mill around, some wearing hats, some carrying bags, some wearing sun glasses.)

Driver: Hello everyone, are you ready to go to town?

Children: Yes thank you. *(All climb into their seats and pretend to fasten their safety belts.)*

Driver: Are you ready? Let's go!

Child: Wait, wait, I forgot my bag! *(Jumps out of the 'car' and hurries off, returning with a bag and climbing back in.)*

Driver: Are you ready now? Let's go!

Children: We're ready. Let's go!

Child: Wait, wait, I forgot my jacket! *(Jumps out of the 'car' and hurries off, returning with a jacket and climbing back in. While waiting the driver starts getting impatient, tapping his foot.)*

Driver: OK. Are you ready now?

Children: Yes yes, we're ready. Let's go!

Child: Wait, wait, I forgot my sunglasses! *(Jumps out of the 'car' and hurries off, returning with sunglasses and climbing back in. While waiting the driver gets more and more impatient, tapping his foot, looking at his watch.)*

Driver: OK? Are you ready now?

Children: Yes, we're ready.

Driver: Are you **sure** you are all ready?

Children: Yes yes yes!! We're ready. Let's go!. (*Children make out that the driver is crazy for thinking that they are not ready.*)

Driver: OK, let's go.

Child: Wait! I forgot my hat. (*Jumps out of the 'car' and hurries off*)

Driver: (*Big sigh and looking heavenward*) Oh dear oh dear oh dear.

Child with hat: I'm really sorry! *Child returns with the hat and gets back in the 'car'.*

Driver: Are you ready?.

Children: Yes, we're ready now.

Driver: Are you **sure** you're ready?

Children: Yes, we're sure.

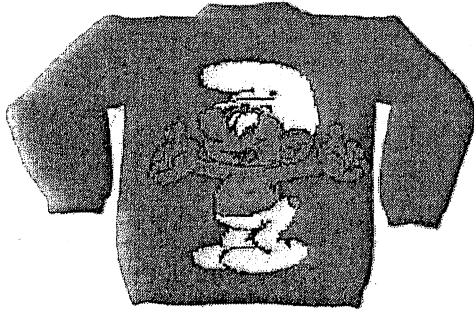
Driver: Are you sure you're sure?

Children: YES! We're sure we're sure we're ready! Let's go!

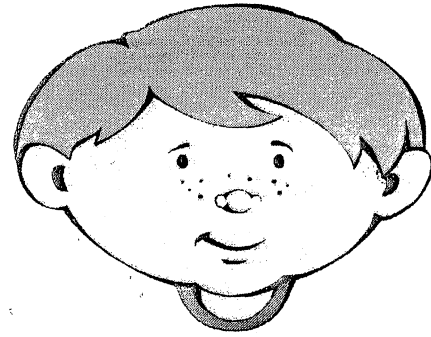
Driver: Oh oh. (*Driver feels for the ignition keys*)

Driver: I forgot my keys!

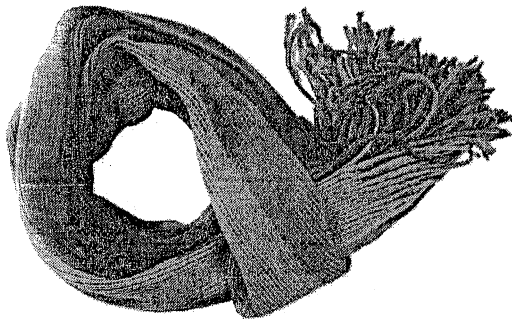
Top



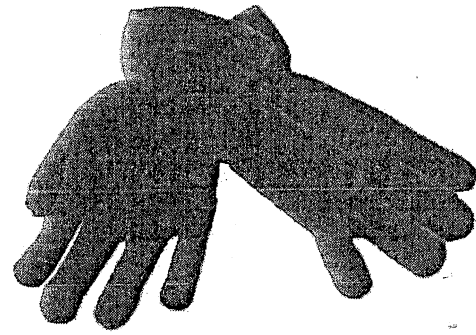
SWEATER



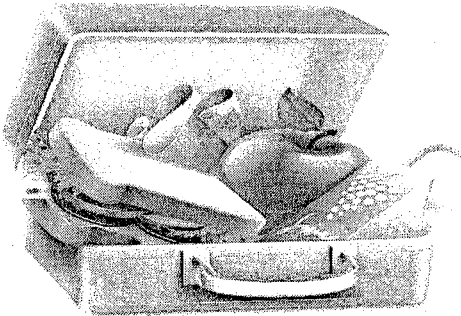
LITTLE BROTHER



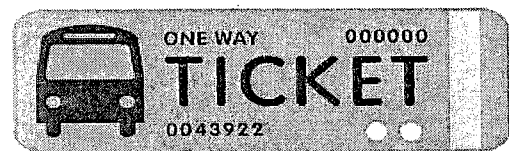
SCARF



GLOVES



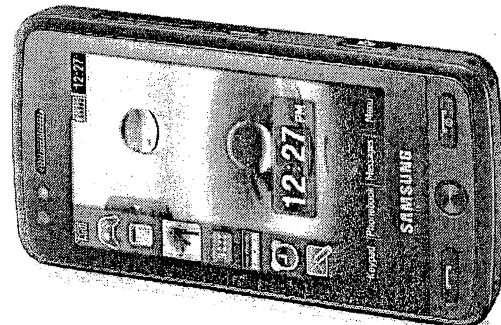
LUNCH BOX



BUS TICKET



WATER BOTTLE



TELEPHONE

'Who are you?' – TPR game

Process:

1. Group gets in a line at the edge of the playing space.
2. The first person enters the space and begins to mime a simple noun -
E.g. An elephant etc. No sounds are used.
3. The next person in the line asks, "Who are you?"
4. The first person may answer anything EXCEPT what he is actually doing..... ie. the elephant. In our example the person might say, "I'm a cat."
5. The moment the second person hears the answer, they must begin to pantomime the mentioned thing.
6. The first person goes to the end of the line and the third person runs on and says, "Who are you?" etc. The game continues.

Variation:

For very young learners, the teacher can stand in the middle and the children form a semi-circle in front. The teacher mimes a noun (eg. An elephant) and all the children, in chorus, ask "Who are you?", then mime the noun that is *said* (eg. I'm a cat).

This game is good for young learners for acting-out pre-learned nouns. For example:

I am:

a dog

a monkey

an old man

a baby

an elephant

a singer

a catwalk model

a mouse

a cat

a tennis player etc...

Brown Bear Story Idea 1



- Teach the animals as per video clip

www.youtube.com/watch?v=y_mv224ytKaY

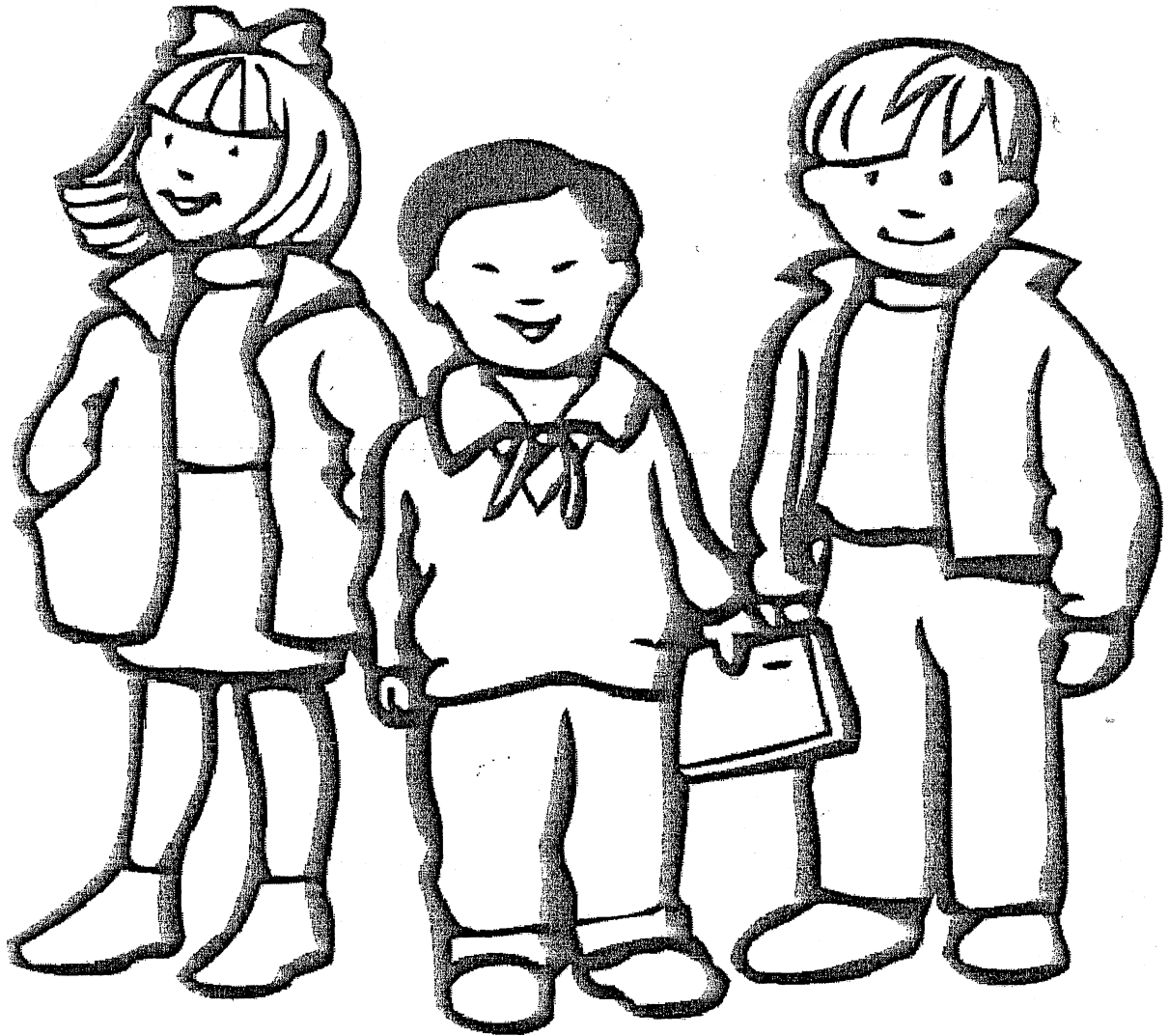
- Give out an animal picture card to each student. Have them colour it
- Read the story. SS put their picture up when they hear the particular animal being mentioned.
- Read story again. Holding their picture card, have SS line up in the order they hear the animals being mentioned.
- Teacher says the first line *brown bear, brown bear, what do you see?* Brown bear looks at the person standing next to him and says the next line *I see a red bird looking at me.* Teacher than tells that person *Red bird, red bird what do you see?* The second child looks at the person standing next in line and says *I see a yellow duck looking at me etc.*
- Activity goes on untill story finishes.

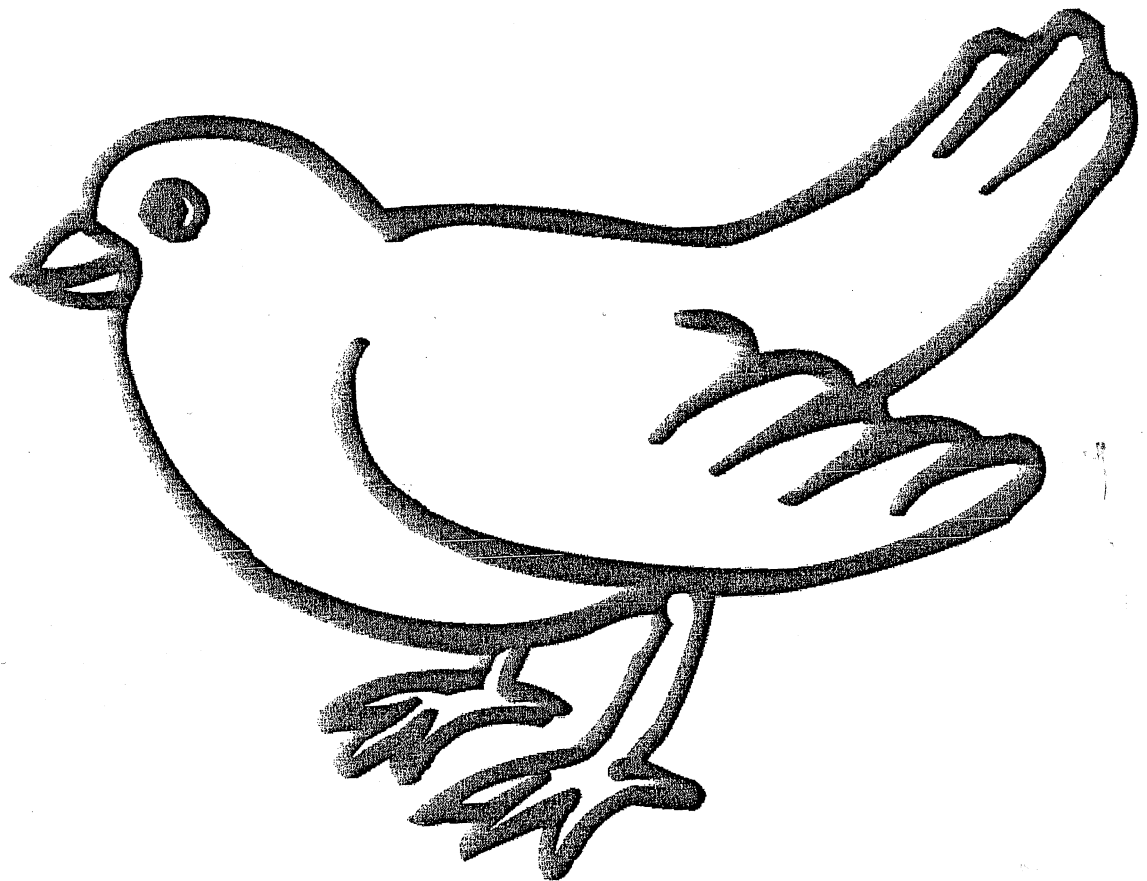
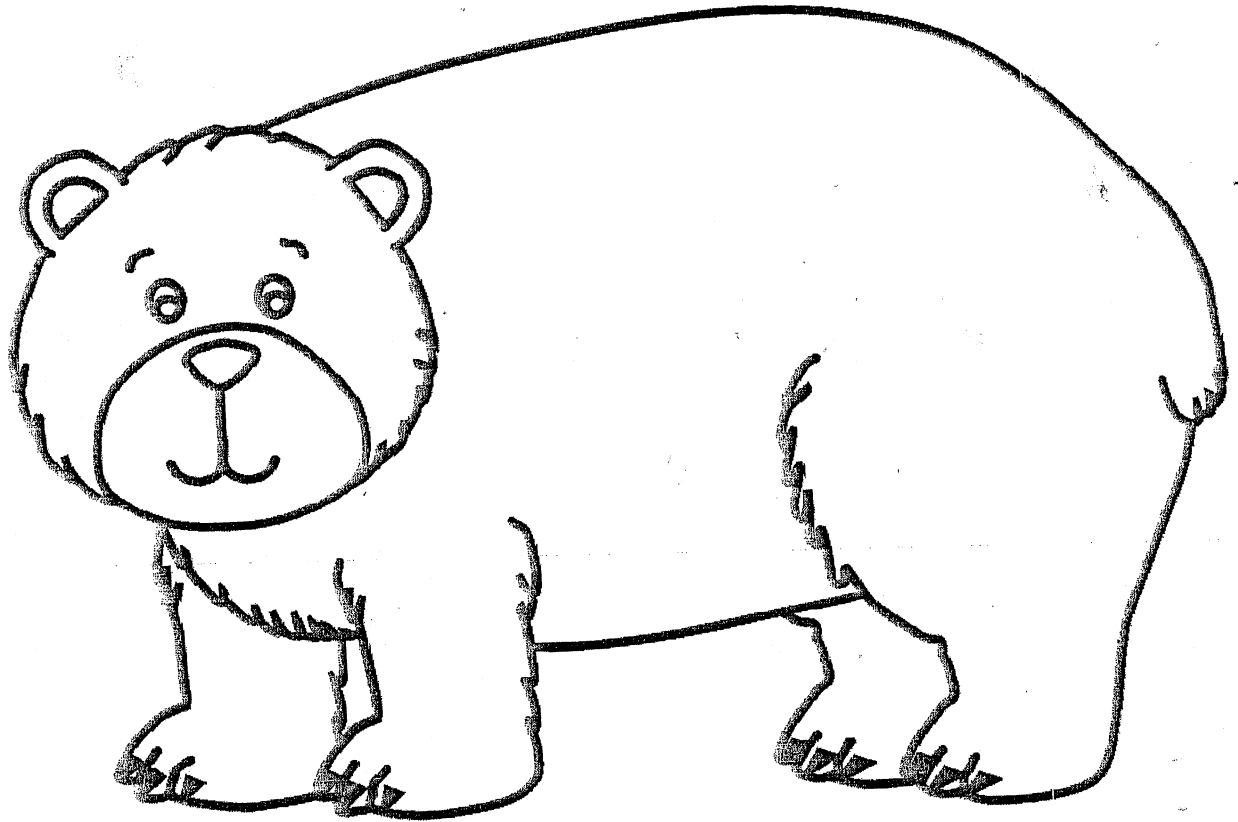
Brown Bear Story Idea 2

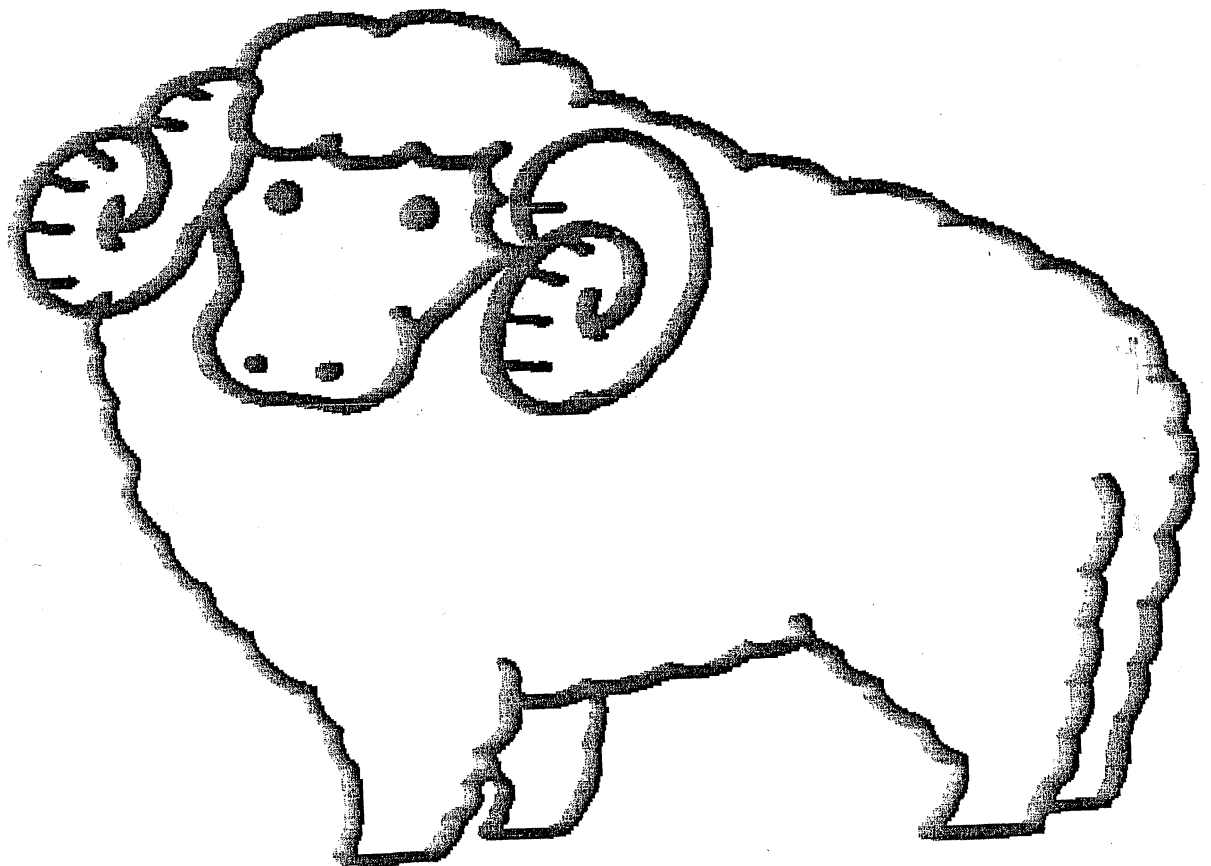
- Give out pictures for kids to colour
- Cut out each animal and tape it to a popsicle stick or an unsharpened pencil.
- Each one can be a certain animal.
 - When their part of the story comes up, they can wiggle around the puppet and either chant their section of the story or make the animal sound.
 - You can have an animal parade... Line the children up in the order they are mentioned in the story and let them march around the room, waving their puppets.
- Animal sounds: As they colour the pictures, talk about each animal. What sound does the animal make? Where does the animal live? Has the child ever seen that animal?
- Colour recognition: First, ask all the bears to stand up and wave their puppets (or make their animal sound), then all the birds, etc. Then ask all the people with BROWN animals to stand up, then all the RED animals, etc.
- Writing: older children can write the colour and animal at the bottom of their colouring pages (ex: BROWN BEAR). Or, for slightly younger children who are starting to read but cannot yet write, have an adult write each colour/animal on a slip of paper. Allow the children to pick out the proper slips and glue it to their colouring page.

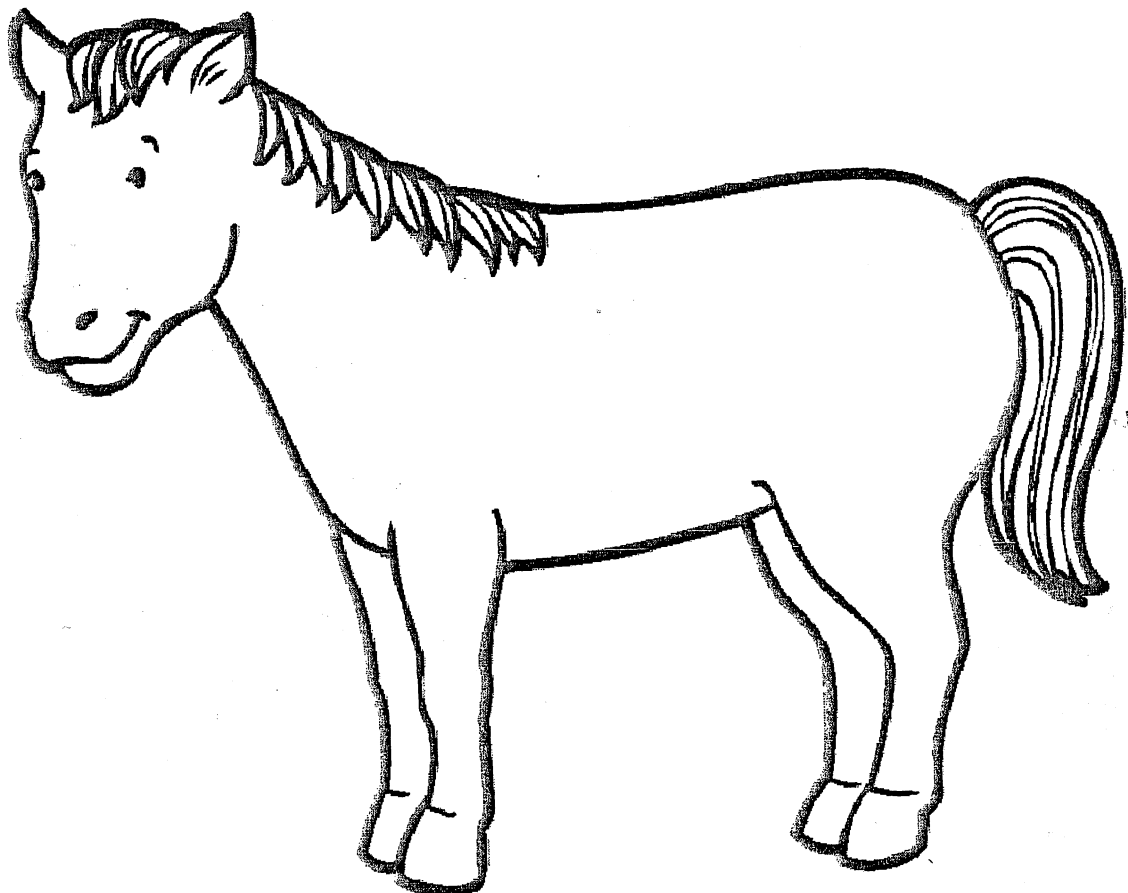
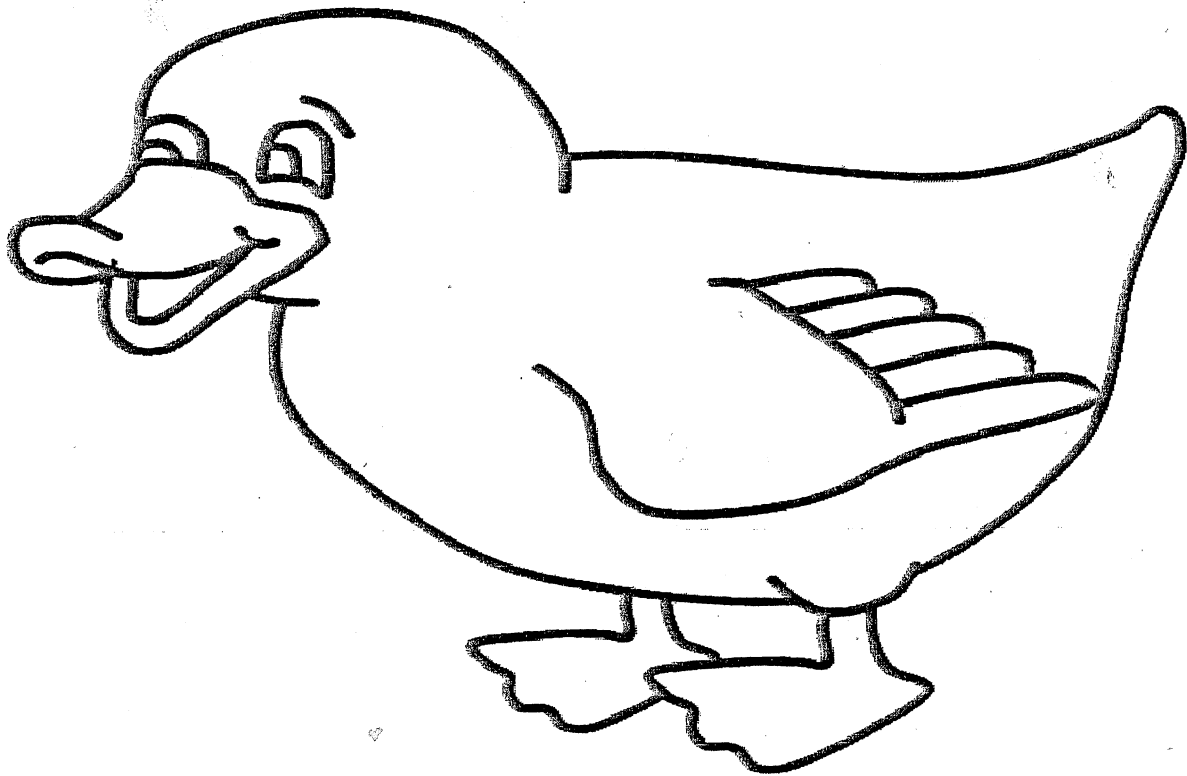
Adapted from dtk-teach.com

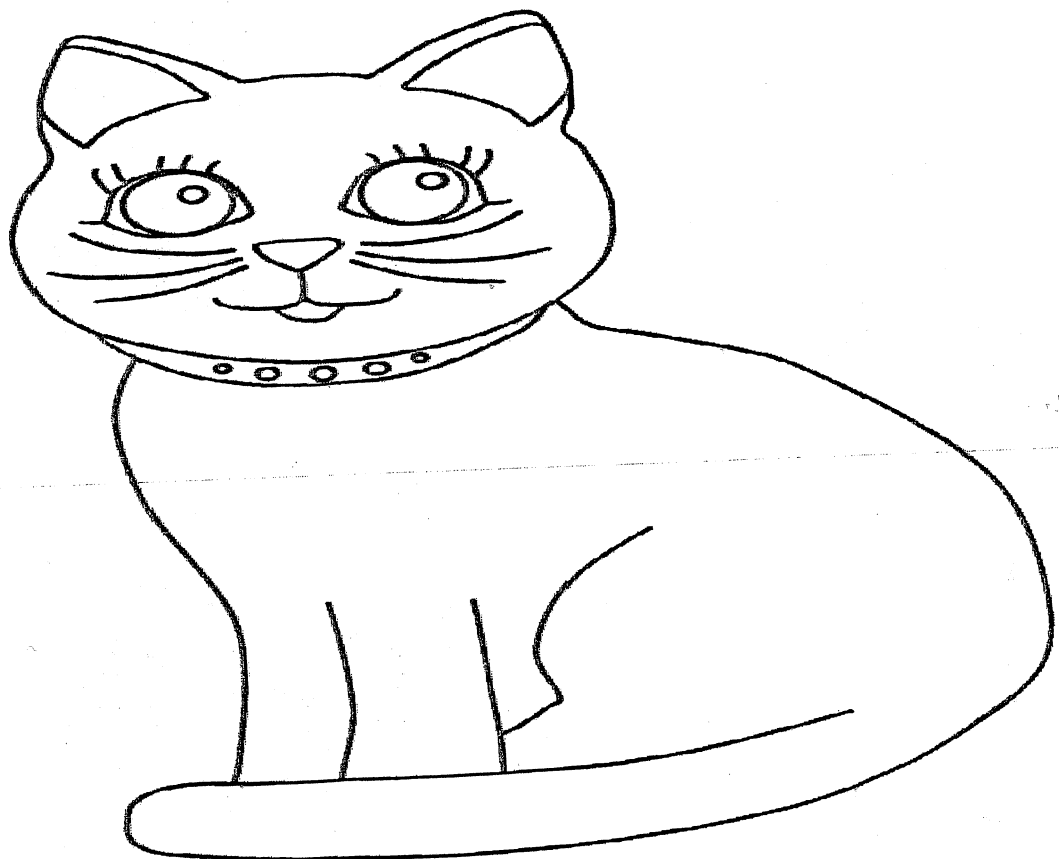
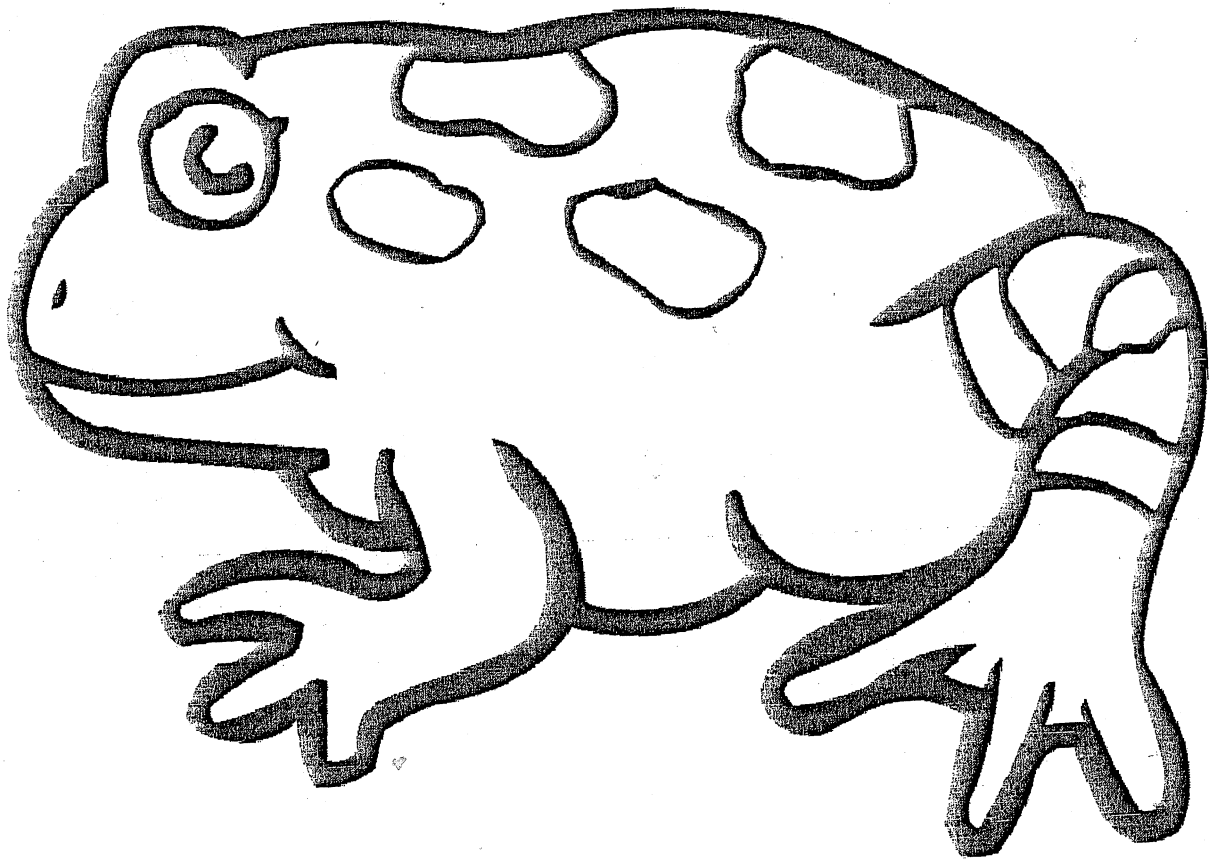
Tell me a Story - Using Stories, Poems & Nursery Rhymes in the Classroom











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