

DIGITAL RESOURCES FOR LEARNERS OF GRADES 3-4

Teacher's Guide



This guide of the British Council electronic resources for English teachers is mapped to the primary level (grades 3-4) 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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Contents

- 1 Introduction and overview 5
- 2 Key features of primary teaching 8
- 3 Introduction to the British Council website 12
- 4 Digital Map for grades 3-4 18
- 5 Additional Resources 31

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

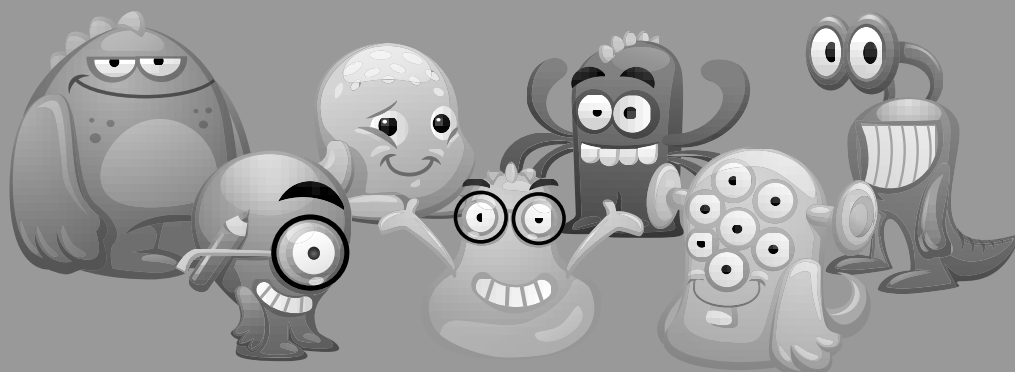
To make the guide easy to use, the materials are organized in the following sections:

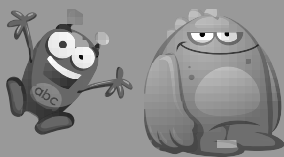
- **Listen & watch**
- **Read & write/draw**
- **Speak,**
- **Functional exponents/Functions**
- **Vocabulary**
- **Phonology /Grammar**
- **Resources**

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 3-4





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 III and IV grades

This part of the guide covers resources for the III and IV 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 8-10 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 upset or demotivate a child. That is why creating a comfortable social and linguistic environment in the language classroom is of utmost importance.



In the previous part of the guidebook we spoke of the importance of following the steps of the natural process of language acquisition and providing tasks resembling the daily activities of the child such as rhymes, stories, songs, etc. These activities and tasks are tools to help young learners get engaged in the learning process. That said, a teacher should find the best use of them in her/his classroom by organizing and adapting the materials to learner needs.

In this part of the guidebook we offer a few practical examples how the supplementary materials can be used to achieve a particular learning aim. The guidebook covers a wide variety of the most frequently used activities, such as songs and rhymes and short stories. The multifunctional features of these activities can benefit learners at different stages of their early education. What's more, bearing in mind the fact that the main purpose and duty of teachers is to ensure a student-oriented atmosphere in the classroom, where a lot of learning is happening, a series of age and level-adjusted e-resources is just the helping hand you need.

Plenty of classroom learning

The fun part about using rhymes, songs, and short stories in the classroom is that we can sing them, read them, do fingerplays, act them out and teach with them. Thus, they can serve a variety of purposes, such as teaching new vocabulary, working on pronunciation (word families, similar sounds, rhyming words), developing listening, reading and writing/drawing skills.

These activities are an ideal source to create a solid base for further language development. Here, we are going to discuss which learning objectives can be achieved by using rhymes, songs and short stories in the English Language classroom.

- Developing listening skills for gist and details
- Developing reading skills for gist and details (identifying title, paragraphs, font size etc)
- Developing writing skills (drawing/rewriting the character names)
- Developing pronunciation
- Developing communication skills (role play, reciting the rhyme orally, performing the rhyme)

Songs and Rhymes

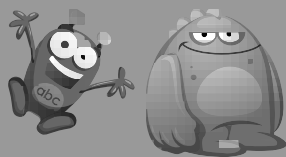
Of course, one rhyme/song cannot and should not serve all aims at one time. That is why choosing a rhyme or a song is the basic step to take once you have defined the aims of your lesson. Let's choose one of the most popular song/rhymes, 'Mary Had a Little Lamb,' to demonstrate practical use of such in the classroom.

Activity 1. (Listening & Reading)

- Use pictures/slides/video or flashcards to set the context. Ask questions to let learners make some predictions (Where do you think Mary lives? Do you think Mary and the lamb are friends? If possible, show the video muted so learners can guess who is who, where they are; what they are doing, etc.
- If none of the above-mentioned is available, you can draw Mary and the lamb on the board and then add details to the drawing throughout the lesson.
- This is a good stage to pre-teach new words. Prepare the words you anticipate may be unknown to your learners and put them on a chart and stick images representing the words next to the written version, if possible.

Activity 2.

- Read the rhyme or let the learners listen to/watch it to check if their predictions were right.
- Read the rhyme; ask the learners to follow the text line by line by pointing at the words with a finger. At the beginning the pace should be slow, then gradually speed up.



- Read the rhyme again; this time stop at the point when you should say Mary or the lamb, or any other word you would like to focus on; Learners have to shout out the words.
- Ask learners to follow the text line by line and read the rhyme aloud themselves. This could be a group activity e.g. Group A reads first line, Group B reads the second one etc. Alternatively, the teacher could read the first line; and the group reads the next one, etc.

Activity 3. (Pronunciation)

- Find the rhyming words in the poem. Drill the rhyming words with the whole class, in small groups and individually. For example:
 - snow - go,
 - rule - school,
 - play - day.
- Alternatively,
 - Create a word family chart using the root, -ow (snow, grow, blow, tow, row, know, low and so on).
 - Create another word family chart using the root -ool (for example, school, pool, drool, cool, tool, wool, stool and so on.)
- Drill phrases separately, then, join the sentences. Drill the whole rhyme with the class.
- These activities can also be easily adapted to tongue twisters.

Activity 4 (Writing/drawing)

- Repeat the rhyme with the whole class. One of these activities can be a concluding part of the lesson.
- This would be a great day to create a textured lamb with cotton balls, drawing a lamb or any other animal.
- Kinesthetic learners will love the opportunity to transform the newly learned words into things.
 - or
- Learners will have fun drawing Mary and the lamb.
 - or
- Ask them to think of a name for the lamb. Put it on the board and let learners redraw/rewrite it from the board.
 - or
- Ask learners to draw their own pet or one they would like to have; think of a name for the pet and write/draw the name next to it. Then get them to talk about it. Sometimes children may talk about a pet they have never had but would love to.

Short stories

“Young learners acquire language unconsciously. The activities you do in class should help this kind of acquisition. Stories are the most valuable resource you have. They offer children a world of supported meaning that they can relate to. Later on you can use stories to help children practise listening, speaking, reading, and writing.” (Slatterly & Willis, 2001). Children like stories, and they find stories easy to access and understand. They are motivating for young learners, and can create a happy and enjoyable learning environment. What’s more, stories are incredible sources for young learners in effective language learning.

Activity 1. (Reading)

Use picture/slides or flashcards to set the context. Ask questions to let learners make some predictions about the story. Alternatively, you can draw the characters on the board and introduce who they are. Then ask the learners who they are, where they might live; what kind of relationship they might have, etc.

This is a good stage to pre-teach the new words. Prepare the words you anticipate may be unknown to your learners and put them on the chart and stick images of the words next to the words, if possible. For better association, you can stick the new words to the characters they are connected to on the board.



Activity 2. (Reading & listening)

- For better understanding, first read the story slowly and ask learners to point at the characters on the board while you are reading. Use gestures, mime, and facial expressions to help convey the meaning. Vary the pace, tone, and volume of your voice.
- Ask learners to check their predictions.
- Read the story. Ask the learners to follow the text line by line by pointing at the words with a finger. At the beginning the pace should be slow and then gradually speed up.
- Ask learners to follow the text line by line and read the story aloud. This could be a group activity.
- Activity 3 (Listening & Pronunciation: rhythm, intonation & repetition)

Step 1

- Read slowly and clearly. Give your pupils time to relate what they hear to what they see in the pictures, to think, ask questions, and make comment. However, do vary the pace when the story speeds up.
- Use gestures, mime and facial expressions to help convey the meaning.
- Vary the pace, tone, and volume of your voice.
- Pause where appropriate to add dramatic effect or to give children time to relate what they hear to what they see, and to assimilate details in the illustrations.
- Change your voice for the different characters as much as you can to signal when different characters are speaking and help convey meaning.
- Ask questions to involve the children. What do you think is going to happen next? What would you do? etc.
- Repeat, expand and reformulate.

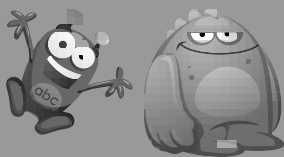
Step 2

- Read the story at a slower pace again. Let students read along with you by whispering the words sentence by sentence.
- Ask volunteers to roleplay the story. Assign the roles and ask them to roleplay the story in an open-class using the same techniques as you have demonstrated.
- When you feel that your pupils are ready, you can divide the class into smaller groups. Assign the roles and repeat the activity.

Activity 4

- After you have worked on the story, ask students to choose their favourite character.
- Ask them to draw it and rewrite their words from the story. You can also create a handout with a speech bubble on it to make the task more motivating.

As you can see, activities created based on rhymes, songs and stories are quite simple to run and can bring a lot of benefits with regards to language learning and the development of positive attitudes to the learning process. We do believe that these practical tasks will be an enjoyable experience for both you and your students.



Introduction to the British Council website



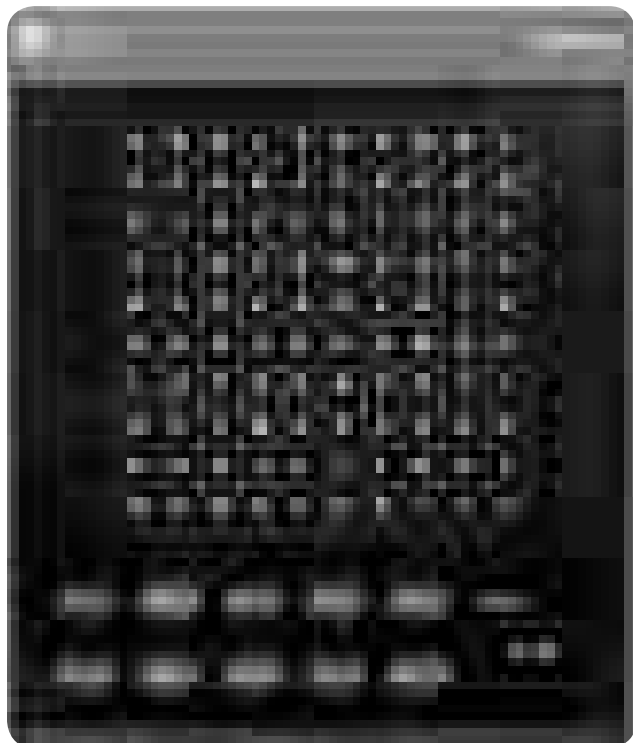
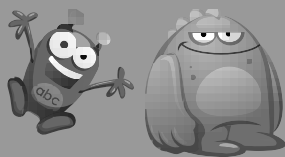
INTRODUCTION

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:



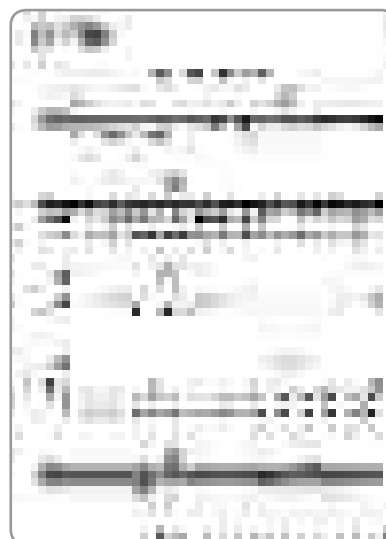
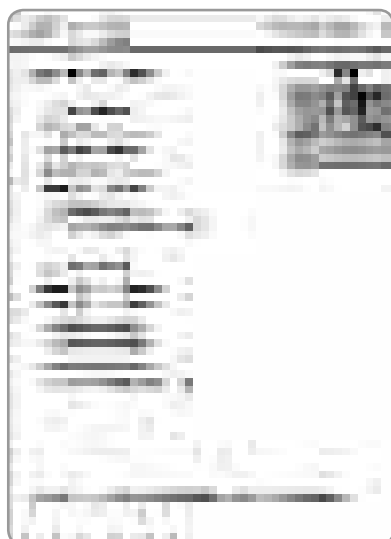
KIDS GAMES

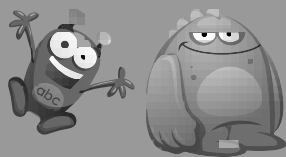
This is one of the most popular sections on the site. There are lots of games, organised into sub-sections. The 'word games' (learn words, find words, play with words and spell words) are based on the most high frequency topics and words that primary children around the world are introduced to.



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

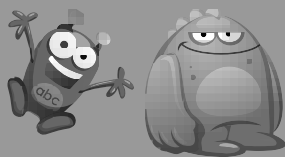
This section is based on the Letters and Sounds literacy programme in the UK. The main characters in this section are Sam and Pam, super space spies who have come to earth to learn English. The progress they make through the sound, speak and spell sub-sections mirrors the language learning journey of 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.

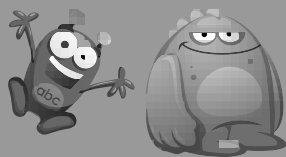
To use the map, you can get to the website just by clicking on the link. When you click on the link, you will instantly be brought to a page with all of the relevant activities the site has to offer. There are lots of downloadable materials on the website, and many of the activities focus on particular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

Click here





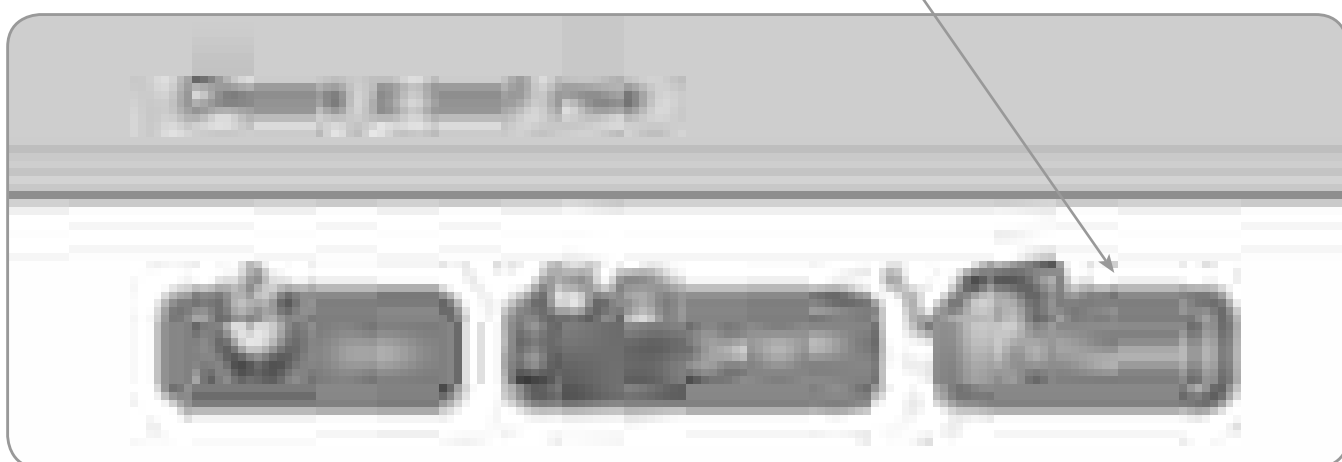
3. It will take you to the *User account* page. Enter your *Username* and *Password* to log in if you registered before. If not, click on *Create new account* button.

Click here



4. Choose a user role.

Click here



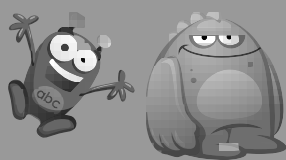


5. You will be navigated to the registration page. Fill in the required fields and click on *Create new account* button

The image shows a blurred screenshot of a registration page. It contains several callout boxes with arrows pointing to specific fields:

- Fill in**: Two arrows point to input fields for email and password.
- Click here**: One arrow points to a link, likely for 'Forgot password'.
- Fill in**: Two arrows point to input fields for first name and last name.
- Choose from the list**: One arrow points to a dropdown menu for selecting a country.
- Click here**: Two arrows point to the 'Create new account' button and a 'Log in' link.

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



Digital Map

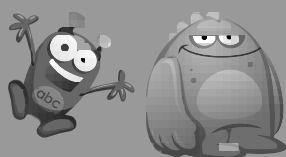
Grades 3-4

Lexical Units

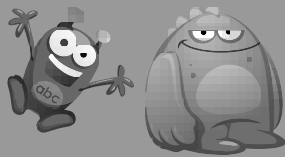
Listen & watch	Read & write/ draw	Speak & Spell Functional exponents / Functions	Vocabulary	Phonology/ Grammar	Resources
Alphabet					
Song -The ABC fruity band http:// learnenglishkids. britishcouncil.org/ en/songs/the-abc- fruity-band	Do the activity for the song.	Very good! Let's sing it again!	A-Z, know, next, time, fruit, vegetables...	Pronunciation – consonants, vowels, Will	Words to the song; Activity for the song; The answers.
Song - The alphabet song http:// learnenglishkids. britishcouncil.org/ en/songs/the- alphabet-song	Do the activity for the song.	Stating opinions	Alphabet, letters, coconut-tree, friend, play...	Words/sounds, be, will, present simple	Words to the song; Activity for the song; The answers.
	Fun games http:// learnenglishkids. britishcouncil.org/ en/fun-games/ abc-countdown	Everyday basic		A-Z	
	Fun games - Sounds fun http:// learnenglishkids. britishcouncil.org/ en/fun-games/ sounds-fun	Everyday basic		Consonants	
Family/Friends					
	Your turn http:// learnenglishkids. britishcouncil. org/en/your-turn/ family	describing people, presenting	Family, uncle, cousin, nephew, niece, baby...	Present simple; have	Activity for the topic; The answers.
	Your turn http:// learnenglishkids. britishcouncil.org/ en/your-turn/best- friends	describing people, presenting	Best friend, promise, ignore, chat, forget, text/ email...	Present simple	Activity for the topic; The answers.



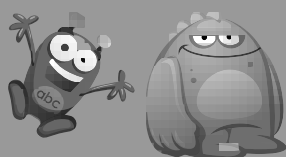
Home and furniture					
Song - The Goldilocks song http://learnenglishkids.britishcouncil.org/en/songs/the-goldilocks-song	Do the activity for the song.	Everyday basic	Bed, chair, bowl...	Past simple	Words to the song; Activity for the song; The answers; Music to the song; Downloadable song.
Short story - The haunted house http://learnenglishkids.britishcouncil.org/en/short-stories/the-haunted-house	Do the activity for the story.	Everyday expressions	Forest, dark night, fast, wood, kitchen, bathroom, table...	Past simple	The story; Activity for the story; The answers.
	Home and furniture flashcards http://learnenglishkids.britishcouncil.org/en/flashcards/home-flashcards		House, balcony, garden, garage...	Nouns	Home and furniture flashcards.
	Furniture flashcards http://learnenglishkids.britishcouncil.org/en/flashcards/furniture-flashcards		Wardrobe, shelf, sofa, arm chair, lamp, cupboard...	Nouns	Furniture flashcards.
	Word games Furniture http://learnenglishkids.britishcouncil.org/en/word-games/archived-word-games/furniture		Bath, bed, table...	Nouns	
	Word game Furniture http://learnenglishkids.britishcouncil.org/en/word-games/archived-word-games/furniture-0		Sink, shower, cooker, living room...	Nouns	
	Word game - rooms http://learnenglishkids.britishcouncil.org/en/word-games/archived-word-games/rooms		Attic, bathroom, bedroom...	Nouns	



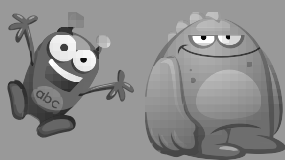
Colourful world/environment					
Short story – Our colourful world http://learnenglishkids.britishcouncil.org/en/short-stories/our-colourful-world	Do the activity for the story.	Everyday expressions	Spaceship, planets, Colourful, forest, trees, sea, pink, blue, grass...	Present simple	The story; Activity for the story; The answers.
Song – Over the mountains http://learnenglishkids.britishcouncil.org/en/%5Bterm-raw%5D/over-the-mountains	Do the activity for the song.	Everyday expressions	Driving in a car, over the mountains, through the trees, sailing, ship, travelling...	Present progressive; prepositions	Words to the song; Activity for the song; The answers.
Song – When the circus comes to town http://learnenglishkids.britishcouncil.org/en/songs/when-the-circus-comes-town		Describing/ presenting	Circus, town, lots of fun, jugglers, artist, clowns, time of your life...	Will	Words to the song.
	Fun game – Clean and green http://learnenglishkids.britishcouncil.org/en/fun-games/clean-and-green	Giving instructions	Plastic, glass, metal, compost...	Nouns; pronouns	
	Fun game Paint the umbrella pink http://learnenglishkids.britishcouncil.org/en/word-games/archived-word-games/beach	Giving instructions	Sea, beach, umbrella, towel, hat, colours...	Nouns; adjectives	
	Word game-bedroom http://learnenglishkids.britishcouncil.org/en/word-games/archived-word-games/bedroom	Giving instructions- Paint the poster green!	CD player, poster, lamp, bookshelf, pillow, alarm clock, colours	Sentence intonation	



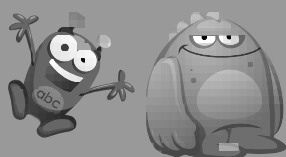
Dangerous animals					
Short story - Angel! Look out! http://learnenglishkids.britishcouncil.org/en/short-stories/angel-look-out	Do the activity for the story.	Warning-Look out!	Australia, sea animals; reef, turtle, behind, octopus, dangerous...	Imperatives	The story; Activity for the story.
Short story – The bird king http://learnenglishkids.britishcouncil.org/en/short-stories/the-bird-king	Do the activity for the story.	I should be king! Make me king now! You can't be king!	King, jealous, wonderful, fantastic, excellent, idea, eagle, sparrow...	Past simple; modals	The story; Activity for the story; The answers.
Short story – The lion and the mouse http://learnenglishkids.britishcouncil.org/en/short-stories/the-lion-and-the-mouse	Do the activity for the story.	Intention-I'm going to eat you.	caught, cried, laughed, mouse, lion, king, chewed	Past simple; regular/irregular verbs	The story; Activity for the story; The answers.
Short story – The animal shelter http://learnenglishkids.britishcouncil.org/en/short-stories/the-animal-shelter	Do the activity for the story.	Describing things- They are cool, Asking for help -Help!	everyday expressions; adopt, choose, fetch, carry, terrible, fun...	Present simple; can	The story; Activity for the story; The answers.
Short story – The greedy hippo http://learnenglishkids.britishcouncil.org/en/short-stories/the-greedy-hippo	Do the activity for the story.	Asking for help -Help! Won't someone pull me out? Offering - Here you are!	Greedy, hippo, selfish, food, jump, lake, pull, swallow, Hippo learnt his lesson...	Past simple; adjectives	The story; Activity for the story; The answers.
Short story – What's that noise? http://learnenglishkids.britishcouncil.org/en/short-stories/whats-noise	Do the activity for the story.	Everyday expressions	Must be, bark, shush! Park, monkey, sheep...	Can, must, have to, present progressive	The story; Activity for the story; The answers.
	Fun game - Make a dangerous animal http://learnenglishkids.britishcouncil.org/en/fun-games/make-dangerous-animal	Describing things	Strong jaw, sharp teeth, beak, tail...	Have, have got, (possession)	



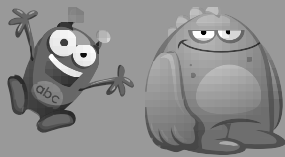
Feelings					
Short story – I'm too ill http://learnenglishkids.britishcouncil.org/en/short-stories/im-too-ill		Expressing feelings: Ouch, ouch, it hurts. I feel much better now.	Healthy, ill, hurt, medicine, doctor, headache, sore throat...	Present simple	The story.
	Feeling flashcards http://learnenglishkids.britishcouncil.org/en/flashcards/feelings-flashcards		Happy, sad, excited, bored...	adjectives	Feeling Flashcards.
	Your turn http://learnenglishkids.britishcouncil.org/en/your-turn/favourite-colour	Giving instructions: Read and colour! Match them up!	White, orange, purple, dark pink, light blue, face, eyes...	present simple	Activity for the topic; The answers.
	Word game - Likes and dislikes http://learnenglishkids.britishcouncil.org/en/word-games/archived-word-games/likes-and-dislikes			Sentence structure	
Calendar/Seasons/Months/week days					
Song – Time for another year http://learnenglishkids.britishcouncil.org/en/songs/time-another-year	Do the activity for the song.	Describing processes, Everyday expressions	January-December, autumn, year, summer...	Present simple	The words to the song; Activity for the song; The answers.
Song – The leaves on the trees http://learnenglishkids.britishcouncil.org/en/songs/the-leaves-the-tree	Do the activity for the song.	Describing/ presenting	Leaves, turn green, flowers, beautiful, bees, red, brown, fall down...	Present simple; adjectives	The words to the song; Activity for the song, The answers; The sheet music for the song.
Short story – Ali and the magic carpet http://learnenglishkids.britishcouncil.org/en/%5Bterm-raw%5D/ali-and-the-magic-carpet	Do the activity for the story.	Everyday expressions; Describing places; Expressing emotions: Wow! What an adventure!	Carpet, jump, fly, high up, jungle, desert, hot day, mountains...	Present simple; adjectives	The story; Activity for the story; The answers.



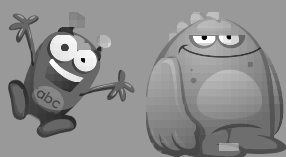
Short story – Twin’s-weeks http://learnenglishkids.britishcouncil.org/en/short-stories/twins-week	Do the activity for the story.	Everyday expressions	Zoo keeper, Monday-Sunday, clean teeth, play football, kangaroos...	Present simple	The story; Activities for the story;
Short story – Buzz and Bob’s big adventure http://learnenglishkids.britishcouncil.org/en/short-stories/buzz-and-bobs-big-adventure	Do the activity for the story.	Everyday expressions; Warning: Be careful! Come on Bob! Expressing emotions: Oh! This is great! Great! Wheel!	Adventure, camp, excited, climb, Tuesday, Friday, scared, surfer, brave...	Present simple; Imperatives	The story; Activities for the story.
Short story - The lazy bear http://learnenglishkids.britishcouncil.org/en/short-stories/the-lazy-bear	Do the activity for the story.	Giving instructions: Listen!	Seasons, leaves, snow, animals...	Sound, Adjectives	The story; An activity to the story; The answers.
	Weather flashcards http://learnenglishkids.britishcouncil.org/en/flashcards/weather-flashcards		Hot, cold, warm, sunny, cloudy...	Adjectives	Weather flashcards.
	Word game – Days and weeks http://learnenglishkids.britishcouncil.org/en/word-games/archived-word-games/days-and-weeks		Monday-Sunday	Sentence structure	
	Fun game – months http://learnenglishkids.britishcouncil.org/en/word-games/archived-word-games/months		January - December	Spelling words	
Time					
Short story - One moment around the world http://learnenglishkids.britishcouncil.org/en/short-stories/one-moment-around-the-world	Do the activity for the story.	Telling the time: What time is it? It’s 5 o’clock.	It’s ...o’clock, Mexico, Paris, Alaska	Present simple	The story; Activities for the story; The answers.



	Time flashcards http:// learnenglishkids. britishcouncil.org/ en/flashcards/ time-flashcards		quarter, ten past, half past, five to four...		Time flashcards
	Fun game – What's the time http:// learnenglishkids. britishcouncil.org/ en/fun-games/ whats-the-time	Telling time: It's... o'clock, It's quarter past ten.	Clock, hands, right time...		
School					
Short story – Superhero http:// learnenglishkids. britishcouncil.org/ en/short-stories/ superhero-high	Do the activity for the story.	Suggestion: Let's go to my first class. Praising: Well done! Everything is super! Wow!	Headmaster, office, show around, telephone box, class, lunch time...	Will, Asking questions	The story; Activity for the story; The answers.
Short story – The lucky envelope http:// learnenglishkids. britishcouncil. org/en/%5Bterm- raw%5D/the- lucky-envelope	Do the activity for the story.	Telephone conversation: Hello this is Grandma! Expressing hope: I hope it's...	Envelope, letterbox, holiday, camping, seaside, beach, cruise, Invite, fresh air...	Sentence intonation; past simple; can	The story; Activity for the story; The answers.
Song – People work http:// learnenglishkids. britishcouncil.org/ en/songs/people- work	Do the activity for the Song.	Everyday expressions	Teacher, tailor, doctor, farmer, babysitter, work, country, town...	Sentence intonation, Word rhyming, Present simple	Words to the song; Activity for the song; The answers; Flashcards for the song.
	School subject flashcards http:// learnenglishkids. britishcouncil.org/ en/flashcards/ school-subjects- flashcards		English, maths, science...		School subject flashcards.
	Playground flashcards http:// learnenglishkids. britishcouncil.org/ en/flashcards/ playground- flashcards		Playground, swing, slide, path...		Playground flashcards.



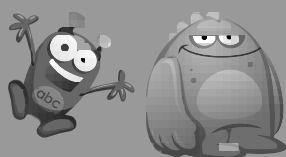
	Your turn http:// learnenglishkids. britishcouncil. org/en/your-turn/ numbers		Numbers		Activity 1 – 1-10 Activity 2 – 11-20 Activity 3 – 20-100 Answers for activities 1,2,3
	Word game - classroom http:// learnenglishkids. britishcouncil. org/en/word- games/archived- word-games/ classroom-0		Paint, board, desk, book, colours...	Imperatives	
Music/musical instruments					
Song - We are in an orchestra http:// learnenglishkids. britishcouncil.org/ en/songs/we-are- orchestra	Do the activity for the song.	Expressing capability	Piano, violin, tambourine, clarinet...	Pronunciation: Word stress; Can	The words to the song; Activity for the song; The answers.
	Do the activity for the song.	Speak & spell One man band http:// learnenglishkids. britishcouncil.org/ en/sounds/one- man-band	Hand, stamp, lap, stamp, slap, pop...	Pronunciation: phonèmes; Can	Words to the song; Activity for the song; The answers; Flashcards for the song.
	Do the activity for the song.	Speak & spell Shakey shakey http:// learnenglishkids. britishcouncil. org/en/sounds/ shakey-shakey	Made a shaker, leaves, waves, rain, trees...	Pronunciation ; Can	Words to the song; Activity for the song; The answers; Flashcards for the song.
Shopping					
Short story – Monster shopping trip http:// learnenglishkids. britishcouncil.org/ en/short-stories/ monster-shopping- trip	Do the activity for the story.	Suggesting: How about a big box of chocolate? Let's go shopping in London Agreeing: Good idea! Expressing emotions: Wow! What a lot of computers and games!	Birthday, present, a pair of shorts, train, station, computer shop, horrible...	Asking questions	The story; Activity for the story; The answers.
Song - Shopping http:// learnenglishkids. britishcouncil. org/en/%5Bterm- raw%5D/shopping	Do the activity for the song.	Describing places, everyday expressions	Shops, buy, clothes, food, books, magazines, baker's, toys...	Present simple	Words to the song; Activity for the song; The answers.



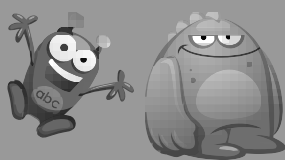
	Your turn - Clothes http://learnenglishkids.britishcouncil.org/en/your-turn/clothes	Describing things, presenting	Dress, jacket, shoes, shirt...	Be	Activity for the topic; The answers.
	Fun game – How much is this? http://learnenglishkids.britishcouncil.org/en/fun-games/how-much		2 Pound, 5 pence, computer...		
Food					
Short story - The hungry dragon http://learnenglishkids.britishcouncil.org/en/short-stories/the-hungry-dragon	Do the activity for the story.	Everyday expressions	Hungry, breakfast, chicken, rice, noodles, tomatoes, sweet...	Present simple; Past simple	The words to the story; Activity for the story, The answers.
Song - Chocolate cake http://learnenglishkids.britishcouncil.org/en/songs/chocolate-cake	Do the activity for the song.	Everyday expressions	Chocolate, cake, delicious, chicken, rice, tummy, juice...	Present simple	The words to the song; Activity for the song; The answers.
Song - Pizza and chips http://learnenglishkids.britishcouncil.org/en/songs/pizza-and-chips	Do the activity for the song.	Expressing plans, intention: I'm going to eat you ...	Monday-Sunday, hungry, lick, pizza, chips, tummy...	Going to	Words to the song; activity for the song; the answers.
	Food flashcards http://learnenglishkids.britishcouncil.org/en/flashcards/food-flashcards		Cheese pasta, rice, nuts...		
	Fun game – Trolley dash http://learnenglishkids.britishcouncil.org/en/fun-games/trolley-dash		Apple, bread, milk, chocolate...		
	Word game - Food http://learnenglishkids.britishcouncil.org/en/word-games/archived-word-games/food-0		Cheese, meat, fish...		



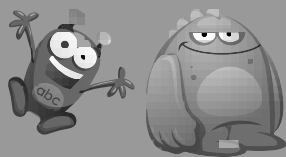
	Word game - Fruit and vegetables http://learnenglishkids.britishcouncil.org/en/word-games/hangman/fruit-hangman		Fruit and vegetables...		
	Word game http://learnenglishkids.britishcouncil.org/en/word-games/archived-word-games/fruit-and-vegetables		fruit and vegetables		
Everyday/Free time activities					
Song - Brush bus http://learnenglishkids.britishcouncil.org/en/songs/brush-bus	Do the activity to the song.	Giving instructions	Tooth, teeth, brush, toothpaste...	Pronunciation: consonant clusters	The words to the song; Activity to the song; The answers.
Song – The Hokey-cokey http://learnenglishkids.britishcouncil.org/en/songs/the-hokey-cokey	Do the activity to the song.	Giving directions	Arm, leg, left, right, turn around, stretch, knees, bent...	Present simple; imperatives; prepositions	The words to the song; Activity for the song; The answers.
Song - The busy buzz song http://learnenglishkids.britishcouncil.org/en/songs/the-busy-buzz-song	Do the activity to the song.	Expressing emotions: What a pretty sight!	Surfing, rafting, biking, roller-skating...	Can	Words to the song; Activity to the song; The answers; Downloadable song.
Song - We're going to win http://learnenglishkids.britishcouncil.org/en/songs/were-going-win	Do the activity to the song.	Giving commands	Support, team, score, goal...	Going to	Words to the song; Activity to the song; The answers; Music to the song; Download song.
		Speak & spell Camping adventure http://learnenglishkids.britishcouncil.org/en/speak/the-camping-adventure	Adventure, camping, fresh air, walking in the forest...	Present simple	The song; Activity to the song; The answers.



		Speak & spell Jack's I- spy http://learnenglishkids.britishcouncil.org/en/sounds/jacks-i-spy general understanding	I spy, little eyes, Look with your eyes and listen with your ears...	Phonemes; Past simple; imperative	Game; Words to the song; activities for the song; answers; Flashcards for the song.
		Speak & spell The dog http://learnenglishkids.britishcouncil.org/en/speak/the-dog	Special spy phone, secret spy scope...	Present simple	Game The story; Activities for the story; The answers.
		Speak & spell The picnic http://learnenglishkids.britishcouncil.org/en/speak/the-picnic	Picnic, lake, whisper...	Present simple	Game; The story; Activities for the story; The answers.
	Free time activities flashcards http://learnenglishkids.britishcouncil.org/en/flashcards/free-time-activities-flashcards		Ride a bike, play a board game, paint a picture...		Free time activities flashcards.
	Your turn – Free time activities http://learnenglishkids.britishcouncil.org/en/your-turn/free-time-activities		shopping, going to the park, playing with toys...	Present simple	Activity for the topic; The answers.
	Your turn - Yesterday http://learnenglishkids.britishcouncil.org/en/your-turn/yesterday	Describing things, stating opinions	went to the beach, had breakfast, ate ice cream...	Past simple	Activity for the topic; The answers.
	Fun game – Make your monster http://learnenglishkids.britishcouncil.org/en/fun-games/make-your-monster	Can I have... I'd like...	Eyes, nose, arms, mouth, legs, ears, colours...	Sentence intonation	



	Craft – Tea party Invitation http://learnenglishkids.britishcouncil.org/en/craft-downloads/tea-party-invitation		Invitation, party, please...		Tea party invitation sample.
Culture					
Short story - The snowman http://learnenglishkids.britishcouncil.org/en/short-stories/the-snowman	Do the activity to the story.	Describing things	Winter, snow, carrot, scarf....	Past simple	The story; Activity to do with the story.
		Speak & spell The great egg hunt http://learnenglishkids.britishcouncil.org/en/speak/the-great-egg-hunt	Chicken, goat, sack, grass...	Present simple	Game; The story; Activities for the story; The answers.
	Your turn - Birthdays http://learnenglishkids.britishcouncil.org/en/your-turn/birthdays	Describing/ presenting; Everyday expressions	Get presents, party food, months, family meal, candles, go to park...	Present simple; Will	Activity; The answers.
	Your turn – Favourite day http://learnenglishkids.britishcouncil.org/en/your-turn/favourite-day	Everyday expressions; Stating opinions	Week days, birthday, Easter, Halloween...	Present simple	Activity; The answers.
	Your turn - Flags http://learnenglishkids.britishcouncil.org/en/your-turn/flags	Giving instructions: raw a picture, Draw a line.	Stripe, cross, star, circle...	Imperatives	Activity; The answers.
	Crafts - Making a snowflake http://learnenglishkids.britishcouncil.org/en/craft-downloads/snowflake	Giving instructions: Cut a big circle, make cuts...	Winter, snowflake, snowman, cut...	Imperatives	
	Crafts - Making a snowman http://learnenglishkids.britishcouncil.org/en/craft-downloads/snowman	Giving instructions: Cut out... Stick then on the...	Scarf, buttons, mouth...	Imperatives	



Tongue twisters

Greek grapes

<http://learnenglishkids.britishcouncil.org/en/tongue-twisters/greek-grapes>

These things

<http://learnenglishkids.britishcouncil.org/en/tongue-twisters/these-things>

I scream, you scream

<http://learnenglishkids.britishcouncil.org/en/tongue-twisters/i-scream-you-scream>

She sells see shells

<http://learnenglishkids.britishcouncil.org/en/tongue-twisters/she-sells-sea-shells>

Kitten in the kitchen

<http://learnenglishkids.britishcouncil.org/en/tongue-twisters/kitten-the-kitchen>

Zebras zig

<http://learnenglishkids.britishcouncil.org/en/tongue-twisters/zebras-zig>

Blue bluebird

<http://learnenglishkids.britishcouncil.org/en/tongue-twisters/blue-bluebird-0>



Additional resources

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/family-friends>

<http://www.teachingenglish.org.uk/article/homes-furniture>

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

<http://www.teachingenglish.org.uk/article/free-time-primary-students>

Sample Activities:

<http://www.teachingenglish.org.uk/article/shopping-minimarket>

<http://www.teachingenglish.org.uk/article/my-favourite-day-1>

<http://www.teachingenglish.org.uk/article/good-manners-0>

