

# DIGITAL RESOURCES FOR LEARNERS OF GRADES 1-2

Teacher's Guide



This guide of the British Council electronic resources for English teachers is mapped to the primary level (grades 1-2) of the Georgian National Curriculum and contains supplementary online materials for classroom work or self-study with the aim to make the learning process more motivating and enjoyable for young learners.

We hope you find the resources useful. For more ideas, activities and advice visit our website.

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

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## Introduction

Nowadays, with tablets, iPads and computers replacing textbooks, social media has become one of the most used communication channels and the effect of technology has become more predominant. Adopting the changes and transforming our classrooms into an up-to-date environment reflecting the interests and real-life needs of students should be a number one priority for any teacher. This is what has shaped how teachers teach and learners learn. By embracing and integrating technology in the classroom, we are setting our students up for a successful life outside of school.

Moreover, not only students find technology and electronic resources enjoyable as teachers can also benefit from these resources by exploiting a range of useful tools, for example, those internet sites providing teaching resources such as ready-made lesson plans, video materials, podcasts, etc. This powerful tool can help a teacher expand the four walls of the classroom and coach students to learn for their future lives. In addition, catering for the learning needs of different students in the group can be a challenging experience, especially for beginner teachers. E-resources enable people to work at their own pace, which would minimize irritation, expand concentration span and encourage collaboration among students. And, at the same time as putting the teacher in the role of facilitator or guide, rather than leader, it also allows students to be at the center of the learning experience, just where they should be. The final, and possibly most important, advantage is that the learning process will no longer be a daunting, repetitive series of lessons for either students or teachers.

Yet e-resources can only complement the traditional teaching-learning process and seldom replace it. Only a teacher can judge if the techniques or materials promote and advance the teaching process; only a teacher can control the frequency and suitability of the material.

## Overview

Considering widespread teaching tendencies and sharing the best practices of educational institutions, the British Council initiated a project to encourage and promote e-learning in English language classrooms.

This teacher's guide provides electronic resources mapped to the Georgian National Curriculum. Its aim is to offer a range of useful links, aligned to the common topics covered in a particular language level/grade, to supplement classroom material. The links to the British Council LearnEnglish kids (<http://learnenglishkids.britishcouncil.org/en/>), LearnEnglish teens (<http://learnenglishteens.britishcouncil.org/>) and LearnEnglish website (<http://learnenglish.britishcouncil.org/en/>) offer a range of grammar, vocabulary and communicative activities to support the development of the four key skills (reading, listening, writing and speaking) through songs, stories, games and more. The variety of the resources allows the teacher to choose, adapt and customize the activities to the level of difficulty or learning needs of their students.

In addition, in order to encourage the professional development of the teachers themselves, the guide promotes the resources available at the British Council TeachingEnglish website (<https://www.teachingenglish.org.uk/teaching-kids>) which allow any interested teacher to explore various materials not only on teaching methodology, lesson frameworks and teaching techniques, but also ready-made lesson plans and discussion blogs.

### What is the purpose of the guide

The main purpose of the guide is to provide teachers with useful website links offered by the high-quality British Council online resources mapped to the Georgian National Curriculum for grades I-XII. It serves as a set of supplementary materials to classroom activities at primary, basic and secondary levels of language learning. Teachers will benefit from having access to authentic materials, saving them time and motivating their students to learn language through engaging online activities.

## Who is the guide for

The guide can be a helpful combination of resources for any interested primary, basic and secondary teacher:

- inexperienced teachers who wish to use modern technologies in the classroom;
- teachers with no or little experience of applying e-resources in the classroom;
- experienced teachers with extensive teaching practice who are not familiar with the new technology and would like to use it in their teaching practice;
- experienced teachers with strong-e-skills and who already use online resources in their teaching practice but would like to save wasted time searching the internet for appropriate materials;

## Structure of the guide

The structure of the Teacher's Guide is designed for three stages, in line with the Georgian National Curriculum:

### - Primary stage that comprises three parts:

- » part 1 - for grades I - II
- » part 2 - for grades III - IV
- » part 3 - for grades V - VI;

### - Basic stage for grades VII - IX;

### - Secondary stage for grades X - XII

Accordingly, each part covers age appropriate, topic- and skills-oriented materials such as songs, rhymes, games, stories, fairytales, etc. that can be used with learners in the relevant grade. In addition, it provides general features of the teaching-learning process considering the particularities of the level in accordance with the Georgian National Curriculum and standards. It also contains information on how to use the links and download the activities.

The guide has the following structure:

- Key features to teaching at different stages
- Introduction to the British Council website
- Digital Map

To make the guide easy to use, the materials are organized in the following sections:

- Listen & watch
- Read & write/draw
- Speak,
- Functional exponents/Functions
- Vocabulary
- Phonology /Grammar
- Resources

Additionally, the resources are grouped according to the following topics: **introducing myself, family, colours, feelings, body parts, numbers, animals/pets, food, school/school objects, toys, daily routine activities/ everyday activities, culture/celebrations.** Finally, in order to make the teaching process more realistic to apply in the classroom, there is a wide variety of teachers' resources added for the best use of teachers.

# RESOURCES FOR PRIMARY SCHOOL

# GRADES 1-2





## Key features of primary teaching

Working with young learners can be demanding. There are many issues to take into consideration - limited attention span, different learning habits and styles, interests, mixed abilities, etc. – which we must first identify and then analyze in order to find the best ways to deal with them. To address the issues, not only young learners need to acquire certain skills, but also teachers should develop skills to make the process smoother. One of the best solutions is to make the teaching-learning process a positive and enjoyable journey for both teacher and learner.

The main aim of teaching at the primary level is to prepare learners for the next stage of education. The preparation is a complex process consisting of a number of components which make the basis of the Georgian National Curriculum:

- Activating background knowledge and stimulating psycho-emotional potential (memory, imagination, comprehension, etc);
- Creating positive attitude to peers, the learning process and, generally, generating interest to explore unknown environments;
- Identifying and developing learning style;
- Developing learning habits such as cooperation, team- and group-work, and discipline.

We all know that completing these components is easier said than done. What we need to consider is that classical lesson frameworks cannot be applied to the needs or abilities of young learners. Children at a young age acquire a language when exposed to it rather than by learn different aspects of it e.g. grammar rules, a particular structure or a set of vocabulary. This is why providing language input through songs, rhymes and games from the English-speaking world is a useful instrument in the hands of a teacher. What's more, making the classroom involvement relevant to the students' lives will make the teaching-learning process more enjoyable and help to build on what the young learners already know or to develop the skills they may already have.

As our responsibility is not only to teach language but also to build the basis for further education, all efforts will be wasted if students do not enjoy coming to classes. Thus, creating a positive and welcoming atmosphere is the key for the best start. One of the most important features is positive reinforcement - a technique that makes desirable behavior happen again and again. Positive reinforcement increases the likelihood that the student will be motivated to repeat the 'sought-after' action. As a result, the sequence of 'sought-after' actions will become a positive attitude, behavior or a learner with a well-developed learning style. An interesting thing to consider is that a particular positive reinforcement for one student may not be the same for another, which is why we need to carefully choose the way we praise our students- be it a complement, a system of small tokens, or something else entirely.

The process of gradually building and developing a system of discipline and motivation in the classroom will result in providing ample opportunities for young learners to explore the unknown and interesting world of learning.

### Teaching skills at I and II grades

This part of the guide covers resources for the I and II grades as they both share the features and characteristics of teaching, considering the age, needs and interests of students, at this stage of education.

Developing language skills at the age of 6-7 is not an easy job to undertake as this is the period when children develop similar skills in their native language. Very often, these parallel processes may cause irritation and demotivation in a child. That is why creating a comfortable social and linguistic environment in the language classroom carries utmost importance. Building the linguistic atmosphere by following the steps of the natural



process of language acquisition, and providing tasks resembling their daily activities, can ease the development.

- Hear a word before you can say it,
- Say a word before you can read it,
- Read a word before you can write it. (Linse 2005)

For the reasons mentioned above, the first step is listening skills.

### Listening

To acquire language through listening, it is clear that the first source of English Language in the classroom is the teacher and then the materials provided, such as songs and rhymes. At this stage we cannot and should not demand that young learners comprehend or analyze the content of the listening material. Instead, the only thing they are capable of doing is understanding and following simple instructions from the teacher, hearing and copying the language, and memorizing the rhymes and copying the sounds of characters in the song or in a story. This is sufficient basis to build on for the later stages of listening skill development.

At a later stage (grade II), learners start identifying and linking the sound they make with symbols (letters) and a word with the image of a character. They need to be taught that there is a direct link between phonemes (sounds) and graphemes (letters) in order to be able to start 'blending' or sounding out simple words.

Needless to say that images of words have significant importance as this is an effortless way to convey meaning without having to translate the word.

### Speaking and function

Many teachers believe that teaching young learners to speak in a foreign language is a 'mission impossible' bearing in mind the fact that some of them cannot properly convey meaning in their own native language. That is why, for many teachers, teaching speaking is associated with endless drilling and memorizing of dialogues and we have to agree that both techniques do play their roles in learning.

Accumulated knowledge through language input, be teacher-talk or songs and rhymes, should be produced in the relevant context. This means that teachers need to encourage maximum interaction in a range of ways, e.g. teacher-students; student-teacher; student-student. Interaction is the way through which young learners develop their speaking skills. From the start, interaction is simple – children may use isolated words or high-frequency phrases such as morning greetings or saying 'thank you'. Even though one may think that it is useless to attempt to speak to the child if the child is unable to structure an accurate sentence, it is still worth encouraging our learners to speak, as this is when the language really starts to function.

### Reading and writing/drawing

Reading is "...the ability to draw meaning from the printed page and interpret this information appropriately" (Grabe & Stoller, 2002, p. 9).

Before young learners start reading, they need a firm foundation in auditory and oral skills. Learning to read and then to write means the young learner has to link what they have heard or spoken to what they can see (read) and produce (write). This is a complex process and requires not only well-developed motor skills, but also emotional maturity to handle the process. Otherwise, it can become a real hindrance for further language development.

At this stage, young learners need to identify the image and link it to the word without actually reading it (identifying and 'blending' the letters in order to convey the meaning). In this case, an image enables a learner to guess the meaning and the written word, perceived as another image to match with. They should see the written word as a unit rather than a combination of letters. For this practice, funny flashcards, word-walls,



illustrated rhymes and picture-stories are the best tools for children to learn and recycle vocabulary even if they do not aim to do so.

Writing as a production skill is the final stage of language acquisition. Being at the start of language learning, writing means just drawing the image of a simple word or colouring and shading a particular symbol. Even if the drawing or symbol do not really resemble the original one, positive feedback is important for children, such as through verbal praise, a simple sticker or hanging up the works on the walls.

## Phonology / Grammar

At the primary stage, the main emphasis is on a phonological system, pronunciation and use of vocabulary. Young learners should accurately master the phonetic system. Complete accuracy in pronunciation should be insisted on, but as far as grammar accuracy is concerned, we should not focus on it.

Often, grammar is viewed as set of rules, drills, exams and marks on paper – this is what creates a negative image of it. But if we consider grammar as an integral part of a whole, rather than a list of structures to be learned, we will see that it is a mechanism which helps to produce oral or written utterance accurately. Thus, grammar is the glue to stick language units together, but not a way of communication- learners can communicate without knowing grammar rules or thinking of a particular structure through gestures, mime or with simple words or sentences.

However, this is no reason to ignore grammar at the primary level. Learners need to carefully pay attention to the differences (e.g. singular/plural nouns, personal pronouns etc.) by using pictures, gestures or mime. In songs, riddles and rhymes, learners will correctly memorize and repeat the lines, while, in producing their own sentences, they may leave out what they feel unnecessary. This practice should be encouraged, as the aim of primary communication is conveying meaning.



# Introduction to the British Council website



## INTRODUCTION

LearnEnglish Kids (<http://learnenglishkids.britishcouncil.org/en/>) is the British Council's website for children who are learning English throughout the world. The site is designed for 5-12 year olds to use on their own, or with parents, friends or classmates.

In the primary classroom it is especially important that English language lessons are enjoyable and unthreatening. A key aim of teaching young learners is to develop a positive attitude to English through the use of motivating exercises, including games, songs, crafts, stories, puzzles and plenty of personalisation. Multiple intelligence levels should be taken into consideration as the classroom is full of children who learn more effectively in different ways.

On the LearnEnglish Kids website there is a variety of free songs, games and other activities that learners can do at their own pace and which suit their particular level. Children benefit from exposure to a wide range of activities that contain simple, repetitive words or phrases from the same lexical sets, basic grammar and syntactical patterns. These activities help develop children's language skills (listening, speaking, reading, and writing), as well as vocabulary and grammar. To develop correct articulation, there are activities for phonetic drilling. Teachers can also print worksheets out to use at home or in the classroom.

We hope the website links mapped to the Georgian National Curriculum will prove a great help for teachers. Different types of activities which are relevant to the age of the students and the Georgian National Curriculum can be found in the following website sections:



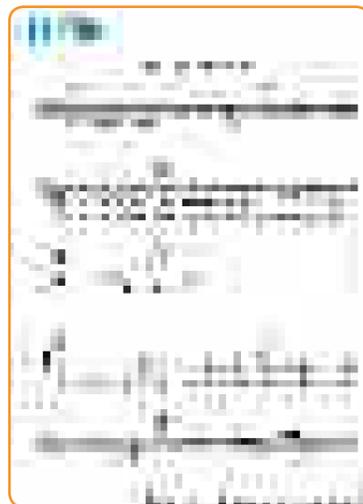
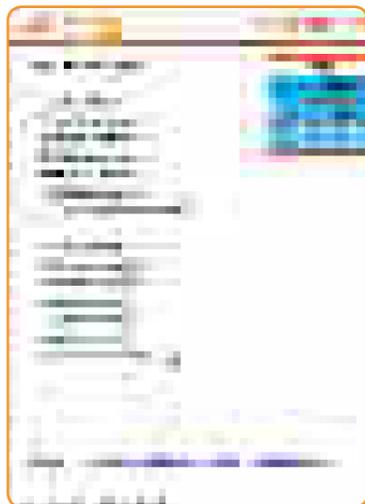
### KIDS GAMES

This is one of the most popular sections on the site. There are lots of games, organised into sub-sections. The 'word games' (learn words, find words, play with words and spell words) are based on the most high frequency topics and words that primary children around the world are introduced to.



### LISTEN & WATCH

In this section there are animated songs and stories. They all focus on common themes taught in primary schools. The songs all have a read-along feature which can help learners follow the text as they listen. Each song and story has a loading game which introduces key words before learners listen. To help exploit the songs and stories, each has a printable transcript, a worksheet and an answer sheet.



### MAKE

In the 'craft downloads' sub-section, teachers can find a variety of craft activities to print. These include making puppets and masks to help re-enact traditional stories, seasonal crafts and teaching tools such as a clock to practise telling the time. Some of the worksheets have 'how to' videos as well. In this section there are also on-line activities where learners can create their own stories, monsters and comics.



### SPEAK AND SPELL

This section is based on the Letters and Sounds literacy programme in the UK. The main characters in this section are Sam and Pam, super space spies who have come to earth to learn English. The progress they make through the sound, speak and spell sub-sections mirrors the language learning journey of a young language learner. The songs are action songs and are great for TPR (Total Physical Response) for Very Young Learners. As Sam and Pam start to learn how to speak in English the 'speak' stories focus on different sets of phonemes. The accompanying worksheets focus more explicitly on the phonemes. Once Sam and Pam have learnt how to speak in English they want to learn how to spell so each story in the 'spell' sub-section focuses on a different spelling rule. The tricky words sub-section is very popular with learners. They can play spelling games which help them with some of the tricky English spelling rules. Teachers can also download spelling tests and learners can record their scores each time to keep track of their progress.

### GRAMMAR

In this section, teachers will have access to grammar materials on up to 30 grammar points. Materials include 'Grammar with Gran' videos which introduce 10 common grammar points for older primary children. Each live action/animation video has an accompanying worksheet and transcript. More grammar points are practised in the 'grammar games' section and also have accompanying worksheets. In the 'grammar tests' there are useful reference cards which can be personalised, as well as the grammar rule and printable tests. Finally, for logged in users they can practise their grammar in the 'grammar quiz' sub-section. All of these activities will easily supplement lessons looking at these grammar points.





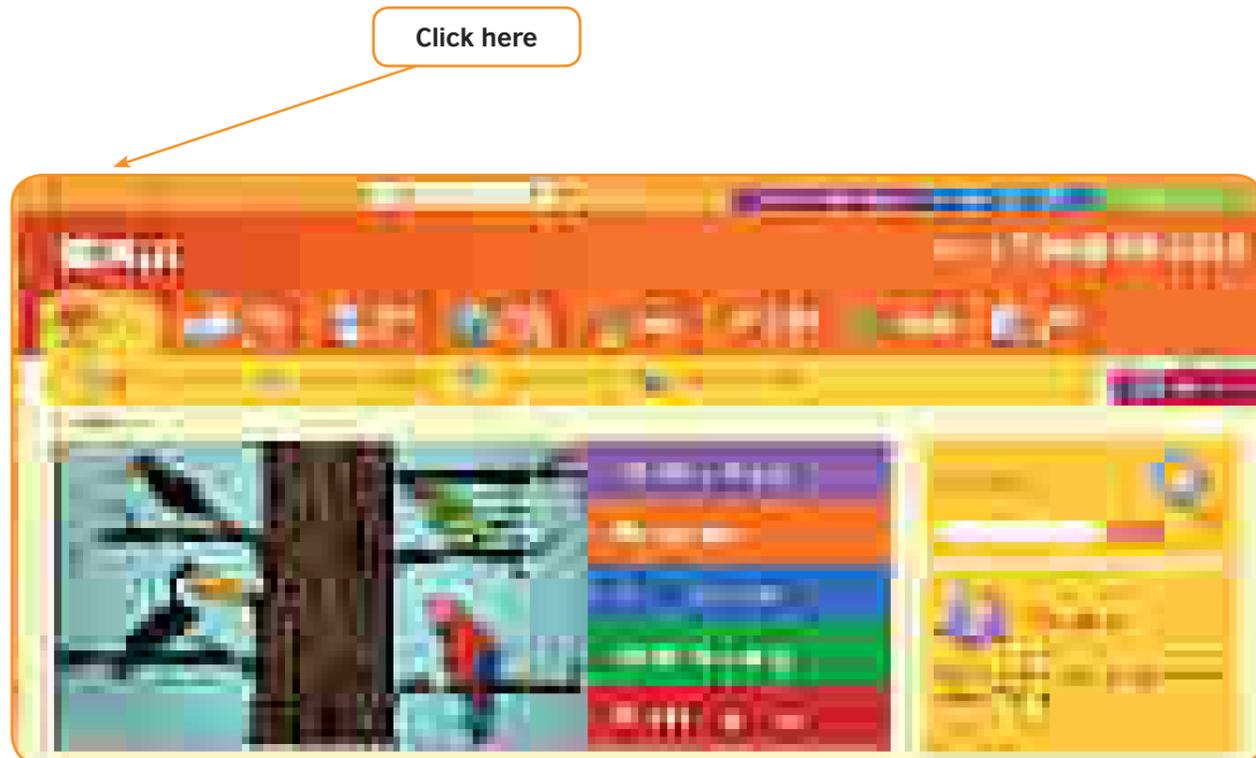
# How to register on LearnEnglish Kids website

Before you start using this map, you should log into the website download and try activities for yourself. You will register as a teacher; encourage your students to register as kids and parents to register as parents to get the most out of the website. If they don't register, they won't be able to leave comments and interact with children and parents learning English from all over the world.

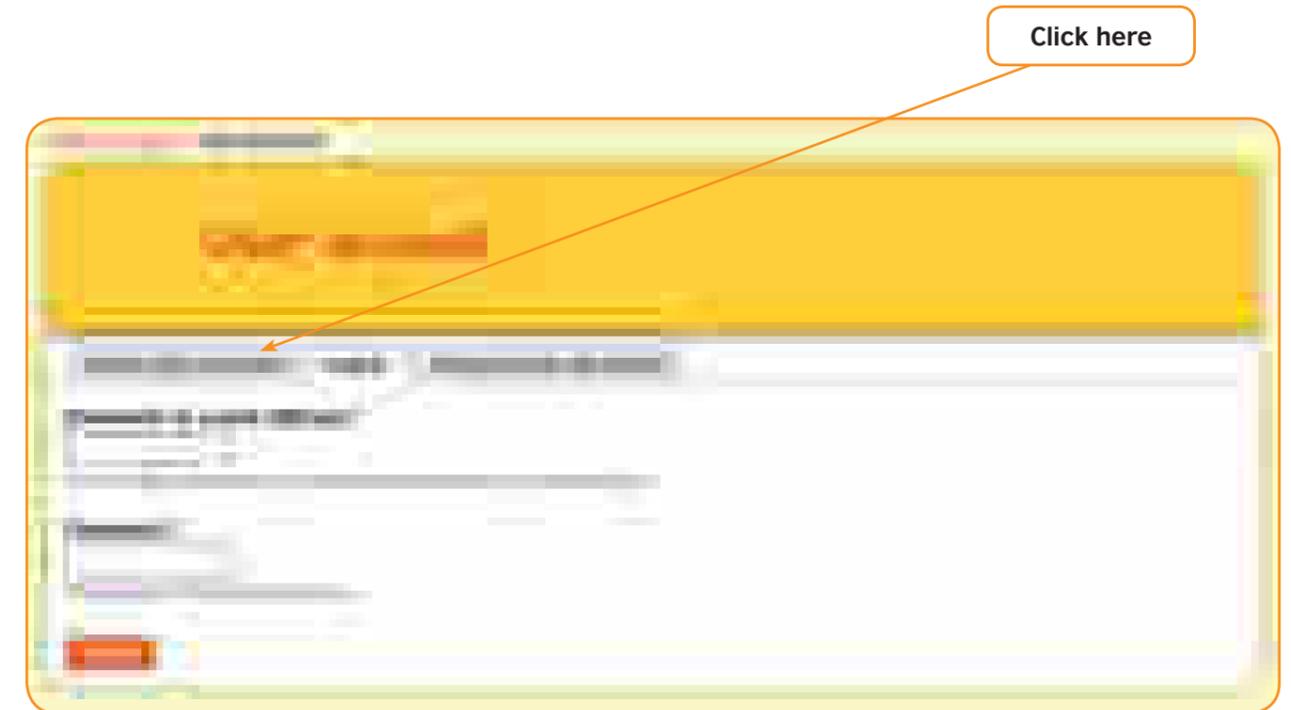
To use the map, you can get to the website just by clicking on the link. When you click on the link, you will instantly be brought to a page with all of the relevant activities the site has to offer. There are lots of downloadable materials on the website, and many of the activities focus on particular grammar points or language use.

So, to register on the website, please follow the steps:

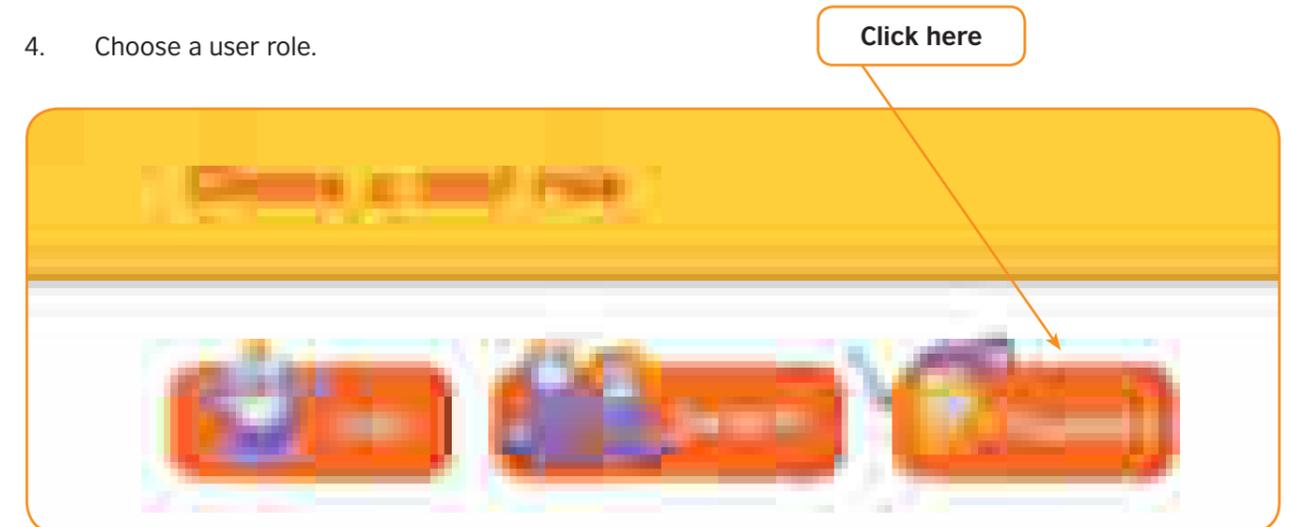
1. Go to <http://learnenglishkids.britishcouncil.org/en/>
2. On the left upper side of the home page click on a *Log in* section:



3. It will take you to the *User account* page. Enter your *Username* and *Password* to log in if you registered before. If not, click on *Create new account* button.



4. Choose a user role.





5. You will be navigated to the registration page. Fill in the required fields and click on *Create new account* button



Please, remember your **Username** and **Password** to enter the website next time.



# Digital Map

Grade 1 - 2

Lexical Units

Introducing myself

Listen & watch	Read & write (draw)	Speak Functional exponents /Functions	Vocabulary	Phonology/ Grammar	Resources
Family					
Song - Bean bag hello song <a href="http://learnenglishkids.britishcouncil.org/en/songs/bean-bag-hello">http://learnenglishkids.britishcouncil.org/en/songs/bean-bag-hello</a>		Hello, Good morning My Name is . . I'm . . .	Hello, bag, name, pass, say. . .	Sentence intonation. Pronunciation.	Words to the song; Activity to the song; The answers.
	Family flashcards <a href="https://learnenglishkids.britishcouncil.org/en/your-turn/family">https://learnenglishkids.britishcouncil.org/en/your-turn/family</a>  <a href="https://learnenglishkids.britishcouncil.org/en/flashcards/family-flashcards">https://learnenglishkids.britishcouncil.org/en/flashcards/family-flashcards</a>	Who is this? S/he is . . . Have you got...? I've . . . I have...	Dad, Mum, brother, sister, baby, grandmother, grandfather. . .	Pronunciation.  Have (main verb), pronouns, nouns.	Print Family Flashcards.
Short story – My dad <a href="http://learnenglishkids.britishcouncil.org/en/short-stories/my-dad">http://learnenglishkids.britishcouncil.org/en/short-stories/my-dad</a>		Describing people/ processes	Get up, make breakfast, go home, early, sometimes. . .	Sentence intonation. Pronunciation. Present simple. Adverbs.	Words to the story; Activity to the story; The answers.
Song -Tooth Family <a href="http://learnenglishkids.britishcouncil.org/en/songs/tooth-family">http://learnenglishkids.britishcouncil.org/en/songs/tooth-family</a>		Describing processes	Brush, clean, don't forget, keep clean	Sentence intonation. Pronunciation. Present simple.	Words to the song; Activity to the song; The answers.



	Word game <a href="http://learnenglishkids.britishcouncil.org/en/word-games/paint-the-words/family">http://learnenglishkids.britishcouncil.org/en/word-games/paint-the-words/family</a>		Uncle, aunt, cousin. . .		
<b>Colours</b>					
	Colours - flashcards <a href="https://learnenglishkids.britishcouncil.org/en/flashcards/colours-flashcards">https://learnenglishkids.britishcouncil.org/en/flashcards/colours-flashcards</a>	I see. . . This is . . . What colour is . . .?	Red, yellow, green. . .	Pronunciation	Print colours flashcards.
I can sing a rainbow <a href="http://learnenglishkids.britishcouncil.org/en/songs/i-can-sing-rainbow">http://learnenglishkids.britishcouncil.org/en/songs/i-can-sing-rainbow</a>		Expressing capability- I can. . . You can. . .	Sing a rainbow, sky, Sun, clouds, purple. . .	Sentence intonation. Pronunciation. Imperatives. Can.	Words to the song; Activity to the song; The answers.
Tongue twister <a href="http://learnenglishkids.britishcouncil.org/en/tongue-twisters/red-lorry-yellow-lorry">http://learnenglishkids.britishcouncil.org/en/tongue-twisters/red-lorry-yellow-lorry</a>				Pronunciation	
<b>Body parts</b>					
	Human Body flashcards <a href="https://learnenglishkids.britishcouncil.org/en/flashcards/human-body-flashcards">https://learnenglishkids.britishcouncil.org/en/flashcards/human-body-flashcards</a>	What is it/this? I have . . . S/he has. . .	Shoulders, finger, head. . .	Pronunciation Have (main verb)	Print body flashcards, head flashcards.
Song-Clap Clap <a href="http://learnenglishkids.britishcouncil.org/en/sounds/clap-clap-clap">http://learnenglishkids.britishcouncil.org/en/sounds/clap-clap-clap</a>		Making requests - Let's . . .	Clap, stamp, dance, sing. . .	Sentence intonation. Pronunciation. Imperatives.	Words to the song; Activity to the song; Game (matching).
Song - If you're happy <a href="https://learnenglishkids.britishcouncil.org/en/songs/if-youre-happy-and-you-know-it">https://learnenglishkids.britishcouncil.org/en/songs/if-youre-happy-and-you-know-it</a>		Describing processes - I'm happy I'm glad	Clap your hands! Stamp your feet! Shout "Hurray"!	Sentence intonation. Pronunciation. Imperatives.	Words to the song; Activity to the song; The answers; Music for the song.



	Word game <a href="http://learnenglishkids.britishcouncil.org/en/word-games/paint-it/clowns-face">http://learnenglishkids.britishcouncil.org/en/word-games/paint-it/clowns-face</a>				
<b>Numbers</b>					
Song – Ten little aeroplanes <a href="http://learnenglishkids.britishcouncil.org/en/songs/ten-little-aeroplanes">http://learnenglishkids.britishcouncil.org/en/songs/ten-little-aeroplanes</a>		Describing processes	One-five little aeroplanes, count up!	Sentence intonation. Pronunciation. Numbers.	Words to the song; Activity to the song; The answers; Music for the song; Download audio.
Song – Ten shiny coins <a href="https://learnenglishkids.britishcouncil.org/en/songs/ten-shiny-coins">https://learnenglishkids.britishcouncil.org/en/songs/ten-shiny-coins</a>		Describing things – What kind of. . . is it? shiny	Money, coins Money box	Sentence intonation. Pronunciation. There are. . .	Words to the song; Activity to the song; The answers.
Tongue twisters <a href="http://learnenglishkids.britishcouncil.org/en/tongue-twisters/six-thin-things">http://learnenglishkids.britishcouncil.org/en/tongue-twisters/six-thin-things</a>  <a href="http://learnenglishkids.britishcouncil.org/en/tongue-twisters/three-free-throws">http://learnenglishkids.britishcouncil.org/en/tongue-twisters/three-free-throws</a>				Pronunciation.	
	Word game <a href="http://learnenglishkids.britishcouncil.org/en/word-games/find-the-pairs/numbers-1-10">http://learnenglishkids.britishcouncil.org/en/word-games/find-the-pairs/numbers-1-10</a>				
<b>Animals/pets</b>					
	Pets Flashcards <a href="https://learnenglishkids.britishcouncil.org/en/your-turn/pets">https://learnenglishkids.britishcouncil.org/en/your-turn/pets</a>	What's it? It's . . .	Cat, dog, fish	Pronunciation.	Print the activity.



	<p>Farm animal flashcards <a href="https://learnenglishkids.britishcouncil.org/en/flashcards/farm-animals-flashcards">https://learnenglishkids.britishcouncil.org/en/flashcards/farm-animals-flashcards</a></p> <p>Wild animal flashcards <a href="https://learnenglishkids.britishcouncil.org/en/flashcards/wild-animals-flashcards">https://learnenglishkids.britishcouncil.org/en/flashcards/wild-animals-flashcards</a></p>	<p>What's it? It's ...</p>	<p>Chicken, rooster, turkey.....</p> <p>Lion, tiger, elephant...</p>		<p>Print farm animal flashcards.</p> <p>Print wild animal flashcards.</p>
	<p>Animal body parts Flashcards <a href="https://learnenglishkids.britishcouncil.org/en/flashcards/animal-body-parts-flashcards">https://learnenglishkids.britishcouncil.org/en/flashcards/animal-body-parts-flashcards</a></p>		<p>Tail, wings, paws. . .</p>	Pronunciation.	Print animal body parts flashcards
<p>Song -This little piggy <a href="http://learnenglishkids.britishcouncil.org/en/songs/little-piggy">http://learnenglishkids.britishcouncil.org/en/songs/little-piggy</a></p>		<p>Describing things Little piggy What kind of . . . is it?</p>	<p>Piggy, market, home, stay</p>	<p>Pronunciation. Sounds (animal sounds).</p>	<p>Words to the song; Activity to the song; The answers.</p>
<p>Song-Animal house <a href="http://learnenglishkids.britishcouncil.org/en/songs/animal-house">http://learnenglishkids.britishcouncil.org/en/songs/animal-house</a></p>		<p>Where is s/he/it?</p>	<p>I don't know, In my kitchen. . .</p>	<p>Sentence intonation. Pronunciation. There is. Preposition (in). . .</p>	<p>Words to the song; Activity to the song; The answers.</p>
<p>Song-We are going to the Zoo <a href="http://learnenglishkids.britishcouncil.org/en/songs/were-going-the-zoo">http://learnenglishkids.britishcouncil.org/en/songs/were-going-the-zoo</a></p>			<p>Swing, climb, Hide, enjoy meals</p>	<p>Sentence intonation. Pronunciation. Intention. We're going to. . .</p>	<p>Words to the song; Activity to the song; The answers; Music for the song; Download audio.</p>
<p>Song-The river <a href="http://learnenglishkids.britishcouncil.org/en/songs/the-river">http://learnenglishkids.britishcouncil.org/en/songs/the-river</a></p>		<p>Describing things This is the way Be careful!</p>	<p>All along the river, Right into the river</p>	<p>Sentence intonation. Pronunciation.</p> <p>Present simple.</p>	<p>Words to the song; Activity to the song; The answers.</p>



<p>Song – Old MacDonald had a farm <a href="http://learnenglishkids.britishcouncil.org/en/songs/old-macdonald-had-farm">http://learnenglishkids.britishcouncil.org/en/songs/old-macdonald-had-farm</a></p>		<p>Describing places</p>	<p>Animal sounds – moo, quack, oink</p>	<p>Sentence intonation. Pronunciation.</p> <p>Past simple. Animal sounds.</p>	<p>Words to the song; Activity to the song; The answers; Music for the song.</p>
<p>Tongue twister <a href="http://learnenglishkids.britishcouncil.org/en/tongue-twisters/zebras-zig">http://learnenglishkids.britishcouncil.org/en/tongue-twisters/zebras-zig</a></p>				Pronunciation.	
<b>School/school objects</b>					
	<p>Classroom objects flashcards <a href="https://learnenglishkids.britishcouncil.org/en/flashcards/classroom-objects-flashcards">https://learnenglishkids.britishcouncil.org/en/flashcards/classroom-objects-flashcards</a></p> <p><a href="https://learnenglishkids.britishcouncil.org/en/your-turn/pencil-case">https://learnenglishkids.britishcouncil.org/en/your-turn/pencil-case</a></p>	<p>Asking permission - Can I take a pen? Thank You. . .</p>	<p>Pencil case, ruler, erase. . . It is a . . .</p> <p>Glue, scissors, calculator...</p>	Pronunciation.	<p>Print classroom objects flashcards.</p> <p>Print the activity.</p>
	<p>Classroom language flashcards <a href="https://learnenglishkids.britishcouncil.org/en/flashcards/classroom-language-flashcards">https://learnenglishkids.britishcouncil.org/en/flashcards/classroom-language-flashcards</a></p>		<p>Listen! Be careful . . .</p>	Pronunciation. Imperatives.	Print classroom language flashcards.
<p>Song-Quiet please ! <a href="http://learnenglishkids.britishcouncil.org/en/songs/quiet-please">http://learnenglishkids.britishcouncil.org/en/songs/quiet-please</a></p>		<p>Making request - Can I have. . . Stand up! Sit down! Listen to me!</p>	<p>Glue, page, quiet, please. . .</p>	<p>Sentence intonation. Pronunciation. Imperatives. Can.</p>	<p>Words to the song; Activity to the song; The answers; Music for the song; Download audio.</p>
	<p>Word game <a href="https://learnenglishkids.britishcouncil.org/en/word-games/paint-it/classroom">https://learnenglishkids.britishcouncil.org/en/word-games/paint-it/classroom</a></p>		<p>Paint it! Pink, white. . . Classroom furniture. . .</p>		



Toys					
	Toys flashcards <a href="http://learnenglishkids.britishcouncil.org/en/flashcards/toys-flashcards">http://learnenglishkids.britishcouncil.org/en/flashcards/toys-flashcards</a>		It is a . . . Teddy, doll, robot...	Pronunciation.	Print toys flashcards.
Song - A bear named Sue <a href="http://learnenglishkids.britishcouncil.org/en/songs/bear-named-sue">http://learnenglishkids.britishcouncil.org/en/songs/bear-named-sue</a>		Making request- Can we have some breakfast?	Put on clothes, breakfast, apple juice, jam.	Sentence intonation. Pronunciation.  Present simple. Can.	Words to the song; Activity to the song; The answers.
Daily routine activities/Everyday activities					
	Daily routine flashcards <a href="https://learnenglishkids.britishcouncil.org/en/flashcards/daily-routines-flashcards">https://learnenglishkids.britishcouncil.org/en/flashcards/daily-routines-flashcards</a>	Describing processes	Wash, brush, teeth, face, comb, put on I've got dressed	Pronunciation. Present simple.	Print daily routine flashcards.
	Free time activities flashcards <a href="https://learnenglishkids.britishcouncil.org/en/flashcards/free-time-activities-flashcards">https://learnenglishkids.britishcouncil.org/en/flashcards/free-time-activities-flashcards</a>		Watch TV, listen to music, ride a bike. . .	Pronunciation. Present simple.	Print free time activities flashcards.
Song – This is the way <a href="http://learnenglishkids.britishcouncil.org/en/songs/the-way">http://learnenglishkids.britishcouncil.org/en/songs/the-way</a>		Describing processes - This is the way we...	Brush, wash, comb. . .	Sentence intonation. Pronunciation.  Present simple.	Words to the song; Activity to the song; The answers; Music; Download audio.
Song - I can run <a href="http://learnenglishkids.britishcouncil.org/en/songs/i-can-run">http://learnenglishkids.britishcouncil.org/en/songs/i-can-run</a>		Expressing capability	Run, swim, hop, skip. . .	Sentence intonation. Pronunciation.  Can.	Words to the song; Activity to the song; The answers.
Song - Playing in the playground <a href="http://learnenglishkids.britishcouncil.org/en/songs/playing-the-playground">http://learnenglishkids.britishcouncil.org/en/songs/playing-the-playground</a>		Describing processes.	Laughing in the sunshine, skipping in the playground playing football.	Sentence intonation. Pronunciation.	Words to the song; Activity to the song; The answers.



Song-Stop, look, listen, think <a href="https://learnenglishkids.britishcouncil.org/en/songs/stop-look-listen-think">https://learnenglishkids.britishcouncil.org/en/songs/stop-look-listen-think</a>		Suggesting-find a place, keep on looking.	Repeat, listen, stop, think.	Sentence intonation. Pronunciation.  Imperative, Prepositions.	Words to the song; Activity to the song; The answers.
Culture/Celebrations					
	Christmas flashcards <a href="https://learnenglishkids.britishcouncil.org/sites/kids/files/flashcards-christmas.pdf">https://learnenglishkids.britishcouncil.org/sites/kids/files/flashcards-christmas.pdf</a>	Merry Christmas! Thank you!	Christmas tree, snowman, Santa.	Pronunciation.	Print Christmas flashcards.



# Additional resources

## Traditional Stories:

Goldilocks and three bears

[https://www.youtube.com/watch?v=Oaw-d3r\\_glc&list=PL17E353040E588A05](https://www.youtube.com/watch?v=Oaw-d3r_glc&list=PL17E353040E588A05)

Little red riding hood

<https://www.youtube.com/watch?v=GbzMC6qAzVU&index=2&list=PL17E353040E588A05>

Jack and the Beanstalk

[https://www.youtube.com/watch?v=rKB1\\_wBueFM&list=PL17E353040E588A05&index=3](https://www.youtube.com/watch?v=rKB1_wBueFM&list=PL17E353040E588A05&index=3)

## Traditional rhymes and songs:

Hickory Dickory Dock

<https://www.youtube.com/watch?v=Bsip6RWeZFW&index=13&list=PL089A3255E63E8D54>

Incy Wincy Spider

[https://www.youtube.com/watch?v=rKB1\\_wBueFM&list=PL17E353040E588A05&index=3](https://www.youtube.com/watch?v=rKB1_wBueFM&list=PL17E353040E588A05&index=3)

Twinkle Twinkle Little Star

<https://www.youtube.com/watch?v=fzKuCDdoNbk&index=16&list=PL089A3255E63E8D54>

Over the Mountains

<https://www.youtube.com/watch?v=U8v16WEVszM>

## Useful articles:

<http://www.teachingenglish.org.uk/article/kids-learnenglish-kids-website>

<http://www.teachingenglish.org.uk/article/kids-listening>

<http://www.teachingenglish.org.uk/article/kids-speaking>

<http://www.teachingenglish.org.uk/article/kids-stories>

<http://www.teachingenglish.org.uk/article/kids-poetry>

<http://www.teachingenglish.org.uk/article/lesson-plans>

<http://www.teachingenglish.org.uk/article/kids-homework>

## Sample lesson plans:

<http://www.teachingenglish.org.uk/article/parts-body>

<http://www.teachingenglish.org.uk/article/school>

<https://www.teachingenglish.org.uk/article/objects-around-classroom>

<https://www.teachingenglish.org.uk/article/christmas-very-young-learners>

## Sample Activities:

<http://www.teachingenglish.org.uk/article/all-about-me-0>

<http://www.teachingenglish.org.uk/article/farm-animals>

<http://www.teachingenglish.org.uk/article/toys>