

JOIN IN | ACTIVITY-BLADEN

WEEK 1

ACTIVITY 1 FOOD

LESDOEL

De kinderen:

- maken kennis met de words to know.
- oefenen met de zinnen: 'What food / drink do you like?' 'I like'

WORDS TO KNOW

apple
coffee
cup
egg
fork
knife
milk
juice
orange
peanut butter
plate
sandwich
spoon
sugar
tea

LESDUUR

- 20 minuten

VOORBEREIDING

- Leg 1 vel papier per (tafel-)groepje klaar.
- Zet de les klaar op het digibord.

TPR

Total Physical Response is het ondersteunen van woorden met gebaren. Het is belangrijk dat u dit voortdurend doet tijdens de les.

1 WORDS TO KNOW

- 1 Look at the board. You can see eight words. What is it about? Yes, It's about food. I will click on the words and you repeat the word. Who wants to come to the board and name all the cards? A child comes to the board, points to the cards and names them.
- 2 I've got seven more cards. I will click on the cards again and you repeat the word. OK, let's name the seven cards one more time. Point to the cards and let the children say the words.
- 3 Now you see the fifteen words together. Let's say the words together: apple, coffee, ...
- 4 Now you can see all the words. Three are missing. Look and think, which words are missing? (cup, orange, sugar). Go to the next screen to check the answers.
- 5 Repeat this activity two more times. (egg, peanut butter, plate) (juice, knife, spoon)

2 QUICK FIRE

- 1 We are going to play a game called Quick fire. It is a game that we have to play fast. First, we are going to make four groups. Each group has to write down as many words as we have just practised. Here is one paper for each group. Make sure everybody in your group can say the words on the paper. I will give you two minutes. Write down the words. As many as you can remember! Clap your hands once: let's start writing. After two minutes, clap your hands twice: time is up!
- 2 We are going to start the game now. Everyone stand up. Group 1 goes first. One person says a word. You cannot use this word for the second time, so you have to listen and remember. Then group 2 says a word. We go round and round. Every time somebody else in the group says a word. When you say the same word your group is out and everybody in the group has to sit down. If you don't know what to say and you wait for more than 3 seconds, your group is also out. Which group can win the game? OK. Let's start. Play the game once. If the game ends very fast, discuss some tactics, e.g. decide in your group who is going first and who is going last. Then play the game one more time. You can also add some other food words you know.

3 DIALOGUE

- 1 Ask one child to the front of the classroom. Ask the child: What food do you like? The child answers: I like Then the child asks you: What food do you like? You answer: I like Also ask each other: What drink do you like? I like ... And so on.
- 2 Now ask two children to the front of the classroom, to stand opposite each other. They ask each other: What food do you like? – I like They can look at the board for visual support. Then they ask each other: What drink do you like? - I like ... Ask two more children in front of the classroom to show the interaction.
- 3 OK, now we are going to play Dialogue. You walk through the classroom like this, you raise your hand looking for a partner. Don't look for friends. Boys also mix with girls. Find a partner. Then you say: What food do you like? The other answers: I like and then the other asks the question. You also ask: What drink do you like? When you are finished you say Thank you and you raise your hand, looking for a new partner. After two minutes, ask two children to share what they said. Did you all know the words? Who needs help? Repeat words that the children may have forgotten. Let the children mix and pair for two more minutes.

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WEEK 1

ACTIVITY 2 BODY PARTS

LESDOEL

De kinderen:

- maken kennis met de words to know.
- oefenen met de kleuren.

WORDS TO KNOW

arm
body
ear
eye
face
foot
hair
hand
head
knee
leg
mouth
nose
shoulder
toe

LESDUUR

- 20 minuten

VOORBEREIDING

- Zet de les klaar op het digibord.

TPR

Total Physical Response is het ondersteunen van woorden met gebaren. Het is belangrijk dat u dit voortdurend doet tijdens de les.

1 WORDS TO KNOW

- 1 Point to the board and point out every word to know. *Who wants to come to the board and point out and name the body parts?*
- 2 *There are fifteen words in total. I am going to point to myself and name eight body parts. I want to know which ones I have missed. Who can tell?* Let seven different children each name a body part you have missed.
- 3 *Who wants to come to the front of the class and point to and name eight body parts. What body parts are missing?*

2 SIMON SAYS

- 1 *Let's play Simon Says. You have to give and follow instructions as fast as you can, but you only listen to Simon. Start the game giving lots of visual support.*
- 2 Practise the activity. *Simon says: 'Touch your nose.' Yes, everybody touch your nose. 'Touch your knee.' No, I didn't say Simon says. Let's try again. Practise for another minute.*
- 3 *Now everybody stand up. Now you are going to say 'Simon says touch your' I will point to a new leader each time. When somebody makes a mistake that person has to sit down. Play the game for a few minutes and count how many children have to sit down.*

3 RED LEG

- 1 Ask the children to stand up. *Walk around. You have to touch a colour in the classroom with the correct part of your body. For example, if I say 'Red leg, you walk around and touch something red with your leg. Show how to do this. Get the children to join in. You can touch somebody else, but you have to make eye contact first. Don't bump into each other. Show how to do this.*
Give another instruction: *Black nose. Put your nose on something black.*
- 2 Ask a few children to give an instruction.

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WEEK 2

ACTIVITY 3 TRANSPORTATION

LESDOEL

De kinderen:

- maken kennis met de words to know.
- oefenen met de zinnen:
'How do you go to school?'
'I go to school by ...' 'Is it a ...?'
'Yes, it is.' 'No, it isn't.'

WORDS TO KNOW

bike
bridge
bus
boat
helicopter
on foot
pavement
plane
scooter
street light
taxi
traffic light
train
truck
zebra crossing

LESDUUR

- 20 minuten

VOORBEREIDING

- Leg voldoende vellen papier klaar, 1 per kind.
- Zet de les klaar op het digibord.

TPR

Total Physical Response is het ondersteunen van woorden met gebaren. Het is belangrijk dat u dit voortdurend doet tijdens de les.

1 WORDS TO KNOW

- 1 Look at the board. You can see eight words. What is it about? Yes, It's about transport and the city. I will click on the words and you repeat the word. Who wants to come to the board and name all the cards? A child comes to the board, points to the cards and names them.
- 2 I've got seven more cards. I will click on the cards again and you repeat the word. OK, let's name the seven cards one more time. Point to the cards and let the children say the words.
- 3 Spread your arms like a plane. What word am I showing? Yes, a plane. Who can show another word? Several children show a word, the rest of the class guess what it is.

2 DIALOGUE

- 1 How do you go to school? Point to yourself and say: I go to school by bike/car/... Ask: How do you go to school? Who wants to answer? You start with: I go to school ... by bike / on foot.' Several children share how they go to school.
- 2 Ask two children to come to the front of the classroom. Have them stand opposite each other. They ask each other: How do you go to school? They answer: I go to school ... Ask two more children to share this conversation in front of the class.
- 3 Now we are going to play Dialogue. You walk around the classroom. You raise your hand looking for a partner. They you ask each other: How do you go to school? and answer: I go to school ... You thank each other and then raise your hand, looking for a new partner. After two minutes, ask two children to share their conversation.

3 Pictionary

- 1 We are going to play Pictionary in pairs. I will show you. You have to guess what word I am drawing. On the board you can see all words. Draw a stick person walking. Did I draw a person on foot? I can answer: Yes, it is, or No, it isn't. Practise asking the question and answering.
- 2 Now you are going to work in pairs. You'll all get a piece of paper. One of you starts, the other guesses. Use full sentences. You can guess two times. If you don't know what it is, you can tell each other. Then the other starts drawing. Count how many you got right. Remember, everything in English. Clap your hands once: let's start.
- 3 After a few minutes clap twice. How did it go. Did you guess all the drawings? Which were difficult?

WEEK 2
ACTIVITY 4 HOUSE
LESDOEL

De kinderen:

- maken kennis met de *words to know*.
- oefenen met zinnen waarmee het huis wordt beschreven.

WORDS TO KNOW

bathroom
bedroom
chair
downstairs
floor
garden
house
kitchen
living room
roof
stairs
table
upstairs
wall
window

LESDUUR

- 20 minuten

VOORBEREIDING

- Print/kopieer de bladen met picture cards en knip ze uit. Zorg ervoor dat er voor ieder kind een kaart is.
- Zet de les klaar op het digibord.

TPR

Total Physical Response is het ondersteunen van woorden met gebaren. Het is belangrijk dat u dit voortdurend doet tijdens de les.

1 WORDS TO KNOW

- 1 Point to the board and point out every word to know. *I will click on the words and you repeat the word. Who wants to come to the board and point out and name the parts of the house?*
- 2 *I am going to say something. Which word am I talking about?*
 - 'It is outside. It is green.' What is it?
 - 'I can watch TV there.' What is it?
 - 'It is the top of the house.' What is it?*Who wants to describe another word? A few children describe a word, the rest of the class guesses.*

2 TALK ABOUT YOUR HOUSE

Now let's talk about your house. Your bedroom, is it white, or blue, is it big or small? You can say, 'My bedroom is' Do you have a table in your kitchen? Say, 'I have a table in my kitchen.' Who wants to say something? When necessary, rephrase the sentences to help the children. Let them say the correct sentence one more time.

3 WALK AND TALK

- 1 Hand out the picture cards. Show how to do the activity by walking through the classroom. Explain: *Let's play Walk and Talk. I am walking through the classroom, looking for a partner. Then I show my card and you show your card. I have to make a sentence with the picture on your card. E.g. 'Your chair is ... orange.' Now you have to make a sentence with my card. E.g. 'The stairs are high.'* OK. We say 'Thank you.' Now we swap cards and we walk around looking for a new partner. You can raise your hand, looking for a new partner. OK, remember, you can always help each other. Everybody stand up, push in your chairs and find a partner. Ready. Clap your hands once, so the children know they can start. The children do the activity. Clap your hands twice.
- 2 *Who had a nice sentence?* Several children share the sentence they use with the class. Clap once and let the children do the activity for another minute. Clap your hands twice. OK, everybody, sit down. *How did it go. Did we use lots of sentences? Which one was difficult?*

JOIN IN | ACTIVITY 4 | PICTURE CARDS



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