

2.7 Simon says

AGE	All
TIME	5 minutes
AIMS	Language: listening, following instructions, parts of the body, classroom vocabulary
DESCRIPTION	The children listen and carry out the instructions only when 'Simon' tells them to.
IN CLASS	1 Tell the children that you are going to give them instructions, but they must only obey if you begin by saying 'Simon says'. (You can change this to fit any current popular characters such as 'Robocop says'.) 2 Say the instructions, doing the actions yourself: <i>Simon says touch your nose. Simon says touch the floor. Simon says stand on one leg.</i> Then say <i>Touch your nose</i> and do not do the action. Normally anyone who does the action without 'Simon says' is out, but with young children it is better not to exclude them from the game. It is enough to look at them, smile, shake your head and say, <i>I didn't say 'Simon says'</i>. 3 If you have a child who is very confident and speaks well, you could let her/him give some of the instructions.
VARIATION	See 3.18, 'Robot game', where children obey instructions only when the speaker says 'please'.

Calming activities

These activities encourage the children to work quietly and independently at a task. They help to develop the children's cognitive skills and visual recognition and prepare them for the kind of work they will be expected to do at Primary School.

3.9 The wheels on the bus

AGE	All
TIME	5–10 minutes
AIMS	Language: vocabulary about transport and families; Total Physical Response
DESCRIPTION	The children sing a song and mime the actions.
MATERIALS	A toy bus or model of a bus (not essential).
PREPARATION	If you have no toy bus, you could make the model bus on Worksheet 3.9. See also the flashcard on page 184.
IN CLASS	1 Show the children the bus, tell them what it is, and ask if they have ever been in one. Turn the wheels and say: <i>The wheels on the bus go round and round.</i> 2 Teach or revise the words <i>mummy, daddy, children, and baby.</i> 3 Sit down on a chair and sing the song, doing the actions.

The wheels on the bus

Capo 1st fret

The wheels on the bus go round and round,

Round and round, round and round, The wheels on the bus go

round and round, All day long.

The wheels on the bus go round and round,
Round and round, round and round,
The wheels on the bus go round and round,
All day long.

*Make circling
movements with
your arms*

The children on the bus go wriggle wriggle
wriggle,
wriggle wriggle wriggle, wriggle wriggle wriggle,
The children on the bus go wriggle wriggle
wriggle,
All day long.

Wriggle

The mummies on the bus go 'Don't do that,
Don't do that, Don't do that, Don't do that.'
The mummies on the bus go 'Don't do that.'
All day long

Wag your finger

The daddies on the bus go read read read,
Read read read, read read read,
The daddies on the bus go read read read
All day long.

*Pretend to read a
newspaper (arms
open wide)*

The babies on the bus go 'wah wah wah,
wah wah wah, wah wah wah,'
The babies on the bus go 'wah wah wah.'
All day long.

Pretend to cry

(traditional, adapted)

- 4 Repeat the song, and get the children to join in the actions.
- 5 If your classroom has chairs that you can move, you can put them in two rows one behind the other like the seats on a bus and the children can sit on them. Some children can be the children, others can be the mummies, the daddies, and the babies.

FOLLOW-UP

The children can make the bus in 3.26.

COMMENTS

This song is on the *Super Songs* cassette.

3.10 Here we go looby loo

AGE

All

TIME

10–15 minutes

AIMS

Language: body vocabulary, following instructions; Total Physical Response

Other: *left* and *right*

DESCRIPTION

The children sing, dance, and follow instructions in a song.

IN CLASS

- 1 Revise the parts of the body. Teach the concept of left and right by turning your back to the children, waving your right hand in

the air and saying: *right hand*. Put that hand down and then wave your left hand in the air and say: *left hand*. Do the same with your right foot and your left foot. You can even turn it into a little chant.

- 2 The children get into a circle.
- 3 At first you sing or play the song and the children just follow the actions.

Here we go looby loo

CHORUS

Here we go Loo - by Loo, Here we go Loo - by Light,
Here we go Loo - by Loo, All on a Sat - ur - day night.

VERSE

Put your right hand in, Put your right hand out,
Shake it a lit - tle a lit - tle, And turn your - self a - bout.

(Chorus)

Here we go looby loo,
Here we go looby light,
Here we go looby loo,
All on a Saturday night.

Form a circle and walk round holding hands

Put your right hand in,
Put your right hand out,
Shake it a little, a little,
And turn yourself about.

*Stop walking round,
Stand in a circle and do the actions*

(Chorus)

Put your left hand in,
Put your left hand out,
Shake it a little, a little,
And turn yourself about.

Form a circle and walk round holding hands

Do the actions

(Chorus)

Put your right foot in,
Put your right foot out,
Shake it a little, a little,
And turn yourself about.

(Chorus)

Put your left foot in,
Put your left foot out,
Shake it a little, a little,
And turn yourself about.

(Chorus)

Put your whole self in,
Put your whole self out,
Shake it a little, a little,
And turn yourself about.

(traditional)

- 4 Repeat the song if the children like it and encourage them to join in.

COMMENTS

- 1 Do not worry if the children get their right and left mixed up. Some children take a long time to learn this concept and there are even adults who still have difficulty with it.
- 2 This song is on the *Super Songs* cassette.

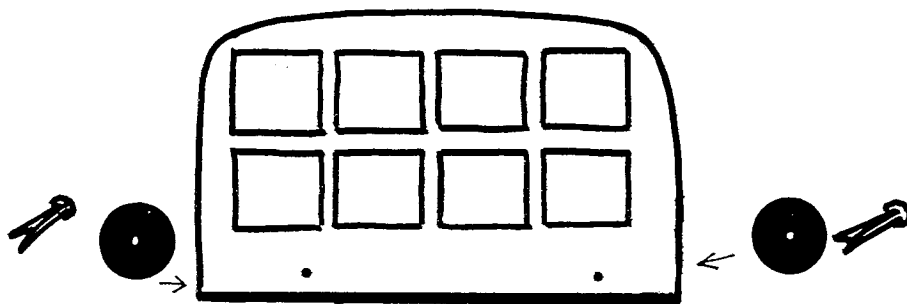
Games

3.16 Step forward

AGE	5, 6
TIME	5–10 minutes
AIMS	Language: to practise <i>have got</i>, to revise the names for members of the family, listening Other: following the rules of a game
MATERIALS	Chalk or string.
DESCRIPTION	The children listen to instructions to hear which are relevant to them.
PREPARATION	1 Prepare instructions according to what language you wish to practise and the level of your learners. 2 Draw a line across the classroom halfway between the two side walls. If you cannot draw on the floor you could use a long piece of string.
IN CLASS	1 The children line up with their backs to one wall. Demonstrate what they should do (explaining in their first language if necessary), then stand with your back against the opposite wall. 2 Say, for example: <i>Step forward if you have got a Maria in your family.</i> 3 Any child who has got someone of that name in their family must step forward and say, for example: <i>My mother's name is Maria.</i> 4 The game continues with you giving different names. 5 The first child to cross the line is the winner and can take your place for the next round. Stop playing before the children get bored.
VARIATION 1	With shy or younger children you can leave out step 3.
VARIATION 2	You can use other actions and target language, for example, <i>Stand up if you're wearing green.</i>

3.26 Make a bus

<u>AGE</u>	4, 5, 6
<u>TIME</u>	15–20 minutes
<u>AIMS</u>	Language: to understand instructions, to revise <i>bus</i> and family vocabulary Other: eye–hand co-ordination
<u>DESCRIPTION</u>	The children make a model bus following instructions.
<u>MATERIALS</u>	Photocopies of Worksheet 3.26 (see page 162), coloured pens/pencils/crayons, scissors, butterfly clips, glue, cardboard.
<u>PREPARATION</u>	Make a photocopy of Worksheet 3.26 for each child. Make a bus yourself as in the illustration.



Cut the cardboard up into pieces about the size of this page.

IN CLASS

- 1 Give each child a photocopy of the bus and a piece of cardboard.
- 2 Tell them to glue the photocopy on to the cardboard.
- 3 The children draw pictures of their family/friends in the bus windows.
- 4 They colour the bus as they like.
- 5 Make small holes in the centre of the wheels and in the places marked on the bus.
- 6 Help the children to fix the wheels on to their buses using the butterfly clips.

FOLLOW-UP

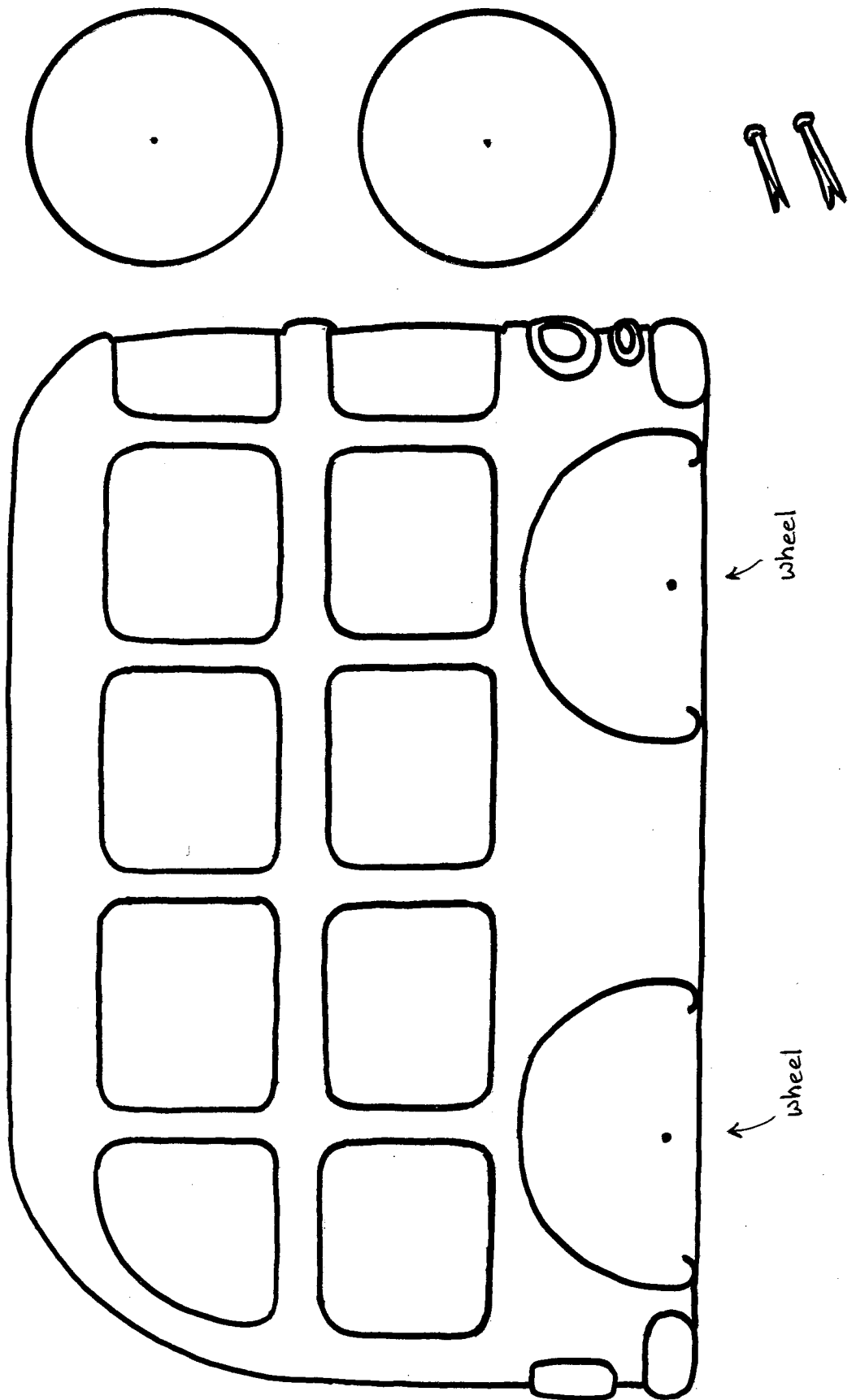
Sing the song 'The wheels on the bus' (see 3.9; this song is on the *Super Songs* cassette). The children could make the wheels go round as they sing the song.

VARIATION

If you cannot get butterfly clips you can use string: thread a needle with the string and make a big knot at one end. Pull the string through the wheel and then through the hole on the front side of the bus. Then make a big knot on the other side.

COMMENTS

For more on transport, see Chapter 5, 'The world around us'.



4.10 What's the time, Mr Wolf?

AGE	4, 5, 6
TIME	10 minutes
AIMS	Language: to practise numbers and asking/telling the time Other: to learn to play a game
DESCRIPTION	The children ask the wolf the time and she/he tries to catch them when she/he decides it is dinner time.
PREPARATION	If you have no yard, playground, or garden, you will need to clear a large area of desks and chairs.
IN CLASS	1 Teach the children the question: <i>What's the time, Mr Wolf?</i> 2 You will need to be the wolf at first. Explain to the children that you are a hungry wolf waiting for his dinner. The wolf stands with his hands on one wall and the children stand in a line with their backs against the opposite wall. 3 The children must call out: <i>What's the time, Mr Wolf?</i>

- 4 The wolf turns round and says the time, for example, *Two o'clock*, and then turns to face the wall again.
- 5 The children move forward one or two steps whilst the wolf's back is turned and ask the time again.
- 6 The wolf turns round and gives another time.
- 7 This continues until the children are fairly close to the wolf. Then, instead of giving a time, the wolf says: *It's dinner time!* She/he turns round and tries to catch one of the children before they get 'home' to the opposite wall.
- 8 Children can take turns at being the wolf.

COMMENTS

- 1 It is unlikely that children of this age will be able to tell the time, but they enjoy the game.
- 2 Be prepared for the children to squeal when they are being chased by the wolf—you will need to use your discretion as to how feasible this game is with a large class. When the children start running back to their 'home base', there is a risk that some of them may fall over.

4.16 Plasticine shapes

AGE	All
TIME	10 minutes
AIMS	Language: the names of shapes, following instructions Other: to encourage the children to use their hands to model
DESCRIPTION	The children make shapes out of modelling clay according to the teacher's instructions.
MATERIALS	Plasticine or other modelling materials such as clay or dough.
PREPARATION	Get enough plasticine or dough so that all the children can use it at the same time.
IN CLASS	1 Give each child a piece of plasticine. 2 Tell them to make a circle (demonstrate first if necessary). Go round observing and helping them. 3 When they have finished, do the same for other shapes like square, rectangle, triangle, etc.
VARIATIONS	You could make a simple biscuit mix (see 'Cook a gingerbread man', 3.28). The children mould the biscuit mix into shapes. You can either cook them in school if you have the facilities, or at home. Alternatively, you can make salt dough using this recipe. The children can help to make it.
COMMENTS	If you do not wish to use the dough immediately, you can keep it for a few days if you wrap it up in plastic or cling film or put it in an airtight container and store it in a cool place. The size of the cup is not important as long as the same cup is used for each measurement. You can cook the finished models in an oven heated to 180°C (how long for depends on the size of the model!). The children can then paint the models.

5.14 Weather game

AGE	All
TIME	10–15 minutes
AIMS	Language: to understand instructions, to revise words for clothes and the weather, Total Physical Response Other: to encourage independence in putting on clothes, doing up buttons, zips, etc.
DESCRIPTION	The children revise vocabulary for weather and clothes and play a game in which they have to choose the appropriate clothes for the weather.
MATERIALS	Clothes suitable for all seasons from the dressing-up box. Pictures of snow, wind, sun, and rain (see Worksheet 5.17, page 168).
PREPARATION	In previous lessons teach the words for different types of clothing from the class situation (e.g. <i>Susan's wearing a pink dress today.</i>) Teach the weather on a day-by-day basis (see 5.8) and through pictures, books, or videos.
IN CLASS	1 Revise weather vocabulary using pictures, and clothes using the ones that the children are going to put on in the game. 2 Put all the clothes in the centre of the room and get the children to fetch you the right item when you say, for example, <i>Louis, go and find a hat.</i> 3 After practising this a few times, tell the children that you are going to play a game in which they have to choose the right clothes according to the weather. Then you say, for example: <i>Kumiko, it's raining.</i> Kumiko must go and find something suitable for a rainy day. If she brings something suitable, she can wear it but if it is unsuitable, she must take it back. If you think the children would like a competition, the person who is wearing the most clothes at the end of the game is the winner.
VARIATION	Older children might like to play this game in teams once they are familiar with it.
COMMENTS	This game could take a lot longer with the youngest children.
FOLLOW-UP	Make a 'Weather Mobile' (5.17) and 'Raindrop People' (5.18).