

Teaching English through Drama

by Shaun MacLoughlin

Volume 1

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INTRODUCTION

According to the British Council there are 1.5 billion people learning English worldwide; and the number is growing. Learning English can be hard work, but it can also be fun; and this is where learning English through Drama provides a way forward. It enables you to learn English as you learnt your mother tongue; and in an enjoyable and mutually supportive way. There's a Chinese proverb that says: "Tell me, and I'll forget. Show me, and I may remember. Involve me, and I'll understand."

English through Drama provides encouragement, entertainment and inspiration for all ages, from toddlers through to pensioners. For those who wish to live and work in English speaking countries a knowledge of English is essential. English is also used as the lingua franca between nations, where English is not the primary language. One

example is in ASEAN, the Association of Southeast Asian Nations. English is also an official language in many African countries and throughout India. Even after Brexit a Swedish MEP has suggested that communications in the EU could be fairer in English, as it will be everyone's second language.

Not only does English through Drama help to improve and master speaking, listening to, reading and writing English; but it also provides students with opportunities to discover, and develop many other skills useful in their future lives.

These can include writing stories, journalism, advertising, acting dramas, public speaking, singing, composing and performing music, drawing, painting, costume design and creation, creating props, set design, photography, videoing, computer post production, audio recording and post-production, gathering sound effects, uploading to the internet, research on the internet, and, most important, confidence and working as a team.

For those who want to expand and deepen their understanding of English culture, history and literature since the Middle Ages and around the world, English through Drama is also beneficial.

Miranda Flynn Legge: <https://www.kidsenglishtheatre.com/> , teaches English through Drama describes several work opportunities that can be fitted to suit your personal needs, whether you're a part-time teacher, student, unemployed, stay at home mum, etc. She makes these suggestions:

1. Organize your own after school English drama language courses
2. Organize your own English drama Summer Camps
3. Offer extra-curricular English drama courses to schools, playgroups, theatre companies, cultural associations, or children's groups
4. Work privately from home or offer courses in other people's homes

5. Organize English drama birthday parties and events
6. Offer English drama courses to hotels, campsites, recreational centres, or cruise ships.

In the following chapters we provide drama scripts to perform, songs to sing, games to play and research to undertake, to encourage students and their parents, teachers and friends to have fun while learning. We also encourage students to be creative and write and perform their own dramas and documentaries.

We also recommend introducing children to meditation¹. A young Thai girl says, “I like to meditate. I sit and meditate every day. It makes me feel good and I think it makes me do better at school too.” Thus among many other benefits it can help children – and adults - to learn English.

Should you be interested in starting your own online teaching English through Drama business, these volumes could help you have access to the valuable niche market of those working in the media and in education.

If you would like to see a movie about an inspiring teacher of English through Drama have a look at *All or Nothing: Sr. Clare Crockett*: <https://www.youtube.com/watch?v=xSKiESB1Pfs&t=246s>

On our website www.learnnetd.com you will discover images to help you create flashcards, writing and alphabet colouring sheets, printable full drama scripts, and audio recordings of songs, phonics and readings of the plays by an Oxford University graduate and BBC drama and poetry producer.

¹The act of giving your attention to only one thing, either as a religious activity or as a way of becoming calm and relaxed

PART 1. ENGLISH THROUGH DRAMA FOR 3 TO 6 YEAR OLDS.

Children acquire language through interaction - not only with their parents and other adults such as teachers, but also with other children. This is why drama is an excellent way to learn a new language. Where possible teachers should teach small children with their parents; and then give ideas to parents as to how they might continue to have fun teaching their kids English through Drama at home or anywhere else. Partnership between teachers and parents is vital. Without this you can only have partial understanding of any child's learning and experience.

Apparently a three year old's brain is twice as active as that of an adult's. Professor Patricia Kuhl talks of "the celestial openness of a child's mind". Small children are geniuses at learning a second language until they turn seven, when this ability starts to decline. However a Bulgarian mother who speaks four languages claims that once you speak two languages you already have the structure in your brain to learn more.

It is important to value listening as well as speaking. If I might add a personal note, my parents were worried that I might be mentally retarded, because it was very late before I started to speak, until one day I sat up in my high chair and said "apricot!" It was obvious that I relished the sound of the word, as well as liking the taste of the fruit.

The teacher or parent will need a lot of energy and variety of approach, as small children get very easily bored. We recommend using TPR, Total Physical Response. In other words use gestures, facial expressions, props or body movement to illustrate the meaning of the words; and get the children to copy you. Small children love playing with sounds, which can be the building blocks of a new language. If they are shy, don't worry. Give them time and gentle encouragement. When your children play with you,

they are also learning that they are loved and important and that they are fun to be around.

Create opportunities for them, like getting them to interact in small groups. They might have a 'buddy' who begins by speaking their own language, but who gradually segues into English. Or as in the Kin School in Tekos in Russia:

https://www.youtube.com/watch?v=3_mQpT2RDEU&t=31s , where in small groups older children learn by teaching younger children. Teenagers might become buddies.

We advise setting out your classroom with several learning corners. There can be a literacy table where children can have a quiet time with writing and colouring sheet, an arts activity table, a free play corner with materials in boxes, and perhaps a round mat for morning circle time. The children can start with the circle time in the morning, where the activity for the day is also introduced. All the materials required for different learning corners should be prepared well before the class begins. Most of the materials can be recycled and so can be easily available. The shelves can have flashcards and books arranged in a sequential order so that they can be easily picked up.

Giving clear, simple instructions in English with accompanying actions, gestures or demonstrations is more likely to result in children understanding. Children love copying - the teacher, their parents, older siblings or friends - and will often join in after observing how something is done. Including routines is also a useful way of helping young children understand what is expected of them (e.g. every time we sit on the mat we will hear a story or sing a song). Children may not understand straight away, but giving instructions in English is an excellent way of reinforcing key language, so in the long run it's worth the effort.

Don't let them worry about mistakes. Making mistakes is part of learning. Also don't worry about how many words they are learning. They are no doubt absorbing many words that have associations that appeal to them. Sooner or later they will pop out like my apricot.

Enjoy the 'magic moments' when suddenly a child makes a breakthrough in speaking English. One teacher tells of a very shy, little French girl. It was quite difficult to get her to speak or to practice, but as soon as the teacher brought in a drama game, and got the girl to wear a hat or a wig, or to use props, like puppets, the little girl came completely out of her shell. She started laughing and joking and speaking, in English, as well. Putting on a different persona helped her to put away any fear, because she didn't feel as if she was exposing herself. She was exposing a different character and that character was invented, so she didn't feel scared by it.

Learn from observing children and adapt the games and activities – and the order in which they are presented in the following chapters – as much as you find helpful. It should be possible to adapt each chapter to as many as 30 students or as few as a parent with one or two children. It is entirely up to you and to your schedule how long to devote to each chapter. You will need time to prepare flashcards and props. Glove puppets may prove useful.

In each of the early chapters we have advice on the benefits of meditation. At the very least as one teacher has said: “anything that will keep the little blighters quiet for a bit is worth a try!” However as a Buddhist monk says: “people ask how can sitting still change the world?” I reply “you must start with the very small things like changing yourself. So if we are to change the world, we need to have children to change themselves first.”

Many schools have begun to introduce meditation into the classroom, drawing on religious traditions: Hinduism (in the case of Transcendental Meditation, Buddhism (in the case of Mindfulness Training), Islam (in the case of *muraqabah*, meaning to watch, observe, regard attentively) and Christianity (where for example the ancient practice of Christian contemplation has been adapted with great success to benefit small children in schools in Townsville, Australia).

Wisely handled these apparently opposed approaches can even be combined in a contemporary pluralist society and in classrooms, where children of mixed faith traditions or none can meditate together and benefit personally and collectively. However meditation can also be taught in a ‘secular’ context without linking it to a religious belief system.

In each of the following chapters we introduce meditation exercises which can also be used to help children learn English. It is advised to meditate for as many minutes as their age, for example 3 minutes for 3 year olds and 6 minutes for 6 year olds.

You will find on our website, www.learnetd.com , audio recordings of the songs, as well as useful pictures. You will also find printable colouring alphabet sheets and writing sheets for letter A and B. After that you can create your own.

Should you like to record your own audio recordings or videos of songs and submit them to us at www.learnetd.com we shall be happy to consider using these. If we do we shall credit you and your children. You will thus become part of our global family of English through Drama contributors.

CHAPTER 1: GREETINGS AND FEELINGS

Help your children to discover the magic of a new language. As they greet and express their feelings, encourage them to listen to each other.

To find printable writing and alphabet colouring sheets go to the kindergarten section of the website www.learnetd.com. You will also find audio recordings of the songs there.

Flashcards Required: You can design yourself or find them on the internet.

Flashcards for the greetings with words and pictures could help. Flashcards with pictures and words of an axe, an angry face, an apple, an ant, an airplane, an angel, ache (picture of someone with tooth or stomach ache), an alarm, happy, sad, crying, laughing, surprised, hungry, thirsty faces. Laminate the flashcards to be able to continue to use them.

Props Needed: perhaps a toothbrush during the song, a bell to signify alarm, some apples for the children to crunch, some empty transparent plastic glasses and for the wet and dry game a bowl of water, small different coloured plastic duck, fish, frog, a towel. I also highly recommend having a hand puppet, perhaps of a funny person or animal, that you can give a name and a funny voice to and who can take part in the games. If you have time you can make several hand puppets and the children can use them too. Have a bell or chime for the meditation.

Also required: an mp3 player or play songs from a computer online at www.learnetd.com/teachers/teacher-courses/kindergarten-courses/kindergarten-01/ .

Meditation: in each of the following chapters we have advice on introducing your children to the benefits of meditations which can help them not be stressed and help them to concentrate – and help them to learn English. We advise looking at the advice in each chapter, so that you can adapt our suggestions to your practical circumstances. The website contains some helpful images of children meditating.

Beginning Meditation:

1. Play some peaceful music.
2. Find a space for the children to lie down or sit. Explain in their own language and repeat in English that they can cross their legs or try and sit up nice and tall or they can sit on a chair. Take a moment to get settled.
3. Give them a little moment to fidget or wriggle a little bit, so they happy to stay still and relaxed.
4. Ask them to notice their breathing. Get them to slow their breathing down, so that it is easier to follow.... the in breath ... and the out breath in .. and .. out. Next time as they breath out let their eyes softly close.
5. Perhaps have a soft chime or bell to start and stop meditation. Meditate for just 3 minutes.

Preparing for Drama: Warm ups and Games

With lots of energy and movement and a big smile get the girls and boys to repeat after you: "Good morning", "Good afternoon", "Good night" and "Goodbye".

Think of a different gesture or position for each of the four sayings and get the children to repeat that too. It will help them to memorize. If any of them come up with a different and appropriate gesture you could accept that, as it will help to involve them. For example you could have both arms in the air for 'good morning' and rest your cheek on your joined hands for 'good night'.

Then sing this action song with them, getting them to do all the actions.

You will find the song to play to them on the website

Good Morning, Good Morning, Good Morning.

Good Morning, Good Morning, Good Morning.

Good Morning, Good Morning, Good Morning.

Good Morning, Good Morning, Good Morning.

Clap your hands. Clap, Clap, Clap.

Stamp your feet, Stamp, Stamp, Stamp.

Spin around. Spin, Spin, Spin.

Alright!

Good Morning, Good Morning, Good Morning.

Good Morning, Good Morning, Good Morning.

Good Morning, Good Morning, Good Morning.

Good Morning, Good Morning, Good Morning.

Wash your hands. Wash, Wash, Wash.

Shake your hands. Shake, Shake, Shake.

Brush your teeth, Brush, Brush, Brush.

Alright!

Good Morning!"

Then bring the children in pairs to the front of the classroom or to the centre if you are in a circle. Get them to use the greetings, "Good morning", "Good afternoon", "Good night" and "Goodbye". with the gestures and facial expressions to each other. They can also use each others' names.

Words Beginning with A

Then an optional activity for each kindergarten chapter is looking at vocabulary words beginning with each letter of the alphabet. Today we start with “A”. Show flashcards you have prepared with words and pictures of “axe”, “angry”, “apple”, “ant”, “airplane”, “angel”, “ache”, “alarm”. Invent actions for each of these objects, e.g. chopping wood, pulling an angry face, munching an apple, scratching your arm to remove ants, running around with your arms out as an airplane and flapping your arms gracefully like an angel. Get the children to repeat the words and do the actions.

If you like you can sing “Ants, ants, ants on my arm. They're causing me alarm” (see website for audio). Perhaps you can invent short songs for the other actions.

Wet and Dry Game

One of the things adults can do for children learning English as an additional language, is model the language that arises in different situations. Very young children may not be able to pronounce words or articulate what they’re thinking, but their ears are open to new sounds and language. It’s this exposure to the language that’s vital. Children need to hear lots of language in order to be able to produce it later on. In this game the teacher has set up an activity that’s engaging and motivating. And by doing so, she’s able to input and model the language needed for the situation.

The teacher can improvise upon the following. She puts her hand in the bowl and sprinkles some water. She says; “Look. (GASPS) Rain. Put your hands in the bowl” She guides them. “Like your hands are are wet. (SINGING) Rain, rain. Go away. (TALKING) It’s wet. Wet. Wet. This is wet. Look. My fingers are wet now. (SINGING)

Raining, raining. (TALKING) Dani Are your fingers wet? No. They're nice and dry. Oh! Is the duck gonna get wet? Yes? Oh, very good, Paulo. You want the fish. I say bye to the duck? Yes, it's a duck. Quack, quack! Duck. (GASPS) So they're all wet now! Swimming. Oh! Can you make room for the little fish? Yes! Make room for the little orange fish. OK. There's room for everyone in the pool. There you go. There you go. Very good. (WHISPERING) Can you get the towel? Yes. OK, everyone. Now let's get them dry. OK? OK. Take them out. Take the duck out. And now look what I have here. (GASPS) Ah! Ah! Very good! (LAUGHTER) OK. Here's the frog. Here's the frog. It's dry? Very good. No. It's still wet. It's still wet." etc.

DRAMA GAME: Emotions

Form the class in a large circle. Draw the happy, sad, angry, crying, laughing, surprised, hungry, thirsty faces on the board - or show flash cards. Also do the facial impressions of the emotions.

1. The teacher says to the first child: "What happens if you have ants in your pants?" Get the child to copy you miming scratching and ask, "Are you sad, happy, angry, laughing, crying, surprised, hungry, thirsty?" The teacher then prompts the first child to say and do this to the second child and so on round the circle.
2. The teacher says to the first child: "How do you feel if you eat an apple?" Get the children to copy you miming crunching an apple and then ask: "Are you sad, happy, angry, laughing, crying, surprised, hungry, thirsty?" The teacher then prompts the first child to say and do this to the second child and so on round the circle.

3. The teacher says to the first child: "What happens if you swing an axe?" Get the children to copy you miming swinging an axe and then ask, "Are you sad, happy, angry, laughing, crying, surprised, hungry, thirsty?" The teacher then prompts the first child to say and do this to the second child and so on round the circle.
4. The teacher pulls an angry face and says to the first child: "What happens if you pull a face like this?" Get the children to copy you pretending to be angry and ask: "Are you sad, happy, angry, laughing, crying, surprised, hungry, thirsty?" The teacher then prompts the first child to say and do this to the second child and so on round the circle.
5. The teacher says to the first child: "What happens if you crawl around the floor like an ant?" Get the children to copy you crawling round the floor and then ask: "Are you sad, happy, angry, laughing, crying, surprised, hungry, thirsty?"
6. The teacher holds her stomach or head and groans and says to the first child: "What happens if you feel like this?" Get the children to copy you groaning and holding their heads or stomachs and then ask: "Are you sad, happy, angry, laughing, crying, surprised, hungry, thirsty?"
7. The teacher tries to drink out of an empty plastic glass and shrugs and says to the first child: "What happens if you feel like this?" Get the children to copy you drinking out of empty glasses and then ask: "Are you sad, happy, angry, laughing, crying, surprised, hungry, thirsty?"

8. The teacher rings the bell and pulls a surprised face and says to the first child: "What happens if you feel like this?" Get the children to copy you waving an imaginary bell and looking surprised and then ask: "Are you sad, happy, angry, laughing, crying, surprised, hungry, thirsty?"
9. The teacher then sticks her arms out and waves them and runs around as if flying and calls "I'm an angel" and gives a big smile and says to the first child: "What happens if you feel like this?" Get the children to copy you and then ask: "Are you sad, happy, angry, laughing, crying, surprised, hungry, thirsty?"
10. The teacher then extends her arms in the air as if flying and makes a buzzing noise and says "I'm an airplane" and says to the first child: "What happens if you do this?" Get the children to copy you and then ask: "Are you sad, happy, angry, laughing, crying, surprised, hungry, thirsty?" The teacher then prompts the first child to say the above and do this to the second child and so on round the circle.

Finally if you want to combine some reading and writing and colouring teaching with the drama fun and games, see the writing and colouring sheets on the <https://learnetd.com/teachers/teacher-courses/kindergarten-courses/colouring/> website. You will also find audio recordings of songs: <https://learnetd.com/teachers/teacher-courses/kindergarten-courses/kids-songs-3/> and pronunciations of words: <https://learnetd.com/teachers/teacher-courses/kindergarten-courses/pronunciation/>.

CHAPTER 2: NAMING, TENT GAME AND ACTIONS

Make Sure your children have fun. That way their effort and understanding of English classes will improve. As you are teaching these classes, make a note of the vocabulary that they are learning. You could stick these words up around the classroom – perhaps with pictures – so that the children begin to acquire reading and writing as well as listening and speaking.

Flashcards that you can design yourself or find on the internet. Flashcards with pictures and words of a girl, boy, book, ball, banana, bird, baby, bean, bus, breakfast, bun, bunny rabbit, tree, people camping together). Laminate them to be able to continue to use them.

Props: Magical box and for the tent game you need a large sheet, blanket or equivalent, some small chairs or stools to lay it over and an open container, perhaps a basket with red and yellow paper to stick out of it, shaped like flames and inside a torch to cast light. For the drama game you can have a football sized ball, a book, a basket, a baby doll, a doll-like a bird, a birthday card, then things they can eat like buns or chocolates in the shape of a bunny.

Also required: an mp3 player or play songs from a computer online at www.learnnetd.com/teachers/teacher-courses/kindergarten-courses/kindergarten-02/ .

Meditation: It is a good idea to have a regular routine for meditation and to repeat the form of meditation you have already introduced, so that it becomes a habit. However it might be helpful to introduce the occasional new idea.

Try asking your children in both their own language and in English: “Just for 30 seconds close your eyes and try not to move, try not to move and try not to think. 30 seconds.”

Then: “what was that like?”. It was easy to keep the body still but not so easy to keep the mind still. It can help to have a word that you say silently together. Maybe a word that does not have an image. For example listen to the sound inside yourself of 'Ma – ra – na – tha'. Say it slowly with the children as if it is four separate words. “Repeat after me 'Ma – ra – na – tha'. And one more time so we get used to it 'Ma – ra – na – tha'. That's very good.” Of course you can use another word of your choosing. Now meditate with the children for 3 minutes.

Warm Up Song

Remember to use your hand puppet. She or he can become your teaching assistant. You can talk to her in English. You can dress her in tiny clothes and tell your kids what he or she likes or doesn't like. Encourage your kids to talk to her in English (she does not understand any other language). This may be a good way to give confidence to the shyer kids. Perhaps you could have a Benny and a Sue puppet for the following song.

My name's Benny	My names Sue
Good morning Benny	Good morning Sue
My name's Benny	My names Sue
Good morning Benny	Good morning Sue
Good morning girls and boys	Good morning girls and boy

Continue round all the class with each child singing their song

My names

Good morning

My names

Good morning

Good morning girls and boys

Letter Game

Students identify the words with /b/ sound. The game will consist of dividing the class into teams, showing the /b/ cards, and seeing who is the first team to say for example “book”.

Musical Magic Box

Teacher places several picture flashcards in the box. The students sit in a circle. The teacher plays music and the children pass the magic box until the teacher stops the music. The child holding the box takes out a flashcard. The other students shout "What is it?" And the student holding the card shouts "It's a (tree or whatever)."

Tent Game

The teacher improvises on the following example. Having put some chairs in a circle the teacher produces a sheet. She says, “What do you think we could use this for, huh?” “Maybe we can build a tent.” “Do you want to build a tent with it?” “Does that sound like a good idea to you?” (If she has enough hands she can also use her hand puppet, but this may be too much to cope with!).

She starts to lay the sheet over two chairs. “It sounds like a good idea to me.” “We need some more chairs.” “Bring a chair. “Michael (any name of boy and girl) go and get a chair.” “And don't sit on it.” She and maybe her classroom assistant or buddy or older child finish laying the sheet over the chairs. “Go inside.” “Go inside the tent.” “Come on guys, go inside the tent” “Go! Go! Go! Very good Maria!” “We're going camping..... Yes, we're going camping” Show camping flashcard. “Do you like the tent?” She pops her head inside. “Oh it's nice and warm in here.” “And what do I do if it rains?” “Oooh what happens if it rains?” Then she starts to sing. “Another day (child's name) want to play, rain, rain go away. Come back another day” Then “Aah, we can

stay inside and not get wet”

“And what else do we need? If we’re going camping, what else do we need?” She takes the basket with red and yellow coloured paper and a lighted torch inside it. “Look, you guys. We’re going to build a fire. Come on. Who wants to go? Come on.(Name), what colour is this? Yellow. This one’s yellow, that’s right. And what about this one? Red.” So we did get warm in it. Ah, this is so nice! We can tell stories and we can carry it. We can tell stories around the fire. Yeah, that’s right. And what else can we do around the fire? No, don’t take the fire! Don’t take the fire! Don’t take the fire. You leave the fire here. No! Don’t touch it! It’s going to burn! It’s going to burn! Ow! Ow! Ow!

[LAUGHING]

“Yes. And what is this? What is this? A torch. Oh, no! Yes, I know. The fire! The fire! The fire! I know. Gentle. Don’t touch. We can share. We can all share the fire and torch. No, no, no. So we can just get warm with the fire. Yes, I know. It’s a torch. No, no, gentle. Yes, I know. Oh, we don’t fight over this, OK? We can share. Yes, we can share the torch. We can share, yes? I know, I know, but it’s OK. OK, guys. Yes. Yes. Very good! Shall we take a little break now? Yeah?”

Drama Game:

Form the class into teams in lines facing forward. As with the tent game, you can improvise upon this, particularly when it comes to eating something at the end of the game.

1. The teacher demonstrates what to do.
2. She/he faces the class and says “what are you?”
3. She/he then turns round facing where she was and replies, with gestures, “I’m a boy/girl”
4. Then she/he faces the class and says and mimes “what do you play ?”

5. She/he then turns round facing where she was and says and mimes “I play ball”
6. Then she/he faces the class and says and mimes “what do you read ?”
7. She/he then turns round facing where she was and says and mimes “I read a book”
8. Then she/he faces the class and says and mimes “what do you eat ?”
9. She/he then turns round facing where she was and says and mimes “I eat a banana”
10. The teacher then demonstrates with the children, so the first child in the line turns to the one behind and asks “what are you ?”
11. Number 2 child replies I’m a boy/girl and then turns to the next child and asks “what do you play?”
12. And child 3 replies “I play ball” and so on.
13. Then the teams take it in turn to play the game. Depending on their age, the teacher may have to guide them.
14. The team with the most correct questions and answers wins.
15. You can add: “What do you carry?” “I carry a basket”,.
16. “What do you love?” “I love a baby”
17. “What do you sing?” “I sing Happy Birthday”.
18. “What do you see?” “I see a beautiful girl” / “I see a bird”.
19. “What do you eat?” “I eat “a bun”/”bread”/ “breakfast”/”beans”/”birthday cake”.

See <http://www.learnetd.com/teachers/teacher-courses/kindergarten-courses/kindergarten-02/> website.

CHAPTER 3: DAILY ROUTINES

See if you can get parents to help your children to say – or sing – the words as they get up in the morning, before leaving for school or playgroup. The more as teachers you work together with parents the better the children will learn and enjoy.

If parents are concerned that their children watch TV perhaps too much, encourage them to watch with their children and make it a shared experience and find out what they most enjoy. Then suggest that after watching TV they do things with the children that they liked on TV. Also ask your parents what these things are and see if you can incorporate them. Also suggest that where possible parents should find TV programmes and cartoons in English.

Flashcards required that you can design yourself or find on the internet: flashcards with pictures and words of a girl or boy waking up, washing face, having a bath, brushing teeth, combing hair, having breakfast, going to school, reading a book, cleaning the floor, dancing, singing, a cat, cow, clock, cap, cup, cupboard, chair, car, cake, cheese, crow, chicken, Spanish dancer with castanets, snake, duck, lion, dog, kangaroo, penguin and any other farm and jungle animals of your choice.

Props required: a flannel (for miming washing face), a toothbrush, a comb and hair brush, a knife and fork or spoon for miming eating, a bag for picking up to take to school, mop and bucket for cleaning the floor, castanets, also coloured blocks of different shapes and sizes.

Also required: an mp3 player or play songs from a computer online at www.learnetd.com/teachers/teacher-courses/kindergarten-courses/kindergarten-03/ and perhaps a hand puppet.

Meditation: A little girl from Thailand says, “I like to meditate. I sit and meditate every day. It makes me feel good and I think it makes me do better at school too.” Tell your children to imagine they have a bubble around them, so they are in their own special space. Take a moment to let them get settled.. Give them a little moment to fidget or wriggle a little bit, so that they feel happy to stay still and relaxed. Now repeat the meditation exercise from chapters 1 and 2. Today they can meditate for one extra minute bringing the total to 4 minutes. Then your children will be ready to concentrate.

Taking an Action

The teacher shows a picture of a child waking up. Say "wake up". Students repeat. Teacher shows flashcards and mimes the words brushing teeth, combing hair, eating, picking up bags and going to school with appropriate movements, gestures and facial expressions. Prompt the students to repeat the activity. Now you will be ready for the warm up song. If doing all the actions and showing the flashcards is too much to combine alone get a buddy or older child to help.

"I wake up, I wake up

I wake up, I wake up.

I wash my face, I wash my face

This is what I do when I wake up in the morning

Yea

This is what I do when I wake up in the morning

Yea

I brush my teeth , I brush my teeth

I comb my hair , I comb my hair

This is what I do when I wake up in the morning

Yea

This is what I do when I wake up

Yea
I eat breakfast , I eat breakfast
I go to school, I go to school
This is what I do when I wake up in the morning

Yea
This is what I do when I wake up

Yea
I wake up, I wake up,
I wash my face, I wash my face,
I brush my teeth, I brush my teeth,
I comb my hair, I comb my hair,
I eat breakfast, I eat breakfast,
I go to school, I go to school.

Alright
Aright
Alright."

Repeat the same procedure using the words: play, sing, dance, write, read, clean the floor.

Letter C Game

Show flashcards with /c/ sound: cat, car, cake, cup. Teacher says the words. Students repeat. Students identify the words with /c/ sound through a game.

The-game will consist of dividing the class into teams, showing the /c/ cards, and see who is the first team to say for example "cake"

First C Song

Sing the c song with the children.

“C for cat c for cow c for a cap, c for crow c for car , c for cup, This is the story of C”

Second C Song

Show flashcard of Spanish dancer with castanets and click castanets and dance with the children as they dance and sing and mime castanets

“We are clicking castanets c c c, We are clicking castanets c c c, We are clicking castanets, clicking castanets, We are clicking castanets c c c.

Improving vocabulary

Help your children to begin to absorb a rich and varied vocabulary. We won't expect a child to produce this kind of language straightaway, but you can expose the child to this language, inputting key words and expressions associated with different activities in a fun and natural way. Remember that children like playing with words, even if they don't know what the word means, and this is a valuable opportunity to work on pronunciation. Children will reap the future benefits of this language rich environment, so closely connected to the activities that they love doing.

Let them play with blocks

When children are playing with blocks, they are learning about colour, shape and patterns, as well as the concepts of weight, size, height, length, vertical and horizontal.

Help them to:

1. Use language for counting and sorting: How many are there? Shall we put the blue ones here?
2. Use positional language: in, on, under, below, behind, next to.
3. Explore language related to size: big, small, long, short.

4. Describe what a child is doing while playing: finding, stacking, pulling, pushing, building, pressing, dragging
5. Describe shapes and objects the children are making: square, rectangle, tower, house, castle, garden

Animal Game

A simple drama game to learn animal vocabulary and get everyone moving around having fun.

1. Print out 4-5 picture cards/flashcards of different farm/jungle animals.
2. Have the children spread out around the room.
3. Show each child (in secret) an animal card.
4. Tell the children to "pretend" to become the animal. Encourage them to mime their animal's gestures and sounds and start to prowl, bark, stomp, slither, quack, hop, whoosh or waddle around the room in search of other "family" members (someone who acts and sounds like them).
5. When they find the same animal, they team-up and continue role-playing until everyone has found a group
6. The teacher then goes around and asks: "What animal are you?"
7. Each Family answers in unison "I'm a Lion,"(Roach!) or "I'm a snake," (Ssssss!) or "I'm a duck" (Quack quack!) etc...

This game was invented by Miranda Flynn Legge of www.kidsenglishtheatre.com . She runs wonderful workshops for teachers in beautiful Florence.

DRAMA EXERCISE Chain Drill

This is similar to the chain drill in chapter 2.

1. Teacher asks what do you do when you wake up?
2. The teacher mimes and does action.
3. Prompt students to copy action, body language and facial expression.
4. Prompt the students to ask each other and to give answers. (refer to Wake up song above)

For writing and colouring sheets <https://learnetd.com/teachers/teacher-courses/kindergarten-courses/colouring/> website. You will also find audio recordings of songs: <https://learnetd.com/teachers/teacher-courses/kindergarten-courses/kids-songs-3/> and pronunciations of words: <https://learnetd.com/teachers/teacher-courses/kindergarten-courses/pronunciation/>.

CHAPTER 4: BODY PARTS AND ACTIONS

My good friend Christian Anstee, with whom I taught English through Drama to a hundred teachers in Nepal, is a ball of enthusiasm and energy. He put together an activities booklet from which the “Let's All Be” game and several other games are taken. Mimie Acuna, another teacher, and I also had great fun doing the drama game at a kindergarten in Thailand. You will find a youtube of this on the website.

Flashcards that you can design yourself or find on the internet. Flashcards with pictures and words of a girl or boy dancing, singing, swimming, riding a bike, reading a book, playing a guitar; and of a dog, door, dinosaur, duck, drum., dolphin, deer, dance, drive, draw, desk, daughter, an arrow pointing down, difficult, dinner.

Props: a book, a guitar (or something to suggest a guitar), a microphone (or something to a microphone), something to suggest a bike, perhaps with pedals, painted or otherwise hobby horse like a strip of cardboard or plastic or wood, a toy bear (Winnie-the-Pooh or Paddington).

Also required: an mp3 player or play songs from a computer online at www.learnetd.com/teachers/teacher-courses/kindergarten-courses/kindergarten-04/ and perhaps a hand puppet.

Meditation: We believe it is important that even the smallest children learn to be still and not just to be quiet. Being still is very different from being quiet. Meditation reduces stress and increases the children's sense of well-being and harmony. Meditation leads to increased their self-knowledge and self-acceptance. Meditation increases their desire to build community with others. It will help the children to reap the benefits of team work and getting along with others. Repeat the meditation exercise from earlier chapters.

Today they can meditate for 4 minutes.

Body Parts Preparation and Song

Let the teacher/s improvise on the following: “OK, everybody. Reach up. Reach up to the ceiling. Come on. Up, up, up. Touch the ceiling Hands up, everyone. Hands up. Michael? Michael. Hands up. Hands up. Very good! Very good, Ethan! Good job. Very good. Now touch the floor, everyone. Touch the floor. Touch the floor. Very good. Now hands to your head. Hands to your head. Hands to your knees! Very good! To your knees. Hands to your toes! To your toes. (LAUGHTER) Very good. Hands to your ears. Touch your ears, everyone. Good! Touch your nose. Nose. Touch your nose. Come on, Alex! Should we do Head, Shoulders, Knees And Toes? Head. Head. Shoulders! Knees. Nose. Head. Shoulders! Knees and toes.”

“Are you going to help me sing? Yes. Very good. OK. Ready? Head. (SINGING) Head, shoulders, knees and toes, knees and toes. Head, shoulders, knees and toes, knees and toes. And eyes, and ears, and mouth, and nose. Head, shoulders, knees and toes, knees and toes. (TALKING) Should we do it faster? Faster. Yes? Faster, faster, faster! Faster, faster? OK. (SINGING) Head, shoulders, knees and toes, knees and toes. Head, shoulders, knees and toes, knees and toes. And eyes, and ears, and mouth and nose. Head, shoulders, knees and toes, knees and toes. (TALKING) Do you want to go even faster? Let’s go faster, faster, faster. OK. Ready? (SINGING) Head, shoulders, knees and toes, knees and toes. Head, shoulders, knees and toes, knees and toes. And eyes, and ears, and mouth, and nose. Head, shoulders, knees and toes, knees and toes. (SIGH FROM EXHAUSTION) (LAUGHTER]

Another Action Song

Show a picture of a child dancing. Say "I can dance". Prompt the students to repeat the sentence properly. Let them do the dancing. Repeat the procedure showing flashcards and using props for singing (a microphone or pretend microphone) riding a bike, reading a book, swimming, playing a guitar. Prompt the students to repeat the activity.. Then sing together:

“How about you? How about you?

How about you? what can you do?

Dance, I can dance.

Dance, I can dance.

Dance, dance, dance,dance, dance, dance, dance, dance. I can dance.

Swim. I can swim. Swim. I can swim.

Swim. Swim. Swim. Swim. Swim. Swim. Swim. I can swim.

Ride a bike. I can ride a bike. Ride a bike. I can ride a bike.

Ride. Ride a bike. I can ride a bike. Ride a bike.

I can ride a bike.

Ride. Ride. Ride. Ride. Ride. Ride. Ride. Ride a bike.

How about you? How about you?

How about you? what can you do?

Read. I can read. Read. I can read.

Read. Read. Read. Read. Read. Read. Read. I can read.

Play guitar. I can play guitar. Play guitar. I can play guitar.

Play. Play. Play. Play. Play. Play. Play. play guitar.

Sing, a song. I can sing a song. Sing, a song. I can sing a song.

Sing. Sing. Sing. Sing. Sing. Sing. Sing. Sing. Sing a song. Hey!

How about you? How about you? How about you? What can you do?”

Pooh or Paddington Bear Game

Have a toy bear that two children have to find. Send two children out of the room and have the other children hide the bear. Then invite the two children back and have them search for the bear. If they are far away the other children can shout “freezing”, a bit closer they can shout “cold”, then as they get still closer they can shout, “warm”, “hot” and “very hot” until the two children find the bear. Then you can do the same with more pairs of children. Of course you can have any doll or toy to hide that you like. Miranda Legge of www.kidsenglishtheatre.com who invented this game had 'Bob the Elf' in a Santa Claus costume, because it was nearly Christmas. Incidentally did you know that the first Santa Claus was Saint Nicholas, who loved giving presents to poor people.

D Word Game

Show flashcards with /d/ sound: dog, door, dinosaur, duck, drum, dolphin, deer, dance, drive, draw, desk, daughter, down, difficult, dinner. Teacher says the words. Students repeat. As you show them the flashcards mime the movements to help inspire them for the game. Then divide the class into two teams. The teacher will show a /d/ flashcard to one student from each team - without other team members seeing the flashcard - then the student mimes the flashcard and the first team to guess the wins.

D Word Song

The children can mimic beating a drum. Then sing together: “See me play on my drum.
Playing drums is lots of fun
d d d d d d. See me play on my drum'

Let's All Be... a Listening Game

This can be applied to almost any subject!

The Teacher calls out a word or action and the students act it out.

Examples:

The teacher says: "let's all "clap/jump/run/walk/swim" (to teach verbs to the students).

Or "let's all be: trains/ cars/ taxi/airplanes" (to teach vehicles or any other nouns)".

Or "let's all be: happy/sad/ tired/ shy/ confused (to teach adjectives...).

Variations and extensions: A student can be the one to call out the words.

This is a listening game so you can say a word with the wrong action to check that they are not just copying your actions but are really listening to your voice. You can also get the whole group to make the object or shape as a team, e.g. everyone makes an 'airplane' or a 'triangle'.

This game will get everyone involved. Students listening skills will improve.

DRAMA GAME

Challenging ability for Confidence, Cooperation and Fun.

1. Teacher says "I will show you the flashcards and you tell me what they are."
2. Teacher: "Dance" and she/he does actions
3. Children: "Dance" and they do actions
4. Teacher: "Swim" and she/he does actions
5. Children: "Swim" and they do actions, etc
6. Then Teacher: "Now I will ask you one by one what can you do?"
7. He/she beckons the 1st child forward.
8. He/she prompts: "How about you?" "What can you do?"
9. 1st Child: "Dance." "I can dance" He/she does the actions.
10. Then 1st Child to 2nd Child: "How about you?" "What can you do?"
11. 2nd Child comes forward. "Swim. I can swim" does actions.

12. Then to 3rd Child: "How about you?" "What can you do?" and so on.
13. The teacher prompts and encourages and demonstrates to them them and helps by showing the flashcards.
14. End up by getting the whole class to ask in unison:
15. "How about you?" "What can you do?"
16. And get them together to say "I can" and do the actions.

Finally if you want to combine some writing and colouring teaching with the drama fun and games, see the writing and colouring sheets at

<http://www.learnnetd.com/teachers/teacher-courses/kindergarten-courses/kindergarten/> .

You will also find games, audio recordings of songs and pronunciations of words there.

CHAPTER 5: FAMILY, 2nd TENT GAME, WATER AND SAND.

ONOMATOPOEIA

Onomatopoeia is a long word, but its use, whereby the sound of word can match its meaning, can lead to a lot of fun for the children.

In each of the following games and activities, build on what you observe in each of the children, for example their use of English in role plays. Watch the children when they arrive. Where do they go? Who do they talk to? What are they interested in? How do they interact with other children?

Flashcards that you can design yourself or find on the internet. Flashcards with pictures and words of painted fingers (left and right hands), family, daddy, mummy, brother, sister, baby, dog, cat, family, egg, elephant, elbow, envelope, exit, eagle, eat, fish, fan, fire, flower, feather, foot, paper, scissors, paint, crayons, glue, pencil, marker.

Props: Tiny family faces to stick on fingers. Different coloured blocks, costumes for fairy, princess, pirate, king, clown, etc, for art class pencils, paint, paintbrush, crayon, felt-tip, marker, card, paper, crepe paper, shiny paper, tissue paper, newspaper, glue, scissors, cotton wool, fabric, sequins, feathers, glue, dough, plasticine, clay, sticks, twigs, shells; then camera or cell phone to take real or pretend pictures for the drama game. Different coloured and shaped blocks to play with. For the new tent game: each child should have an A4 sized sheet of black plastic or cardboard to represent the night sky, cut outs of a white crescent moon and cut outs of green and yellow tents to put on with paste, also sprinkled glitter that can be rain drops.

Also required: an mp3 player or play songs from a computer online at www.learnetd.com/teachers/teacher-courses/kindergarten-courses/kindergarten-05/ and perhaps a hand puppet.

Meditation: Sitting still like a Frog.

This exercise can be fun and it can lead into your normal meditation. It teaches your children to sit with the attention of a frog. Tell them how a frog can jump, but it also sits really still while observing everything that's going on around it. Sometimes it moves just a single eye; because a rain drop has dropped on it; or a single leg to shift its position.

Tell them: “ imagine you are a frog somewhere on the edge of a large pond. Notice how your arms and legs are still. Your bottom and your belly are still. Your back, your neck and your head are still. When you are sitting here all still and calm you'll notice all kinds of things. Notice your breath. It moves all by itself. Focus your intention on the tip of your nose, where the air comes in and out again. Maybe you also feel the breath in your throat, in your chest, or perhaps even further down in your belly. You can put your hands on your belly and find it moves a little, every time you breathe. You may also notice the brief pauses just after you breathe in and breathe out. Breathing brings calm, so breathe in and breathe out. Your breathing doesn't require any special effort. Your body breathes all by itself. You can learn a lot from a frog. Sitting still with the attention of a frog you'll get better at remembering things. You'll notice a lot more.” Then get them to meditate for 5 minutes.

I should like to thank Eline Snel her permission to use this passage from her book *Sitting Still like a Frog*.

Finger family Preparation and Song

Help children draw face pictures on their fingers. In case this proves difficult prepare tiny little sticker pictures of Daddy, Mummy, brother, sister, baby faces to stick on their fingers Then Sing:

“Daddy Finger, Daddy Finger, where are you?

Here I am, here I am. How do you do?

Mummy Finger, Mummy Finger, where are you?

Here I am, here I am. How do you do?

Brother Finger, Brother Finger, where are you?

Here I am, here I am. How do you do?

Sister Finger, Sister Finger, where are you?

Here I am, here I am. How do you do?

Baby Finger, Baby Finger, where are you?”

Warm up exercise

Show pictures of a mother, father, brother and sister. Hug the picture of the mother and say "I love you mother". Say mother/father/brother/sister". Prompt the students to copy and to repeat the word properly. Do the same hugging the pictures of father, brother, sister and baby.

It may help to have more flashcards of each member of the family to be passed around to be hugged. The flashcards should be laminated.

Another Song

Together with the children sing, dance and jump:

"Father, father, father, father, father, I see you
Mother, mother, mother, mother, mother I see you.
Father let's dance. Dance
Mother let's dance. Dance.
Brother, brother, brother, brother, brother I see you.
Sister, sister, sister, sister, sister, I see you.
Brother let's jump. Jump.
Sister let's jump. Jump.
Father, mother, brother sister,
Waaa . Baby I see you."

Second Tent Game

Building on the last chapter, using the materials above to improvise on the following dialogue; "Do you want the green tent? No! No? Or do you want the yellow tent? Yes! Oh you want the yellow tent? Yes. Very good. OK, so you're getting the yellow tent. Again, with one finger. Very good, Dani. Good job. OK, now turn it over." (so it can be pasted). "There you go. Now take the moon. Green or yellow? Here, on the sky. Green or yellow? Do you want me to help you? You can do it. I know that you can do it. Come on. Turn it over. Green? Green! Yes. Green. Oh, you want a green tent. Very good."

"Good job, Dani. Very good. Now, do you want the yellow tent? Or would you like the green tent? The green tent. Very good. Now— hold on, let's do the tent first. What do you need now?" (taking the sprinkler of glitter) "We need the rain drops. Yes. Right here. Hold it right there. There you go. There you go. Like this? Yes? Now turn it over.

I'm just going to put this over here. Put this over here. . Put some rain. Turn it over. This one, turn it over and paste it. This one. Like this. And put it– stick it– yes, very good. Very good. Now what do we need Dani? We need drops of rain.”

“(SINGING) Rain, rain, go away. Sprinkle. That’s right. OK, but we need more drops, more drops of rain. (SINGING) Rain, rain, go away. Dani, with one finger, remember? Very good. Yes. (SINGING) One little finger, one little finger, one little finger... drop. And the glue! Yes! And we can make drops. Very good, Dani. Yes, keep going. More drops. More drops. It’s raining a lot! A lot! (SINGING) It’s raining, it’s pouring, the old man is snoring.” (Perhaps make snoring sound). “Where are you going? Ah, you want one of these. Of course you do. Very good. There you go. Put it right here. Put a sprinkle there. Sprinkle it right here, on the glue. Very good. There you go. Right here. Right here. Right here. Sprinkle, sprinkle.”

“Over here. Sprinkle, sprinkle. And your moon and your drops of rain. Very good. Oh, do we have a different white...? One? One? One? One? For their names. Thanks. Look at this. This is going to look beautiful. Good job, everyone. Look, everyone. Look at Dani’s. Look how beautiful it is. Michael, look at Dani’s. It’s so beautiful. Good job, Dani. Alex, do you like Dani’s? It’s very nice. I really like it. Your parents are going to love it. Do you like it? Yes. Yes, yes you do! Very good! Good.”

Tub of Water and Sand for Water Play.

A sand play area with water to play with may also need quite a bit of setting up. You will also need quite a lot of the props listed below. Ideally this game may involve going to a beach or the countryside or a garden. Let the children bring a (waterproof) doll or toy animal. When playing with dolls and a tub of water (for example) they are learning about the concepts of wet and dry, floating and sinking, clean and dirty. They are also engaging in sensory play, and experimenting with the way water feels.

1. Use language related to equipment and resources: brush, spade, scoop, spoon, cup, jug, bucket, sieve, cutters, rake, comb, funnel, sponge, soap, bubbles, straw, ladle, tea pot, watering can.
2. Extend vocabulary related to imaginary play: boats, diggers, bulldozers, tractors.
3. Use descriptive language: wet, dry, damp, gritty, hard, lumpy, flat, smooth, wavy, sticky, cold, frozen, clean, dirty.
4. Use language related to size, shape and position.
5. Describe capacity and quantity: enough, more, less, too much/little, overflowing, how much/many? a pile/cup of...
6. Describe actions or what is happening: it's fallen down, it's gone, flatten, pour, tip, fill, scoop, cover, stir, splash, leak, drip, float, sink, trickle, spray, wash, dry.

Onomatopoeia

The word comes from the combination of two Greek words, onoma meaning "name" and poiein meaning "to make," so onomatopoeia literally means "to make a name (or sound)." The word boing, for example, is simply a sound effect, but one that is very useful in making writing or storytelling more expressive and vivid. Many onomatopoeic words can be verbs as well as nouns. Slap, for instance, is not only the sound that is made by skin hitting skin but also the action of hitting someone (usually on the face) with an open hand. Incidentally, as a radio drama producer, if I wanted to record the sound of someone's face being slapped without hurting them, I would get an actor to put his hand, palm outwards against his cheek then I would get an actress to slap his hand. Then we would hear the slap and he could say "ouch" as he moved backwards. Perhaps your children could have fun doing this.

Water Sounds . – Words related to water or other liquids often begin with sp- or dri-. Words that indicate a small amount of liquid often end in -le (sprinkle/drizzle). If you are out of doors and it is not too cold perhaps you can have fun with the children demonstrating some of these – without getting the children too wet: bloop, splash, spray, sprinkle, squirt, dribble, drip, drizzle.

E and F letter Game: .

Show the /e/ and /f/ flashcards. Say the words and get the students to repeat. Divide the class into teams., and see who is the first team to say for example "envelope" or “feather” Help them to pronounce correctly

Letter Songs:

Sing letter e sound with children: "Eggs in the pan e e e, Eggs in the pan e e e, Cracking eggs like this e!" Sing letter f sound: “My friend and I went to the beach. With my floating fish, I got a hole. The air came out ffffffff !”

DRAMA GAME: Family Pictures

This is a game to use with movement, gestures and facial expression.

1. Choose groups of four, five, six, seven or eight students. (2 can be a dog and a cat)
2. Choose a student to be the photographer.
3. The group will pose as if they are having a family portrait made and photographer will take a photo.
4. We use our digital camera, but you could have your student mime using a camera as well.
5. After the first "family picture" is taken, tell the students that they will have ten seconds to move about as a different type of family.
6. Count and then on "ten" they freeze in whatever movement they happen to be doing for their characters and we snap a second photo.

If you take real photos, maybe you can print them and stick them on the class room wall.

CHAPTER 6: JOBS , AGE, TOYS AND ART

“The great thing about teaching children is that there is never a dull moment; they force you to be kind, generous, and patient and to give the best of yourself everyday. They love it when you play, sing and laugh with them. Children make you feel you are an important part of their lives, and you are! If your English teachings have a positive impact on them, they'll love language learning for the rest of their lives!”

Flashcards that you can design yourself or find on the internet. Flashcards with pictures and words of chef/cook, pilot, farmer, students, carpenter, singer, dentist, teacher, fire fighter, police officer, nurse, crossing guard, balloon, ball, yo-yo, toy train, doll, toy boat, toy car, toy airplane, garden, grass, game, grandpa, grandma, glass, gentleman, gate, gold, goat, gorilla, gift, hotel, hair, holiday, handsome, hundred, hand, horse, house, heart, honey, igloo, ice cream, ink, insect, internet, island, iron, idea, imp, inch, inside, invite, important.

Props and materials: Balloon, ball, yo-yo, toy train, doll, toy boat, toy car, toy airplane, an mp3 player or play songs from a computer online at www.learnetd.com/teachers/teacher-courses/kindergarten-courses/kindergarten-06/

Meditation

Eline Snel from Holland writes the following in her book *Sitting Still Like a Frog*

1. Meditate regularly. Practice makes perfect. Some children take to meditation at once, while others experience resistance. With these children, you might ask them to agree to meditate five times and then ask what they make of the experience.
2. Keep it lighthearted. Try to bring a playful and relaxed attitude to the exercises and have fun.

3. Your children's experience of meditation changes each time they do it, and every moment is new. It's an adventure of discovery.
4. Be patient. Meditation requires lots of practice without being too focused on an outcome or results. It is like learning a new language or playing an instrument. A caterpillar does not turn into a butterfly overnight.
5. Show appreciation when your children are practicing. Your support is essential. We all tend to be more engaged when we are encouraged.
6. Ask your children to describe their experiences after finishing an exercise. Experiences cannot be right or wrong. They are rooted in this moment. Most children like talking about them, but if they do not, then that is okay too.

Warm up song

What do you do? I'm a pilot. (x3)
What do you do? I'm a chef. (x3)
What do you do? I'm a farmer. (x3)
What do you do? I'm a teacher. (x3)
What do you do? And what is your job?
What do you do? And what is your job?
What do you do? I'm a doctor. (x3)
What do you do? I'm a student. (x3)
What do you do? I'm a fire fighter. (x3)
What do you do? I'm a police officer. (x3)
What do you do? I'm a carpenter. (x3)
What do you do? I'm a singer. (x3)
What do you do? I'm a dentist. (x3)

Job Game

1. Show picture cards of different occupations.
2. Say the word for each.
3. Show picture cards of students and a teacher.
4. Call students to the front of the classroom. Prompt them to say
5. "I'm a student". Students repeat. "You are a teacher".
6. Point to yourself as you prompt the students to say "You are a teacher".
7. Prompt the students to say the sentences properly.
8. Show a picture of a pilot and a nurse.
9. Say: My father is a pilot, my mother is a nurse. Students repeat.
10. Do the same with other occupations: cook, chef, crossing guard, doctor, policeman, fire fighter, engineer, soccer player, farmer, carpenter, singer, dentist, etc.
11. Can the students think of any other jobs?

Age Song

Sing with the children

“How old are you?
I'm five years old.
How old is your brother?
He is seven years old.
How old is your sister?
She is eleven years old.
How old is your pet dog?
It is twelve years old.

Toys and Small World Play

Show the toys from the props. Listen, point and say the words for toys. Perhaps students can bring their own toys to school. Go round the class encouraging them to talk as they play with their toys and tell their stories.

1. Help them to extend vocabulary related to a particular topic: park, zoo, farm, hospital, transport
2. Comment on the objects, toys or figurines the children are playing with
3. Comment on the settings, scenes, themes or storylines children are developing as they play
4. Describe the position of the things the children are playing with: behind, next to, in, on, under

An Art Class

Drawing and painting are just two of many skills acquired and developed in Drama. They can be useful in creating backdrops, props, their own flashcards, pictures for the English through Drama website, etc. Meanwhile also use the Art Class to teach English.

Making and decorating (art and craft)

1. Name the materials: pencil, paint, paintbrush, crayon, felt-tip, marker, card, paper, crepe paper, shiny paper, tissue paper, newspaper, glue, scissors, cotton wool, fabric, sequins, feathers. Get the children to show and to repeat.
2. Describe properties and textures of materials: runny, thick, smooth, hard, long, short, spiky, rough, shiny
3. Experiment with and describe colour. (perhaps they can mix primary colours to get secondary colours)
4. Use instructions: paint, draw, colour, smudge, blur, blow, copy, pour, make, cut, stick, decorate, hang (it) up

5. Art appreciation and describing what the children have made, painted or drawn.

Malleable materials (dough, plasticine, clay)

When playing with **plasticine** children develop their fine motor skills. Children are working on hand-eye coordination and building up the muscles in their hands and fingers when modeling plasticine. These are valuable pre-writing skills, as good muscle strength and hand-eye coordination will help children hold and use writing tools properly later on. By playing with plasticine, children are also experimenting with things like colour, shape and texture. As they play:

1. Use language of manipulation: push, pull, drop, squeeze, press, bend, twist, roll, stretch, squash, squish, pinch, flatten, poke, scrape, break apart.
2. Describe length/thickness: longer than, shorter than, the same length as.
3. Use language related to colour and smells.
4. Describe texture: soft, hard, squishy, lumpy, grainy, shiny
5. Talk about materials that can be added to dough: feathers, sticks, twigs, shells.
6. Explore language related to shapes.

Letter G and H words Game

Show the flashcards with the G and H words and pictures. Say the words garden, grass, game, grandfather, grandmother, glass, gentleman, gate, gold, goat, gorilla, gift, hotel, hair, holiday, handsome, holiday, hundred, hand, horse, house, heart, honey and get the children to repeat .

Divide the class into teams., and see who is the first team to say for example "gorilla" or "heart". Help them to pronounce correctly.

Sing Letter G and H Sounds with Children. Show the flashcards as you sing:

"G is for garden, g, g, Garden.

G is for goat, g, g, Goat.

G is for grass, g, g, Grass.

G is for green, g, g, Green.

G is for gold, g, g, Gold.

G is for glass, g, g, Glass.

G is for gate, g, g, Gate.

G is for game, g, g, Game

G is for grandfather,

G, g, Grandfather.

G is for grandmother,

G, g, Grandmother

G is for gentleman,

G, g, Gentleman

G is for goodbye,

G, g, Goodbye."

"Here comes the letter H.

H is for hello, h, h, Hello.

H is for horse, h, h, Horse.

H is for hearts, h, h, Hearts.

H is for house, h, h, House.

H is for hotel, h, h, Hotel.

H is for hand, h, h, Hand.

H is for hair, h, h, Hair.

H is for home, h, h, Home.

H is for holiday, h, h, Holiday.

H is for handsome, h, h, Handsome.

H is for hospital, h, h, Hospital.

H is for hundred, h, h, Hundred."

Some more Onomatopoeia

Encourage the children to produce Vocal sounds – Sounds that come from the back of the throat tend to start with a gr.- sound, whereas sounds that come out of the mouth, through the lips, tongue and teeth, often begin with mu-. Say and have fun with: giggle, growl (like a lion or a bear), grunt (like a camel), gurgle (like gargling), mumble, murmur, bawl, belch, chatter, blurt.

Left or Right Game.

This is a variation on the Pooh or Paddington Bear Game in chapter 4. Have any object that two children have to find. Send two children out of the room and have the other children hide the object. Then invite the two children back and have them search for the it. Once they come into the room the other children can shout “left” or “right” or “behind you” or “in front of you”, until the two children find the object. Then you can do the same with more pairs of children.

Letter I words Game

Show the flashcards with the I words and pictures. Say the words igloo, ice cream, ink, insect, internet, island, iron, idea, imp, inch, inside, invite, important and get the children to repeat .

Letter I Song

“I is for ice cream, i, i, Ice cream.

I is for island, i, i, Island.

I is for iron, i, i, Iron.

I is for idea, i, i, Idea.

I is for imp, i, i, Imp.

I is for inch, i, i, Inch.

I is for insect, i, i, Insect.

I is for ink, i, i, Ink.

I is for igloo, i, i, Igloo.

I is for inside, i, i, Inside.

I is for invite, i, i, Invite.

I is for important, i, i, Important.”

“Simon Says” Game

The teacher gets the class to stand and face them.

They will then give them an order such as "Simon says, touch your toes".

The students must act out the teachers order correctly. If the students do the wrong action then they are out of the game.

Variations and extensions: Teacher can give orders depending on the category or topic that they are teaching. She can speed up the orders they give to make them think faster. She can also get the students to come up and become 'Simon'.

This game gets the students moving around and is competitive.

DRAMA GAME: What’s my job?

1. All sit in a circle.
2. In turn take each child aside and secretly give each one an occupation (e.g. policeman, pilot, nurse, teacher, etc).
3. Use each occupation twice, and make sure the occupations are kept secret.
4. Pupils use the space to mime their own occupation.
5. Their task is to spot the person with the same occupation as them.
6. When they have done this they should approach their partner, and without speaking, check that they are both miming the same job.
7. They should sit down in their pair when they think they have found their partner.
8. The game continues until everybody is sitting down.
9. The teacher should check they are all correct at the end of the game!

CHAPTER 7: BODY PARTS, SPORT AND COLOUR

Watch your children carefully as they learn so you really get to know them , what they like doing, what they can do, what they might need help with and what the next steps in their learning and development might be. It could be a good idea to keep an observation journal. Also encourage and praise the children as often as possible, for as many different things as you can think of, so that nobody is left out.

If they make mistakes explain that this is a way of learning. Madeleine Simon, author of *Born Contemplative*, wrote “Once, when visiting a class of six-year-olds, a boy asked me to listen to a story he had just written. While he was reading, I noticed he had drawn a number of tiny pictures throughout the text which did not seem to have anything to do with it. There was a little house, a man, a ball, a flower and more, all brightly coloured. So, when he had finished reading, I asked him about them. He sidled up close to me and said: ‘When we make a mistake we don’t cross it out; we make it look pretty.’ Here, I felt, was a teacher after my own heart!” We have much to learn from children, as we prepare our courses.

Materials required: an mp3 player or play songs from a computer online at www.learnetd.com/teachers/teacher-courses/kindergarten-courses/kindergarten-07/ , a white board or blackboard and marker, paper and pencil, hand puppets.

Flashcards that you can design yourself or find on the internet. Flashcards with pictures and words of head, nose, mouth, teeth, eyes, ears, wrists, ankles, elbows, knees, hips, shoulders, toes, fingers, feet, legs, football, swimming, basketball, rowing, cycling, skiing, tennis, cricket, skating, red book, red bed, green tree, yellow lemon, yellow jelly, orange box, orange fox, blue pen, black hat, black cat, white egg, brown mouse, brown

house, pink bird, pink drink in glass, purple grapes. purple tape, juice, jug, jam, jelly, jacket, kite, key, keyboard, kettle, kangaroo, leaf, lollipops, lemon, lion, ladder, jack, jill, joy, jump, jackal, jaguar, jolly, jester, king, kiwi, kittens, koala, kitchen, long legged lion, lizards, licorice, colour circles: red, green, orange, yellow, blue, black, white, brown, pink, purple. Drama game flashcards: horse rider, cook tasting, playing cards, pooh loving piglet, eating spaghetti, washing a dog, singing with microphone, tug of war, ballet dancing, moon walking, opera singing, walking in the desert, playing tennis, tossing pancakes, opening a present you do not like.

Meditation

Meditation builds community wherever it is practiced. Sitting together in silence, stillness and simplicity promotes connection and wholeness in all human beings regardless of faith and other forms of diversity. Meditation comes naturally to children, who experience it as both enjoyable and beneficial. Just as they are happy with their grandparents, parents or teachers paying attention to a story, so they are happy to be quiet and still in meditation. Teaching children to meditate is giving them a spiritual practice and life skill for the modern world that will remain with them for life.

It's less a question of teaching them to meditate and more about us learning from their simplicity and helping them to stay in touch with their contemplative gift. Children today are exposed to adult pressures and the addictions of digital entertainment at very early ages. Meditation simply and immediately helps them to cope and survive these forces. Teachers notice the benefits very quickly in classes and schools where meditation becomes part of the regular experience. When a teacher introduces meditation to a child, who is teaching who? The answer based on experience is 'both'.

The above is taken from www.wccm.org the website of the World Community of

Christian Meditation. Now meditate with your children for five minutes.

Warm up song

You and your students should touch your body parts as you sing this song. You will have to move fast and may have to do it several times to get it right. It will be fun and a good learning experience.

“My head is on top of my body.	Ankles, Wrists, elbows, knees,
My head has a nose, mouth and	My body is special to me, to me.
teeth.	My body can do many things.
My head has two eyes and two ears.	My body is special to me.
My body is special to me.	My body has ten toes and fingers.
Eyes, ears, mouth, teeth,	My body has two hands and feet.
My body is special to me, to me.	My body has two arms and legs.
My body can do many things.	My body is special to me.
My body is special to me.	Fingers, toes, hands, feet,
My body has wrists and ankles.	My body is special to me, to me.
My body has elbows and knees.	My body can do many things.
My body has hips and shoulders.	My body is special to me.”
My body is special to me.	

Gender and Family Game.

Call two students, a boy and a girl, to the front of the class. Say “are you a boy or a girl? Prompt them to say: “I’m a girl.” or “I’m a boy.” Ask other students to the front of the class and ask them, for example: “Is your grandmother a man or a woman?” Prompt the reply: “She’s a woman.”

Do the same for other members of their families and their friends. They will be boys,

girls, men or women. Then ask what they are or what they do. See occupations and jobs from the last chapter 6.

They might be a cook, chef, crossing guard, doctor, policeman, fire fighter, engineer, soccer player, farmer, carpenter, singer, dentist or have any other job Ask: “What do they do?” or “What is your father?” Prompt answer: “She / he is a”

Sports Game

Pass round laminated sports flashcards. The teacher chants: 'What sport do you play? Children look at the flashcards below and call out the following: “I play football”, “I swim”, etc. Also make flashcards for rugby, baseball, netball, mountain climbing, table tennis, beach ball, etc.

Show the colour flashcards and say the words:

Red book, red bed, green tree, yellow lemon, yellow jelly, orange box, orange fox, blue pen, black hat, black cat, white egg, brown mouse, brown house, pink bird, pink drink in glass, purple grapes. Get the children to repeat, before you sing the colour songs together.

Sing the Colour Song with your Students

“What's this? It's a book.

What colour is the book?

The book is red Just like this bed.

What's this? It's a tree.

What colour is the tree?

The tree is green.

You see? I see.

What's this? It's a lemon.

What's this? It's an egg.

What colour is the egg?

The egg is white.

That's right. I'm right!

What's this? It's a mouse.

What colour is the mouse?

The mouse is brown, just like this
house.

What colour is the lemon?
The lemon is yellow, just like this
jello.

What's this? It's a box.

What colour is the box?
The box is orange Just like this fox.

Red, green, yellow, orange, blue,
Black, white, brown, pink, purple
too.

Red, green, yellow, orange, blue,
Black, white, brown, pink, purple
too.

What's this? It's a pen.

What colour is the pen?
The pen is blue. That's true.

It's true!

What's this? It's a hat.

What colour is the hat?
The hat is black, just like this cat.

Red, green, yellow, orange, blue,
Black, white, brown, pink, purple
too.

Red, green, yellow, orange, blue,

Black, white, brown, pink, purple
too.

What's this? It's a bird.

What colour is the bird?

The bird is pink, just like this drink.

Do you really think this bird is pink?

Yes, I really think that bird is pink.

I really think that bird is pink

The bird is pink, just like this drink.

What's this? It's a grape.

What colour is the grape?

The grape is purple, just like this
tape.

Red, green, yellow, orange, blue,

Black, white, brown, pink, purple
too.

Red, green, yellow, orange, blue,

Black, white, brown, pink, purple
too.

Crocodile Game

Mark a coloured river across the floor of the classroom. One child is the crocodile the others are fish. river between them. they ask: 'Hello Mr. Crocodile, can we cross your golden river?' he answers: Yes, only if your are wearing blue. And if someone in

wearing blue she/he can cross the river. The others have to run through. The crocodile catches someone to be the next crocodile and choose then another colour to wear.

Preparation for the next songs

Show the flashcards and get the children to repeat the words: juice, jug, jam, jelly, jacket, kite, key, keyboard, kettle, kangaroo, leaf, lollipops, lemon, lion, ladder, jack, jill, joy, jump, jackal, jaguar, jolly, jester, king, kiwi, kittens, koala, kitchen, long legged lion, lizards, licorice.

Sing letter J and K Songs

Show actions, emotions, gestures and facial expressions with the children and show flashcards:

"Here comes the letter J

J is for Jack, J J Jack.

J is for Jill, J J Jill.

J is for Joy, J J Joy.

J is for Jump, J J Jump.

J is for Jelly, J J Jelly.

J is for Juice, J J Juice.

J is for Jackal, J J Jackal.

J is for Jaguar, J J Jaguar.

J is for Joy, J J Joy.

J is for Jam, J J Jam.

J is for Jolly, J J Jolly.

J is for Jester, J J Jester. “

“Kevin likes kiwis

Kevin likes kittens

Kevin likes koalas, k, k, k.

Kitten in the kitchen

Kitten in the kitchen

K is the sound of K.

Big K, little k, I like k.

Kevin likes kiwis

Kevin likes kittens

Kevin likes koalas, k, k, k.

Kitten in the kitchen

Kitten in the kitchen

K is the sound of K.”

Animal Sounds

Let's prepare for songs in the next chapter by making animal sounds. Words related to animal noises often have long vowel sounds, such as "oo" or "ay." If you've spent time in other countries, you may know that animals speak different languages too. Depending on where a chicken is from, for example, she might cluck-cluck, bok-bok, tok-tok, kot-kot or cotcotcodet. We'll stick with English here. Show flashcards and make the sounds with gestures, movements and facial expressions and get the children to repeat: baa (sheep), bark (dog), buzz (bee or mosquito depending on how high), cheep (bird), chirp (bird), chortle (a possum makes a noise like a car that won't start), cluck (hen), cock-a-doodle-doo (rooster), cuckoo, hee-haw (donkey), hiss (snake), meow (cat), moo (cow), neigh (horse), oink (pig), purr (cat), quack (duck), roar (lion or tiger), too-wit too-woo (owl), tweet (bird), woof (dog).

Pictionary Game

Draw a picture on the board and see who can guess what it is first.

You may turn this game into a fun competition. In that case split the class into two teams and select one member from each team to draw the word given by the teacher. Make sure the word is not heard by the other students. Students are given a time limit. If their group gets the answer correct then they get a point. If they don't, then the other group gets an opportunity to earn the point by giving the correct answer.

Encourage the students to shout out what they think the answer is whilst the image is being drawn. More time may be given to the artist if no one understands their drawing! Another version of this game can be played where a picture is drawn on a piece of paper. An individual comes to the front of the class with their back to the class.

The picture is stuck to their back. The class has to explain what the drawing is, without saying the word. The individual must guess what the word is.

Sing L Letter Song

“Long-legged lions,	Lots and lots of licorice.
What do they love?	Long, long, long, long licorice.
They love lollipops.	Long-legged lions,
Long-legged lions,	What do they love?
What do they love?	They love lollipops.
They love lollipops.	Long-legged lions,
La la la la la la la	What do they love?
They love lollipops.	They love lollipops.
La la la la la la la.	La la la la la la la
Lounging lizards	They love lollipops.
They don't like lollipops	La la la la la la la.
What do lounging lizards like?	They love lollipops.
They like licorice.	La la la la la la la.”

DRAMA GAME: Chain Mime: Guess the Action.

1. Divide the class into 2 , 3 or 4 groups.
2. Have at least 6 in each group.
3. Number the students in each group from one to six.
4. Get each member of the first group to leave the room except for number one.
5. The other groups stay in the room. They must stay silent
6. You then give number one an action to mime. Show her or him the appropriate drama game flashcard
7. You then call number 2 into the room and number one mimes to number 2.
8. They do not talk.
9. Number 3 then comes into the room and number 2 mimes exactly what he/she saw to number 3.

10. Number 3 does the mime for number 4 and so on.
11. When number 6 comes into the room he / she has to guess what the original mime was.
12. Then the other groups do the same.

Here are some suggestions for mimes:

- | | |
|----------------------------------|---------------------------|
| 1. Riding a horse | 1. Ballet dancing |
| 2. Skiing | 2. Moon walk |
| 3. Washing dishes | 3. Playing basketball |
| 4. Eating hot food | 4. Singing opera |
| 5. Counting money | 5. Walking in the desert |
| 6. Telling someone you love them | 6. Playing tennis |
| 7. Eating spaghetti | 7. Tossing pancakes |
| 8. Singing | 8. Opening a present that |
| 9. Playing tug of war | you do not like. |

The other groups watch how the mime changes with each person. This is a fun game and helps with observation skills.

CHAPTER 8: ANIMALS

A wise and witty Jewish friend of mine said that miracles are very carefully prepared. Please teachers take time and effort to prepare. It will pay off and you may in the process discover and add many creative and practical ideas of your own.

Flashcards that you can design yourself or find on the internet. . Flashcards with pictures and words of lion, zebra, hippo, crocodile, elephant, tiger, horse, kangaroo, monkey, penguin, snake, tiger, wolf, polar bear, giraffe, toucan. For the letter songs you need monkey, mouth, milk, market, mix, mother, map, milkman, medicine, mountain, morning, name, nice, nest, nose, night, noon, new (Happy New Year Card), necklace, numbers, newspaper, neighbour, nightingale, orange, oxen, onions, olives, owl, penguin, pancake, poodle, pony, pogo sticks, partridge, papers, paddles, plum tree, pasta, parsley, puppets. And for times of day show flashcards of sun rise, morning, noon, afternoon, evening, sunset and night.

Props: Magic box, inside is a mystery object. It could be a glove puppet of an animal or a flashcard – or anything else from previous chapters, like hand puppets for example.

Number Wall Chart.

Also required: an mp3 player or play songs from a computer online at

www.learnnetd.com/teachers/teacher-courses/kindergarten-courses/kindergarten-08/ and perhaps a hand puppet.

Meditation

As much as possible give the following instructions in English – or first in the children's language and then in English. In this way meditation will benefit the learning of English and English will begin to enter the children's unconscious.

1. Ask the children to sit in a comfortable position. But not so comfortable that they

fall asleep!

2. Ask the children to quiet their bodies. Then quiet the mind.
3. Ask the children to close their eyes. Continue to sit straight with their spines upright, relaxing the muscles of their bodies. Tell them to breathe normally from their stomachs. Breathe slowly in and out.
4. When the children have become quiet, you may ring a bell, or chime or simply say, "We begin our meditation now." This signals the children to say their mantra (ma-ra-na-tha or another mantra) silently. Advice can be, "Say the mantra until you can no longer say it and as soon as you realize you have stopped saying it, start saying it again."
5. The children are to repeat the mantra throughout the meditation period. As the teacher, you keep track of the time and ring the bell when the period comes to an end. Remind children that they can meditate silently with a mantra whenever they want to throughout the day or at home on their own.
6. Now meditate for six minutes.

Warm up Zoo Song

Sing with the children, making movements, gestures and facial expressions and maybe noises.

"Let's go to the zoo	Let's go to the zoo
And stamp like the elephants do.	And waddle like the penguins do.
Let's go to the zoo	Let's go to the zoo
And stamp like the elephants do.	And waddle like the penguins do.
Let's go to the zoo	Let's go to the zoo
And jump like the kangaroos do.	And slither like the snakes do.
Let's go to the zoo	Let's go to the zoo
And jump like the kangaroos do.	And slither like the snakes do.

Let's go to the zoo	Let's go to the zoo
And swing like the monkeys do.	And swim like the polar bears do.
Let's go to the zoo	Let's go to the zoo
And swing like the monkeys do.	And swim like the polar bears do.

What's in the Magic Box? Game

The teacher places a flashcard in the "magic box." The teacher or a puppet asks "What's in the magic box?" Students/teams ask questions about colour, category (animal? food? etc) and so on. Students/teams must ask at least 3 questions before guessing what it is. Correct guesses mean scoring points, and maybe the opportunity to be "teacher" with the next item. This game can be used to practice answering closed questions and open questions. Closed-ended questions are those which can be answered by a simple "yes" or "no," while open-ended questions are those which require more thought and more than a simple one-word answer. The game can also be used to review previous vocabulary, and teach new words. It is also great for listening practice and critical thinking skills. This is my go-to game for beginners due to its adaptability.

Sing the Age Song

“How old are you?	How old is your sister?
I'm five years old.	She is eleven years old.
How old is your brother?	How old is your pet dog?
He is seven years old.	It is twelve years old.”

Also Sing the Jungle Song

Again making movements, gestures and facial expressions and noises.

“Walking in the Jungle,	Jumping in the Jungle,
-------------------------	------------------------

Walking in the Jungle,	Jumping in the Jungle,
We're not afraid, We're not afraid	We're not afraid, We're not afraid.
Walking in the Jungle,	Jumping in the Jungle,
Walking in the Jungle,	Jumping in the Jungle,
We're not afraid, We're not afraid.	We're not afraid, We're not afraid.
One step, two steps, three steps	One step two steps, three steps
forward,	forward
One step, two steps, three steps back.	One step two steps, three steps back
Stop. Listen.	Stop. Listen.
(FROG CROAKS)	(TOUCAN NOISE)
What's that? It's a frog	What's that? It's a toucan.
We're not afraid.	We're not afraid.
Let's stomp.	Let's skip.
Stomping in the Jungle,	Skipping in the Jungle,
Stomping in the Jungle,	Skipping in the Jungle,
We're not afraid, We're not afraid.	We're not afraid, We're not afraid.
Stomping in the Jungle,	Skipping in the Jungle,
Stomping in the Jungle,	Skipping in the Jungle,
We're not afraid, We're not afraid.	We're not afraid, We're not afraid.
One step two steps, three steps	One step two steps, three steps
forward	forward
One step two steps, three steps back	One step two steps, three steps back.
Stop. Listen.	Stop. Listen. What's that?
(MONKEY NOISE)	(TIGER ROAR)
What's that? It's a monkey.	It's a tiger.
We're not afraid.	Run!
Let's jump.	

Perhaps students can bring their toys to school.

Listen, point and say the words for toys, for example, balloon, ball, doll, yo-yo, train, boat, car. Get them to ask and answer simple sentences, for example, “what's that?” “it's a car”, “what do you do with it?” “I drive it” “what colour is it?", etc.

Paper Ball Fight.

Write many vocabulary words on large pieces of paper, if your students are too young to read you can use pictures or drawings. Ask students to make paper balls with the pieces of paper. Play some lively music as a background and let students throw the balls towards each other. You may even start by saying... ready... steady... attack! Stop the music and each student has to pick a piece of paper, unfold and make a sentence with that word. It's a great way to review vocabulary and work on language chunks! But mostly, having fun!!!

Collision sounds–

Collisions can occur between two or more objects. Sounds that begin with cl- usually indicate collisions between metal or glass objects, and words that end in -ng are sounds that resonate. Words that begin with th- usually describe dull sounds like soft but heavy things hitting wood or earth. Using facial expressions, gestures and movements, get the children to repeat after you: bam, bang, clang, clank, clap, clatter, click, clink, ding, jingle, screech, slap, thud, thump.

Sing letter M and N Songs

Invent actions and emotions, gestures and facial expressions with the children and show flashcards.

"M is for monkey, m, m, Monkey.	"N is for nest, n, n, Nest.
M is for mouth, m, m, Mouth.	N is for nose, n, n, Nose.
M is for milk, m, m, Milk.	N is for night, n,n, Night.
M is for market, m, m, Market.	N is for name, n, n, Name.
M is for mix, m, m, Mix.	N is for nice, n, n, Nice.
M is for mother, m, m, Mother.	N is for new, n, n, New.
M is for map, m, m, Map.	N is for noon, n, n, Noon.
M is for milkman, m, m, Milkman.	N is for necklace, n, n, Necklace.
M is for medicine, m, m, Medicine.	N is for number, n, n, Number.
M is for mountain, m, m,	N is for nightingale, n, n, Nightingale.
Mountain.	N is for newspaper, n, n, Newspaper.
M is for morning, m, m, Morning."	N is for neighbour, n, n, Neighbour."

Listen to, Say, Read (have a number wall chart if possible) and

Write Numbers: 1 - 100

Game: What's the Time Mr. Wolf?

Students stand in a circle, one is in the middle. Students ask What's the Time Mr. Wolf? The one in the middle can say any time. But when he/she says "It's 12 o'clock, it's lunchtime all the children have to run and Mr Wolf has to catch someone. That child will be the next Mr Wolf. Small children love it and it's a good game to practice the question "What's the Time" and the time expressions.

Sing Letter O and P Songs:

"O o o o for Orange
O for Onions
O for Ostrich

O for Oxen

O for Olives

O for Owl

This is the story of O.”

“Penguins and Pancakes,

Poodles and Ponies,

Partridges and Pogo sticks

all start with the letter P.

Papers and Paddles

and Plum trees

Pasta and Parsley

all start with the letter P

These are Puppets

Can't you see?

We're Puppets.

and Puppets start

with the letter P.”

DRAMA GAMES: MAKING PICTURES

1. The students stand outside a performance space.
2. One student runs into the space, forms his or her body into a statue and announces what she is, as in "I'm a tree.”
3. Instantly the next person runs on and forms something else in the same picture.
"I'm a bench under the tree."
4. The next person adds to the picture. "I'm a man's or woman's bum on the bench."
"I'm a dog barking at the man or woman."
5. "I'm the newspaper the person is sleeping under." etc., until the whole group is part of the picture.
6. Either take a picture or pretend to take a picture.
7. Start again. And again.
8. Coach this to go very, very fast.
9. There is no time to think -- just go!

10. If there are two teams, they alternate.

GET OUT OF HERE GAME

1. Towards the end of the class, the teacher goes to the door.
2. Before each child leaves the class they must answer a question relevant to the topic they learnt in that lesson.
3. When they get the answer right they let them go by saying, 'Get out of here', in a fun way!

This game gets the students to leave your class in a positive way thinking that the lesson was fun at the same time as insuring they remember something from the lesson.

CHAPTER 9: WEATHER AND TRANSPORT

When I was a BBC radio drama director I had to be two different beings, first a listener and then a thinker of what to say to the actors to help make their performances even better. As a teacher of small children you need to combine three different beings: an observer, a participator as as a child yourself, and a director, discipliner and encourager of the whole show. You can do it and you can enjoy it! Perhaps your hand puppet, or an assistant, or an older child can help you.

It will improve an older child's English if they are helping you to teach.

Flashcards required: sunny, rainy, cloudy, snowy, hot, cold, windy and foggy; days of week; bicycle, two different cars, three different boats, four different helicopters, five different airplanes; queen, quick, quicksand, quiver, quiz, quiet, quilt, question, queen bee, round, ring, rabbit, radio, road, radish, red, raincoat, reindeer, rectangle, river, seashore, small, snake, square, starfish, stop, shadow, sheep, shiny, shop, telephone, travel, tall, taxi, toe, tiger, tennis, train, teacher, tent, tomato, toothpaste, umbrella, up, uncle, under, understand, us, unhappy, use, uniform, unicorn, utensils.

Props: a ball for the hot potato game, if possible have model bikes, cars, boats, helicopters and other modes of transport for children to play with. Musical instruments: drum, tambourine, triangle, shaker, xylophone, recorder, bell, or whatever you have or can find.

Also required: an mp3 player or play songs from a computer online at www.learnetd.com/teachers/teacher-courses/kindergarten-courses/kindergarten-09/ and perhaps a hand puppet.

Meditation:

Before meditation do the Weather Report exercise by Eline Snel from her book *Sitting Still like a Frog*. Ask your children: “What weather best describes what feelings are inside you at the moment? Is it sunny? Is it cloudy? Is it foggy? Is it windy? Is it freezing? Is it calm and snowing? How do you feel? Once you know how you are right now, just let it be . . . just as it is . . . ; there is no need to feel or do anything differently. You cannot change the weather outside either, can you? Stay close to your feeling for a while. Direct your friendly and curious attention to the clouds, the clear sky, or the storm that is brewing . . . this is how it is right now . . . ; like the weather, you simply cannot change a mood. Later today the weather will be completely different again . . . , but right now this is how things are. And that is absolutely fine. Moods change. They blow over. There is no need to take any action. What a relief.”

Most children enjoy this weather exercise. It makes them aware of the rain, the sun, and the storm inside them and teaches them to identify less with their moods: I am not the downpour, but I notice that it is raining; I am not a scaredy-cat, but I realize that sometimes I have this big scared feeling somewhere near my throat. What is most important is that they allow themselves to feel the way they feel. Now let them meditate for five minutes.

Warm up song. Show and say weather flashcards with words and pictures. Get the children to repeat and then sing together.

“How's the weather?

How's the weather?

How's the weather today ?

Is it sunny?

How's the weather?

Is it cloudy today?

Let's look outside.

Is it rainy?	How's the weather?
Is it cloudy?	Is it snowy today?
Is it snowy?	How's the weather?
How's the weather today ?	How's the weather?
Let's look outside	How's the weather today ?
How's the weather?	Is it sunny?
Is it sunny today?	Is it rainy?
Let's look outside	Is it cloudy?
How's the weather?	Is it snowy?
Is it rainy today?	How's the weather today ?
Let's look outside.	

Hot Potato Game

Arrange the students in a circle. Choose a category, for example, 'things you would find in a bedroom'. A ball is needed. The person starting with the ball must say aloud an object from the chosen category and then immediately throw the ball to another player around the circle. That player must then do the same but cannot repeat the same word. If a player cannot think of a word, or repeats a word that has already been said; they are out and must sit down!

Variations and extensions: each individual player can come up with their category and pass it onto the next player. For example, the category to start with could be 'something green'. The first person with the ball could say 'grass' then choose another category and pass the ball onto the next person.

Sing Days of the Week Song

“Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday”

Give the children Transport Toys to play with

When playing with transport toys, children are experimenting with friction and motion. As they play introduce these words to describe what they are doing; up and down, forwards and backwards, fast and slow, bumpy and smooth.

Sing Transport Song

"I can clap. I can sing.	I can clap. I can sing.
I can do anything.	I can do anything.
I can clap. I can sing.	Let's count some more.
I can do anything.	Four helicopters.
Here we go. Let's count.	Four helicopters.
One bicycle.	Four claps. One. Two. Three.
One bicycle.	Four.
One clap. One.	Five airplanes.
Two cars.	Five airplanes.
Two cars.	Five claps. One. Two. Three.
Two claps. One. Two.	Four. Five.
Three boats.	We did it.
Three boats.	I can clap. I can sing.
Three claps. One. Two. Three.	I can do anything.
I can clap. I can sing.	I can clap. I can sing.
I can do anything.	I can do anything."

Onomatopoeia in Action

Get the children to repeat transport noises: "Chug, chug, chug. Puff, puff, puff. Ding-dong, ding-dong, whooh, whooh. The little train rumbled over the tracks." You can shake up and down as you say rumbled.

Sing letters Q and R Songs

"Q is for queen, q, q, Queen.	"R is for rabbit, r, r, Rabbit
Q is for q, q, quick, Quick.	R is for rain, r, r, Rain.
Q is for quiet, q, q, Quiet.	R is for round, r, r, Round.
Q is for quilt, q, q, Quilt.	R is for ring, r, r, Ring.
Q is for question, q, q, Question.	R is for radio, r, r, Radio.
Q is for quiz, q, q, Quiz.	R is for road, r, r, Road.
Q is for quiver, q, q, Quiver.	R is for radish, r, r, Radish.
Q is for quiet, q, q, Quiet.	R is for red, r, r, Red.
Q is for quicksand, q, q, Quicksand.	R is for raincoat, r, r, Raincoat.
Q is for quick, q, q, Quick.	R is for reindeer, r, r, Reindeer.
Q is for question, q, q, Question?	R is for rectangle, r, r, Rectangle.
Q is for queen bee, q, q, Queen Bee."	R is for river, r, r, River."

Who Am I? Game

Great for practicing question formation!

1. Stick a Post-It to each learner's forehead and explain that they have amnesia and don't remember who they are!
2. Split the class into pairs so they can guess what is their name or perhaps their occupation or whether they might be an animal or a kind of food or whatever.
3. Then they can ask the questions: Am I...? Can I...? Do I...? Have I got...? etc...
4. When they guess their partner's name, they have to put another name or whatever

on the Post-It and stick it to their partner's head again.

It's great because it's open-ended, so fast finishers can just repeat.

Sing S and T songs

“S is for seashore, s, s, seashore.

S is for small, s, s, small.

S is for snake, s, s, snake.

S is for snow, s, s, snow.

S is for sunshine, s, s, sunshine.

S is for square, s, s, square.

S is for starfish, s, s, starfish.

S is for stop, s, s, stop.

S is for shadow, s, s, shadow.

S is for sheep, s, s, sheep.

S is for shiny, s, s, shiny.

S is for shop, s, s, shop.”

“T is for tiger, t, t, tiger.

T is for tennis, t, t, tennis.

T is for telephone, t, t, telephone.

T is for tall, t, t, tall.

T is for travel, t, t, travel

T is for train, t, t, train.

T is for taxi, t, t, taxi.

T is for toe, t, t, toe.

T is for teacher, t, t, teacher.

T is for tent, t, t, tent.

T is for tomato, t, t, tomato.

T is for toothpaste, t, t, toothpaste.”

Movement and Music

Use language related to actions, position and parts of the body. Tell your children to do the following: “put your hands up in the air, draw circles in the air, touch your nose, wriggle your fingers, jump, hop, lie face down on the floor, lie on your back, move over there, come closer, curl up into a ball, stretch your arms out as wide as you can, take a nap.” Then let them do the same to each other in pairs.

Name and show any **musical instrument** if you have them, for example: shaker, drum, recorder, xylophone, block, triangle, bell, tambourine. Use language to describe sounds:

loud, quiet, soft, high, low, long, short, fast, slow, tap, shake, scrape, knock, tick, hum, howl.

When playing with musical instruments children are developing sound recognition (the sounds that different instruments make and an understanding of how sounds can change (e.g. high, low, soft, loud, fast slow) and an appreciation of music. These valuable listening skills are transferable to the area of language and communication.

Sing U Song

“U is for umbrella, u, u, umbrella. U is for unhappy, u, u, unhappy.

U is for up, u, u, up. U is for up, u, u, up.

U is for under, u, u, under. U is for uniform, u, u, uniform.

U is for uncle, u, u, uncle. U is for use, u, u, use.

U is for understand, U is for unicorn, u, u, unicorn.

U, u, understand. U is for utensils, u, u, utensils.

U is for us, u, u, us.

Drama Game: Kinds of Transport

The teacher gives a flashcard to the first child, without the others seeing it. She/He then says to the student:

1. Make the action.
2. Make the noise.
3. Say the words (without naming the transport).

The other students have to guess. Let each student take it in turn to use: speech (in English of course), movement, gesture and sound to act out being a passenger or rider.

Transport	Ideas for Sounds to Make and What to Say and Actions
Car	Noise of car. “Drive straight”. “Turn left”. “Park here.”
Helicopter	Noise of helicopter. “Take off now. “ “Hover over the city.”
Airplane	Noise of plane taking off. “We are taking off.” “Fasten your seat belts.”
Parachute	“Jump!” Noise of Whooshing. “Get ready to land.” “Roll over onto ground.”
Fire Engine	Fire alarm noise. “Put on your helmets.” “Get the water hose.”
Steam train	Noise of steam train. “Which platform?” Whistle. “Close the doors please.”
Rowing boat	“Get your oars ready.” Action of rowing. “Don’t fall in.”
Bicycle	Action of cycling. “Let’s race.” “I’ve got a puncture.” Bicycle bell sound.
Skateboard	“Can you ride on two wheels?” “I can spin.” Imitate actions of skate-boarding.

Remind the students making the demo not to say the name of the transport. This is what they have to guess.

CHAPTER 10: FOOD, HOLIDAYS, FRUITS, VEGETABLES AND PIRATES

Always have fun. Remember facial expressions, gestures and movements and articulate English very clearly. Also perhaps continue to have dialogue with a hand puppet. That way your children will learn what may seem quite difficult language, as in the holiday song in this chapter.

Never preach but convey messages – like avoiding unhealthy food and relishing fruit and vegetables – in a fun way through songs and games. We end the 3 to 6 year old section with a splendid Pirate game that will help lead to their taking part in dramas from 6 years old onwards.

Flashcards: for warm up song chocolate: ice cream, chips, cake, hamburger, bananas, vegetables, grapes, pasta, apples, junk food. For holiday song: Ramadan, Kwanzaa, Christmas, Hanukkah, Diwali, Solstice, New Year, Harvest. For letter songs: violet, voice, village, van, vegetable, vest, volcano, vase, valley, violin, video, vowel, walrus, wasp, window, walk, welcome, walk, wake up, word, winter, wind, wedding, white, xylophone, xmas, xerox, X-ray, yellow, yacht, yogurt, yak, yo-yo, yawn, yard, year, you, young, yell, yes, zebra, zoo, zero, zip, zigzag, zoom. For fruit and vegetables: apple, orange, banana, water melon, grapes, mango, pear, strawberry, cherry, pineapple, papaya, raspberry, rice, potato, cabbage, tomato, carrot, spinach, broccoli, beans, peas, eggplant, cauliflower, cucumber.

Props: musical instruments, for example shaker, drum, recorder, xylophone, block, triangle, bell, tambourine. Small objects to inspire inventing drama might be boats, diggers, bulldozers, tractors, treasure, dinosaurs, pirates, firefighters, plumbers, dolls. The same is true of dressing up costumes (fairy, princess, pirate, king, clown, etc).

Also required: an mp3 player or play songs from a computer online at www.learned.com/teachers/teacher-courses/kindergarten-courses/kindergarten-10/ and perhaps a hand puppet.

Meditation:

The benefits of meditation for children include the improved ability to manage stress, control anger, improved attention/concentration and improved interaction/empathy, improved academic outcomes. Most teachers interviewed were positive about the programme. Most parents reported calming and relaxing effects in their children. Many children reported that they meditated outside of school times especially when they felt under stress. They reported better pro-social behaviour. Many students also said they thought their teachers would benefit from meditation too. Children often experience stress and anxiety quite severely today. External pressures to perform and compete contribute to this in and out of academic areas. Highly increased levels of mental stimulation operate on them through the media, internet and many addictively violent styles of music and entertainment. One woman, the wife of a University president began to teach her over-active 6 year old son to meditate when he said to her one night as he was unable to sleep, 'Mum, I wish I had an off-switch.'

I recommend the books: *Coming Home: A Guide to Teaching Meditation to Children* by Ernie Christie and *Born Contemplative* by Madeleine Simon, as well as the website wccm.org/content/meditation-meditation-children which have greatly helped me to write these sections on meditation. They are mostly Christian orientated, but they are applicable to those of all religions and also of no religion.

Encourage your children to meditate for six minutes.

Warm up song. Show the flashcards and say and get them to repeat before and then as you all sing together.

Chocolate, I hear you say.

Ice cream, I could eat it everyday.

Chips, oh what a lovely treat,

but not that good to eat.

Cake, so nice and sweet.

Hot dogs, well they make a lovely
treat.

Hamburgers, ok once in a while,
but that food won't make you smile.

You'll be in a good mood,

with healthy food.

Fruit and vegetables,

grains will help you grow.

you'll have energy, just you wait and
see.

Healthy food will make you smile.

Bananas, I hear you say,

vegetables, you should eat them
everyday.

Bread, more than a lovely treat,

also good to eat.

Grapes, so nice and sweet.

Pasta, well it's really fun to eat.

Apples, more than once in a while,
cause this food will make you

smile.

You'll be in a good mood

with healthy food.

Fruit and vegetables,

grains will help you grow.

You'll have energy,

just you wait and see.

Healthy food will make you smile.

Junk foods, only fine once in a
while.”

(junk food = unhealthy food with too much sugar and fat)

Review Past Chapters with your Children

Get them to ask each other what is their favourite person or object or quality. Get them to answer for example: “My favourite job is a nurse.” “My favourite toy is a yo-yo.”

“My favourite day of the week is a Saturday.” Different categories to choose from are: jobs, toys, body parts, sports, colours, animals, transport, numbers, weather and weekdays.

Jobs: cook, doctor, policeman or policewoman, fireman, nurse, teacher, engineer, soccer player, pilot, farmer, student, carpenter, singer, dentist (chapter 6).

Toys: balloon, ball, doll, yo-yo, toy train, toy boat, toy jet, toy car (chapter 6).

Body parts: head, nose, mouth, teeth, eyes, ears, wrist, ankles, elbows, knees, hips, shoulders, toes, fingers, hands, legs (chapter 7)

Sports: football or soccer, swimming, basketball, rowing, cycling, skiing, tennis, sailing, skating, cricket, table tennis, mountain climbing, rugby, hockey, netball (chapter 7).

Colours: red, pink, orange, yellow, green, blue, purple, brown, black, grey, white. (chapter 7).

Animals: kangaroo, penguin, snake, polar bear, lion, elephant, zebra, hippo, giraffe, crocodile, tiger, horse, wolf, monkey, pig, panda, parrot, ox, oxen, pony (chapter 8).

Also ant, bird, cat, chicken, crow, dog, dolphin, dinosaur, duck, deer, eagle, fish, flamingo, goat, gorilla, jaguar, koala, mouse, cow, owl, ostrich, octopus, rabbit, sheep, tiger, unicorn (from other chapters).

Transport: bicycle, car, boat, helicopter, airplane, parachute, fire engine, steam train, skateboard (chapter 9).

Weather: sunny, rainy, snowy, cloudy, hot, cold, windy, (chapter 9).

Weekdays: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday (from chapter 9).

Talk and Sing about Different Holidays.

Ask your children: “What kind of holiday would you like?” It could be just a day out.

Ask them: “What did you do on holiday?” The answer could be anything, like playing

with their friends, giving and receiving presents, helping their parents, helping the poor or going somewhere like the seaside or mountains. Try to help with ideas; and get them to help each other by asking each other questions about their holidays.

Sing a Song about Holidays around the World with your children.

This song may seem difficult for kindergarten children but by using songs and drama they learn with their hearts as well as their heads.

“There are holidays, there are	There are boys and girls,
holidays,	there are boys and girls.
All around the world, all around the	There are boys and girls,
world,	there are boys and girls,
All around the world, all around the	And holidays, and holidays
world.	All around the world.
There are boys and girls,	Some of us celebrate Diwali, Diwali.
there are boys and girls.	Some of us celebrate the Solstice,
There are boys and girls,	the Solstice.
there are boys and girls.	Some of us celebrate New Year,
And holidays, and holidays	New Year.
All around the world. Some of us	Some of us celebrate the Harvest,
celebrate Christmas, Christmas.	the Harvest.
Some of us celebrate Hanukkah,	Diwali, Diwali.
Hanukkah.	The Solstice, the Solstice.
Some of us celebrate Ramadan,	New Year, New Year.
Ramadan.	The Harvest, the Harvest.
Some of us celebrate	We celebrate Peace and Love
Kwanzaa, Kwanzaa.	All around the world. Christmas,
Christmas, Christmas.	Christmas. Hanukkah, Hanukkah.

Hanukkah, Hanukkah.	Ramadan, Ramadan. Kwanzaa,
Ramadan, Ramadan.	Kwanzaa.
Kwanzaa, Kwanzaa. We celebrate	Diwali, Diwali. The Solstice, the
Light and Hope,	Solstice.
All around the world. There are	New Year, New Year.
holidays, there are holidays,	The Harvest, the Harvest. We
All around the world, all around the	celebrate Peace and Love
world,	All around the world.
All around the world, all around the	We celebrate Light and Hope,
world.	All around the world.

Dramatic Play and Small World Play

Give them any small objects to inspire them to tell stories. Acting out scenes from real life, stories and/or imagination created with small figures and objects. Children are representing ideas that help them make sense of the world around them. They can also experiment with playing different roles and inventing different scenarios, taking them beyond the real world and developing their imagination. The small objects to inspire them might be boats, diggers, bulldozers, tractors, treasure, dinosaurs, pirates, firefighters, plumbers, dolls.

Sing Number Song 1 – 100

“Here are your numbers,	50, 50, 50, 50,
one to one hundred.	51, 52, 53, 54, 55, 56, 57, 58, 59, 60.
Here are your numbers, 1 to 100.	60, 60, 60, 60.
1, 2, 3, 4, 5,	61, 62, 63, 64, 65, 66, 67, 68, 69, 70.
6, 7, 8, 9, 10.	70, 70, 70, 70.
1, 2, 3, 4, 5, 6, 7, 8, 9, 10.	71, 72, 73, 74, 75, 76, 77, 78, 79, 80.

10, 10, 10, 10.11,	80, 80, 80, 80.
12, 13, 14, 15, 16, 17, 18, 19, 20.	81, 82, 83, 84, 85, 86, 87, 88, 89, 90.
20, 20, 20, 20.	90, 90, 90, 90.91, 92, 93, 94, 95,
21, 22, 23, 24, 25, 26, 27, 28, 29,	96, 97, 98, 99, 100.
30.	100, 100, 100, 100.
30, 30, 30, 30,	Here are your numbers one to one
31, 32, 33, 34, 35, 36, 37, 38, 39,	hundred
40.	Here are your numbers 1 to 100.”
40, 40, 40, 40.	
41, 42, 43, 44, 44, 45, 46, 47, 48,	
49, 50.	

Air sounds

Air doesn't really make a sound unless it blows through something, so these words describe the sounds of air blowing through things or of things rushing through the air. Words related to air often start with wh-, include a w, or end with -sh. "Whisper" is on this list and not the voice list because we do not use our voices to whisper. We only use the air from our lungs and the position of our teeth, lips and tongues to form audible words. Make these sounds with gestures, movements and facial expressions: flutter, fisst, fwoosh, gasp, swish, swoosh, waft, whiff, whoosh, whizz, whip, whisper.

Sing Letter V and W Songs

“V is for violet, v, v, Violet.	“W is for walrus, w, w, Walrus.
V is for voice, v, v, Voice.	W is for wasp, w, w, Wasp.
V is for village, v, v, Village.	W is for window, w, w, Window.
V is for van, v, v, Van.	W is for walk, w, w, Walk.
V is for vegetable, v, v, Vegetable.	W is for welcome, w, w, Welcome.

V is for vest, v, v, Vest	W is for week, w, w, Week.
V is for volcano, v, v, Volcano.	W is for wake up, w, w, Wake up.
V is for vase, v, v, Vase.	W is for word, w, w, Word.
V is for valley, v, v, Valley.	W is for winter, w, w, Winter.
V is for violin, v, v, Violin	W is for wind, w, w, Wind.
V is for video, v, v, Video	W is for wedding, w, w, Wedding.
V is for vowel, v, v, Vowel.”	W is for white, w, w, White.

Let them have fun dressing up (and making drama)

1. Describe the costumes (fairy, princess, pirate, king, clown) and actions for getting dressed: put on, pull up/down, zip up, do the buttons up, unbutton, unzip.
2. Highlight the relevant parts of the body: put your **arms** through here, tie this around your **waist/wrist**, put these on your **feet** - first your **left foot**, then your **right foot**, put this over your **head**.
3. Use nursery rhymes like *Baa Baa Black Sheep*, *Humpty Dumpty*, *Jack and Jill* and *Old King Cole* and stories to model language for imaginary play.
4. Develop listening comprehension by encouraging the children act out the rhyme or story in their costumes.
5. Extend vocabulary associated with role-play: hospital, airport, artist’s studio, garden centre, vet, doctor, routines (breakfast/lunch/dinner/bed time).

Sing X and Y Songs

“X is for xylophone, x, x, Xylophone.	“Y is for yellow, y, y, Yellow. Yacht is for y, y, y, Yacht.
X is for Xmas, x, x, Xmas.	Yogurt is for y, y, y, Yogurt.
X is for xerox, x, x, Xerox.	Y is for yak, y, y, Yak.
X is for x-ray, x, x, X-ray.	Y is for yo-yo, y, y, Yo-yo.

X is for xylophone, x, x, Xylophone.

X is for Xmas, x, x, Xmas.

X is for xerox, x, x, Xerox.

X is for x-ray, x, x, X-ray.

X is for xylophone, x, x, Xylophone.

X is for Xmas, x, x, Xmas.

X is for xerox, x, x, Xerox.

X is for x-ray, x, x, X-ray.”

Y is for yawn, y, y, Yawn.

Y is for yard, y, y, Yard.

Y is for year, y, y, Year.

Y is for you, y, y, You.

Y is for young, y, y, Young.

Y is for yell, y, y, Yell.

Y is for yes, y, y, Yes.”

Fruit And Vegetables Drama Game

1. First show the flashcards for apple, orange, banana, water melon, grapes, mango, pear, strawberry, cherry, pineapple, papaya, raspberry, rice, potato, cabbage, tomato, carrot, spinach, broccoli, beans, peas, eggplant, cauliflower, cucumber.
2. Get them to repeat the words.
3. Then hide the flashcards (as this is also a memory game).
4. The children form a circle and in turn say their name and the name of a fruit or vegetable. It can be any fruit or vegetable, not only those on the flashcards.
5. If they cannot think of a fruit or vegetable they must put their hands on their heads.
6. As the game progresses the children must pick up speed.
7. The winner is the child that remembers to say a different fruit or vegetable each time.

Letter Z Song

“Z is for zebra, z, z, Zebra.

Z is for zoo, z, z, Zoo.

Z is for zero, z, z, Zero.

Z is for zip z, z, Zip.

Z is for zigzag, z, z, Zigzag.

Z is for zero, z, z, Zero.

Z is for zoo, z, z, Zoo.

Z is for zoom, z, z, Zoom.

Z is for zebra, z, z, Zebra.

Z is for zoo, z, z, Zoo.

Z is for zigzag, z, z, Zigzag.

Z is for zoom, z, z, Zoom.”

Pirate Game by Mark Warner of teachingideas.co.uk

This is quite a challenging game for 5 to 6 year olds, but is a good introduction to acting in plays. It will need plenty of preparation and rehearsal. Before you begin, the children should be taught the commands which the activity involves (see below). Children start by forming a line (one behind the other) directly in front of the teacher. The teacher then shouts a command and the children have to perform the activity associated with that command.

Command	Action
Quarterdeck	Run to a wall / line on the left side of the area.
Main Deck	Run back and form the original line in front of the teacher. (Children do not have to be in the same order)
Man the Lifeboats	Run to a wall / line on the right side of the area.
	OR call out a number (e.g. 6) and the children have to get into groups of six and “row” their lifeboats.
	OR find a partner, sit on the floor facing each other holding hands and rocking backwards and forwards (as in

	"row, row, row your boat").
Scrub the Decks	Children crouch down and pretend to clean the floor with their hands.
Climb the Rigging	Children pretend to climb a rope ladder.
Captain's coming	Children salute and shout out "Aye Aye Captain".
Admiral's coming	Children stop and salute (like captain's coming) but must continue to stand to attention until the instruction 'Admiral's gone' - giving opportunities for catching children out.
Man Overboard	Three children pair up, 2 joining hands to make a ship and the 3rd in the middle with his hand above his eyes looking overboard for the fallen sailor. Anyone alone is out.
	OR children jump as if going over the side and then sink down holding nose with one hand and raising other hand in air as if going under water.
	OR children pretend to jump into the water, grab a partner and then swim back to the ship.
	OR children join into groups of three sitting on the floor one behind another making rowing actions. If done as a game the children not in a group are out of the game.
	OR children jump in the air and land as if jumping over the side of the ship.
	OR piggy back a partner.
	OR children have to find a partner and lift them up. Any children on their own are out.

Man Overboard	OR children have to find a partner and hold on to them. If any child does not have a partner, they are out.
	OR children pretend to fall over the side of the ship and swim for their lives!
	OR children shout "Splash!" and put their hands above their eyes to peer into the "sea".
	OR children on their backs waving legs and arms in air as they drown.
Walk the Plank	Children have to have to walk in a perfect straight line one foot exactly in front of the other with arms outstretched to the sides (children could also walk along benches).
Boom coming over	Teacher makes action of boom moving across deck. Children must duck down to avoid.
	OR the children curl into a ball on the floor.
Captain's wife	Everyone curtsies (boys think this is hilarious).
Captain's daughter	Children pose like a model (one hand on hip. the other outstretched and slightly bent) and say "Ooooooooooooooh!" or make a wolf whistle (if your ears can stand it!)
	OR children wiggle hips and blow a kiss.
Submarines	Children lie on floor with one leg raised like a periscope.
Shark Attack	Crouch with bent arm forming fin of shark.
	OR lie on back with leg in air.
Fire the Cannon	Children run in pairs and pretend to light the cannon, and shout "Boom!" and jump in the air.
Hit the Deck	Children lie down on their stomachs as quickly as possible.

Crow's Nest	Children stand on one leg which becomes the mast, the other foot rests on that knee to become the crows nest and their torso is the pirate looking out to sea, hand above eyes!!
	OR Have students run to the Jump Ball or Face Off circle in the middle of the gym.. the last student into the circle is out.
	OR Children peer into the distance and shout "land ahoy!"
Rats on board	Children sit on the floor, hugging their knees, whilst feet are raised off floor.
Bombs overhead	Teacher calls out 'bombs overhead' and throws 3 soft sponge balls at the children. Children are required to dodge the 'bombs.' If the children unfortunately get hit by a ball they are out of the game.
	OR the children crouch and cover their head for 'protection'. They are not able to get up until 'All clear' is called. Anyone who gets up or moves before the 'all clear' is out.
Rowboats	Pair up facing each other, soles of feet touching and join hands then rock backwards and forwards in rowing motion.
Peg Leg Jim	Children have to walk with one leg straight and the other normally.

Now you are ready to graduate to the primary level and to enjoy performing and producing real plays. Good luck and enjoy!