



YL Materials Design & Development

Today's class

- Activities

Teaching different types of vocabulary:

Concrete words:

pen
chair
red
blue
car
bus
...

- Teach with
flashcards and
pictures

Abstract words:

lost
found
today
yesterday
good
bad
...

- Teach with TPR,
examples, stories,
sentences

****Concept Checking Questions (CCQs)****

When teaching vocabulary, it's important to ask CCQs.

Let's brainstorm checking questions.

Tip: Think of the answer first and ask the question to get that answer

Examples:

Where do we put it?

Where can we see it?

Is it big? Is it small?

Can it fly?

What color is it?

What sound does it make?



Giving instructions

Ok, everybody listen to me. Sit down and take a piece of paper. Fold it in half and then pick up a pencil. Draw a house with four rooms on the paper and write bathroom, bedroom, kitchen and living room for each room. Then draw a toy in each room, for example a yo-yo, a kite or a robot. Then tell me, for example, “The robot is in the bedroom.” I will listen and draw, ok? Do you understand? Go!

Is this a good way to give instructions?
How can we make it better?

Giving instructions

Ok, everybody listen to me.

<stop, wait, is everybody ready?>

Sit down and take a piece of paper.

<stop, wait, is everybody ready?>

Fold it in half and then get a pencil.

- What do you need?

Draw a house with four rooms.

- What do we draw?

- How many rooms?

Write bathroom, bedroom, kitchen and living room for each room.

- What do we write?

- How do you spell 'bathroom'?

Giving instructions

Be clear

B.E.C.L.E.A.R.

1. **B**reak things down.
2. **E**xplain the activity.
3. **C**reate a step by step outline.
4. **L**et students see what the activity looks like.
5. **E**xperiment with a student.
6. **A**ssess their understanding.
7. **R**epair misunderstandings.

Giving instructions

- Unscramble the instructions + put them in the order you think is correct
- Check the video to compare the order of instructions
- What are the key elements of these instructions?

Set 1: https://youtu.be/Ff_d_FcJ5do?t=4m1s

Set 2: https://youtu.be/Ff_d_FcJ5do?t=6m29s

Giving Instructions

- Unscramble the instructions and put them in what you think is the correct order.
- Check the video to compare the order of instructions
- Discuss the differences
- Set 1 - 4:05
- Set 2 - 6:31
- <http://il.youtube.com/watch?v=YRXTN7HwCTM>

Set 1 Sequence Answers

Set One

- Okay, so we heard lots of directions but we also heard people asking for directions.
- On the board I've written what they ask but I've left out some words.
- With the person next to you, so you two together, you two together, two two two.
- Can you talk about what words you think are in the gaps, please.
- Go

Set 2 Sequence Answers

Set two

- Can you take your book and open it on page 77 please
- Lets look at the language for giving directions now
- At the bottom, you'll see some pictures and above there's a box with some expressions
- Please can you match the expressions to the pictures.
- Umm, Jonathon, what do I want you to do?
- Okay!

Components of Instructions

1. Get attention
2. Transition
3. Identify the materials
4. Explain and model activity
5. Explain class organization
6. Check students have understood
7. Time limit
8. “GO!”

Match these with the instructions you have.

Think of more examples.

I. Get attention

Set 1: Okay so...

Set 2: (Not present – presume teacher had their attention)

II. Indicate the stage of the lesson

Set 1: ...we heard lots of directions but we also... directions.

Set 2: Lets look at the language for giving directions now.

III. Identify the materials that the student will use

Set 1: On the board I've what they ask...

Set 2: Can you take your book and open it on page...

IV. Explain what the students should do

Set 1: Can you talk about what words you think ...

Set 2: Please can you match the expressions to...

V. Explain the class organization

Set 1: With the person next to you...

Set 2: Please can you match (infers individual work)

VI. Check that the students have understood the instructions.

Set 1: (Not present)

Set 2: Umm, Jonathon, what do I want you to do?

VII. Tell the students to 'execute' the instructions.

Set 1: Go

Set 2: Okay!

Practice

Now we are going to practice giving instructions.

Take a worksheet and think about the instructions you will give.

Remember to hold the worksheet correctly and to include all of the components + checking questions.

1. Get attention
2. Transition
3. Identify the materials
4. Explain and model activity
5. Explain class organization
6. Check students understand
7. Time limit
8. “GO!”

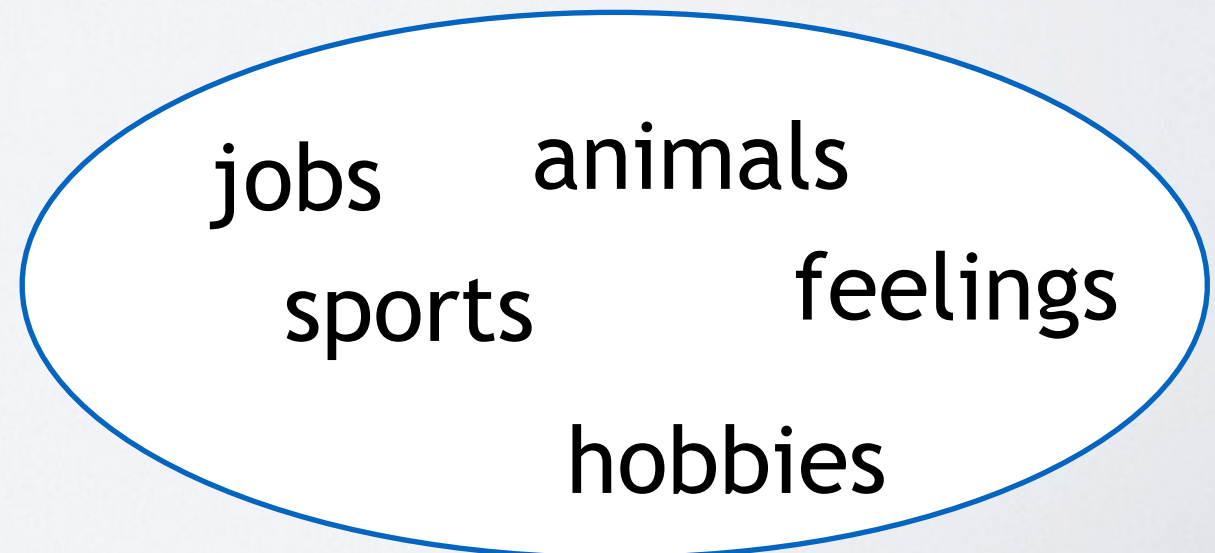
TPR Guessing Game

- Think of 5 things we can mime.
- Write 5 things on the paper.
- Pass the paper to another team.
- You will mime the things on your paper and your team will guess.

Example (model):

- doctor
- telephone
- angry
- golf
- snake

Example topics



Sentence Mimes

This activity is good for practicing sentence order (grammar). Choose a simple sentence and create an action for each word. For example:

I [point to eye] like [make/point to heart] cats [make a paw].

What other animals can we put in this sentence with actions?

We [draw a circle] are [bend finger] reading books [act reading].

What other hobbies can we act with this sentence?

What does this mean?

[draw a circle] [make/point to heart] [make a paw]

In your groups choose a sentence and make mimes to teach the class.

Can we make any new sentences with our new actions?



Clapping Game

noticing + TPR

*I saw a...
I saw some...
tiger
bear
bird
cow*

*how to teach
irregular?*



one dog



two dogs



one cat



two cats



one rabbit



two rabbits

How are these two sets different?

two rabbits

two dogs

two cats

two sheep

two mice

two geese

Finish the sentences:

1. One dog. Two _____

2. One cat. Two _____

3. One sheep. Two _____

4. One goose. Two _____

5. One rabbit. Two _____

6. One mouse. Two _____

One...

goose

mouse

rabbit

dog

cat

sheep

Two...

Ending -s	Not ending -s

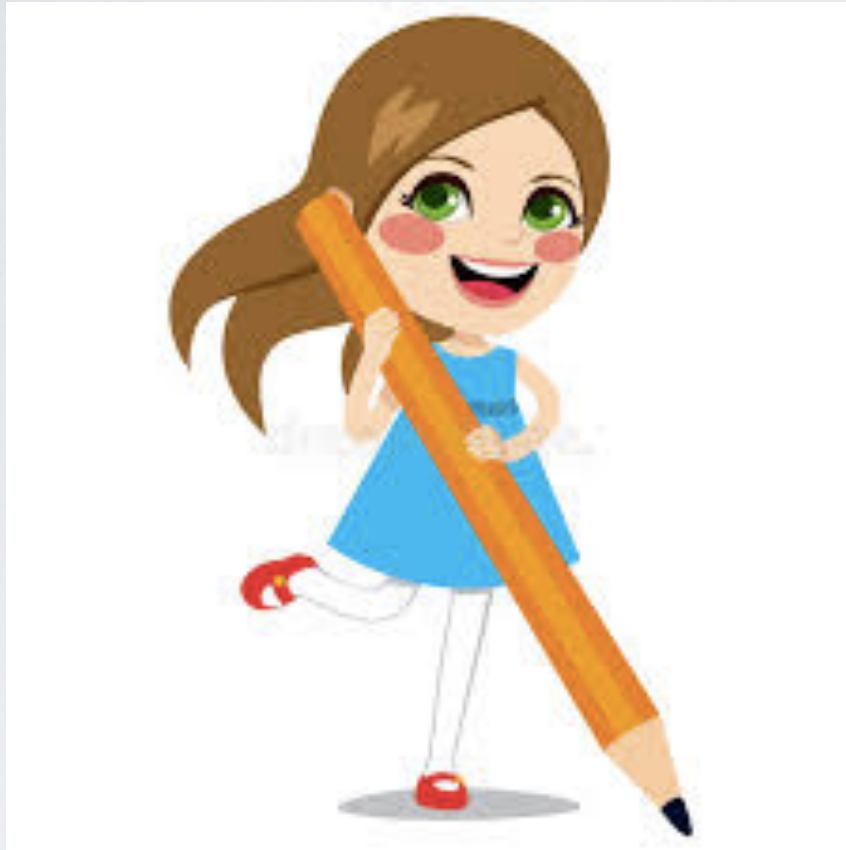
Example Lesson

Guessing game - Find the classroom object!



“It’s on his desk”
“It’s his pen”
“It’s his black pen”

Matching game



It's **his** pencil.

It's **her** pencil.

It's **hers**.

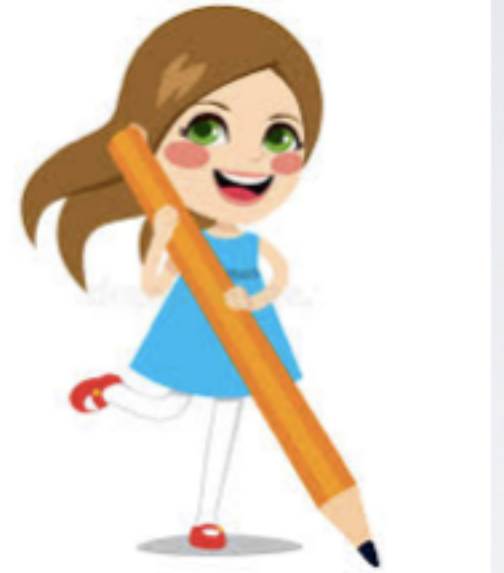
It's **his**.

Label the object



It's **his** pencil.

It's **his**.



It's **her** pencil.

It's **hers**.

1. Take 3 post-it notes.
2. Label 3 things using sentences above.
3. You can change the object name if you know it.
4. If you don't know the object, write "It's his" or "It's hers."

Bag game

Put one of your things in the bag.

Say “It’s mine.”

We will take things out of the bag.

When you see your thing you can say:
“It’s mine.”

We will say:
“It’s her pen.”
“It’s hers.”

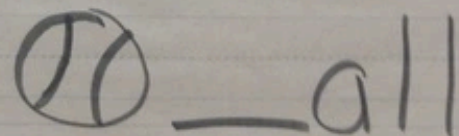
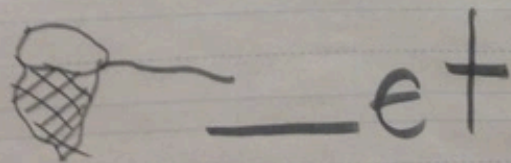
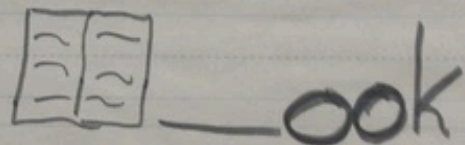
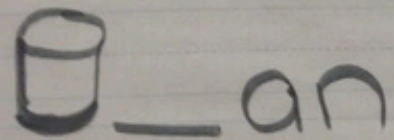
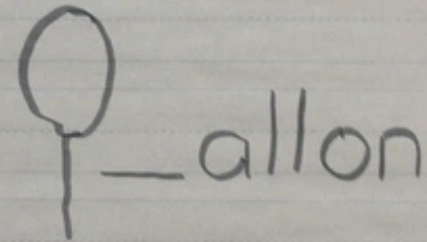
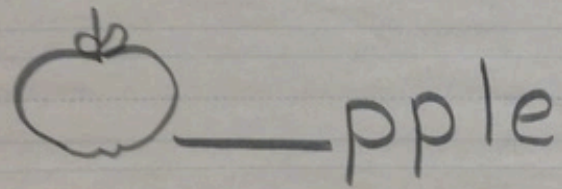


Good Morning
Boys and Girls
Today is Thursday.



Today we will go to Music and
P.E after lunch.

Write the missing letter



Daily letters

A **daily letter** or **morning message** is a letter that you write to the students every class or every week.

When the students come to class you read the message together and ask questions and do the activities.

Daily letters

Imagine you are going to write a letter to your young students.
What are some good topics, subjects, or sentences to include?
Think about:

Personal topics

e.g. I have a pet cat.

Class topics & review

e.g. Did you bring your pencil?

Time, day, month, year

e.g. Today we finish class at 2 o'clock.

Past & future

e.g. Yesterday we went to the zoo.

About the letter

e.g. Can you find all the capital letters?

... any more?

Dear class,



Now we are in fall.

The weather is windy.



I will wear a hat in fall.



What will you wear?



Tasks & Questions:

1. How's the weather today? Is it hot?
2. What's the season? What seasons do you know?
3. Let's talk about the weather in each season.
4. How do the trees change in each season?
5. What clothes do we wear in fall? Let's make a list.
6. What clothes do we wear in summer?
7. Let's play a mime game with clothes.
8. Windy and weather start with the same letter. What other words start with 'w'?

- Edward

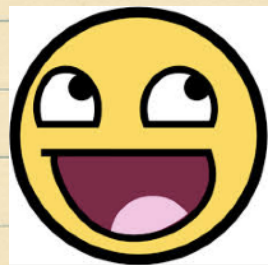


Hello children,

Today is Monday.

Do you like Monday?

I'm happy.



Let's sing a song!



Tasks & Questions:

1. What pictures can you see?
Let's talk about the pictures.
2. What colors can you see?
3. Which words end with 'day'?
What other words end with day? Let's make a list.
4. What feelings do you know?
Let's draw pictures and choose our feelings.
5. Can you find pink things in the letter? What is pink?
Let's talk about it.
6. What song do you want to sing?



Hello boys and girls,

Do you know the alphabet? Let's write it together.

This sentence has all the letters in the alphabet!!

The quick brown fox jumps
over the lazy dog.

Can you find all the letters?

Let's play some alphabet games!

Edward ~^^

Tasks & Questions:

1. Make a line at the whiteboard and let's write the alphabet together.
2. Read the sentence and find the words with each letter.
3. Write your name on your notebook.
4. Let's say the alphabet and clap when we hear the letters in our name.
5. Look at the first letter of your name. Can you find the letter in the alphabet on the board? Write your name next to the letter on the board.

To Class 4,

This w__k w_ will finish our story, Brown B_ar.

Our n_xt story will b_ The Hungry Cat_rpillar.

Cat_pillars have many l_gs and _at l_av_s. How many l_gs do you hav_? What do you _at?

L_t's share our Brown B_ar book r_ports.

Tasks & Questions:

1. A letter is missing! Can you find the title of the book we are reading this week? Which letter is missing?
2. Now we know the missing letter we can finish the words.
3. What is our story book next week? What does caterpillar mean?
4. Let's look at a picture of a caterpillar. What do you know about caterpillars?



Dear class,

You are going to create a daily letter.

Think about the language focus of your letter. Will it be related to a topic, literacy, vocabulary or grammar?

After, you will share your letter, questions, and activities.

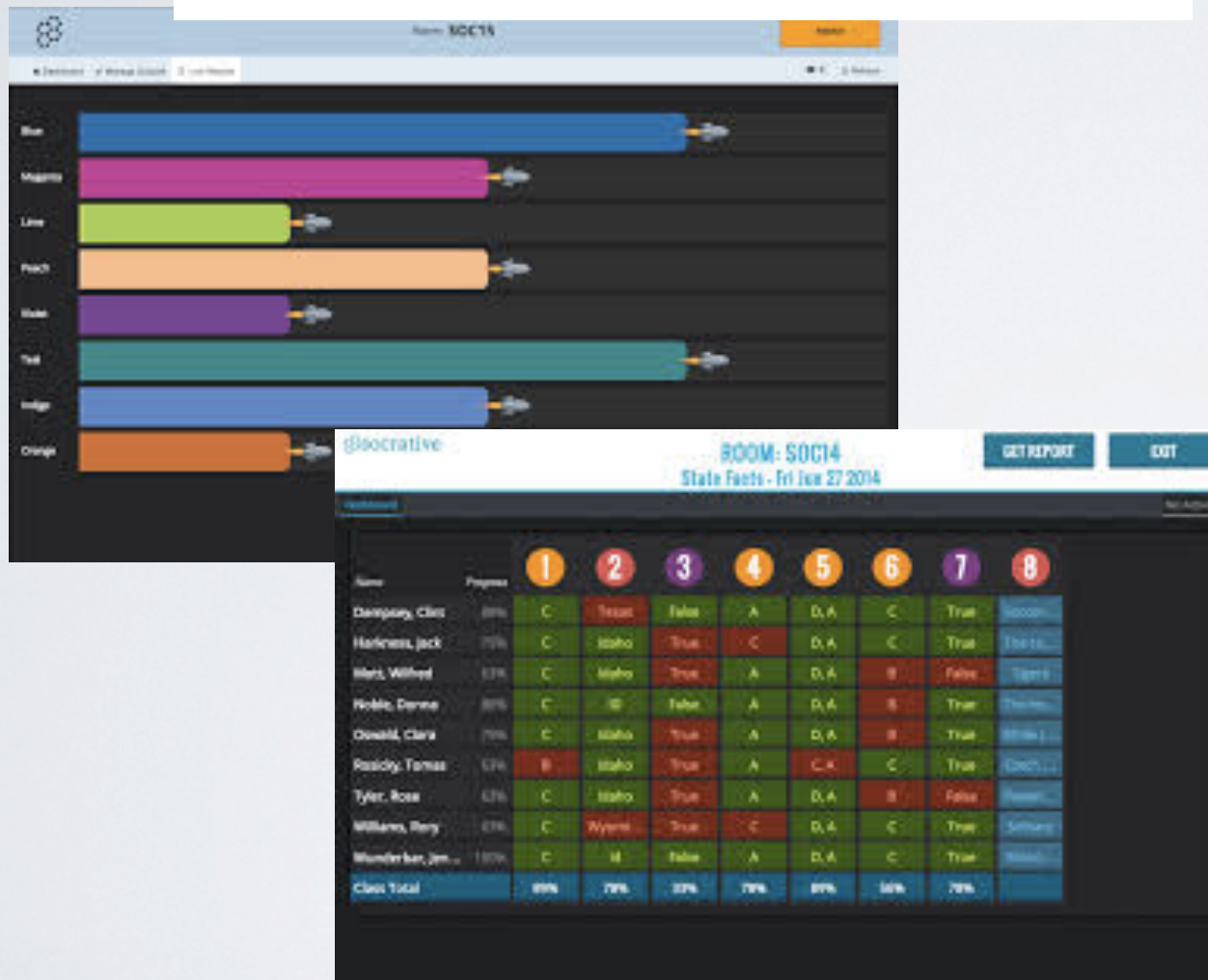
Good luck!!

- From Edward

Tasks & Questions:

1. What is the task?
2. How many tasks will you
What should you think
about?
3. What will you do after?
4. Do you want to do this in
pairs or individually?
5. Get started planning your
Daily Letter!

Online SRS



www.socrative.com



www.kahoot.it

<https://create.kahoot.it>

Teaching Resources

www.kizclub.com

www.esl-kids.com

makebeliefscomix.com

crosswordlabs.com

www.puzzlemaker.com

www.kidzone.ws/puzzles/cryptogram/

<https://en.islcollective.com/>

<http://busyteacher.org/>

<http://www.readingrockets.org/>

sightwords.com

YouTube: The Balanced Literacy Diet