



**ICPNA**

★ **PROGRAMA DE INGLÉS  
PARA NIÑOS**

# Engaging Young Learners through meaningful activities and stories



*Tell me and I forget  
Teach me and I remember  
Involve me and I learn.*

*Benjamin Franklin*





# Icebreaking



*"Learning is not a spectator sport. Students do not learn much just sitting in classes listening to teachers, memorizing prepackaged assignments, and spitting out answers. They must talk about what they are learning, write reflectively about it, relate it to past experiences, and apply it to their daily lives. They must make what they learn part of themselves."*

*(Chickering & Gamson, 1987)*





What should you take into account while planning your lesson, activities, and material to be used?



Share it with the person next to you for a minute



**What should you take into account while planning your lesson, activities, and material to be used?**

-  In general: Be aware of the lesson objectives and expected outcome
-  Age and level
-  Different Learning styles
-  Needs, interest, and preferences

# What do we need?





## Engagement

✎ In general:

“Engagement” refers to **active participation** and **involvement** in certain behaviors.

✎ In education:

“**Student engagement**” refers to involvement in **school-related activities and academic tasks**.

✎ In educational psychology:

“Engagement” has been addressed as the **core** of the **education** enterprise

*(Zoltán Dörnyei, TESOL Conference, 2018)*

# Engagement

 In language education:

The significance of engagement is even greater:

In order to acquire L2 communicative competences, students need to **be actively involved** in the learning process.

*(Zoltán Dörnyei, TESOL Conference, 2018)*

## Why engagement rather than motivation?

21st century, even highly motivated students can be cancelled out by various...

distraction  
distraction  
distraction



*(Zoltán Dörnyei, TESOL Conference, 2018)*



**Engagement = Motivation + implementation.**

 **Motivation** is necessary to **prepare our students**, however, **engagement is vital.**

 **Engagement ensures** that students are on the right path for the learning process.

*(Zoltán Dörnyei, TESOL Conference, 2018)*

## What is the main challenge for educators in the 21<sup>st</sup> century?

- ✎ To Create **willingness** to engage
- ✎ To trigger **active** engagement
- ✎ To **keep** them engaged.

## How???

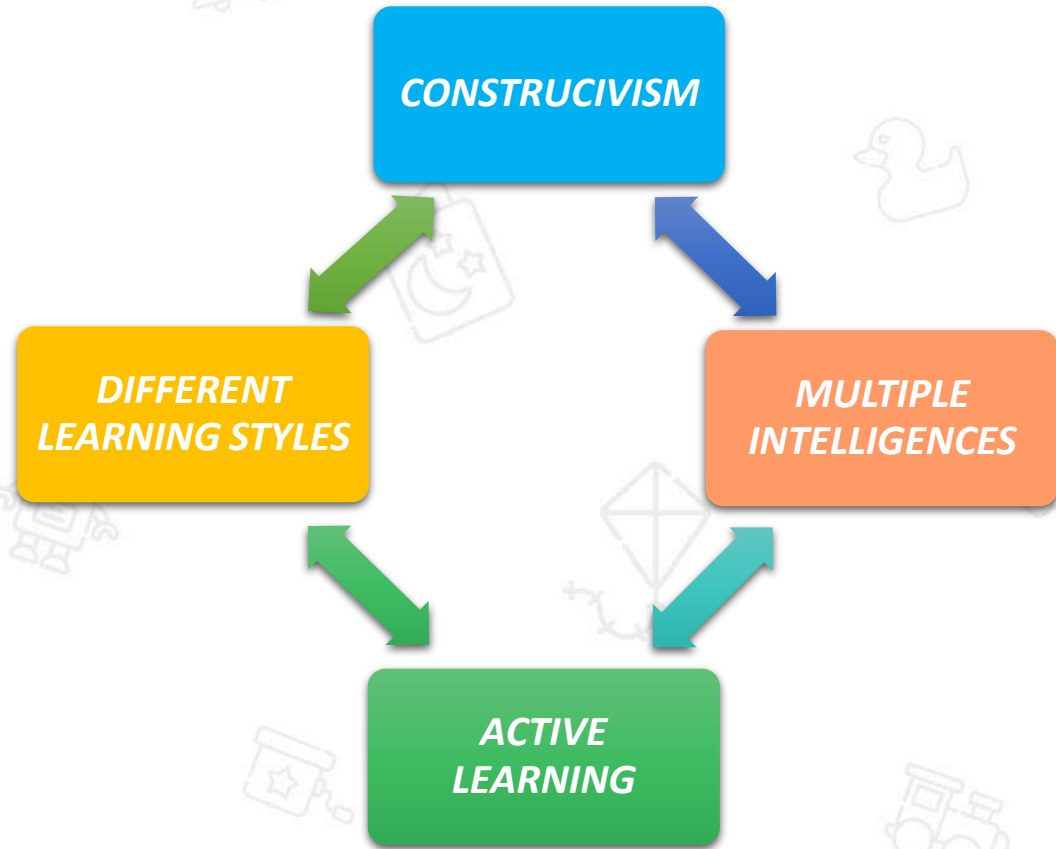
*(Zoltán Dörnyei, TESOL Conference, 2018)*

*“A child has to move every 20 minutes in primary school, and if he's younger, he has to do it all the time. Telling them not to move is like asking the plant not to grow or the sun to stop, it is their nature, and you have to anchor knowledge with movement”*

*(Noemi Paymal, 2015)*







# How do children learn?

- ✎ Through the use of pictures, resources, and realia to support language teaching and learning
- ✎ Eliciting vocabulary/answers from students.
- ✎ Giving students thinking time, choice and opportunity to use the target language
- ✎ Through repetition: reuse and recycle language as much as possible
- ✎ Letting learners understand the focus of each stage of an activity. Then, they will begin to understand what they are doing and become more aware of language.
- ✎ Meaningful and interactive activities to maximize students' production
- ✎ By using games, songs, and stories



# Play Way Method

*“The Play-Way-Method attempts to imbibe the spirit of fun and frolic in education. This flexible method aims to impart knowledge in a friendly and natural atmosphere where students get an opportunity to express themselves freely and frequently”*



*(Abedi, Saima. TESOL Conference, 2018)*



- ✎ Enjoyment
- ✎ Flexibility
- ✎ Freedom of expression
- ✎ Enhance skill: Logical, Physical, Creative.
- ✎ Problem solving
- ✎ Reflective
- ✎ Social



*(Abedi, Saima. TESOL Conference, 2018)*

# Attention- Getters

- ✏ 1-2-3 /eyes on me!
- ✏ When I say peanuts, you say butter!
- ✏ (Pirates) “Crew?” / “Aye, aye, captain!”
- ✏ (Frozen) “Do you wanna build a snowman?” / “It doesn’t have to be a snowman!”
- ✏ (Magic) “Hocus Pocus” / “Everybody focus.”
- ✏ (Toy Story) “To infinity!” / “And beyond”
- ✏ (Scooby doo) “Scooby Dooby Doo” / “Where are you?”
- ✏ Sing a song and invite kids to join

*(Joan Kang Shin & JoAnn Crandall’s, 2014)*

# Let's take a look at these activities...

 I pairs, ask and answer question about you and your friends using:

 Present; What do you like to do at school?

 Future: What will you remember about your friends?

 Conditionals: What would you like to do if you could spend all day with a friend?

\* One minute



# Let's take a look at these activities...

 I pairs, ask and answer question about you and your friends using:

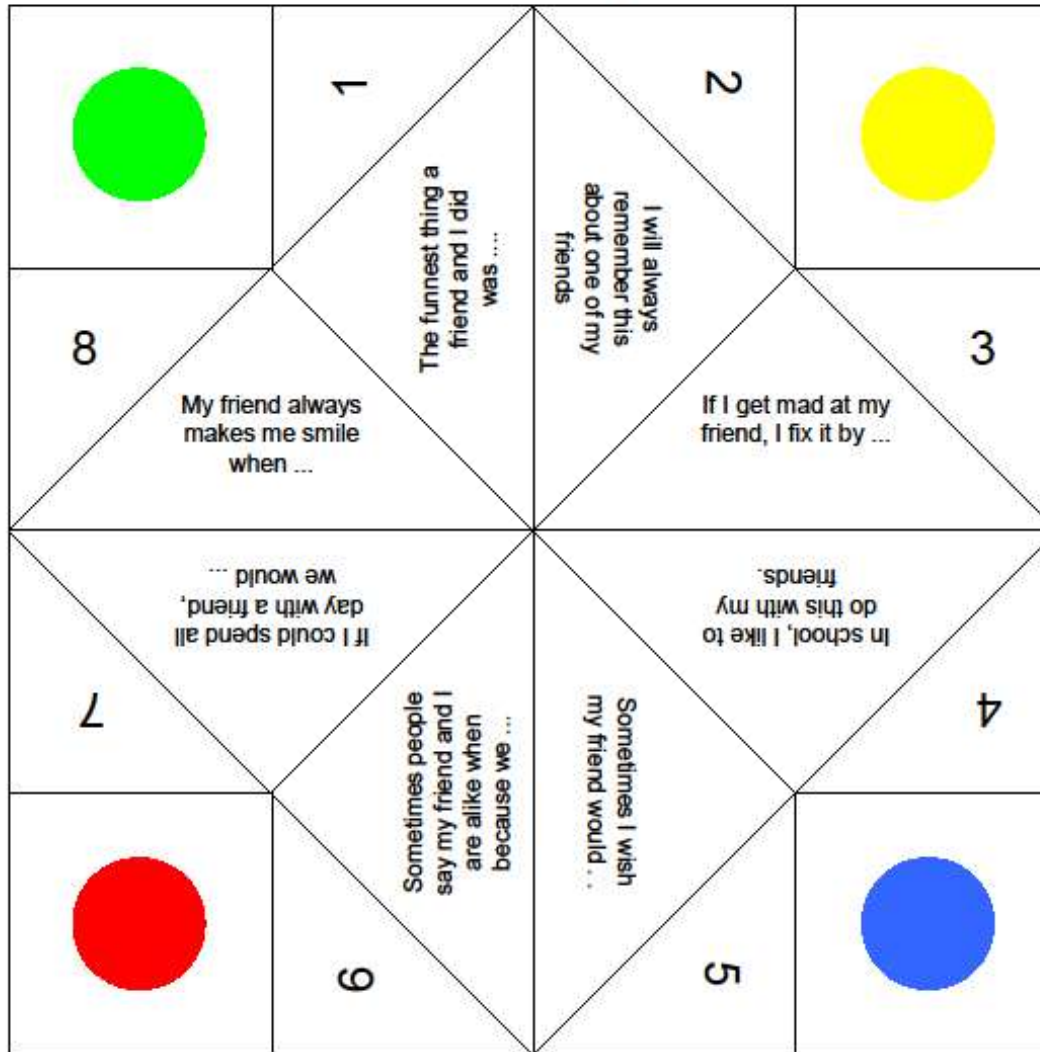
 Present; What do you like to do at school?

 Future: What will you remember about your friends?

 Conditionals: What would you like to do if you could spend all day with a friend?

...By using a cootie catcher  
(fortune teller)

## Blank template



1. Print and cut round outside of cootie catcher
2. Fold in half and in half again
3. Open out, turn over so top is blank and fold each corner into the middle
4. Turn over and repeat
5. Turn over so you can see the pictures
6. Slide your thumb and your finger behind 2 of the pictures and press together so they bend round and touch
7. Turn over and repeat with the thumb and finger of the other hand for the other two pictures
8. All the pictures should now be at the front with centres touching and you are ready to use your cootie catcher!

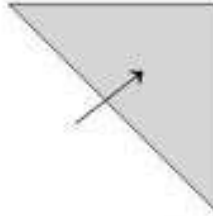
[www.downloadablecootiecatchers.wordpress.com](http://www.downloadablecootiecatchers.wordpress.com)

<https://downloadablecootiecatchers.wordpress.com/>

## Instructions



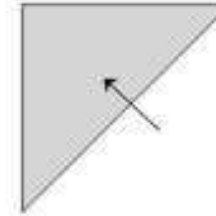
Take a square of paper.



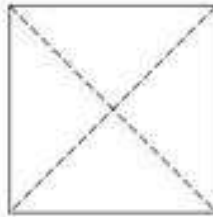
Fold it over like this.



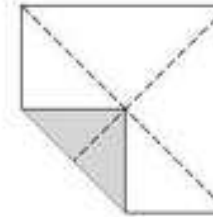
Unfold it.



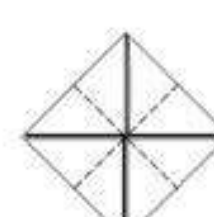
Now fold it the other way.



Unfold it and your paper should look like this.



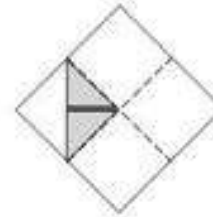
Fold all 4 corners to the center of the square so the points just touch it.



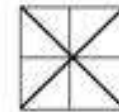
Your paper should look like this.



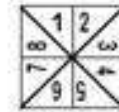
Flip your paper over so the folds you just made are turned down.



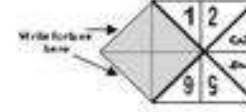
Fold the corners to the center again.



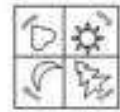
Your paper should look like this.



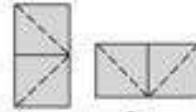
Write the numbers 1-8 as shown above. Two on each flap.



Add your 8 fortunes by lifting each flap and writing a fortune under each number.



Flip your paper over and add a color or a different object you can spell to each section.



Fold it sideways like Figure 1 then unfold it. Now fold it up like Figure 2.



Put your fingers under the 4 open corners.








Here is how it looks finished and open.





# Let's reflect...



-  Did both activities use the same grammar / vocabulary?
-  Were they personalized?
-  Which activity did you enjoy the most? Why?
-  Which activity will be more memorable? Why?
-  Will your students be willing to practice at home? Why?

# What skills were fostered through this task?



- Reading
- Speaking
- Listening
- Social
- Grammar
- Critical thinking
- Spelling – Vocabulary Building

# Rolling the dice



PRE-TEACH  
VOCABULARY/GRAMMAR



ROLL THE DICE



ORAL PRODUCTION







# Roll and produce




How many people are there in your family?




What is your favorite cartoon character?




What fruit do you like?





What do you like to do in your free time?



How do you get to school?



When was your birthday?



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# Flashcards

IDEAS FOR USING FLASHCARDS  
MCMILLAN ELT SPAIN




<https://www.youtube.com/watch?v=X9KebTgfLJ>



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## Tic-tac-toe

You can use this play this game in several different ways:

-  Vocabulary review- Players must name the vocabulary word to claim the square. (Using images)
-  Asking questions- Players must ask a question with the word to claim the square.
-  Conversation practice- Players must ask a question with the word and listen appropriately to the response. pairs, ask and answer question about you and your friends using:

Of course, the first person to have three in a row wins!!

### Speaking TicTacToe (Adjectives)

Students pair up and play a game of TicTacToe or Noughts & Crosses. The idea is to tell a story using (and rehearsing) the adjectives in the grid. Whenever they have used an adjective they put one of their markers on it. Who will be the first one to have three in a row? It forces the students to listen to what is being said and at the same time think of how to continue the story themselves. You find two different grids here:

excellent	beautiful	awesome
breathtaking	stunning	wonderful
Fabulous	Fantastic	overwhelming

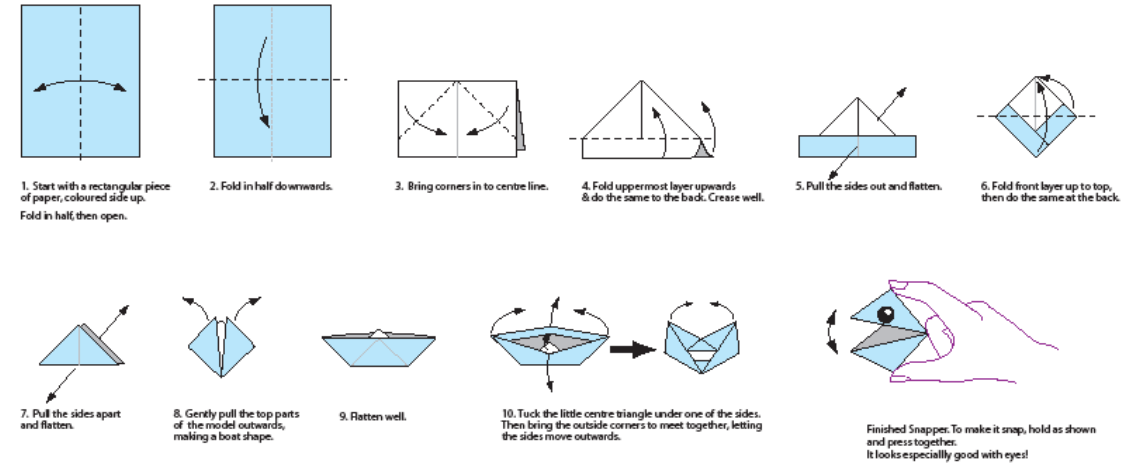


multi-coloured	hued	large
enormous	dark	transparent
oversized	petite	average




# ICPNA

# Snapper



<https://www.origami-fun.com/printable-origami.html>

 Use the snapper to promote interaction

 What is your favorite animal?  
please, tell me why.

 If you could choose your age forever,  
what age would you choose? Why?



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## Manipulatives:

✏ Reinforce Vocabulary and grammar  
by using chants:

What's in your school bag?

I have three pencils (students draw)

✏ Use a plastic bag and ask students to put some  
objects in the schoolbag: I need four markers

What's in your  
schoolbag?



*I would like to acknowledge the preparation  
of this material to Ms. María Pía Alvarez*

## Ask-Answer

- ✎ Promote participation and production:
- ✎ Vocabulary / spelling
- ✎ Reading Comprehension: True-false
- ✎ Make predictions
- ✎ Writing: Opinion. Agree/disagree-  
because...
- ✎ Associations / Critical Thinking



# Gameboards

- ✎ Promotes collaborative work
- ✎ Problem solving
- ✎ Social skills: take turns
- ✎ Values: Respect, collaboration.

[ESLprintables.com](http://ESLprintables.com)

<https://en.islcollective.com/english-esl-worksheets/search/board+game+template>

[BusyTeacher.org](http://BusyTeacher.org)

**Start**

1. Clap your hands.
2. Stamp your feet.
3. Clak (or snap) your fingers.
4. Hug your shoulders.
5. Nod your head.
6. Shake your head.
7. Count from 10 to 1.
8. Stard up ard
9. Touch your toes.
10. Do a double high-five with
11. High-five with two friends.
12. Shake hands with two people.

**START**

Go ahead 2 spaces	_____ bags have you got?	_____ salt do you need for cooking?	Go back 2 spaces
_____ languages do you speak?	_____ sisters do you have?	<b>How Much? How Many?</b>	_____ coffee do you consume everyday?
_____ money do you spend a month?	_____ rice do you eat everyday?		_____ pets do you have?
Go ahead 2 spaces	Miss one turn	<b>FINISH</b>	_____ sugar do you put into the teapot?
go this way	_____ cars does your father have?		Go back 2 spaces
_____ brothers have you got?	_____ time have we got now?	<b>Countable &amp; Uncountable</b>	Take the Shortcut Pass
_____ best friends do you have?	_____ water do you drink everyday?		Go ahead 2 spaces
_____ Miss one tum	_____ novels have you got?	_____ paper do you need?	Go ahead 2 spaces
			_____ schools are there in your village?








# Surprise under your seat

FIND A  
PICTURE  
UNDER  
YOUR SEAT

WRITTEN  
OR ORAL  
PRODUCTION:  
(Using:  
ing form)



# Storytelling

-  A story keeps children engaged and let them feel that they are also participating in the process.
-  If a story telling is made into an interesting experience and fun filled activity where the listeners also participate in telling, guessing, manipulating, it could be a meaningful learning experience
-  In stories where there is a lot of repetition of the same phrases over and over again, the children should be encouraged to take part in telling the story.
-  Reinforces Vocabulary and Grammar
-  Encourage students to re-tell the story





## BEFORE TELLING THE STORY:

- Show students pictures of the characters and write the names on the board. Have them guess the name of the story. Write everything they say on the board. Point out the title of the story.
- Give them little puppets/image of the characters and have them repeat the names.
- Teach students some vocabulary they might need to understand the story. Show them pictures of the words.

## WHILE TELLING THE STORY

- Invite students to relax and listen to the story. Use gestures and visual aids while reading the story
- Ask the students to show the puppets/image every time they are mention in the story. Encourage them to use gestures too.
- If students ask about meaning, encourage them to seek meaning from context, pictures and from each other.

## AFTER TELLING THE STORY

- To check comprehension, give students worksheets with different activities.
- Sequence of events: Ask students to number the scenes according to the chronological order.
- True or false: Have students answering some questions related to the story. After they finish, divide them in two groups and have them discuss their answers. Then have a competition of the two groups.
- Fill in the blank: Ask students to complete sentences. Check the answers as a whole class

# Extra material

## Worksheets

islcollective.com

<https://en.islcollective.com/english-esl-worksheets/search/family>

[BusyTeacher.org](https://www.busyteacher.org)

<https://www.busyteacher.org/7139-animal-riddles.html>

Reading Works  
**Animal Riddle**  
 Can you find out who I am?

	I have four legs. I live in Africa. I am big and gray. I live in the river.	I am small. I can be scary. I have eight legs. I spin a web.
	I have four legs. I am a pet. I hate cats. I bark.	I eat vegetables. I can run fast. I can be a pet. I have long ears.
	I eat other animals. I have a big mouth. I am green. I live in the water.	I live in Africa. I am yellow and black. I eat leaves. I have a long neck.
	I can swim and I live. I have two legs. I have wings. I quack.	I am brown. I have a mane. I like to eat apples. I roar.
	I have four legs. You can ride me. I have two eyes. I have a long nose.	I am a pet. I like to eat. I have nine lives. I purr and meow.
	I have three. I can be poisonous. I am long. I have a forked tongue.	I live in the city. I have a long tail. I eat rubbish. People don't like me.
	I eat insects. I live in the pond. I hop. I am green.	I have a mane. I whinny. You can ride me. I live in a barn.
		
		
		

**FAMILY MEMBERS**

Study this family tree and write the correct words:



1. Susan is Maggie's \_\_\_\_\_.

2. Martin is Tim's \_\_\_\_\_.

3. Peter is Mary's \_\_\_\_\_.

4. Tim is Ana's \_\_\_\_\_.

5. Joan is Maggie's \_\_\_\_\_.

6. Maggie is Tim's \_\_\_\_\_.

7. Bob is Ana's \_\_\_\_\_.

8. Mary is Maggie's \_\_\_\_\_.

9. Mary is Peter's \_\_\_\_\_.

10. Peter is Tim's \_\_\_\_\_.

11. Susan is Martin's \_\_\_\_\_.

12. Tim is Susan's \_\_\_\_\_.

13. Ana is Bob's \_\_\_\_\_.

14. Ana and Bob are Mary's \_\_\_\_\_.













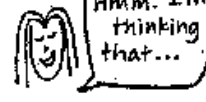
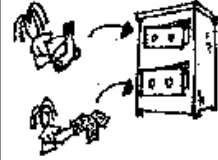
Make more sentences!

Ask your friend more questions!  
 Whose father is Peter? Peter is Tim's father.  
 Whose daughter is Mary? \_\_\_\_\_

niece sister father  
 mother uncle  
 nephew grandmother husband  
 cousin parents  
 daughter wife  
 son grandfather



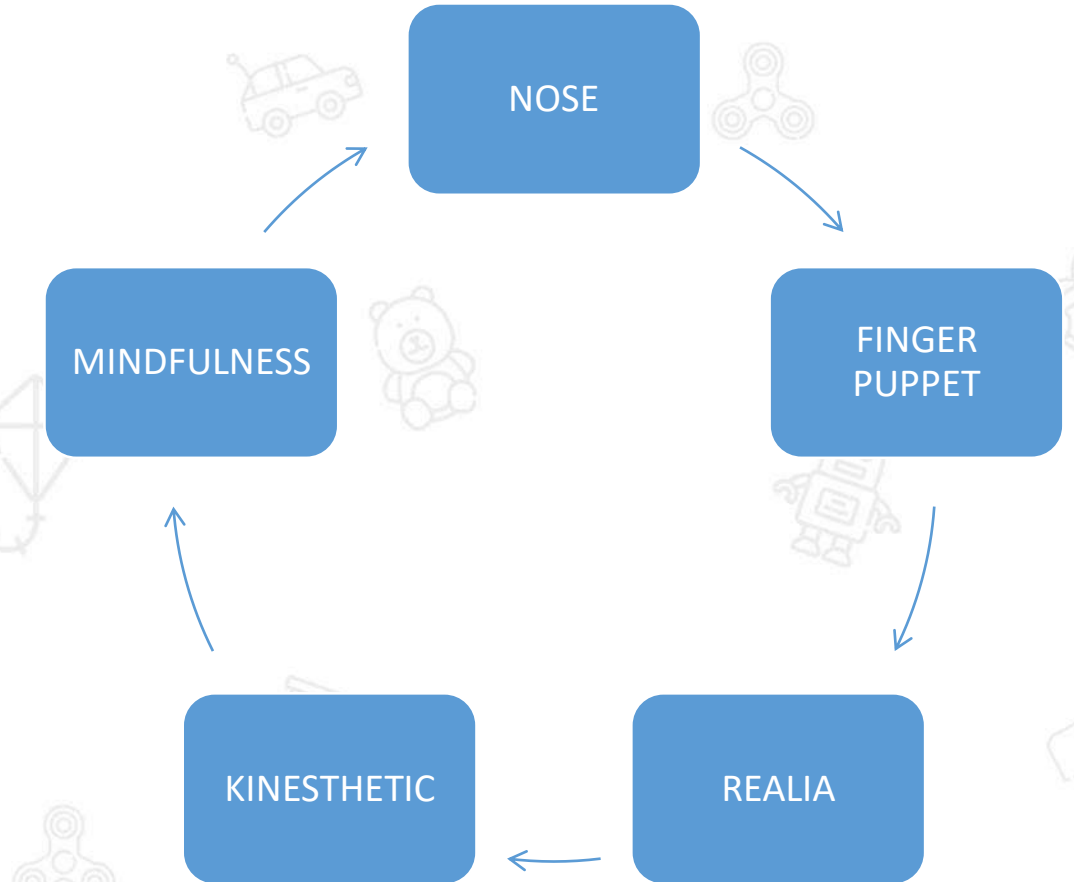
## Supports for English Language Learners

Key ways to Ensure Comprehensible Input	Build on Students' Prior Knowledge	Provide Access to Complex Academic Concepts + Strategies	Give Opportunities for Structured Oral Language Practice
<p>Use visuals or gestures to convey key concepts</p> 	<p>Refer to students' background knowledge + interests</p> 	<p>Build and refer to anchor charts</p> 	<p>Provide starter phrases</p> <p>I know a lot about... I am an expert in... I am famous for...</p>
<p>Do a quick demonstration</p> 	<p>Ask students to recall previous learning</p> <p>Remind your partner what we talked about yesterday</p> <p>We talked about...</p> 	<p>Use concrete objects or pictures to convey an idea</p> 	<p>Give extra wait time</p> 
<p>Use consistent language repeatedly</p> <p>categories categories categories</p>	<p>Make examples to match students' background knowledge</p> <p>Summer...</p> 	<p>Channel students to use a strategy twice at increasing levels</p> 	<p>Provide opportunities for students to turn and talk</p> 
<p>Name your steps</p> 	<p>Teach new content by relying on shared experiences</p> <p>Remember that time I fell off the chair?</p> 	<p>Use think alouds to demonstrate your thinking process</p> <p>Hmm. I'm thinking that...</p> 	<p>Encourage students to dramatize</p> 

*I would like to acknowledge Ms. María Pía Alvarez who shared this material*



# Other activities under your sleeve

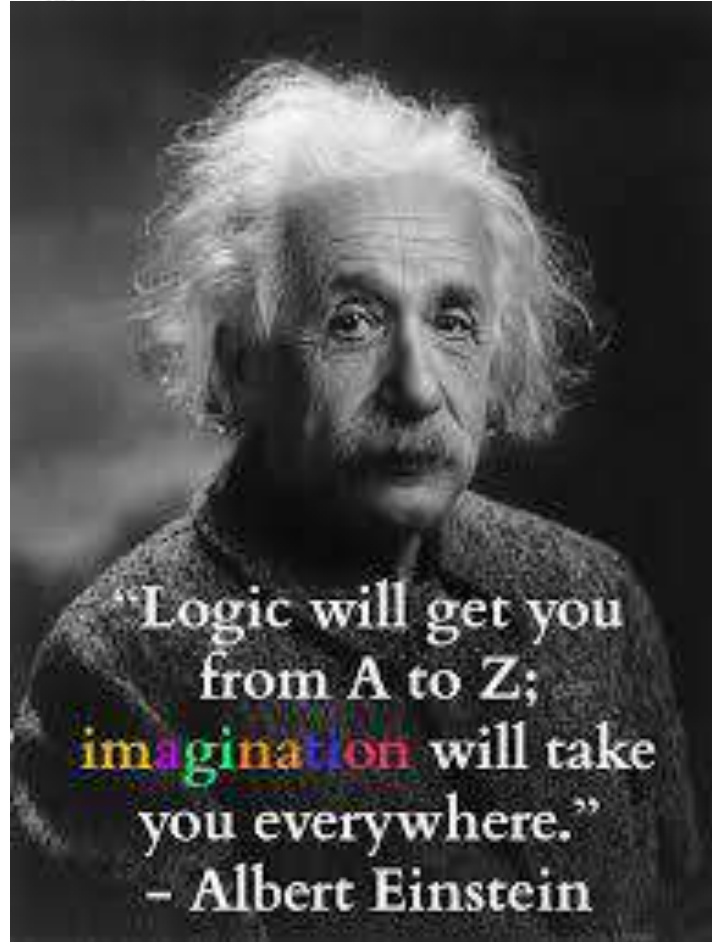


# REMEMBER



ALWAYS  
ENCOURAGE  
STUDENTS AND  
GIVE  
POSITIVE  
REINFORCEMENT  
IN CLASS





“Logic will get you  
from A to Z;  
**imagination** will take  
you everywhere.”  
- Albert Einstein



# References

Teaching Young Learners English Chapters, Joan Kang Shin & JoAnn Crandall's(2014) p 306-307

Zoltán Dörnyei, TESOL Conference, 2018

Abedi,Saima. TESOL Conference, 2018

Noemi Paymal, 2015

<https://en.islcollective.com/download/english-esl-worksheets/grammar/verb-tenses/fortune-teller-trinity-level-2/37543>

<https://www.origami-fun.com/printable-origami.html>



