

Teachers' planning

2016-2017

INFANT EDUCATION PRE-STARTERS



PRE-CAMBRIDGE ESOL YLE EXAMS

3-6 Years old

TEACHERS' PLANNING: INFANT EDUCATION/ PRE-STARTERS 2016-2017

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1. INTRODUCTION

First of all, I would like to thank you for your participation and effort. Remember you can count on CL for all the support you may need.

Due to the great demand for preparation of official exams, the main objective of this planning is to introduce kids in the format of Reading, Writing, Listening and Speaking Papers for the *Young Learners of English Cambridge ESOL* exams. Note that the specific paper and the level are indicated below the title of each worksheet.

We can never forget that we work with CHILDREN, and, for this reason, we have a huge responsibility; everything should be **perfect**, we cannot make any mistakes. Thus, please, **USE COMMON SENSE**. From the first day of the course our only concern should be children's learning.

This guide is meant to make the first days easier for you. These first few days are fundamental to getting the children familiar with the lesson routine. Any doubts you have, let us know as soon as possible:

- The first day may be chaotic. You may even have more students than on your list, so write their full names and their course year on your list.
- Explain to your group where they have to wait for you. Go to the classroom in order, walking and without shouting. At the time we have the lessons, there will be other teachers having lessons as well and we could disturb them.
- Once in the classroom, establish some basic rules and explain the way the lessons are going to be organised.
- Before finishing the lesson, make sure children tidy up all the material they have used, and that the classroom is tidied up as well. You should be the first to enter the classroom and be the last to leave.
- You will find chalk in the classroom that you have been assigned to in schools and we will give you a board pen for the lessons in the academy.
- For the first lessons use the songs and games suggested below or any other activities you are familiar with.
- Don't expect your students to bring their pencil cases the first day. Once you meet them tell them to do so for the following lessons.
- Remember: THE MORE ENGLISH YOU USE IN CLASS, THE MORE ENGLISH CHILDREN WILL LEARN.

2. HOW TO USE THIS GUIDE

In this guide you will find lots of songs and games to practice as you see fit. Remember that very young learners have very short attention spans so you will need to change activities often. On the other hand, they love repetition, so you will often sing the same song or play the same game various times every class.

Remind students they can practise at home with the resources they can find on our website: “Área de Padres y Alumnos”. The answers for every worksheet are on the web as well.
There are resources for teachers as well.

3. WEEK PLANNING

WEEK 1

To start with, you could choose a class mascot (a teddy bear, a soft toy, a puppet,...) and use it in the different activities. Ask your pupils to help you choose a name. Encourage students to say “Hello/Good morning” to the mascot every day.

SONG 1

Using a Hello song at the beginning of class signals the start of the lesson and helps provide a nice transition into a learning environment. With younger learners, use the same hello song several weeks in a row so that students get to know it well. This will build their confidence and give them a sense of security at the start of the lesson as they immediately know what to do.

➤ Instructions:

With larger groups, try breaking the class into two groups and have them line up facing each other on opposite sides of the room. Kids on one side sing, "Hello!" and wave to their classmates on the other side of the room. That group responds, "Hello!" This is a great way to use the song because it emphasizes that we are singing about doing these things together.

With smaller groups, you can have students get together in pairs and sing facing each other.

If you have a small class, try starting class by having the children knock on the door. This gives you a chance to talk briefly with each child as you invite them to "come in."

KNOCK, KNOCK, KNOCK

♪ Hello! (Hello!) [Wave with your right hand.]
Hello! (Hello!) [Wave with your left hand.]
Come in. [Motion to come inside.]
Let's sing. [Pretend you are singing into a microphone.]
Let's play. [Run in place.]
Hello! (Hello!) [Wave with your right hand.]
Hello! (Hello!) [Wave with your left hand.]
Knock, knock, knock. [Pretend to knock on a door.]

*Come on in! [Motion for someone to come inside.]
Let's sing. [Pretend you are singing into a microphone.]
And play. [Run in place.]
And learn together. [Tap your finger on your temple.]
Knock, knock! [Thrust your fist in the air.] ♪*

<http://supersimplelearning.com/songs/original-series/one/knock-knock-hello/>

SONG 2

"Clean Up!" is the perfect simple song to signal clean up time in the classroom. Use this song to transition easily from one activity to another by having kids help with putting things away.

➤ Instructions:

The easiest way to introduce the song is simply to start playing it each time you clean up after an activity. Children will very quickly associate this song with clean up time.

When using the song for the first time, use a puppet to demonstrate cleaning up some blocks or other small items.

Challenge the children to have everything cleaned up and put away before the song is finished. It's incredible how quickly they start moving towards the end of the song.

CLEAN UP

♪ Clean up, clean up.
Everybody, let's clean up.
Clean up, clean up.
Put your things away.
(Repeat 3x)

Clean up! Clean up! Clean up! Put your things away.
Pick up your toys.
Pick up your books.
Pick up your shoes.
Put your things away.

Clean up, clean up.
Everybody, let's clean up.
Clean up, clean up.
Put your things away.
(Repeat) ♪

<http://supersimplelearning.com/songs/original-series/one/clean-up/>

SONG 3

This is a great song to end a class with. It's upbeat, easy to learn, and ends class on a positive note. It's a fun way for the kids to say, "Goodbye" to each other and to the teacher.

➤ Instructions:

Use this song at the end of English lessons. A goodbye song is a great way to transition to leaving or going home.

Introduce the concept of time by telling students, "It's time to go," and pointing to the clock or your watch before singing this song at the end of your lessons.

Mix up the gestures. Try making your "glasses" upside down. Or try to snap as you point. Four and five year olds have a great time trying to master this new skill!

SEE YOU LATER

♪ See you later. *[Make circles with thumbs and index fingers around each eye, and then extend your arms out and point out to the class.]*

See you later.

See you later.

Take care. *[Wave with one hand.]*

Goodbye. *[Wave with the other hand.]*

It's time to go. [Point to your watch, or where your watch would go on your wrist.]

I'll see you later. [Make circles with thumbs and index fingers around each eye, and then extend your arms out and point out to the class.]

It's time to go.

See you later. [Make circles with thumbs and index fingers around each eye.]

Goodbye. [Extend your arms out and point out to the class.]

See you later.

See you later.

See you later.

Take care.

Goodbye. ♪

<http://supersimplelearning.com/songs/original-series/one/see-you-later/>

WORKSHEET 1: What colour is the...?

Revise or teach your pupils colours in English. Use worksheet 1. Cut out the flashcards and put them up on different parts of the classroom (the wall, the door,...). Ask each pupil in turn to stand up and TOUCH one of the colours (touch red, touch green,...). Then, you can ask them to POINT TO something red in the classroom, something blue, something purple,...

WORKSHEET 2: A crazy jungle

Children love colouring, so hand your pupils out the animals colouring page (worksheet 2). Point to one of the animals and tell them the colour they have to use. For example, point to the hippo and tell them to colour it pink. Your pupils will like it when they see their animals have unusual colours!

WEEK 2

This is a simple, fun counting song, giving kids a chance to practice counting up to twenty. It's a great break between sections of a lesson and ends with students seated and ready for the next activity.

➤ Instructions:

WORKSHEET 3: Let's count

Use the Numbers flashcards. First, put them in order and have students point to them. Next, mix them up and try it again. Then, sing the song.

COUNTING BANANAS

♪ One banana, two bananas,
 one, two, three. [Count to three on your fingers.]
 Three bananas for me! [Point to yourself.]
 Four bananas, five bananas,
 four, five, six. [Count to six on your fingers.]
 Six bananas for me! [Point to yourself.]
 Seven, eight, nine, ten! [Count to ten on your fingers.]
 Ten bananas for me! [Point to yourself.]
 Eleven, twelve, thirteen. [Pretend to pick bananas from a banana tree.]
 Thirteen bananas for me! [Point to yourself.]
 Fourteen, fifteen, sixteen. [Pretend to pick bananas from a banana tree.]
 Sixteen bananas for me. [Point to yourself.]
 Seventeen, eighteen, nineteen, twenty! [Pretend to pick bananas from a banana tree.]
 Twenty bananas for me. [Point to yourself.]
 Bananas to the left. [Put your hands together up high over your head and step to the left.]
 Bananas to the right. [Put your hands together up high over your head and step to the right.]
 Bananas turn around. [Put your hands together up high over your head and turn around.]
 Bananas sit down. [Everyone sit down.]

Now peel your bananas and take a bite! [Pretend to peel a banana and take a big bite!] ♪

<http://supersimplelearning.com/songs/original-series/two/counting-bananas/>

WORKSHEET 4: A happy monkey

Make a monkey related craft. This could be made as a mask, you will either need elastic or lollysticks or straws, colours, scissors and sellotape. Tell your pupils to give their monkey a name, then they could do a speaking activity with their monkeys (say “hello, how are you?, what’s your name?, my name is...”).

Extension:

As the numbers flashcards (worksheet 3) have colours, you can also practise colours and numbers at the same time. For example, ask your pupils *what colour is number one?*, they have to answer *RED*. Do the same with all the numbers.

WEEK 3

WORKSHEET 5: My school

Teach your pupils the main objects in the class. Tell them they are going to make their own flashcards. Use worksheet 5. Ask them to colour the pictures. When they finish, tell them to show you their pencil, their table, their chair, their window, their book,... Get students to repeat the words. Hold up your flashcards and ask “is this your pencil?” and they have to answer “Yes” or “No, it’s a chair”.

Extension:

Tell your students to look around the classroom. Ask them to POINT TO a table, a window, a rubber,...

Next, you can teach them the colours song. When you sing the song, you can identify different coloured objects around the room. Also, learning the expression “I see something...” allows you to play “I spy” games with the children. Then, tell your students to show you their crayons depending on the colour they hear in the song.

➤ Instructions:

The melody is the same as in the song “Twinkle twinkle little star”. Children love to sing and colour.

Instead of having children run around the room looking for colours, have them try to locate colours in a picture book, a collection of toys, or something else you can place on the ground or table in front of them.

Give each student a set of small coloured objects, such as crayons. Play “I See Something Blue” and have students pick out the different colours

I SEE SOMETHING BLUE

🎵 **Blue!** [Hold up a blue flashcard.]

I see something blue. [Hold your hand above your eyes as if you are searching for something.]

Blue!

I see something blue.

Blue, blue, blue, blue...

I see something blue.

Find something blue! [Look around the room for blue items.]

Yellow! [Hold up a yellow flashcard.]

I see something yellow. [Hold your hand above your eyes as if you are searching for something.]

Yellow!

I see something yellow.

Yellow, yellow...

I see something yellow.

Find something yellow! [Look around the room for yellow items.]

Red! [Hold up a red flashcard.]

I see something red. [Hold your hand above your eyes as if you are searching for something.]

Red!

I see something red.

Red, red, red, red...

I see something red.

Find something red! [Look around the room for red items.]

Purple! [Hold up a purple flashcard.]

I see something purple. [Hold your hand above your eyes as if you are searching for something.]

Purple!

I see something purple.

Purple, purple...

I see something purple.

Find something purple! [Look around the room for purple items.]

Blue. [Point to something blue.]

Yellow. [Point to something yellow.]

Red. [Point to something red.]

Purple. [Point to something purple.]

I see colours everywhere. 🎵

<http://supersimplelearning.com/songs/original-series/one/i-see-something-blue/>

WORKSHEET 6: Colour dictation

Tell your pupils they are going to colour a clown. Point to your nose and tell them it's red and do the same with the different parts of the clown (mouth, hat, clothes,...).

WEEK 4

"If You're Happy" is great for helping young learners express emotions. This version is a traditional kids song that has been made SUPER simple. The traditional version of this song can be a little tough for younger learners. **The tempo is often too quick** and phrases like "and you know it" and "then your face will surely show it" aren't easy for young children to sing or understand through gestures and expressions. Since it's a good song to teach emotions, we've slowed it down a little and simplified the lyrics to just the emotions and the body language that express those emotions. This version allows even very young kids to sing all the lyrics and act them out with gestures.

This is a great warm up song. The actions and gestures are so easy that new students are able to quickly follow along. After the song ask if they are happy, angry, scared, sleepy, sad, hungry, etc. and gesture the word. Alternatively, use the flashcards enclosed (**WORKSHEET 7: How are you feeling today?**).

If you are happy...

🎵 *If you're happy happy happy [Smile and put your index fingers on your cheeks.]
clap your hands. [Clap your hands.]*

*If you're happy happy happy
clap your hands.*

*If you're happy happy happy
clap your hands, clap your hands.*

*If you're happy happy happy
clap your hands.*

*If you're angry angry angry [Make an angry face and cross your arms over your chest.]
stomp your feet. [Stomp your feet.]*

*If you're angry angry angry
stomp your feet.*

*If you're angry angry angry
stomp your feet, stomp your feet.*

*If you're angry angry angry
stomp your feet.*

If you're scared scared scared [Make a scared face and place your hands on your cheeks.]
say, "Oh no!" [Say, "Oh no!"]
If you're scared scared scared
say, "Oh no!"
If you're scared scared scared
say, "Oh no!" Say, "Oh no!"
If you're scared scared scared
say, "Oh no!"

If you're sleepy sleepy sleepy [Make a sleepy face.]
take a nap. [Rest your head on your hands and pretend to sleep.]

If you're sleepy sleepy sleepy
take a nap.
If you're sleepy sleepy sleepy
take a nap, take a nap.
If you're sleepy sleepy sleepy
take a nap.

If you're happy happy happy [Smile and put your index fingers on your cheeks.]
clap your hands. [Clap your hands.]
If you're happy happy happy
clap your hands.
If you're happy happy happy
clap your hands, clap your hands.
If you're happy happy happy
clap your hands. ♪

<http://supersimplelearning.com/songs/original-series/one/if-youre-happy/>

Game: Simon says

Tell your students Simon says they're happy, so they have to smile. Then, tell them they're sad (in this case, they don't have to do anything, because you haven't said Simon says). Do the same with all the emotions they know.

Game: I spy...

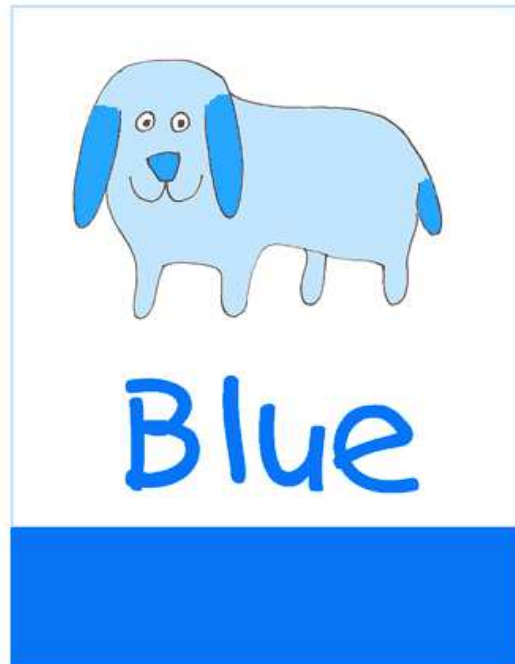
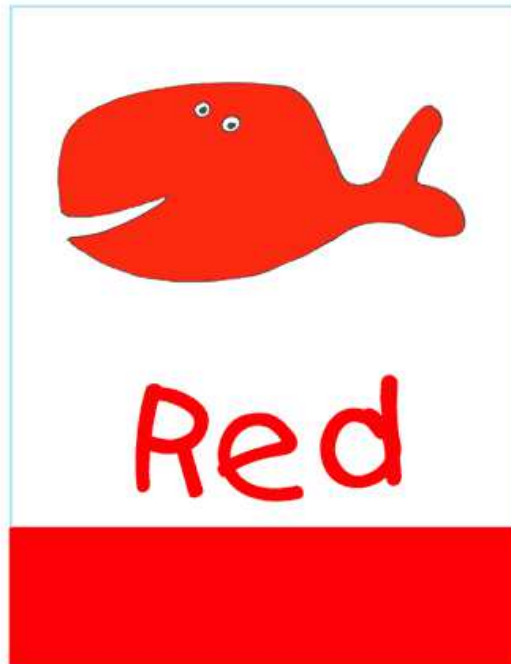
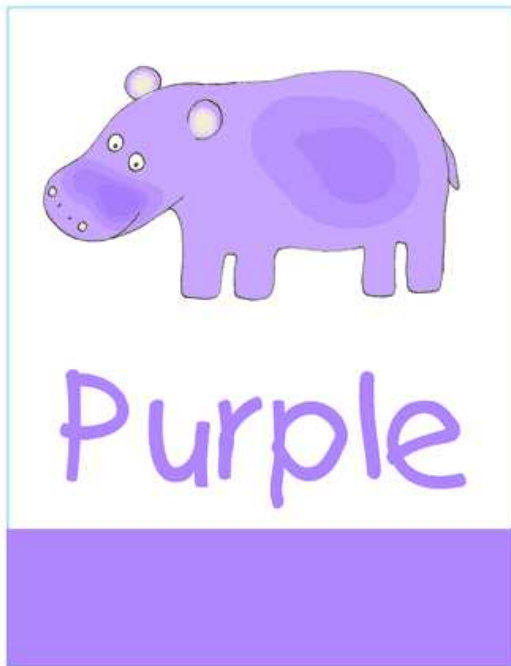
Tell your students I spy something blue and they have to guess the object (try to choose things they have studied, so that they can answer in English).

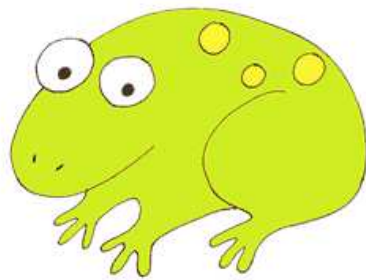
WORKSHEET 8

To teach some easy prepositions you can use the mascot of the classroom and put it on the table, under the table, in their bag,... (choose different objects they have studied). Then, show them worksheet 8: Where is the mouse? and ask them where the mouse is.

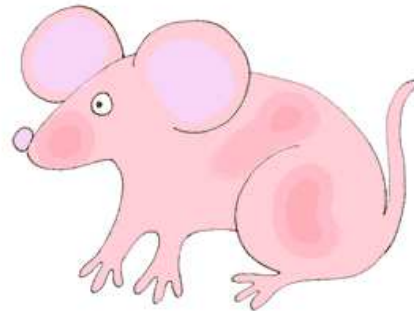
Extension: Tell your pupils to put their pencil on the table, their rubber in the pencilcase and so on.

VISUAL MATERIAL
WORKSHEET 1: WHAT COLOUR IS THE...?

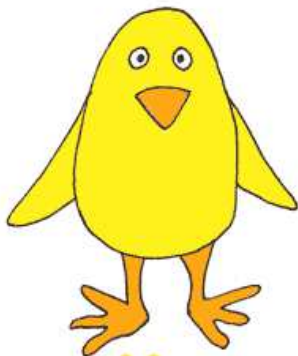




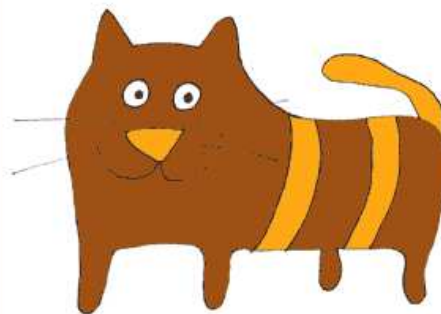
Green



Pink

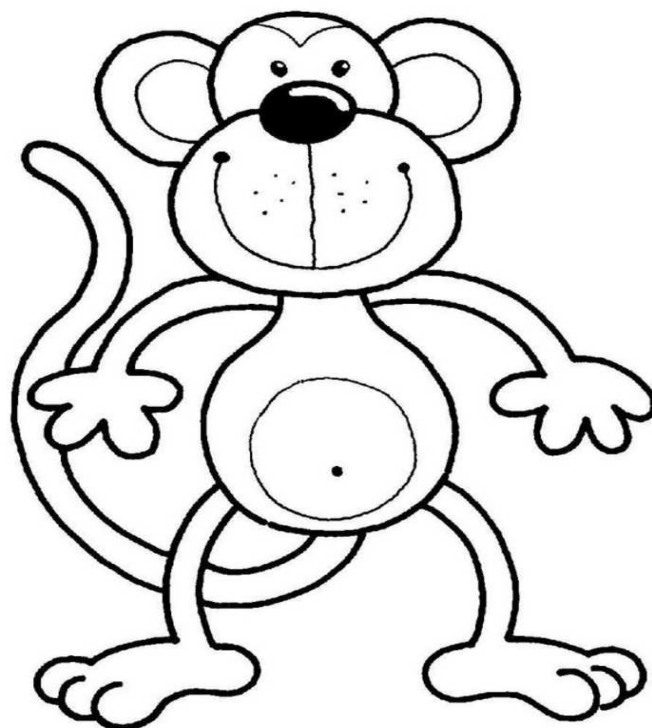
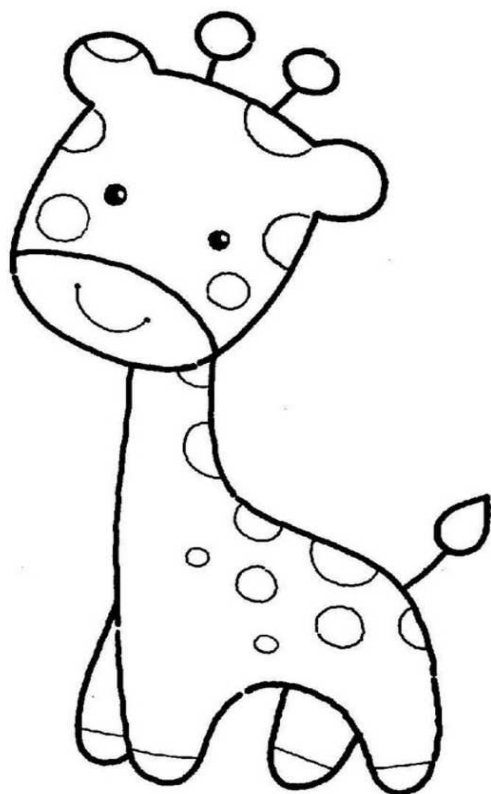
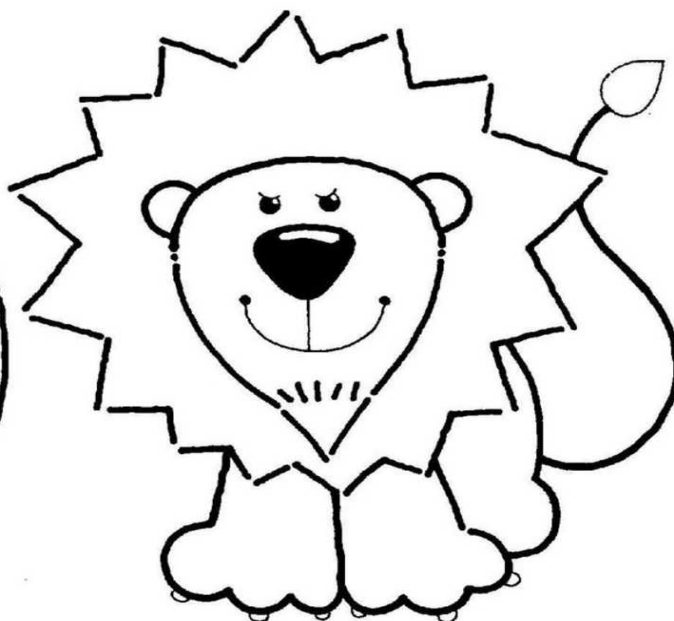
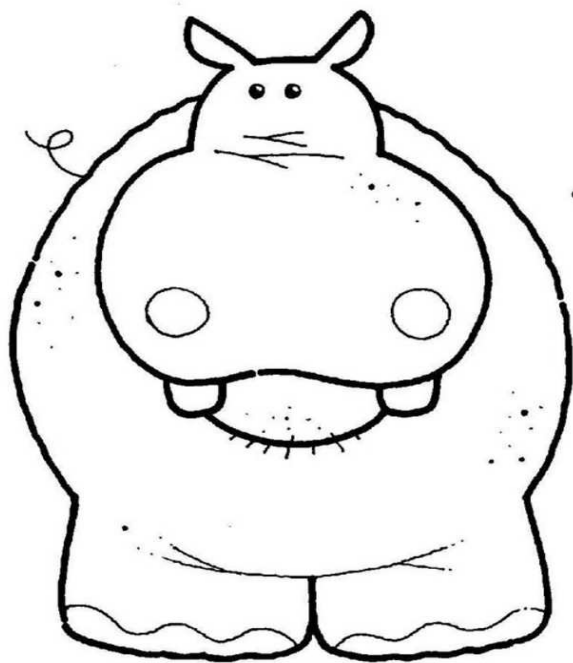


Yellow



Brown

WORKSHEET 2: A CRAZY JUNGLE



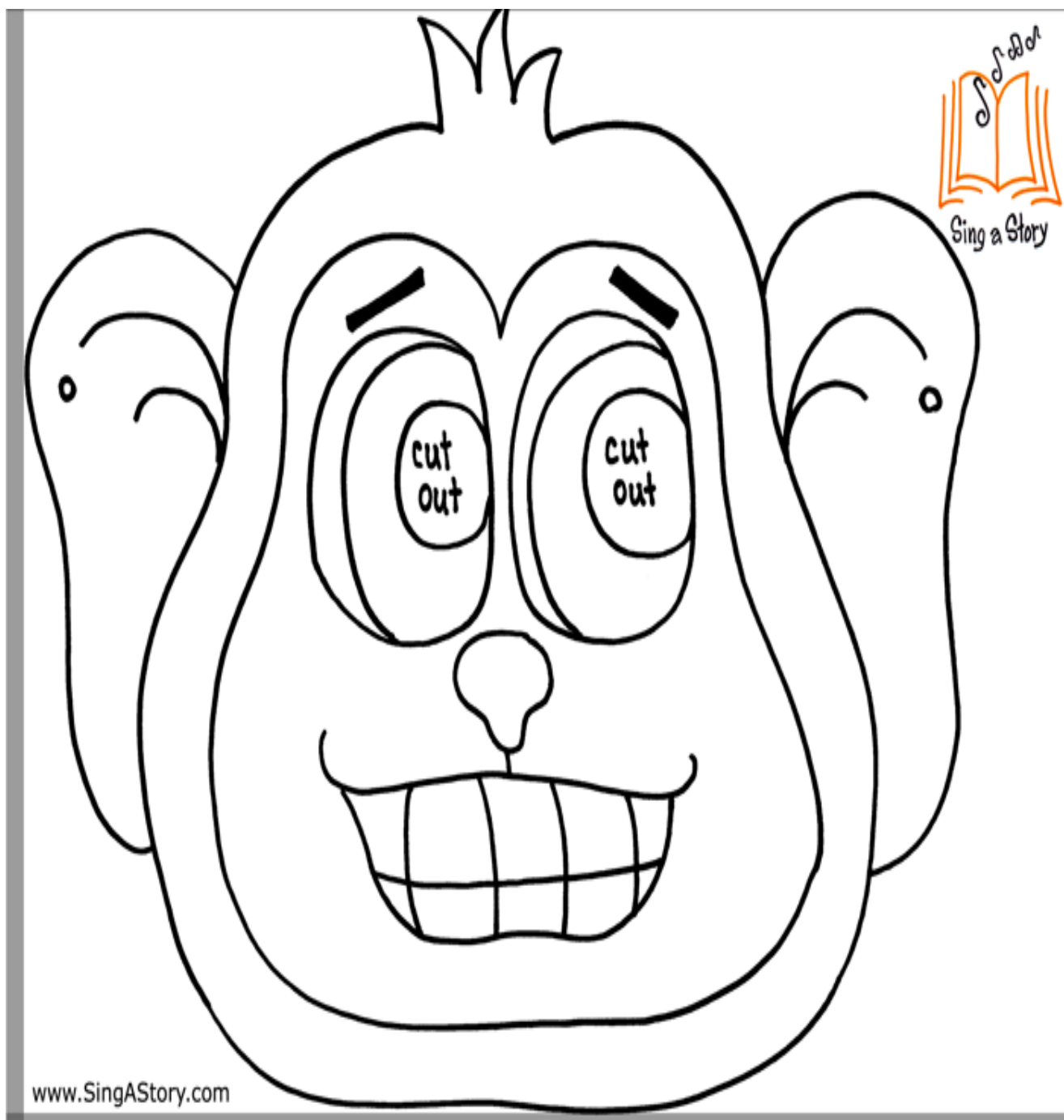
WORKSHEET 3: LET'S COUNT



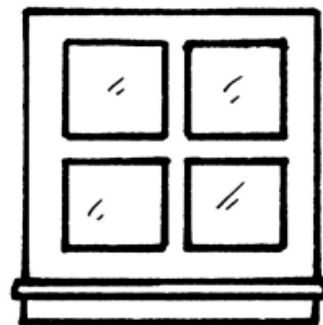
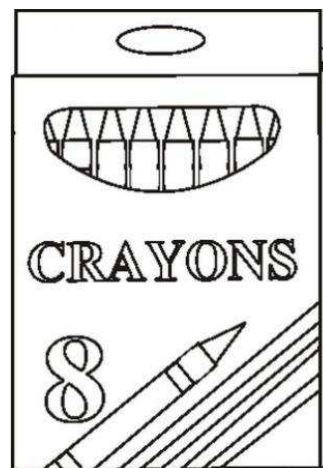
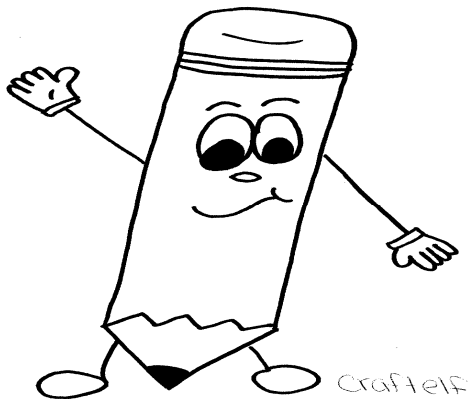
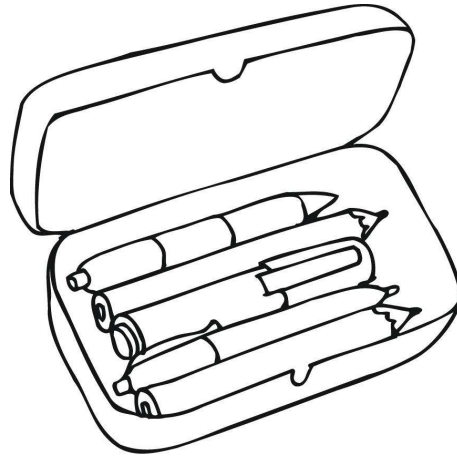
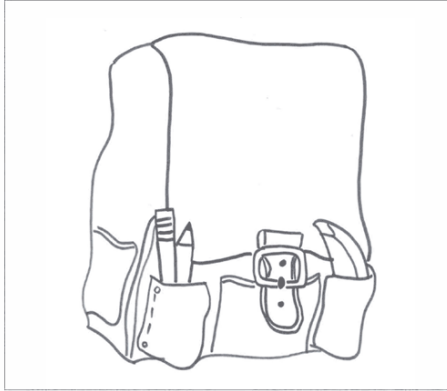
Numbers Chart 1-20

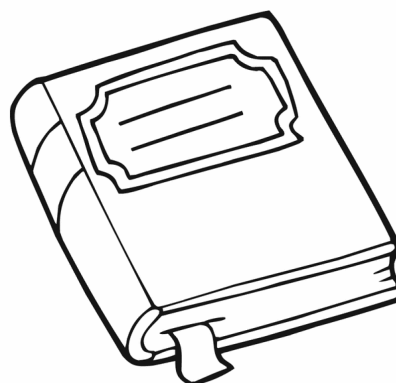
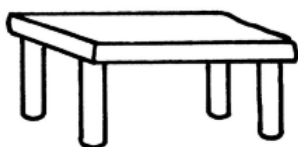
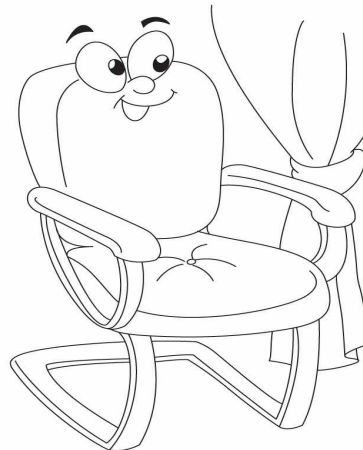
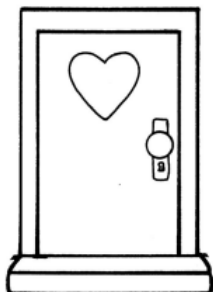
1 One	2 Two	3 Three	4 Four
5 Five	6 Six	7 Seven	8 Eight
9 Nine	10 Ten	11 Eleven	12 Twelve
13 Thirteen	14 Fourteen	15 Fifteen	16 Sixteen
17 Seventeen	18 Eighteen	19 Nineteen	20 Twenty

WORKSHEET 4: A HAPPY MONKEY

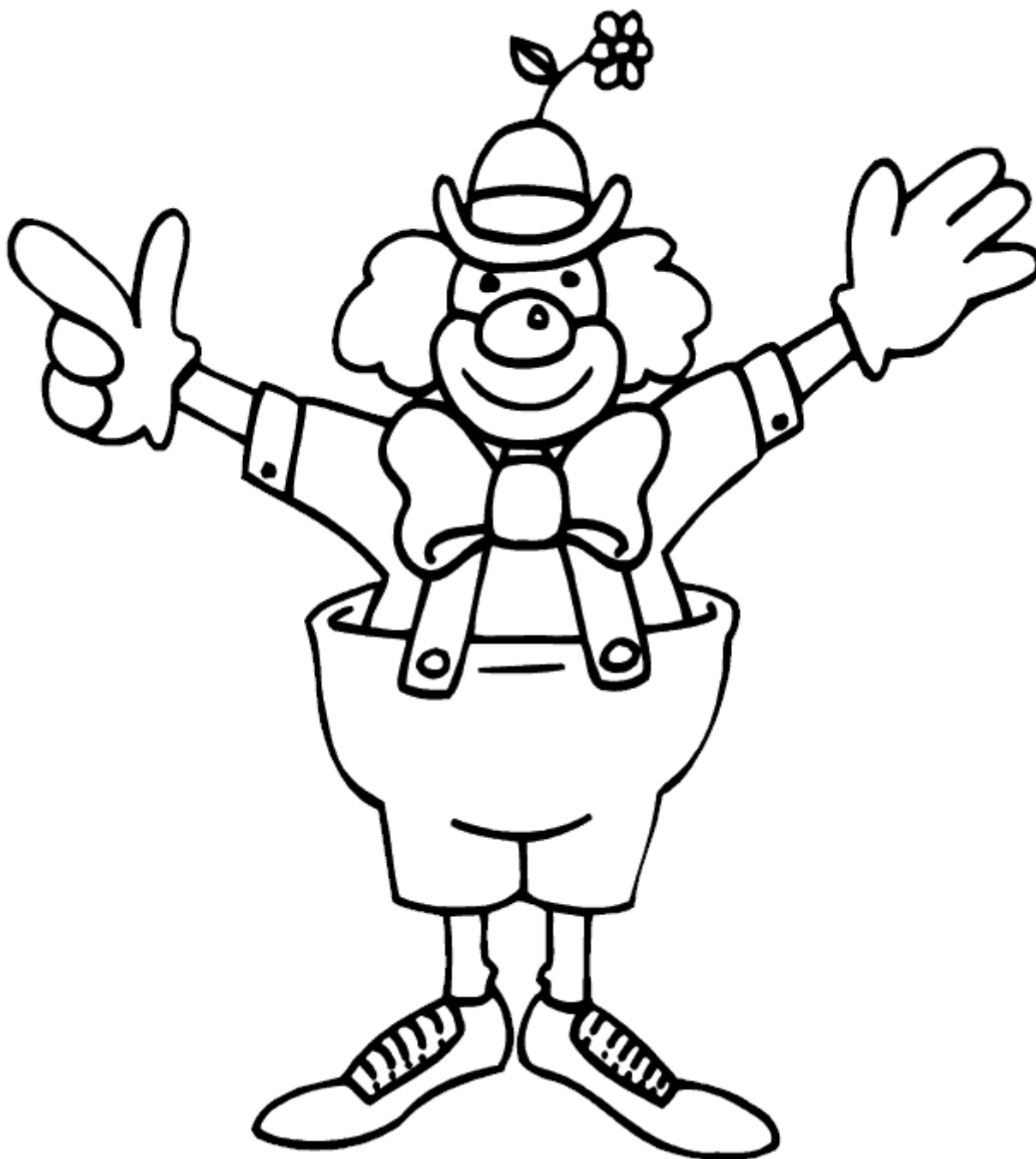


WORKSHEET 5: MY SCHOOL





WORKSHEET 6: COLOUR DICTATION



WORKSHEET 7: HOW ARE YOU FEELING TODAY?

HAPPY



SAD



ANGRY



SCARED



SLEEPY

WORKSHEET 8: WHERE IS THE MOUSE?

