

Aa Bb Cc Dd  
Ee Ff Gg Hh Ii  
Jj Kk Ll Mm  
Nn Oo Pp Qq Rr  
Ss Tt Uu Vv  
Ww Xx Yy Zz

## LESSON PLAN

English, age 8 – 13

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ENGLISH LANGUAGE LESSONS PLAN, AGE 8-13

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Please contact the Communication section of UNICEF in Bulgaria, tel. +359 2/ 9696 208.

United Nations Children's Fund (UNICEF)  
Blvd Dondukov 87, floor 2 Sofia 1054, Bulgaria

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# INTRODUCTION TO LESSON PLANS

*These lesson plans are designed to introduce children to the English language using repetition, simple activities, songs and games within a safe 'circle time' style environment. The structure and routine of the lessons remains very similar throughout the units. This is important for young children and refugee children who have experienced trauma. This is also important for children who speak different languages to those their teachers speak and to children with special educational needs and behavioural difficulties.*

*The teacher (and assistant/s) should be concentrating on supporting children to develop other very important skills throughout the lesson units. These skills, often referred to by teachers as behaviour for learning, include good sitting (sitting with legs crossed, arms/hands in lap, looking at the teacher, not talking etc), good listening (to the adults and other children), concentration, being kind to each other, following instructions and sharing and taking turns. These are skills that children learn when attending school and are important life skills, however, refugee children have often been out of formal education for many years or may never have attended formal schooling. Therefore these skills may need to be taught. Teachers and assistants must ensure that time is taken in each lesson to remind children of how they should be sitting before starting, waiting for their turn sensibly without calling out and gaining children's attention before moving on etc. Children need to learn behaviour for learning in order to be ready to learn in a classroom, or lesson, environment.*

## NOTES

- Unless specified otherwise, the teacher should sit as a part of the circle that the children are sitting in and the assistant/s should be sitting just outside of the circle (to help with behaviour and room management, going to the door, moving children etc).
- If the number of children in each lesson is much higher than 20, it is important to keep the pace up and not spend too long on each activity or children will become restless. If the numbers are high more time will also be needed for getting all of the children to sit in a circle and to leave the lesson/the room when finished. It is important to be patient and allow plenty of time for this. The pace will increase once children have become familiar with the routine.
- All resources mentioned in the lesson plans can either be found in the resources pack or are items that are easy to source, can be found in a UNICEF school in a box resource or can be found in most play spaces e.g. a soft ball/whiteboard and whiteboard pens/blackboards and chalk.
- The timings for each activity in the lesson plans are a rough guide. Some time is allowed for sitting down, transitioning from one activity to the next and leaving the lesson. However it is important to remember that younger children should not be sitting in a lesson for longer than 5 minutes without doing something active!



## Vocabulary taught to ages 8 – 13 within lessons

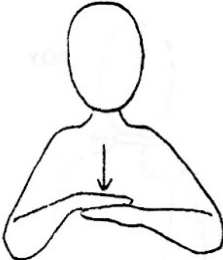
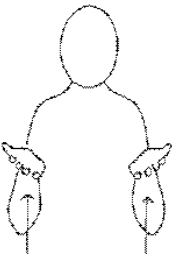
<b>Question and response:</b>	<p><b>Unit 1b:</b> What is your name? My name is...</p> <p><b>Unit 2b:</b> How are you? I am fine thank you.</p> <p><b>Unit 3b:</b> How old are you? I am...</p> <p><b>Unit 4b:</b> Where are you from? I am from...</p>				
<b>Asking for resources:</b>	<p><b>Unit 5b:</b> Please can I have..?</p> <p>Pen, Pencil, Paper, Scissors, Glue, Paint, Paintbrush, Sellotape</p>				
<b>Vocabulary sets:</b>	<p><b>Unit 6b:</b> <b>Colours</b></p> <p>Red Yellow Pink Green Purple Orange Blue Brown Black Grey White</p>	<p><b>Unit 7b:</b> <b>Days of the week</b></p> <p>Monday Tuesday Wednesday Thursday Friday Saturday Sunday Today Tomorrow Yesterday</p>	<p><b>Unit 7b:</b> <b>Months of the year</b></p> <p>January February March April May June July August September October November December</p>	<p><b>Unit 8b:</b> <b>Emotions</b></p> <p>Happy Sad OK Great Worried Scared Angry Embarrassed Tired</p>	<p><b>Body parts</b></p> <p>Head Shoulders Knees Toes Eyes Ears Mouth Nose</p>
<b>Alphabet:</b>	English alphabet a - z				
<b>Numbers:</b>	<p><b>Unit 1d, 2d and 3d:</b></p> <p>Numbers 0 – 100 (and higher once most of group is confident with 0 – 100)</p>				
<b>Songs:</b>	<p>I can sing a rainbow.</p> <p>The days of the week.</p> <p>These are the months of the year.</p> <p>Alphabet song.</p> <p><b>(Depending on the group of children, these songs can be great too! However older kids can become tired of these songs if repeated regularly):</b></p> <p>Heads, shoulders, knees and toes.</p> <p>If you're happy and you know it.</p> <p>10 green bottles.</p> <p>5 little speckled frogs.</p> <p>5 little ducks went swimming one day.</p>				

<b>LESSON PLAN</b>			<b>Age:</b> 8 – 13
<b>Subject area:</b> English as an additional language.			<b>Level:</b> Beginner
<b>Unit:</b> 1b			<b>Class size:</b> Works best with around 20 children but can be adapted for smaller and much larger numbers of children (see notes).
<b>Lesson unit:</b> 1 of 8	<b>Lesson number:</b> 1 of 4	<b>Lesson duration:</b> 15 – 20 minutes	
<b>Learning goals:</b> By the end of the unit... <ul style="list-style-type: none"> <li>• Children will be able to ask and answer the question: "What is your name?" with the response "My name is..." followed by their own name.</li> <li>• Children will know the letter names of the English alphabet.</li> <li>• Children will be familiar with the "Alphabet Song!" and will be able to join in with the actions and sing along.</li> </ul>			
<b>Key Vocabulary:</b>  What is your name? My name is...	<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>• "What is your name?" symbol card.</li> <li>• English alphabet symbols displayed on the wall in order.</li> <li>• "Alphabet Song!" lyrics (see Songs document).</li> </ul>		<b>Adults Needed:</b> 1 teacher and 1 assistant.

Time	Activity Steps	Notes	Evaluation and Next Steps
1 min	<p><b>Children to be sitting in a circle. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to begin by saying their own name whilst clapping their hands for each syllable e.g. Hannah (clap once whilst saying "Han", clap once whilst saying "nah"). All children to then copy.</p> <p>Teacher to then say the name of the child next to them whilst clapping their hands for each syllable for all of the children to then copy.</p> <p>Repeat this for the next child and so on until all children's names have been said. Include adult helpers who are in the room too!</p>	<p>This activity will take longer if trying for the first time but is a great way for the teacher to learn the children's names, for the children to learn each other's names and for each of the children to feel welcome and part of the group. This is especially the case for when there are new children in the group. If you are working with a constantly changing group of children it is a nice way to start off every lesson.</p> <p>If the group of children does not change often and they become more confident, try getting each child to say their own name (whilst clapping their hands for each syllable) for the rest of the children to copy! This is much slower than if the teacher leads so allow extra time!</p>	<p>Use this section to help you to reflect upon the lesson and think of ways to improve future lessons. Think about:</p> <p>What went well? Why?</p> <p>What was the children's overall behaviour like? Why?</p> <p>What did the children find too easy or too difficult?</p> <p>At the end of the unit: Have the children reached the learning goals?</p> <p>What steps can you take to improve/what can you do differently next time or in the next lesson?</p>

Time	Activity Steps	Notes	Evaluation and Next Steps
1 min	<p>Hold up the “What is your name?” symbol card for all children to see. Say “What is your name?” loudly and clearly. Place symbol card in front of you so all children can see it and repeat saying “What is your name?”, this time clapping your hands for each syllable as you say it. Children to repeat saying “What is your name?” whilst clapping the syllables. Repeat this a few times until all the children are saying “What is your name?” whilst clapping the syllables clearly and in unison.</p> <p>Turn to your adult assistant and model asking the question “What is your name?” whilst shaking hands. Assistant to reply “My name is...” (followed by their name). Assistant to then ask the same question for you to answer (whilst shaking hands).</p> <p>Then turn back to children and say “My name is” loudly and clearly whilst clapping the syllables as you say it. Children to repeat saying “My name is” whilst clapping the syllables. Repeat this a few times until all the children are saying “My name is” whilst clapping the syllables clearly and in unison.</p> <p>Finally remind the children of the question and answer by holding up the symbol card again followed by saying “What is your name?” whilst clapping the syllables for them to repeat back to you. Repeat with “My name is”.</p>	<p>The pace of the lesson will increase once the children become familiar with the lesson structure and routine.</p>	

Time	Activity Steps	Notes	Evaluation and Next Steps
5 mins	<p>Children to be standing in a circle. Make sure all children are standing sensibly with enough space before starting.</p> <p>Teacher to approach one child in the circle (it helps to start off with an older/more able child), shake their hand and ask "What is your name?" child to answer "My name is..." followed by their name. The teacher then returns to their place in the circle and sits down.</p> <p>The child who just answered the question then chooses another child in the circle to ask "What is your name?" whilst shaking their hand, wait for the other child's answer and then return to where they were sitting in the circle. Repeat until all children are sitting down.</p> <p>It may help if the teacher and assistant model this first!</p>	<p>Model "good standing" before starting (and throughout).</p> <p>If working with a much larger group of children: Teacher to call a child's name. This child to stand up and walk over to the teacher. Teacher to shake child's hand and ask "What is your name?" child to answer "My name is..." followed by their name, before returning to their place in the circle. Repeat with different children. Choose children who are sitting sensibly and not calling out! Children will become restless if this activity lasts too long – if working with a very large group of children do not attempt to repeat for every child.</p> <p>It can be helpful to repeat the second activity (clap and say the vocabulary being practised for children to copy) after every 3 or 4 children to remind them.</p> <p>It can also be helpful if the teacher or assistant travels across the circle with younger/less confident/new children when it is their turn to help with vocabulary and confidence.</p>	

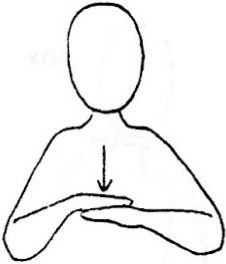
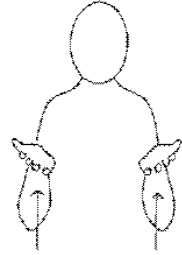
Time	Activity Steps	Notes	Evaluation and Next Steps
3 mins	<p>Teacher to say "What is your name?" loudly and clearly whilst clapping hands for each syllable. Children to copy. Then repeat but whisper the question and only very lightly clap your hands. Children to copy. Repeat again even more quietly whispering to make sure all children are trying to say the question as quietly as they can! Then continue getting slightly louder (and clapping slightly louder) each time until you and the children cannot get any louder!</p> <p>Repeat for "My name is".</p> <p>Hold up the "What is your name?" symbol card again for all children to see.</p> <p>Say "What is your name?" loudly and clearly whilst clapping your hands for each syllable as you say it.</p> <p>Children to copy.</p> <p>Repeat for "My name is".</p>	<p>Be aware of younger/newer children in the group who may find the noise level at the end of this activity unsettling. Normally simply a smile in their direction (with eye contact) is enough to reassure them as everyone gets louder!</p>	
5 - 10 mins	<p><b>Children to be sitting where they can all see the alphabet symbols on the wall. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to point to letters of the alphabet in order (starting from "a") whilst saying each letter name clearly for the children to copy one by one. For example: Teacher points to the letter "a" and says "a". Children all say "a". Repeat for the whole alphabet.</p> <p>Teacher to point to random letters of the alphabet for the children to call out in unison. Correct pronunciation where needed.</p> <p>Teacher to sing the "Alphabet Song!" whilst pointing to the letters as they are sung. Some children will know this song already and will join in.</p> <p><b>Call children's names one by one to leave the lesson e.g. "Goodbye Ali, goodbye George, goodbye Sherin". Choose children who are sitting and waiting sensibly.</b></p>	<p>When directing children to sit down or stand up, consistently use the phrases "sit down"/"everybody sit down"/"stand up" or "everybody stand up" together with these signs:</p> <p><b>Sit down:</b></p>  <p><b>Stand up:</b></p>  <p>It always helps for the teacher to count down from 3 (using fingers too) before starting a song!</p>	

<b>LESSON PLAN</b>			<b>Age:</b> 8 – 13
<b>Subject area:</b> English as an additional language.			<b>Level:</b> Beginner
<b>Unit:</b> 1b			<b>Class size:</b> Works best with around 20 children but can be adapted for smaller and much larger numbers of children (see notes).
<b>Lesson unit:</b> 1 of 8	<b>Lesson number:</b> 2 of 4	<b>Lesson duration:</b> 20 minutes	
<b>Learning goals:</b> By the end of the unit... <ul style="list-style-type: none"> <li>• Children will be able to ask and answer the question: "What is your name?" with the response "My name is..." followed by their own name.</li> <li>• Children will know the letter names of the English alphabet.</li> <li>• Children will be familiar with the "Alphabet Song!" and will be able to join in with the actions and sing along.</li> </ul>			
<b>Key Vocabulary:</b>  What is your name? My name is...	<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>• "What is your name?" symbol card.</li> <li>• A soft ball.</li> <li>• English alphabet symbols displayed on the wall (in correct order).</li> <li>• "Alphabet Song!" lyrics (see "Songs" document).</li> <li>• A copy of the British Sign Language finger spelling alphabet symbols. It helps if the teacher and assistant learn these before the lesson.</li> </ul>		<b>Adults Needed:</b> 1 teacher and 1 assistant.

Time	Activity Steps	Notes	Evaluation and Next Steps
1 min	<p><b>Children to be sitting in a circle. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to begin by saying their own name whilst clapping their hands for each syllable e.g. Hannah (clap once whilst saying "Han", clap once whilst saying "nah"). All children to then copy.</p> <p>Teacher to then say the name of the child next to them whilst clapping their hands for each syllable for all of the children to then copy.</p> <p>Repeat this for the next child and so on until all children's names have been said. Include adult helpers who are in the room too!</p>	<p>This activity will take longer if trying for the first time but is a great way for the teacher to learn the children's names, for the children to learn each other's names and for each of the children to feel welcome and part of the group. This is especially the case for when there are new children in the group. If you are working with a constantly changing group of children it is a nice way to start off every lesson.</p> <p>If the group of children does not change often and they become more confident, try getting each child to say their own name (whilst clapping their hands for each syllable) for the rest of the children to copy! This is much slower than if the teacher leads so allow extra time!</p>	<p>Use this section to help you to reflect upon the lesson and think of ways to improve future lessons. Think about:</p> <p>What went well? Why?</p> <p>What was the children's overall behaviour like? Why?</p> <p>What did the children find too easy or too difficult?</p> <p>At the end of the unit: Have the children reached the learning goals?</p> <p>What steps can you take to improve/what can you do differently next time or in the next lesson?</p>

Time	Activity Steps	Notes	Evaluation and Next Steps
1 min	<p>Hold up the “What is your name?” symbol card for all children to see.            Say “What is your name?” loudly and clearly.            Place symbol card in front of you so all children can see it and repeat saying “What is your name?”, this time clapping your hands for each syllable as you say it.            Children to repeat saying “What is your name?” whilst clapping the syllables.            Repeat this a few times until all the children are saying “What is your name?” whilst clapping the syllables clearly and in unison.</p> <p>Turn to your adult assistant and model asking the question “What is your name?” whilst shaking hands.            Assistant to reply “My name is...” (followed by their name).            Assistant to then ask the same question for you to answer (whilst shaking hands).</p> <p>Then turn back to children and say “My name is” loudly and clearly whilst clapping the syllables as you say it.            Children to repeat saying “My name is” whilst clapping the syllables.            Repeat this a few times until all the children are saying “My name is” whilst clapping the syllables clearly and in unison.</p> <p>Finally remind the children of the question and answer by holding up the symbol card again followed by saying “What is your name?” whilst clapping the syllables for them to repeat back to you. Repeat with “My name is”.</p>	<p>The pace of the lesson will increase once the children become familiar with the lesson structure and routine.</p>	

Time	Activity Steps	Notes	Evaluation and Next Steps
5 mins	<p><b>Children to be standing in a circle. Make sure all children are standing sensibly with enough space before starting.</b></p> <p>Teacher to throw a ball to a child in the circle (it helps to start off with an older/more able child), whilst asking "What is your name?" Child to catch ball and answer "My name is..." followed by their name. The teacher then returns to their place in the circle and sits down.</p> <p>The child with the ball then chooses another child in the circle to throw the ball to whilst asking "What is your name?" Child to catch ball and answer "My name is..." followed by their name.</p> <p>Children to sit down when they have finished their turn. Continue until all children are sitting down.</p> <p>It may help if the teacher and assistant model this first!</p>	<p>Model "good standing" before starting (and throughout). If working with a much larger group of children: Teacher to throw a ball to a child in the circle whilst asking "What is your name?" Child to catch ball and answer "My name is..." followed by their name, before throwing the ball back to the teacher. Repeat with different children. Choose children who are standing sensibly and not calling out! Children will become restless if this activity lasts too long – if working with a very large group of children do not attempt to repeat for every child. It can be helpful to repeat the second activity (clap and say the vocabulary being practised for children to copy) after every 3 or 4 children to remind them.</p>	
3 mins	<p>Teacher to say "What is your name?" loudly and clearly whilst clapping hands for each syllable. Children to copy. Then repeat but whisper the question and only very lightly clap your hands. Children to copy. Repeat again even more quietly whispering to make sure all children are trying to say the question as quietly as they can! Then continue getting slightly louder (and clapping slightly louder) each time until you and the children cannot get any louder! Repeat for "My name is". Hold up the "What is your name?" symbol card again for all children to see. Say "What is your name?" loudly and clearly whilst clapping your hands for each syllable as you say it. Children to copy. Repeat for "My name is".</p>	<p>Be aware of younger/newer children in the group who may find the noise level at the end of this activity unsettling. Normally simply a smile in their direction (with eye contact) is enough to reassure them as everyone gets louder!</p>	

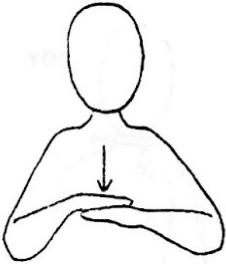
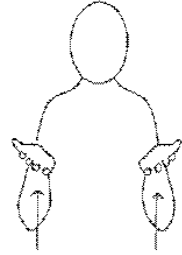
Time	Activity Steps	Notes	Evaluation and Next Steps
10 mins	<p><b>Children to be sitting where they can all see the alphabet symbols on the wall. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to point to letters of the alphabet in order (starting from “a”) whilst saying each letter name clearly for the children to copy one by one. For example: Teacher points to the letter “a” and says “a”. Children all say “a”. Repeat for the whole alphabet.</p> <p>Teacher to point to random letters of the alphabet for the children to call out in unison. Correct pronunciation where needed.</p> <p>Teacher to model the British Sign Language finger spelling signs for each letter for children to copy one by one. Don’t worry if some children are finding this difficult, it takes time and practise!</p> <p>Think of your own signs for the last part of the song! It doesn’t matter what they are – as long as they are simple and consistent! This can be done before the lesson or with the children.</p> <p><b>Everyone to sing the “Alphabet Song!” slowly whilst signing each letter.</b></p> <p><b>Call children’s names one by one to leave the lesson e.g. “Goodbye Ali, goodbye George, goodbye Sherin”. Choose children who are sitting and waiting sensibly.</b></p>	<p>When directing children to sit down or stand up, consistently use the phrases “sit down”/“everybody sit down”/“stand up” or “everybody stand up” together with these signs:</p> <p><b>Sit down:</b></p>  <p><b>Stand up:</b></p>  <p>It always helps for the teacher to count down from 3 (using fingers too) before starting a song!</p>	

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<b>Subject area:</b> English as an additional language.			<b>Level:</b> Beginner
<b>Unit:</b> 1b			<b>Class size:</b> Works best with around 20 children but can be adapted for smaller and much larger numbers of children (see notes).
<b>Lesson unit:</b> 1 of 8	<b>Lesson number:</b> 3 of 4	<b>Lesson duration:</b> 20 minutes	
<b>Learning goals:</b> By the end of the unit... <ul style="list-style-type: none"> <li>• Children will be able to ask and answer the question: "What is your name?" with the response "My name is..." followed by their own name.</li> <li>• Children will know the letter names of the English alphabet.</li> <li>• Children will be familiar with the "Alphabet Song!" and will be able to join in with the actions and sing along.</li> </ul>			
<b>Key Vocabulary:</b>  What is your name? My name is...	<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>• "What is your name?" symbol card.</li> <li>• English alphabet symbols displayed on the wall (in correct order).</li> <li>• "Alphabet Song!" lyrics (see "Songs" document).</li> <li>• A copy of the British Sign Language finger spelling alphabet symbols. It helps if the teacher and assistant learn these before the lesson.</li> </ul>		<b>Adults Needed:</b> 1 teacher and 1 assistant.

Time	Activity Steps	Notes	Evaluation and Next Steps
1 min	<p><b>Children to be sitting in a circle. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to begin by saying their own name whilst clapping their hands for each syllable e.g. Hannah (clap once whilst saying "Han", clap once whilst saying "nah"). All children to then copy.</p> <p>Teacher to then say the name of the child next to them whilst clapping their hands for each syllable for all of the children to then copy.</p> <p>Repeat this for the next child and so on until all children's names have been said. Include adult helpers who are in the room too!</p>	<p>This activity will take longer if trying for the first time but is a great way for the teacher to learn the children's names, for the children to learn each other's names and for each of the children to feel welcome and part of the group. This is especially the case for when there are new children in the group. If you are working with a constantly changing group of children it is a nice way to start off every lesson.</p> <p>If the group of children does not change often and they become more confident, try getting each child to say their own name (whilst clapping their hands for each syllable) for the rest of the children to copy! This is much slower than if the teacher leads so allow extra time!</p>	<p>Use this section to help you to reflect upon the lesson and think of ways to improve future lessons. Think about:</p> <p>What went well? Why?</p> <p>What was the children's overall behaviour like? Why?</p> <p>What did the children find too easy or too difficult?</p> <p>At the end of the unit: Have the children reached the learning goals?</p> <p>What steps can you take to improve/what can you do differently next time or in the next lesson?</p>

Time	Activity Steps	Notes	Evaluation and Next Steps
30 secs	<p>Hold up the “What is your name?” symbol card for all children to see.            Say “What is your name?” loudly and clearly.            Place symbol card in front of you so all children can see it and repeat saying “What is your name?”, this time clapping your hands for each syllable as you say it.            Children to repeat saying “What is your name?” whilst clapping the syllables.            Repeat this a few times until all the children are saying “What is your name?” whilst clapping the syllables clearly and in unison.</p> <p>Turn to your adult assistant and model asking the question “What is your name?” whilst shaking hands.            Assistant to reply “My name is...” (followed by their name).            Assistant to then ask the same question for you to answer (whilst shaking hands).</p> <p>Then turn back to children and say “My name is” loudly and clearly whilst clapping the syllables as you say it.            Children to repeat saying “My name is” whilst clapping the syllables.            Repeat this a few times until all the children are saying “My name is” whilst clapping the syllables clearly and in unison.</p> <p>Finally remind the children of the question and answer by holding up the symbol card again followed by saying “What is your name?” whilst clapping the syllables for them to repeat back to you. Repeat with “My name is”.</p>	<p>The pace of the lesson will increase once the children become familiar with the lesson structure and routine.</p>	

Time	Activity Steps	Notes	Evaluation and Next Steps
5 - 8 mins	<p><b>Children to be standing in a circle. Make sure all children are standing sensibly with enough space before starting.</b></p> <p>Teacher to say "What", child next to teacher says "is", the next child says "your", the next child says "name", the next child says "my", the next child says "name", the next child says "is", the next child says their name and then the next child would start again with "what". Continue until every child in the circle has taken part!</p> <p>Some of the children will need help at first but after some practise the pace will increase.</p>	<p>If the children find this too difficult, try missing out the part where a child says their name (just focus on key vocabulary). Or choose just "What is your name?" or "My name is" to focus on.</p> <p>As children become more confident and faster at this activity it can be made more challenging. For example:</p> <p>Try turning it into a game where if a child makes a mistake, they sit down. The winner is the last one standing!</p> <p>Try introducing a ball. It could either be passed around the circle as each word is said, or children could throw the ball to another child across the circle who would then need to say the next word in the sequence before throwing the ball to another child. Once a child has had their turn they should sit down. If the group of children are quite confident, and all get on well, try making all children stand up and start again if someone makes a mistake! Can they get to the last child without anyone making a mistake?! Encourage a "come on, we can do this guys!" atmosphere!</p>	
30 secs	<p>Hold up the "What is your name?" symbol card again for all children to see.</p> <p>Say "What is your name?" loudly and clearly whilst clapping your hands for each syllable as you say it.</p> <p>Children to copy.</p> <p>Repeat for "My name is".</p>		

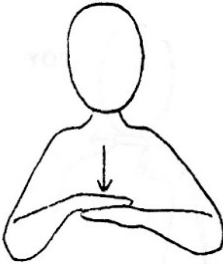
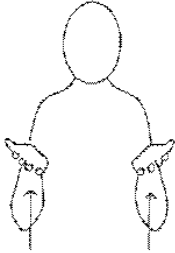
Time	Activity Steps	Notes	Evaluation and Next Steps
10 mins	<p><b>Children to be sitting where they can all see the alphabet symbols on the wall. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to point to letters of the alphabet in order (starting from "a") whilst saying each letter name clearly for the children to copy one by one. For example: Teacher points to the letter "a" and says "a". Children all say "a". Repeat for the whole alphabet.</p> <p>Teacher to point to random letters of the alphabet for the children to call out in unison. Correct pronunciation where needed.</p> <p>Teacher to model the British Sign Language finger spelling signs for each letter and the signs for the last part of the song, for children to copy one by one. Don't worry if some children are finding this difficult, it takes time and practise!</p> <p>Everyone to sing the "Alphabet Song!" slowly whilst signing.</p> <p><b>Call children's names one by one to leave the lesson e.g. "Goodbye Ali, goodbye George, goodbye Sherin". Choose children who are sitting and waiting sensibly.</b></p>	<p>When directing children to sit down or stand up, consistently use the phrases "sit down"/"everybody sit down"/"stand up" or "everybody stand up" together with these signs:</p> <p><b>Sit down:</b></p>  <p><b>Stand up:</b></p>  <p>It always helps for the teacher to count down from 3 (using fingers too) before starting a song!</p>	

<b>LESSON PLAN</b>			<b>Age:</b> 8 – 13
<b>Subject area:</b> English as an additional language.			<b>Level:</b> Beginner
<b>Unit:</b> 1b			<b>Class size:</b> Works best with around 20 children but can be adapted for smaller and much larger numbers of children (see notes).
<b>Lesson unit:</b> 1 of 8	<b>Lesson number:</b> 4 of 4	<b>Lesson duration:</b> 20 minutes	
<b>Learning goals:</b> By the end of the unit...			
<ul style="list-style-type: none"> <li>• Children will be able to ask and answer the question: "What is your name?" with the response "My name is..." followed by their own name.</li> <li>• Children will know the letter names of the English alphabet.</li> <li>• Children will be familiar with the "Alphabet Song!" and will be able to join in with the actions and sing along.</li> </ul>			
<b>Key Vocabulary:</b>  What is your name? My name is...	<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>• "What is your name?" symbol card.</li> <li>• Whiteboard (on the wall for the teacher) and a whiteboard pen (or similar alternatives).</li> <li>• Individual blackboards and chalk/whiteboards and pens for the children (to have one each).</li> <li>• English alphabet symbols displayed on the wall (in correct order).</li> <li>• "Alphabet Song!" lyrics (see "Songs" document).</li> <li>• A copy of the British Sign Language finger spelling alphabet symbols. It helps if the teacher and assistant learn these before the lesson.</li> </ul>		<b>Adults Needed:</b> 1 teacher and 1 assistant.

Time	Activity Steps	Notes	Evaluation and Next Steps
1 min	<p><b>Children to be sitting in a circle. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to begin by saying their own name whilst clapping their hands for each syllable e.g. Hannah (clap once whilst saying "Han", clap once whilst saying "nah"). All children to then copy.</p> <p>Teacher to then say the name of the child next to them whilst clapping their hands for each syllable for all of the children to then copy.</p> <p>Repeat this for the next child and so on until all children's names have been said. Include adult helpers who are in the room too!</p>	<p>This activity will take longer if trying for the first time but is a great way for the teacher to learn the children's names, for the children to learn each other's names and for each of the children to feel welcome and part of the group. This is especially the case for when there are new children in the group. If you are working with a constantly changing group of children it is a nice way to start off every lesson.</p> <p>If the group of children does not change often and they become more confident, try getting each child to say their own name (whilst clapping their hands for each syllable) for the rest of the children to copy! This is much slower than if the teacher leads so allow extra time!</p>	<p>Use this section to help you to reflect upon the lesson and think of ways to improve future lessons. Think about:</p> <p>What went well? Why? What was the children's overall behaviour like? Why?</p> <p>What did the children find too easy or too difficult?</p> <p>At the end of the unit: Have the children reached the learning goals? What steps can you take to improve/what can you do differently next time or in the next lesson?</p>

Time	Activity Steps	Notes	Evaluation and Next Steps
30 secs	<p>Hold up the “What is your name?” symbol card for all children to see.            Say “What is your name?” loudly and clearly.            Place symbol card in front of you so all children can see it and repeat saying “What is your name?”, this time clapping your hands for each syllable as you say it.            Children to repeat saying “What is your name?” whilst clapping the syllables.            Repeat this a few times until all the children are saying “What is your name?” whilst clapping the syllables clearly and in unison.</p> <p>Turn to your adult assistant and model asking the question “What is your name?” whilst shaking hands.            Assistant to reply “My name is...” (followed by their name).            Assistant to then ask the same question for you to answer (whilst shaking hands).</p> <p>Then turn back to children and say “My name is” loudly and clearly whilst clapping the syllables as you say it.            Children to repeat saying “My name is” whilst clapping the syllables.            Repeat this a few times until all the children are saying “My name is” whilst clapping the syllables clearly and in unison.</p> <p>Finally remind the children of the question and answer by holding up the symbol card again followed by saying “What is your name?” whilst clapping the syllables for them to repeat back to you. Repeat with “My name is”.</p>	<p>The pace of the lesson will increase once the children become familiar with the lesson structure and routine.</p>	

Time	Activity Steps	Notes	Evaluation and Next Steps
10 mins	<p><b>Children to be sitting where they can all see the whiteboard on the wall. Hand out blackboards and chalk for every child. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to write "What" on the board slowly using the correct use of upper case and lower case letters. Make sure all children are watching this. Children to then copy this word onto their board (leaving space for the rest of the question and answer). Repeat with other words until all children have "What is your name? My name is" written on their boards.</p> <p>Teacher, assistant and any other adults in the room to support less able children.</p> <p>Once children have finished, encourage them to "read" what they have written. Teacher to gain children's attention and model pointing to each word on the whiteboard whilst reading it aloud. Then encourage children to do the same with their boards.</p> <p><b>Clear away blackboards and chalk.</b></p>	<p>Children will finish at different speeds and there will most likely be a huge range in ability. Encourage more able children to write their own name in English at the end of "My name is" independently. Support other children to do this too. Speedy writers can write out the question and answer again or could practise writing out the letters of the alphabet on the back of their board. Less able children may find it helpful if the teacher or assistant writes each word to be copied onto their individual board for them to copy underneath.</p> <p>Praise all attempts – some children may have never learned to write and for others it may be the first time they are writing using the English alphabet.</p>	

Time	Activity Steps	Notes	Evaluation and Next Steps
8 mins	<p><b>Children to be sitting where they can all see the alphabet symbols on the wall. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to point to letters of the alphabet in order (starting from "a") whilst saying each letter name clearly for the children to copy one by one. For example: Teacher points to the letter "a" and says "a". Children all say "a". Repeat for the whole alphabet.</p> <p>Teacher to point to random letters of the alphabet for the children to call out in unison. Correct pronunciation where needed.</p> <p>Teacher to model the British Sign Language finger spelling signs for each letter and the signs for the last part of the song, for children to copy one by one. Don't worry if some children are finding this difficult, it takes time and practise!</p> <p>Everyone to sing the "Alphabet Song!" slowly whilst signing.</p> <p><b>Call children's names one by one to leave the lesson e.g. "Goodbye Ali, goodbye George, goodbye Sherin". Choose children who are sitting and waiting sensibly.</b></p>	<p>When directing children to sit down or stand up, consistently use the phrases "sit down"/"everybody sit down"/"stand up" or "everybody stand up" together with these signs:</p> <p><b>Sit down:</b></p>  <p><b>Stand up:</b></p>  <p>It always helps for the teacher to count down from 3 (using fingers too) before starting a song!</p>	

<b>LESSON PLAN</b>			<b>Age:</b> 8 – 13
<b>Subject area:</b> English as an additional language.			<b>Level:</b> Beginner
<b>Unit:</b> 2b			<b>Class size:</b> Works best with around 20 children but can be adapted for smaller and much larger numbers of children (see notes).
<b>Lesson unit:</b> 2 of 8	<b>Lesson number:</b> 1 of 4	<b>Lesson duration:</b> 30 minutes	

**Learning goals:**  
By the end of the unit...

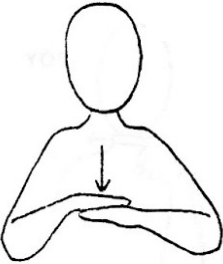
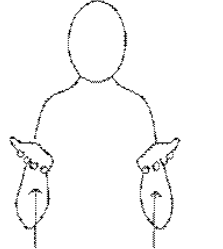
- Children will be able to ask and answer the question: "How are you?" with the response "I am fine, thank you!"
- Children will know the words "head, shoulders, knees, toes, eyes, ears, mouth, nose" and will be able to locate these body parts on their own bodies.
- Children will be familiar with the song "Heads, Shoulders, Knees and Toes" and will be able to join in with the actions and sing along.

<b>Key Vocabulary:</b>  How are you? I am fine, thank you!  Head, Shoulders, Knees, Toes, Eyes, Ears, Mouth, Nose	<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>• "How are you?" symbol card.</li> <li>• "Heads, Shoulders, Knees and Toes!" song lyrics (see Songs document).</li> <li>• English alphabet symbols displayed on the wall in order.</li> <li>• "Alphabet Song!" lyrics (see Songs document).</li> <li>• A copy of the British Sign Language finger spelling alphabet symbols.</li> </ul>	<b>Adults Needed:</b> 1 teacher and 1 assistant.
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Time	Activity Steps	Notes	Evaluation and Next Steps
1 min	<p><b>Children to be sitting in a circle. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to begin by saying their own name whilst clapping their hands for each syllable e.g. Hannah (clap once whilst saying "Han", clap once whilst saying "nah"). All children to then copy.</p> <p>Teacher to then say the name of the child next to them whilst clapping their hands for each syllable for all of the children to then copy.</p> <p>Repeat this for the next child and so on until all children's names have been said. Include adult helpers who are in the room too!</p>	<p>This activity will take longer if trying for the first time but is a great way for the teacher to learn the children's names, for the children to learn each other's names and for each of the children to feel welcome and part of the group. This is especially the case for when there are new children in the group. If you are working with a constantly changing group of children it is a nice way to start off every lesson.</p> <p>If the group of children does not change often and they become more confident, try getting each child to say their own name (whilst clapping their hands for each syllable) for the rest of the children to copy! This is much slower than if the teacher leads so allow extra time!</p>	<p>Use this section to help you to reflect upon the lesson and think of ways to improve future lessons. Think about:</p> <p>What went well? Why? What was the children's overall behaviour like? Why? What did the children find too easy or too difficult? At the end of the unit: Have the children reached the learning goals? What steps can you take to improve/what can you do differently next time or in the next lesson?</p>

Time	Activity Steps	Notes	Evaluation and Next Steps
1 min	<p>Hold up the “How are you?” symbol card for all children to see. Say “How are you?” loudly and clearly. Place symbol card in front of you so all children can see it and repeat saying “How are you?”, this time clapping your hands for each syllable as you say it. Children to repeat saying “How are you?” whilst clapping the syllables. Repeat this a few times until all the children are saying “How are you?” whilst clapping the syllables clearly and in unison.</p> <p>Turn to your adult assistant and model asking the question “How are you?” whilst shaking hands. Assistant to reply “I am fine, thank you!” Assistant to then ask the same question for you to answer (whilst shaking hands).</p> <p>Then turn back to children and say “I am fine, thank you!” loudly and clearly whilst clapping the syllables as you say it. Children to repeat saying “I am fine, thank you!” whilst clapping the syllables. Repeat this a few times until all the children are saying “I am fine, thank you!” whilst clapping the syllables clearly and in unison.</p> <p>Finally remind the children of the question and answer by holding up the symbol card again followed by saying “How are you?” whilst clapping the syllables for them to repeat back to you. Repeat with “I am fine, thank you!”</p>	<p>The pace of the lesson will increase once the children become familiar with the lesson structure and routine.</p>	

Time	Activity Steps	Notes	Evaluation and Next Steps
5 mins	<p><b>Children to be standing in a circle. Make sure all children are standing sensibly with enough space before starting.</b></p> <p>Teacher to approach one child in the circle (it helps to start off with an older/more able child), shake their hand and ask "How are you?" child to answer "I am fine, thank you!" The teacher then returns to their place in the circle and sits down.</p> <p>The child who just answered the question then chooses another child in the circle to ask "How are you?" whilst shaking their hand, wait for the other child's answer and then return to where they were sitting in the circle. Repeat until all children are sitting down.</p> <p>It may help if the teacher and assistant model this first!</p>	<p>Model "good standing" before starting (and throughout).</p> <p>If working with a much larger group of children: Teacher to call a child's name. This child to stand up and walk over to the teacher. Teacher to shake child's hand and ask "How are you?" child to answer "I am fine, thank you!" before returning to their place in the circle. Repeat with different children. Choose children who are sitting sensibly and not calling out! Children will become restless if this activity lasts too long – if working with a very large group of children do not attempt to repeat for every child.</p> <p>It can be helpful to repeat the second activity (clap and say the vocabulary being practised for children to copy) after every 3 or 4 children to remind them.</p> <p>It can also be helpful if the teacher or assistant travels across the circle with younger/less confident/new children when it is their turn to help with vocabulary and confidence.</p>	

Time	Activity Steps	Notes	Evaluation and Next Steps
3 mins	<p>Teacher to say "How are you?" loudly and clearly whilst clapping hands for each syllable. Children to copy. Then repeat but whisper the question and only very lightly clap your hands. Children to copy. Repeat again even more quietly whispering to make sure all children are trying to say the question as quietly as they can! Then continue getting slightly louder (and clapping slightly louder) each time until you and the children cannot get any louder!</p> <p>Repeat for "I am fine, thank you!"</p> <p>Hold up the "How are you?" symbol card again for all children to see. Say "How are you?" loudly and clearly whilst clapping your hands for each syllable as you say it. Children to copy.</p> <p>Repeat for "I am fine, thank you!"</p>	<p>Be aware of younger/newer children in the group who may find the noise level at the end of this activity unsettling. Normally simply a smile in their direction (with eye contact) is enough to reassure them as everyone gets louder!</p>	
5 mins	<p><b>Children to be sitting where they can all see the alphabet symbols on the wall. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to point to letters of the alphabet in order (starting from "a") whilst saying each letter name clearly for the children to copy one by one. For example: Teacher points to the letter "a" and says "a". Children all say "a". Repeat for the whole alphabet.</p> <p>Teacher to point to random letters of the alphabet for the children to call out in unison. Correct pronunciation where needed.</p> <p>Teacher to model the British Sign Language finger spelling signs for each letter and the signs for the last part of the song, for children to copy one by one.</p>	<p>When directing children to sit down or stand up, consistently use the phrases "sit down"/"everybody sit down"/"stand up" or "everybody stand up" together with these signs:</p> <p><b>Sit down:</b></p>  <p><b>Stand up:</b></p> 	

Time	Activity Steps	Notes	Evaluation and Next Steps
5 mins	<p><b>Children to be standing in a circle. Make sure all children are standing sensibly with enough space before starting.</b></p> <p>Teacher to point to their head and say “head!” Children to copy. Repeat with “shoulders” then “knees” and so on (in order of the song).</p> <p>Everyone to sing “Head, Shoulders, Knees and Toes!” with actions!</p> <p>If there’s time – repeat the song with actions!</p>	<p>It always helps for the teacher to count down from 3 (using fingers too) before starting a song!</p> <p>See Songs document for other ideas for “Head, Shoulders, Knees and Toes!”</p>	
10 mins	<p><b>Children to be standing in a space in front of the teacher. Make sure all children are standing sensibly with enough space before starting.</b></p> <p>Play “Simon Says” using the words introduced in the “Heads, Shoulders, Knees and Toes!” song. Children must copy the teacher when they hear “Simon says” before the instruction but if they don’t hear “Simon says” they must stay still. For example:</p> <p>When the teacher says “Simon says, touch your head” whilst touching their head, the children should touch their head and when the teacher says “touch your knees” whilst touching their knees, the children should stay standing still. If a child touches their knees they are out and must sit down. The winner is the last child standing.</p> <p><b>Call children’s names one by one to leave the lesson e.g. “Goodbye Ali, goodbye George, goodbye Sherin”. Choose children who are sitting and waiting sensibly.</b></p>	<p>See Games document for other ideas for Simon Says.</p>	

<b>LESSON PLAN</b>			<b>Age:</b> 8 – 13
<b>Subject area:</b> English as an additional language.			<b>Level:</b> Beginner
<b>Unit:</b> 2b			<b>Class size:</b> Works best with around 20 children but can be adapted for smaller and much larger numbers of children (see notes).
<b>Lesson unit:</b> 2 of 8	<b>Lesson number:</b> 2 of 4	<b>Lesson duration:</b> 30 minutes	

### Learning goals:

By the end of the unit...

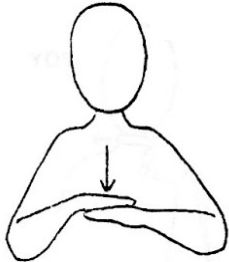
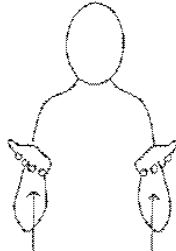
- Children will be able to ask and answer the question: "How are you?" with the response "I am fine, thank you!"
- Children will know the words "head, shoulders, knees, toes, eyes, ears, mouth, nose" and will be able to locate these body parts on their own bodies.
- Children will be familiar with the song "Heads, Shoulders, Knees and Toes" and will be able to join in with the actions and sing along.

<b>Key Vocabulary:</b>  How are you? I am fine, thank you!  Head, Shoulders, Knees, Toes, Eyes, Ears, Mouth, Nose	<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>• "How are you?" symbol card.</li> <li>• A soft ball.</li> <li>• "Heads, Shoulders, Knees and Toes!" song lyrics (see Songs document).</li> <li>• English alphabet symbols displayed on the wall in order.</li> <li>• "Alphabet Song!" lyrics (see Songs document).</li> <li>• A copy of the British Sign Language finger spelling alphabet symbols.</li> </ul>	<b>Adults Needed:</b> 1 teacher and 1 assistant.
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Time	Activity Steps	Notes	Evaluation and Next Steps
1 min	<p><b>Children to be sitting in a circle. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to begin by saying their own name whilst clapping their hands for each syllable e.g. Hannah (clap once whilst saying "Han", clap once whilst saying "nah"). All children to then copy.</p> <p>Teacher to then say the name of the child next to them whilst clapping their hands for each syllable for all of the children to then copy.</p> <p>Repeat this for the next child and so on until all children's names have been said. Include adult helpers who are in the room too!</p>	<p>This activity will take longer if trying for the first time but is a great way for the teacher to learn the children's names, for the children to learn each other's names and for each of the children to feel welcome and part of the group. This is especially the case for when there are new children in the group. If you are working with a constantly changing group of children it is a nice way to start off every lesson.</p> <p>If the group of children does not change often and they become more confident, try getting each child to say their own name (whilst clapping their hands for each syllable) for the rest of the children to copy! This is much slower than if the teacher leads so allow extra time!</p>	<p>Use this section to help you to reflect upon the lesson and think of ways to improve future lessons.</p> <p>Think about:</p> <p>What went well? Why? What was the children's overall behaviour like? Why? What did the children find too easy or too difficult? At the end of the unit: Have the children reached the learning goals? What steps can you take to improve/what can you do differently next time or in the next lesson?</p>

Time	Activity Steps	Notes	Evaluation and Next Steps
1 min	<p>Hold up the “How are you?” symbol card for all children to see. Say “How are you?” loudly and clearly. Place symbol card in front of you so all children can see it and repeat saying “How are you?”, this time clapping your hands for each syllable as you say it. Children to repeat saying “How are you?” whilst clapping the syllables. Repeat this a few times until all the children are saying “How are you?” whilst clapping the syllables clearly and in unison.</p> <p>Turn to your adult assistant and model asking the question “How are you?” whilst shaking hands. Assistant to reply “I am fine, thank you!” Assistant to then ask the same question for you to answer (whilst shaking hands).</p> <p>Then turn back to children and say “I am fine, thank you!” loudly and clearly whilst clapping the syllables as you say it. Children to repeat saying “I am fine, thank you!” whilst clapping the syllables. Repeat this a few times until all the children are saying “I am fine, thank you!” whilst clapping the syllables clearly and in unison.</p> <p>Finally remind the children of the question and answer by holding up the symbol card again followed by saying “How are you?” whilst clapping the syllables for them to repeat back to you. Repeat with “I am fine, thank you!”</p>	<p>The pace of the lesson will increase once the children become familiar with the lesson structure and routine.</p>	

Time	Activity Steps	Notes	Evaluation and Next Steps
5 mins	<p><b>Children to be standing in a circle. Make sure all children are standing sensibly with enough space before starting.</b></p> <p>Teacher to throw a ball to a child in the circle (it helps to start off with an older/more able child), whilst asking "How are you?" Child to catch ball and answer "I am fine, thank you!" The teacher then sits down.</p> <p>The child with the ball then chooses another child in the circle to throw the ball to whilst asking "How are you?" Child to catch ball and answer with "I am fine, thank you!"</p> <p>Children to sit down when they have finished their turn. Continue until all children are sitting down.</p> <p>It may help if the teacher and assistant model this first!</p>	<p>Model "good standing" before starting (and throughout).</p> <p>If working with a much larger group of children: Teacher to throw a ball to a child in the circle whilst asking "How are you?" Child to catch ball and answer "I am fine, thank you!" before throwing the ball back to the teacher. Repeat with different children. Choose children who are standing sensibly and not calling out! Children will become restless if this activity lasts too long – if working with a very large group of children do not attempt to repeat for every child.</p> <p>It can be helpful to repeat the second activity (clap and say the vocabulary being practised for children to copy) after every 3 or 4 children to remind them.</p>	
3 mins	<p>Teacher to say "How are you?" loudly and clearly whilst clapping hands for each syllable. Children to copy. Then repeat but whisper the question and only very lightly clap your hands. Children to copy. Repeat again even more quietly whispering to make sure all children are trying to say the question as quietly as they can! Then continue getting slightly louder (and clapping slightly louder) each time until you and the children cannot get any louder! Repeat for "I am fine, thank you!"</p> <p>Hold up the "How are you?" symbol card again for all children to see. Say "How are you?" loudly and clearly whilst clapping your hands for each syllable as you say it. Children to copy.</p> <p>Repeat for "I am fine, thank you!"</p>	<p>Be aware of younger/newer children in the group who may find the noise level at the end of this activity unsettling. Normally simply a smile in their direction (with eye contact) is enough to reassure them as everyone gets louder!</p>	

Time	Activity Steps	Notes	Evaluation and Next Steps
5 mins	<p>Children to be sitting where they can all see the alphabet symbols on the wall. Make sure all children are sitting sensibly with their legs crossed before starting.</p> <p>Teacher to point to random letters of the alphabet for the children to call out in unison. Correct pronunciation where needed.</p> <p>Teacher to model the British Sign Language finger spelling signs for each letter and the signs for the last part of the song, for children to copy one by one.</p> <p>Everyone to sing the "Alphabet Song!" slowly whilst signing.</p>	<p>When directing children to sit down or stand up, consistently use the phrases "sit down"/ "everybody sit down"/ "stand up" or "everybody stand up" together with these signs:</p> <p><b>Sit down:</b></p>  <p><b>Stand up:</b></p> 	
5 mins	<p><b>Children to be standing in a circle. Make sure all children are standing sensibly with enough space before starting.</b></p> <p>Teacher to point to their head – children to say "head". Repeat with other body part names from the song in a random order to see if the children know the English word for each of them.</p> <p>Teacher to then point to their head and say "head!" Children to copy. Repeat with "shoulders" then "knees" and so on (in the order of the song) to remind children of the order.</p> <p>Everyone to sing "Head, Shoulders, Knees and Toes!" with actions!</p>	<p>It always helps for the teacher to count down from 3 (using fingers too) before starting a song!</p> <p>See Songs document for other ideas for "Head, Shoulders, Knees and Toes!"</p>	

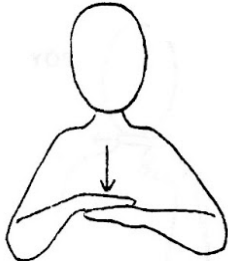
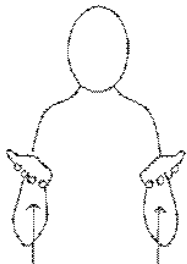
Time	Activity Steps	Notes	Evaluation and Next Steps
10 mins	<p><b>Children to be standing in a space in front of the teacher. Make sure all children are standing sensibly with enough space before starting.</b></p> <p>Play “Simon Says” using the words introduced in the “Heads, Shoulders, Knees and Toes!” song. Children must copy the teacher when they hear “Simon says” before the instruction but if they don’t hear “Simon says” they must stay still. For example:</p> <p>When the teacher says “Simon says, touch your head” whilst touching their head, the children should touch their head and when the teacher says “touch your knees” whilst touching their knees, the children should stay standing still. If a child touches their knees they are out and must sit down. The winner is the last child standing.</p> <p><b>Call children’s names one by one to leave the lesson e.g. “Goodbye Ali, goodbye George, goodbye Sherin”. Choose children who are sitting and waiting sensibly.</b></p>	See Games document for other ideas for Simon Says.	

<b>LESSON PLAN</b>			<b>Age:</b> 8 – 13
<b>Subject area:</b> English as an additional language.			<b>Level:</b> Beginner
<b>Unit:</b> 2b			<b>Class size:</b> Works best with around 20 children but can be adapted for smaller and much larger numbers of children (see notes).
<b>Lesson unit:</b> 2 of 8	<b>Lesson number:</b> 3 of 4	<b>Lesson duration:</b> 30 minutes	
<b>Learning goals:</b> By the end of the unit...			
<ul style="list-style-type: none"> <li>• Children will be able to ask and answer the question: “How are you?” with the response “I am fine, thank you!”</li> <li>• Children will know the words “head, shoulders, knees, toes, eyes, ears, mouth, nose” and will be able to locate these body parts on their own bodies.</li> <li>• Children will be familiar with the song “Heads, Shoulders, Knees and Toes” and will be able to join in with the actions and sing along.</li> </ul>			
<b>Key Vocabulary:</b>	<b>Resources Needed:</b>		<b>Adults Needed:</b>
How are you? I am fine, thank you!	<ul style="list-style-type: none"> <li>• “How are you?” symbol card.</li> <li>• “Heads, Shoulders, Knees and Toes!” song lyrics (see Songs document).</li> <li>• English alphabet symbols displayed on the wall in order.</li> <li>• “Alphabet Song!” lyrics (see Songs document).</li> <li>• A copy of the British Sign Language finger spelling alphabet symbols.</li> </ul>		1 teacher and 1 assistant.
Head, Shoulders, Knees, Toes, Eyes, Ears, Mouth, Nose			

Time	Activity Steps	Notes	Evaluation and Next Steps
1 min	<p><b>Children to be sitting in a circle. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to begin by saying their own name whilst clapping their hands for each syllable e.g. Hannah (clap once whilst saying “Han”, clap once whilst saying “nah”). All children to then copy.</p> <p>Teacher to then say the name of the child next to them whilst clapping their hands for each syllable for all of the children to then copy.</p> <p>Repeat this for the next child and so on until all children’s names have been said. Include adult helpers who are in the room too!</p>	<p>This activity will take longer if trying for the first time but is a great way for the teacher to learn the children’s names, for the children to learn each other’s names and for each of the children to feel welcome and part of the group. This is especially the case for when there are new children in the group. If you are working with a constantly changing group of children it is a nice way to start off every lesson.</p> <p>If the group of children does not change often and they become more confident, try getting each child to say their own name (whilst clapping their hands for each syllable) for the rest of the children to copy! This is much slower than if the teacher leads so allow extra time!</p>	<p>Use this section to help you to reflect upon the lesson and think of ways to improve future lessons.</p> <p>Think about:</p> <p>What went well? Why? What was the children’s overall behaviour like? Why? What did the children find too easy or too difficult? At the end of the unit: Have the children reached the learning goals? What steps can you take to improve/what can you do differently next time or in the next lesson?</p>

Time	Activity Steps	Notes	Evaluation and Next Steps
30 secs	<p>Hold up the "How are you?" symbol card for all children to see. Say "How are you?" loudly and clearly. Place symbol card in front of you so all children can see it and repeat saying "How are you?", this time clapping your hands for each syllable as you say it. Children to repeat saying "How are you?" whilst clapping the syllables. Repeat this a few times until all the children are saying "How are you?" whilst clapping the syllables clearly and in unison.</p> <p>Turn to your adult assistant and model asking the question "How are you?" whilst shaking hands. Assistant to reply "I am fine, thank you!" Assistant to then ask the same question for you to answer (whilst shaking hands).</p> <p>Then turn back to children and say "I am fine, thank you!" loudly and clearly whilst clapping the syllables as you say it. Children to repeat saying "I am fine, thank you!" whilst clapping the syllables. Repeat this a few times until all the children are saying "I am fine, thank you!" whilst clapping the syllables clearly and in unison.</p> <p>Finally remind the children of the question and answer by holding up the symbol card again followed by saying "How are you?" whilst clapping the syllables for them to repeat back to you. Repeat with "I am fine, thank you!"</p>	<p>The pace of the lesson will increase once the children become familiar with the lesson structure and routine.</p>	

Time	Activity Steps	Notes	Evaluation and Next Steps
1 min	<p>Teacher to call a child's name. This child to stand up and walk over to the teacher. Teacher to shake child's hand and ask "How are you?" child to answer "I am fine, thank you!" before returning to their place in the circle. Repeat with about 5 different children (to remind children of how to respond to the question).</p> <p>Choose children who are sitting sensibly and not calling out!</p>		
10 mins	<p><b>Split children into 2 teams of the same size. Each team to be standing in a line, one behind another facing the front. Make sure there is enough space in-between the 2 lines of children for children from each team to run past. The teacher will stand facing the first child from one line of children and the assistant will do the same for the other line of children.</b></p> <p>Teacher/assistant to shake the hand of the first child in their line and ask "How are you?"</p> <p>Child to answer with "I am fine, thank you!" before running to the back of their line.</p> <p>Repeat with all the other children in the line until every child has had a turn. The winning team is the first to finish!</p> <p>Make sure children say "I am fine, thank you!" clearly and correctly before letting them run to the back of the line. Call them back to repeat the question and response again if needed!</p> <p>Repeat the race again 2 more times (so the winning team will be the best of 3 races). Before starting the next races remind children of the vocabulary by saying "I am fine, thank you!" whilst clapping for each syllable for the children to copy. The children may also need reminding to speak clearly and to slow down a little so that they don't have to repeat their turn!</p>	<p>Try to split the teams fairly so that there are more and less able children on each team.</p> <p>If you have access to a translator, ask them to explain the rules to the children. If not, demonstrate and practise!</p> <p>Just before starting the race – teacher to say "I am fine, thank you!" whilst clapping for each syllable for the children to copy. This helps to keep it fresh in their minds!</p> <p>If there are more adults in the room – have one at the end of each of the lines to keep children calm and moving forwards in the line without pushing.</p>	

Time	Activity Steps	Notes	Evaluation and Next Steps
30 secs	<p>Hold up the “How are you?” symbol card again for all children to see. Say “How are you?” loudly and clearly whilst clapping your hands for each syllable as you say it. Children to copy. Repeat for “I am fine, thank you!”</p>		
4 mins	<p><b>Children to be sitting where they can all see the alphabet symbols on the wall. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to model the British Sign Language finger spelling signs for each letter and the signs for the last part of the song, for children to copy one by one.</p> <p>Everyone to sing the “Alphabet Song!” slowly whilst signing.</p>	<p>When directing children to sit down or stand up, consistently use the phrases “sit down”/“everybody sit down”/“stand up” or “everybody stand up” together with these signs:</p> <p><b>Sit down:</b></p>  <p><b>Stand up:</b></p> 	
3 mins	<p><b>Children to be standing in a circle. Make sure all children are standing sensibly with enough space before starting.</b></p> <p>Teacher to point to their head – children to say “head”. Repeat with other body part names from the song in a random order to see if the children know the English word for each of them.</p> <p>Teacher to then point to their head and say “head!” Children to copy. Repeat with “shoulders” then “knees” and so on (in the order of the song) to remind children of the order.</p> <p>Everyone to sing “Head, Shoulders, Knees and Toes!” with actions!</p>	<p>It always helps for the teacher to count down from 3 (using fingers too) before starting a song!</p> <p>See Songs document for other ideas for “Head, Shoulders, Knees and Toes!”</p>	

Time	Activity Steps	Notes	Evaluation and Next Steps
10 mins	<p><b>Children to be standing in a space in front of the teacher. Make sure all children are standing sensibly with enough space before starting.</b></p> <p>Play "Simon Says" using the words introduced in the "Heads, Shoulders, Knees and Toes!" song. Children must copy the teacher when they hear "Simon says" before the instruction but if they don't hear "Simon says" they must stay still. For example:</p> <p>When the teacher says "Simon says, touch your head" whilst touching their head, the children should touch their head and when the teacher says "touch your knees" whilst touching their knees, the children should stay standing still. If a child touches their knees they are out and must sit down. The winner is the last child standing.</p> <p><b>Call children's names one by one to leave the lesson e.g. "Goodbye Ali, goodbye George, goodbye Sherin". Choose children who are sitting and waiting sensibly.</b></p>	<p>See Games document for other ideas for Simon Says.</p> <p>If there is time, all children to stand up again and play "Simon Says" one more time!</p>	

<b>LESSON PLAN</b>			<b>Age:</b> 8 – 13
<b>Subject area:</b> English as an additional language. <b>Unit:</b> 2b			<b>Level:</b> Beginner
<b>Lesson unit:</b> 2 of 8	<b>Lesson number:</b> 4 of 4	<b>Lesson duration:</b> 30 minutes	<b>Class size:</b> Works best with around 20 children but can be adapted for smaller and much larger numbers of children (see notes).

**Learning goals:**

By the end of the unit...

- Children will be able to ask and answer the question: "How are you?" with the response "I am fine, thank you!"
- Children will know the words "head, shoulders, knees, toes, eyes, ears, mouth, nose" and will be able to locate these body parts on their own bodies.
- Children will be familiar with the song "Heads, Shoulders, Knees and Toes" and will be able to join in with the actions and sing along.

**Key Vocabulary:**

How are you?  
I am fine, thank you!

Head, Shoulders, Knees,  
Toes, Eyes, Ears, Mouth,  
Nose

**Resources Needed:**

- "How are you?" symbol card.
- Whiteboard (on the wall for the teacher) and a whiteboard pen (or similar alternatives).
- Individual blackboards and chalk/whiteboards and pens for the children (to have one each).
- English alphabet symbols displayed on the wall (in correct order).
- "Alphabet Song!" lyrics (see "Songs" document).
- A copy of the British Sign Language finger spelling alphabet symbols.
- "Heads, Shoulders, Knees and Toes!" song lyrics (see Songs document).

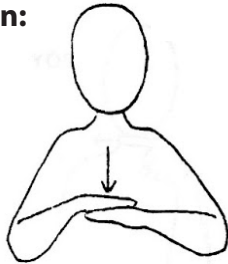
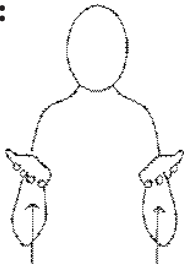
**Adults Needed:**

1 teacher and  
1 assistant.

Time	Activity Steps	Notes	Evaluation and Next Steps
1 min	<p><b>Children to be sitting in a circle. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to begin by saying their own name whilst clapping their hands for each syllable e.g. Hannah (clap once whilst saying "Han", clap once whilst saying "nah"). All children to then copy.</p> <p>Teacher to then say the name of the child next to them whilst clapping their hands for each syllable for all of the children to then copy.</p> <p>Repeat this for the next child and so on until all children's names have been said. Include adult helpers who are in the room too!</p>	<p>This activity will take longer if trying for the first time but is a great way for the teacher to learn the children's names, for the children to learn each other's names and for each of the children to feel welcome and part of the group. This is especially the case for when there are new children in the group. If you are working with a constantly changing group of children it is a nice way to start off every lesson.</p> <p>If the group of children does not change often and they become more confident, try getting each child to say their own name (whilst clapping their hands for each syllable) for the rest of the children to copy! This is much slower than if the teacher leads so allow extra time!</p>	<p>Use this section to help you to reflect upon the lesson and think of ways to improve future lessons. Think about:</p> <p>What went well? Why? What was the children's overall behaviour like? Why? What did the children find too easy or too difficult? At the end of the unit: Have the children reached the learning goals? What steps can you take to improve/what can you do differently next time or in the next lesson?</p>

Time	Activity Steps	Notes	Evaluation and Next Steps
30 secs	<p>Hold up the “How are you?” symbol card for all children to see. Say “How are you?” loudly and clearly. Place symbol card in front of you so all children can see it and repeat saying “How are you?”, this time clapping your hands for each syllable as you say it. Children to repeat saying “How are you?” whilst clapping the syllables. Repeat this a few times until all the children are saying “How are you?” whilst clapping the syllables clearly and in unison.</p> <p>Turn to your adult assistant and model asking the question “How are you?” whilst shaking hands. Assistant to reply “I am fine, thank you!” Assistant to then ask the same question for you to answer (whilst shaking hands).</p> <p>Then turn back to children and say “I am fine, thank you!” loudly and clearly whilst clapping the syllables as you say it. Children to repeat saying “I am fine, thank you!” whilst clapping the syllables. Repeat this a few times until all the children are saying “I am fine, thank you!” whilst clapping the syllables clearly and in unison.</p> <p>Finally remind the children of the question and answer by holding up the symbol card again followed by saying “How are you?” whilst clapping the syllables for them to repeat back to you. Repeat with “I am fine, thank you!”</p>	<p>The pace of the lesson will increase once the children become familiar with the lesson structure and routine.</p>	

Time	Activity Steps	Notes	Evaluation and Next Steps
4 mins	<p><b>Children to be standing in a circle. Make sure all children are standing sensibly with enough space before starting.</b></p> <p>Teacher to say “How”, child next to teacher says “are”, the next child says “you?”, the next child says “I”, the next child says “am”, the next child says “fine”, the next child says “thank”, the next child says “you” and then the next child would start again with “How”. Continue until every child in the circle has taken part!</p> <p>Some of the children will need help at first but after some practise the pace will increase.</p>	<p>As children become more confident and faster at this activity it can be made more challenging. For example:</p> <p>Try turning it into a game where if a child makes a mistake, they sit down. The winner is the last one standing!</p> <p>Try introducing a ball. It could either be passed around the circle as each word is said, or children could throw the ball to another child across the circle who would then need to say the next word in the sequence before throwing the ball to another child. Once a child has had their turn they should sit down. If the group of children are quite confident, and all get on well, try making all children stand up and start again if someone makes a mistake! Can they get to the last child without anyone making a mistake?! Encourage a “come on, we can do this guys!” atmosphere!</p>	

Time	Activity Steps	Notes	Evaluation and Next Steps
10 mins	<p>Children to be sitting where they can all see the whiteboard on the wall. Hand out blackboards and chalk for every child. Make sure all children are sitting sensibly with their legs crossed before starting.</p> <p>Teacher to write "How" on the board slowly using the correct use of upper case and lower case letters. Make sure all children are watching this. Children to then copy this word onto their board (leaving space for the rest of the question and answer). Repeat with other words until all children have "How are you? I am fine, thank you!" written on their boards.</p> <p>Teacher, assistant and any other adults in the room to support less able children. Once children have finished, encourage them to "read" what they have written. Teacher to gain children's attention and model pointing to each word on the whiteboard whilst reading it aloud. Then encourage children to do the same with their boards.</p> <p>Clear away blackboards and chalk.</p>	<p>Children will finish at different speeds and there will most likely be a huge range in ability. Speedy writers can write out the question and answer again or could practise writing out the letters of the alphabet on the back of their board. Less able children may find it helpful if the teacher or assistant writes each word to be copied onto their individual board for them to copy underneath.</p> <p>Praise all attempts – some children may have never learned to write and for others it may be the first time they are writing using the English alphabet.</p>	
2 mins	<p><b>Children to be sitting where they can all see the alphabet symbols on the wall. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Everyone to sing the "Alphabet Song!" slowly whilst signing.</p>	<p>When directing children to sit down or stand up, consistently use the phrases "sit down"/"everybody sit down"/"stand up" or "everybody stand up" together with these signs:</p> <p><b>Sit down:</b></p>  <p><b>Stand up:</b></p> 	

Time	Activity Steps	Notes	Evaluation and Next Steps
3 mins	<p><b>Children to be standing in a circle. Make sure all children are standing sensibly with enough space before starting.</b></p> <p>Teacher to point to their head – children to say “head”. Repeat with other body part names from the song, in a random order, to see if the children know the English word for each of them.</p> <p>Teacher to then point to their head and say “head!” Children to copy. Repeat with “shoulders” then “knees” and so on (in the order of the song) to remind children of the order.</p> <p>Everyone to sing “Head, Shoulders, Knees and Toes!” with actions!</p>	<p>It always helps for the teacher to count down from 3 (using fingers too) before starting a song!</p> <p>See Songs document for other ideas for “Head, Shoulders, Knees and Toes!”</p>	
10 mins	<p><b>Children to be standing in a space in front of the teacher. Make sure all children are standing sensibly with enough space before starting.</b></p> <p>Play “Simon Says” using the words introduced in the “Heads, Shoulders, Knees and Toes!” song. Children must copy the teacher when they hear “Simon says” before the instruction but if they don’t hear “Simon says” they must stay still. For example: When the teacher says “Simon says, touch your head” whilst touching their head, the children should touch their head and when the teacher says “touch your knees” whilst touching their knees, the children should stay standing still. If a child touches their knees they are out and must sit down. The winner is the last child standing.</p> <p><b>Call children’s names one by one to leave the lesson e.g. “Goodbye Ali, goodbye George, goodbye Sherin”. Choose children who are sitting and waiting sensibly.</b></p>	<p>See Games document for other ideas for Simon Says.</p> <p>If there is time, all children to stand up again and play “Simon Says” one more time!</p>	

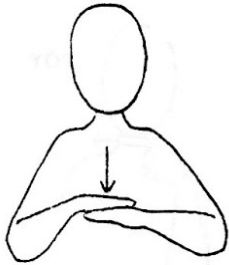
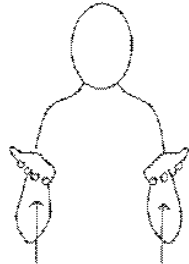
<b>LESSON PLAN</b>			<b>Age:</b> 8 – 13
<b>Subject area:</b> English as an additional language.			<b>Level:</b> Beginner
<b>Unit:</b> 3b			<b>Class size:</b> Works best with around 20 children but can be adapted for smaller and much larger numbers of children (see notes).
<b>Lesson unit:</b> 3 of 8	<b>Lesson number:</b> 1 of 4	<b>Lesson duration:</b> 25 - 30 minutes	
<b>Learning goals:</b> By the end of the unit... <ul style="list-style-type: none"> <li>• Children will be able to ask and answer the question: "How old are you?" with the response "I am..." followed by their age.</li> <li>• Children will be able to count and recognise numbers to 20 in English.</li> </ul>			
<b>Key Vocabulary:</b>  How old are you? I am...	<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>• "How old are you?" symbol card.</li> <li>• Numbers 0 to 20 displayed on the wall in order, in one long line (a number line).</li> <li>• Toy microphone (or laminated picture of a microphone/hairbrush/colourful stick/feather duster etc).</li> <li>• Whiteboard (on the wall for the teacher) and 3 different coloured whiteboard pens (black, red, green or similar alternatives).</li> </ul>		<b>Adults Needed:</b> 1 teacher and 1 assistant.

Time	Activity Steps	Notes	Evaluation and Next Steps
2 mins	<p><b>Children to be sitting so that they can all see the number line on the wall. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to count from 0 to 20 whilst pointing to the corresponding number on the number line. Some children may already know this and join in.</p> <p>Teacher to then point to the numbers (starting at 0) for the children to call out, one by one. Repeat starting at 20 and counting backwards. Correct children's pronunciation where needed.</p> <p>Teacher to then point to random numbers for the children to call out.</p>	Use this activity to assess how well children know how to count in English and who is more or less able in the group.	<p>Use this section to help you to reflect upon the lesson and think of ways to improve future lessons. Think about:</p> <p>What went well? Why?</p> <p>What was the children's overall behaviour like? Why?</p> <p>What did the children find too easy or too difficult?</p> <p>At the end of the unit: Have the children reached the learning goals?</p> <p>What steps can you take to improve/what can you do differently next time or in the next lesson?</p>

Time	Activity Steps	Notes	Evaluation and Next Steps
2 mins	<p><b>Children to be sitting in a circle. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to count number of children in the group, starting with the child next to them and pointing at each child whilst counting aloud. Most children will join in.</p> <p>Then teacher to say “0”, child next to teacher to say “1”, next child to say “2” and so on, until all children have had a turn.</p>	<p>Use this activity to assess how well children know how to count in English and who is more or less able in the group.</p>	
1 min	<p>Hold up the “How old are you?” symbol card for all children to see.</p> <p>Say “How old are you?” loudly and clearly.</p> <p>Place symbol card in front of you so all children can see it and repeat saying “How old are you?”, this time clapping your hands for each syllable as you say it. Children to repeat saying “How old are you?” whilst clapping the syllables. Repeat this a few times until all the children are saying “How old are you?” whilst clapping the syllables clearly and in unison.</p> <p>Teacher to turn to adult assistant and ask “How old are you?” (whilst holding microphone to mouth) before holding the microphone to the assistant’s mouth for them to answer “I am...” followed by their age. Assistant to then take microphone and ask the same question for you to answer.</p> <p>Then turn back to children and say “I am...” loudly and clearly whilst clapping the syllables as you say it.</p> <p>Children to repeat saying “I am...” whilst clapping the syllables.</p> <p>Repeat this a few times until all the children are saying “I am...” whilst clapping the syllables clearly and in unison.</p> <p>Finally remind the children of the question and answer by holding up the symbol card again followed by saying “How old are you?” whilst clapping the syllables for them to repeat back to you. Repeat with “I am...”</p>	<p>See Games document for other ideas for Simon Says.</p> <p>If there is time, all children to stand up again and play “Simon Says” one more time!</p>	

Time	Activity Steps	Notes	Evaluation and Next Steps
2 mins	<p>Teacher to call a child's name. This child to stand up and walk over to the teacher. Teacher to hold microphone to their mouth and ask "How old are you?" before holding the microphone to the child's mouth for child to answer "I am..." followed by their age, before returning to their place in the circle.</p> <p>Repeat with around 5 different children. Choose children who are sitting sensibly and not calling out!</p>	<p>Model "good sitting" before starting (and throughout) to indicate you will be choosing children who are sitting sensibly and waiting for their turn.</p> <p>If working with a small number of children, the teacher can repeat this activity for every child in the circle.</p> <p>It can be helpful to repeat the third activity (clap and say the vocabulary being practised for children to copy) after every 3 or 4 children to remind them.</p>	
5 mins	<p><b>Children to be standing in a circle. Make sure all children are standing sensibly with enough space before starting.</b></p> <p>Teacher to choose a child who is standing sensibly and walk over to that child (it helps to start with an older or more able child). Teacher to hold microphone to their mouth and ask "How old are you?" before holding the microphone to the child's mouth for them to answer "I am..." followed by their age. Teacher to give this child the microphone before returning to their place in the circle and sitting down.</p> <p>Child with microphone to then choose another child to ask "How old are you?" (speaking into the microphone), before holding the microphone to the other child's mouth for them to answer "I am..." followed by their age. The first child then hands over the microphone before returning to their place in the circle and sitting down.</p> <p>Repeat until all children are sitting down.</p>	<p>Model "good standing" before starting (and throughout).</p> <p>It can be helpful to repeat the third activity (clap and say the vocabulary being practised for children to copy) after every 3 or 4 children to remind them.</p> <p>It can also be helpful if the teacher or assistant travels across the circle with younger/less confident/new children when it is their turn to help with vocabulary and confidence.</p>	

Time	Activity Steps	Notes	Evaluation and Next Steps
3 mins	<p>Teacher to say “How old are you?” loudly and clearly whilst clapping hands for each syllable. Children to copy. Then repeat but whisper the question and only very lightly clap your hands. Children to copy. Repeat again even more quietly whispering to make sure all children are trying to say the question as quietly as they can! Then continue getting slightly louder (and clapping slightly louder) each time until you and the children cannot get any louder!</p> <p>Repeat for “I am”.</p> <p>Hold up the “How old are you?” symbol card again for all children to see. Say “How old are you?” loudly and clearly whilst clapping your hands for each syllable as you say it. Children to copy.</p> <p>Repeat for “I am”. Then say “I am 8” whilst clapping your hands for each syllable for the children to copy. Repeat for “I am 9”, “I am 10” and so on until all the children’s ages have been said.</p>	<p>Be aware of younger/ newer children in the group who may find the noise level at the end of this activity unsettling. Normally simply a smile in their direction (with eye contact) is enough to reassure them as everyone gets louder!</p>	

Time	Activity Steps	Notes	Evaluation and Next Steps
10 - 15 mins	<p><b>Split children into 2 teams of the same size. Each team to be sitting on either side of the whiteboard, so that all children can see the whiteboard.</b></p> <p>Play Number splat! Teacher to write numbers 0 to 20 on the whiteboard (in random spaces) with the black pen. Children to call out each number as it is written.</p> <p>Teacher to then point to each number (in random order) for children to call out.</p> <p>One team of children is the green team (they will use the green pen) and the other team is the red team (they will use the red pen).</p> <p>Choose 2 children of similar ability, one from each team, to have the first go! Both children to stand in front of the board with the correct colour pen for their team.</p> <p>Teacher to call out a number from the board. The first child to circle that number wins a point for their team!</p> <p>Repeat until all the numbers have been circled/all children have had a turn (add more numbers if needed).</p> <p>Keep a tally of points for each team on one of the corners of the boards. The team with the most points wins!</p> <p><b>Call children's names one by one to leave the lesson e.g. "Goodbye Ali, goodbye George, goodbye Sherin". Choose children who are sitting and waiting sensibly.</b></p>	<p>Try to split the teams fairly so that there are more and less able children on each team (think back to the first 2 activities in this lesson).</p> <p>If you have access to a translator, ask them to explain the rules to the children. If not, demonstrate and practise!</p> <p>See Games document for other ideas for Number Splat.</p> <p>When directing children to sit down or stand up, consistently use the phrases "sit down"/"everybody sit down"/"stand up" or "everybody stand up" together with these signs:</p> <p><b>Sit down:</b></p>  <p><b>Stand up:</b></p> 	

<b>LESSON PLAN</b>			<b>Age:</b> 8 – 13
<b>Subject area:</b> English as an additional language.			<b>Level:</b> Beginner
<b>Unit:</b> 3b			<b>Class size:</b> Works best with around 20 children but can be adapted for smaller and much larger numbers of children (see notes).
<b>Lesson unit:</b> 3 of 8	<b>Lesson number:</b> 2 of 4	<b>Lesson duration:</b> 25 - 30 minutes	

**Learning goals:**

By the end of the unit...

- Children will be able to ask and answer the question: "How old are you?" with the response "I am..." followed by their age.
- Children will be able to count and recognise numbers to 20 in English.

**Key Vocabulary:**

How old are you?  
I am...

**Resources Needed:**

- "How old are you?" symbol card.
- Numbers 0 to 20 displayed on the wall in order, in one long line (a number line).
- A soft ball.
- Whiteboard (on the wall for the teacher) and 3 different coloured whiteboard pens (black, red, green or similar alternatives).

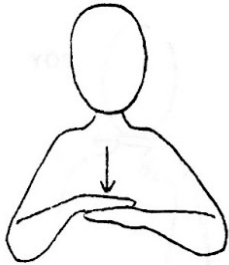
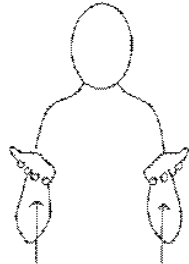
**Adults Needed:**

1 teacher and  
1 assistant.

Time	Activity Steps	Notes	Evaluation and Next Steps
1 min	<p><b>Children to be sitting so that they can all see the number line on the wall. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to point to the numbers (starting at 0) for the children to call out, one by one. Repeat starting at 20 and counting backwards. Correct pronunciation if needed.</p> <p>Teacher to then point to random numbers for the children to call out.</p>	Continue to use this activity to assess how well children know how to count in English and who is more or less able in the group.	Use this section to help you to reflect upon the lesson and think of ways to improve future lessons. Think about: What went well? Why? What was the children's overall behaviour like? Why? What did the children find too easy or too difficult? At the end of the unit: Have the children reached the learning goals? What steps can you take to improve/what can you do differently next time or in the next lesson?
1 min	<p><b>Children to be sitting in a circle. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to say "0", child next to teacher to say "1", next child to say "2" and so on, until all children have had a turn and counted how many children there are in the group.</p>	Continue to use this activity to assess how well children know how to count in English and who is more or less able in the group.	

Time	Activity Steps	Notes	Evaluation and Next Steps
1 min	<p>Hold up the "How old are you?" symbol card for all children to see.</p> <p>Say "How old are you?" loudly and clearly.</p> <p>Place symbol card in front of you so all children can see it and repeat saying "How old are you?", this time clapping your hands for each syllable as you say it.</p> <p>Children to repeat saying "How old are you?" whilst clapping the syllables.</p> <p>Repeat this a few times until all the children are saying "How old are you?" whilst clapping the syllables clearly and in unison.</p> <p>Repeat for "I am..." Then say "I am 8" whilst clapping your hands for each syllable for the children to copy.</p> <p>Repeat for "I am 9", "I am 10" and so on until all the children's ages have been said.</p>	<p>The pace of the lesson will increase once the children become familiar with the lesson structure and routine.</p>	
1 min	<p>Teacher to stand in the centre of the circle with a ball. Teacher to choose a child who is sitting sensibly, say their name and then ask "How old are you?" before throwing the ball to them.</p> <p>Child to catch the ball, answer "I am..." followed by their age, before throwing the ball back to the teacher.</p> <p>Repeat with around 8 children of different ages. Choose children who are sitting sensibly and not calling out!</p>	<p>If working with a small number of children, the teacher can repeat this activity for every child in the circle.</p> <p>It can be helpful to repeat the third activity (clap and say the vocabulary being practised for children to copy) after every 3 or 4 children to remind them.</p>	
3 mins	<p>Teacher to say "Stand up if you are 8". Children to stand up if they are 8. Teacher to ask children (who are standing) "How old are you?" Children who are standing to reply "I am 8" in unison (repeat until they can say it in unison).</p> <p>Direct these children to sit down (using the sign for sit down).</p> <p>Repeat for all ages of children in the room.</p>		

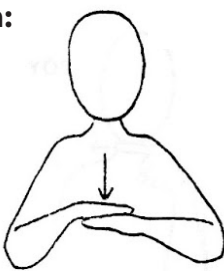
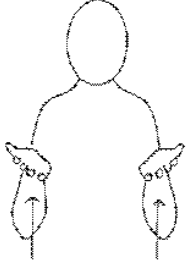
Time	Activity Steps	Notes	Evaluation and Next Steps
5 mins	<p><b>Children to be standing in a circle. Make sure all children are standing sensibly with enough space before starting.</b></p> <p>Teacher to throw a ball to a child in the circle (it helps to start off with an older/more able child), whilst asking "How old are you?" Child to catch ball and answer "I am..." followed by their age. The teacher then sits down.</p> <p>The child with the ball then chooses another child in the circle to throw the ball to whilst asking "How old are you?" Child to catch ball and answer with "I am..." followed by their age.</p> <p>Children to sit down when they have finished their turn. Continue until all children are sitting down.</p> <p>It may help if the teacher and assistant model this first!</p>	<p>Model "good standing" before starting (and throughout).</p> <p>It can be helpful to repeat the third activity (clap and say the vocabulary being practised for children to copy) after every 3 or 4 children to remind them.</p>	
3 mins	<p>Teacher to say "How old are you?" loudly and clearly whilst clapping hands for each syllable. Children to copy. Then repeat but whisper the question and only very lightly clap your hands. Children to copy. Repeat again even more quietly whispering to make sure all children are trying to say the question as quietly as they can! Then continue getting slightly louder (and clapping slightly louder) each time until you and the children cannot get any louder!</p> <p>Repeat for "I am".</p>	<p>Be aware of younger/newer children in the group who may find the noise level at the end of this activity unsettling. Normally simply a smile in their direction (with eye contact) is enough to reassure them as everyone gets louder!</p>	

Time	Activity Steps	Notes	Evaluation and Next Steps
10 - 15 mins	<p><b>Split children into 2 teams of the same size. Each team to be sitting on either side of the whiteboard, so that all children can see the whiteboard.</b></p> <p>Play Number splat! Teacher to write numbers 0 to 20 on the whiteboard (in random spaces) with the black pen. Children to call out each number as it is written.</p> <p>Teacher to then point to each number (in random order) for children to call out.</p> <p>One team of children is the green team (they will use the green pen) and the other team is the red team (they will use the red pen).</p> <p>Choose 2 children of similar ability, one from each team, to have the first go! Both children to stand in front of the board with the correct colour pen for their team.</p> <p>Teacher to call out a number from the board. The first child to circle that number wins a point for their team!</p> <p>Repeat until all the numbers have been circled/all children have had a turn (add more numbers if needed).</p> <p>Keep a tally of points for each team on one of the corners of the boards. The team with the most points wins!</p> <p><b>Call children's names one by one to leave the lesson e.g. "Goodbye Ali, goodbye George, goodbye Sherin". Choose children who are sitting and waiting sensibly.</b></p>	<p>Try to split the teams fairly so that there are more and less able children on each team (think back to the first 2 activities in this lesson).</p> <p>If you have access to a translator, ask them to explain the rules to the children. If not, demonstrate and practise!</p> <p>See Games document for other ideas for Number Splat.</p> <p>When directing children to sit down or stand up, consistently use the phrases "sit down"/"everybody sit down"/"stand up" or "everybody stand up" together with these signs:</p> <p><b>Sit down:</b></p>  <p><b>Stand up:</b></p> 	

<b>LESSON PLAN</b>			<b>Age:</b> 8 – 13
<b>Subject area:</b> English as an additional language.			<b>Level:</b> Beginner
<b>Unit:</b> 3b			<b>Class size:</b> Works best with around 20 children but can be adapted for smaller and much larger numbers of children (see notes).
<b>Lesson unit:</b> 3 of 8	<b>Lesson number:</b> 3 of 4	<b>Lesson duration:</b> 25 - 30 minutes	
<b>Learning goals:</b> By the end of the unit... <ul style="list-style-type: none"> <li>• Children will be able to ask and answer the question: "How old are you?" with the response "I am..." followed by their age.</li> <li>• Children will be able to count and recognise numbers to 20 in English.</li> </ul>			
<b>Key Vocabulary:</b>  How old are you? I am...  How are you? I am fine, thank you!	<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>• "How old are you?" and "How are you?" symbol cards.</li> <li>• Numbers 0 to 20 displayed on the wall in order, in one long line (a number line).</li> <li>• A soft ball.</li> <li>• Whiteboard (on the wall for the teacher) and 3 different coloured whiteboard pens (black, red, green or similar alternatives).</li> </ul>		<b>Adults Needed:</b> 1 teacher and 1 assistant.

Time	Activity Steps	Notes	Evaluation and Next Steps
1 min	<p><b>Children to be sitting so that they can all see the number line on the wall. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to point to the numbers (starting at 0) for the children to call out, one by one. Repeat starting at 20 and counting backwards. Correct pronunciation if needed.</p> <p>Teacher to then point to random numbers for the children to call out.</p>	Continue to use this activity to assess how well children know how to count in English and who is more or less able in the group.	Use this section to help you to reflect upon the lesson and think of ways to improve future lessons. Think about: What went well? Why? What was the children's overall behaviour like? Why? What did the children find too easy or too difficult? At the end of the unit: Have the children reached the learning goals? What steps can you take to improve/what can you do differently next time or in the next lesson?
1 min	<p><b>Children to be sitting in a circle. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to say "0", child next to teacher to say "1", next child to say "2" and so on, until all children have had a turn and counted how many children there are in the group.</p>	Continue to use this activity to assess how well children know how to count in English and who is more or less able in the group.	

Time	Activity Steps	Notes	Evaluation and Next Steps
2 mins	<p>Hold up the “How old are you?” symbol card for all children to see.</p> <p>Say “How old are you?” loudly and clearly.</p> <p>Place symbol card in front of you so all children can see it and repeat saying “How old are you?”, this time clapping your hands for each syllable as you say it. Children to repeat saying “How old are you?” whilst clapping the syllables. Repeat this a few times until all the children are saying “How old are you?” whilst clapping the syllables clearly and in unison.</p> <p>Repeat for “I am...”</p> <p>Repeat for “How are you?” and “I am fine, thank you!”</p> <p>Alternate between holding up the “How are you?” and the “How old are you?” symbol cards for the children to call out the correct question! Start slowly and get faster!</p>	<p>As the vocabulary “How are you?” and “How old are you?” are very similar, children may become confused and get them mixed up. The activities in this lesson should help but it also helps to emphasise the word “old” when asking “How OLD are you?”</p>	
8 mins	<p><b>Children to be standing in a circle. Make sure all children are standing sensibly with enough space before starting.</b></p> <p>Teacher to stand in centre of circle and throw a ball to a child in the circle (it helps to start off with an older/more able child), whilst asking “How old are you?” Child to catch ball and answer “I am...” followed by their age. Child to throw ball back to teacher and sit down if they answered correctly but remain standing if not.</p> <p>Teacher to then throw a ball to another child in the circle whilst asking “How are you?” Child to catch ball and answer “I am fine, thank you!” Child to throw ball back to teacher and sit down if they answered correctly but remain standing if not.</p> <p>Teacher to continue randomly choosing children to either ask “How are you?” or “How old are you?” Children to sit down if they answer correctly but remain standing if they say the incorrect answer. Continue until all children are sitting down.</p>	<p>Model “good standing” before starting (and throughout).</p> <p>It can be helpful to repeat the third activity (clap and say the vocabulary being practised for children to copy) after every 3 or 4 children to remind them. Encourage children to be kind to each other and not be cruel to each other if they get it wrong! This should be a fun and silly game - not a serious activity! Everyone makes mistakes!</p> <p>For more able and more confident children, say the question faster without emphasising the word “old” for “How old are you?”</p> <p>For less able, less confident or newer children ensure that the word “old” is clearly emphasised for the question “How OLD are you?”</p>	

Time	Activity Steps	Notes	Evaluation and Next Steps
3 mins	<p>Teacher to say "Stand up if you are 8". Children to stand up if they are 8. Teacher to ask children (who are standing) "How old are you?" Children who are standing to reply "I am 8" in unison (repeat until they can say it in unison).</p> <p>Direct these children to sit down (using the sign for sit down).</p> <p>Repeat for all ages of children in the room.</p>		
10-15 mins	<p><b>Split children into 2 teams of the same size. Each team to be sitting on either side of the whiteboard, so that all children can see the whiteboard.</b></p> <p>Play Number splat!</p> <p>Teacher to write numbers 0 to 20 on the whiteboard (in random spaces) with the black pen. Children to call out each number as it is written.</p> <p>Teacher to then point to each number (in random order) for children to call out.</p> <p>One team of children is the green team (they will use the green pen) and the other team is the red team (they will use the red pen).</p> <p>Choose 2 children of similar ability, one from each team, to have the first go! Both children to stand in front of the board with the correct colour pen for their team.</p> <p>Teacher to call out a number from the board. The first child to circle that number wins a point for their team! Repeat until all the numbers have been circled/all children have had a turn (add more numbers if needed).</p> <p>Keep a tally of points for each team on one of the corners of the boards. The team with the most points wins!</p> <p>Call children's names one by one to leave the lesson e.g. "Goodbye Ali, goodbye George, goodbye Sherin". Choose children who are sitting and waiting sensibly.</p>	<p>Try to split the teams fairly so that there are more and less able children on each team (think back to the first 2 activities in this lesson).</p> <p>If you have access to a translator, ask them to explain the rules to the children. If not, demonstrate and practise! See Games document for other ideas for Number Splat.</p> <p>When directing children to sit down or stand up, consistently use the phrases "sit down"/ "everybody sit down"/ "stand up" or "everybody stand up" together with these signs:</p> <p><b>Sit down:</b></p>  <p><b>Stand up:</b></p> 	

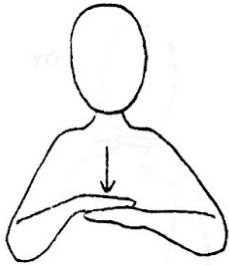
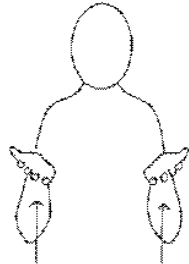
<b>LESSON PLAN</b>			<b>Age:</b> 8 – 13
<b>Subject area:</b> English as an additional language.			<b>Level:</b> Beginner
<b>Unit:</b> 3b			<b>Class size:</b> Works best with around 20 children but can be adapted for smaller and much larger numbers of children (see notes).
<b>Lesson unit:</b> 3 of 8	<b>Lesson number:</b> 4 of 4	<b>Lesson duration:</b> 30 minutes	
<b>Learning goals:</b> By the end of the unit... <ul style="list-style-type: none"> <li>• Children will be able to ask and answer the question: “How old are you?” with the response “I am...” followed by their age.</li> <li>• Children will be able to count and recognise numbers to 20 in English.</li> </ul>			
<b>Key Vocabulary:</b>  How old are you? I am...  How are you? I am fine, thank you!	<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>• “How old are you?” and “How are you?” symbol cards.</li> <li>• Numbers 0 to 20 displayed on the wall in order, in one long line (a number line).</li> <li>• A soft ball.</li> <li>• Whiteboard (on the wall for the teacher) and 3 different coloured whiteboard pens (black, red, green or similar alternatives).</li> <li>• Individual blackboards and chalk/whiteboards and pens for the children (to have one each).</li> </ul>		<b>Adults Needed:</b> 1 teacher and 1 assistant.

Time	Activity Steps	Notes	Evaluation and Next Steps
1 min	<p><b>Children to be sitting so that they can all see the number line on the wall. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to point to the numbers (starting at 0) for the children to call out, one by one. Repeat starting at 20 and counting backwards. Correct pronunciation if needed.</p> <p>Teacher to then point to random numbers for the children to call out.</p>	Continue to use this activity to assess how well children know how to count in English and who is more or less able in the group.	<p>Use this section to help you to reflect upon the lesson and think of ways to improve future lessons. Think about:</p> <p>What went well? Why?</p> <p>What was the children’s overall behaviour like? Why?</p> <p>What did the children find too easy or too difficult?</p> <p>At the end of the unit: Have the children reached the learning goals?</p> <p>What steps can you take to improve/what can you do differently next time or in the next lesson?</p>

Time	Activity Steps	Notes	Evaluation and Next Steps
1 min	<p><b>Children to be sitting in a circle. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to say "0", child next to teacher to say "1", next child to say "2" and so on, until all children have had a turn and counted how many children there are in the group.</p>	Continue to use this activity to assess how well children know how to count in English and who is more or less able in the group.	
2 mins	<p>Hold up the "How old are you?" symbol card for all children to see. Say "How old are you?" loudly and clearly.</p> <p>Place symbol card in front of you so all children can see it and repeat saying "How old are you?", this time clapping your hands for each syllable as you say it. Children to repeat saying "How old are you?" whilst clapping the syllables. Repeat this a few times until all the children are saying "How old are you?" whilst clapping the syllables clearly and in unison.</p> <p>Repeat for "I am..."</p> <p>Repeat for "How are you?" and "I am fine, thank you!"</p> <p>Alternate between holding up the "How are you?" and the "How old are you?" symbol cards for the children to call out the correct question! Start slowly and get faster!</p>	As the vocabulary "How are you?" and "How old are you?" are very similar, children may become confused and get them mixed up. The activities in this lesson should help but it also helps to emphasise the word "old" when asking "How OLD are you?"	
2 mins	<p>Teacher to stand in the centre of the circle with a ball. Teacher to choose a child who is sitting sensibly, say their name and then ask "How old are you?" before throwing the ball to them. Child to catch the ball, answer "I am..." followed by their age, before throwing the ball back to the teacher.</p> <p>Repeat with "How are you?" and "I am fine, thank you!"</p> <p>Teacher to continue randomly choosing children to either ask "How are you?" or "How old are you?" until around 10 children have had a turn.</p> <p>Choose children who are sitting sensibly and not calling out!</p>	<p>If working with a small number of children, the teacher can repeat this activity for every child in the circle.</p> <p>It can be helpful to repeat the third activity (clap and say the vocabulary being practised for children to copy) after every 3 or 4 children to remind them.</p>	

Time	Activity Steps	Notes	Evaluation and Next Steps
4 mins	<p><b>Children to be standing in a circle. Make sure all children are standing sensibly with enough space before starting.</b></p> <p>Teacher to say "How", child next to teacher says "old", the next child says "are", the next child says "you?", the next child says "I", the next child says "am", the next child says their age, and then the next child would start again with "How". Continue until every child in the circle has taken part!</p> <p>Some of the children will need help at first but after some practise the pace will increase.</p>	<p>If the children find this too difficult, try missing out the part where a child says their age (just focus on key vocabulary). Or choose just "How old are you?" or "I am..." to focus on.</p> <p>As children become more confident and faster at this activity it can be made more challenging. For example:</p> <p>Try turning it into a game where if a child makes a mistake, they sit down. The winner is the last one standing!</p> <p>Try introducing a ball. It could either be passed around the circle as each word is said, or children could throw the ball to another child across the circle who would then need to say the next word in the sequence before throwing the ball to another child. Once a child has had their turn they should sit down. If the group of children are quite confident, and all get on well, try making all children stand up and start again if someone makes a mistake! Can they get to the last child without anyone making a mistake?! Encourage a "come on, we can do this guys!" atmosphere!</p>	

Time	Activity Steps	Notes	Evaluation and Next Steps
10 mins	<p><b>Children to be sitting where they can all see the whiteboard on the wall. Hand out blackboards and chalk for every child. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to write “How” on the board slowly using the correct use of upper case and lower case letters. Make sure all children are watching this. Children to then copy this word onto their board (leaving space for the rest of the question and answer). Repeat with other words until all children have “How old are you? I am...” written on their boards.</p> <p>Teacher, assistant and any other adults in the room to support less able children.</p> <p>Once children have finished, encourage them to “read” what they have written. Teacher to gain children’s attention and model pointing to each word on the whiteboard whilst reading it aloud. Then encourage children to do the same with their boards. Choose a few confident children to show and read their writing to the class.</p> <p><b>Clear away blackboards and chalk.</b></p>	<p>Children will finish at different speeds and there will most likely be a huge range in ability. Encourage more able children to write their age at the end of “I am” independently. Support other children to do this too. Speedy writers can write out the question and answer again or could practise writing out the letters of the alphabet on the back of their board. Less able children may find it helpful if the teacher or assistant writes each word to be copied onto their individual board for them to copy underneath.</p> <p>Praise all attempts – some children may have never learned to write and for others it may be the first time they are writing using the English alphabet.</p>	

Time	Activity Steps	Notes	Evaluation and Next Steps
10 - 15 mins	<p><b>Split children into 2 teams of the same size. Each team to be sitting on either side of the whiteboard, so that all children can see the whiteboard.</b></p> <p>Play Number splat! Teacher to write numbers 0 to 20 on the whiteboard (in random spaces) with the black pen. Children to call out each number as it is written.</p> <p>Teacher to then point to each number (in random order) for children to call out.</p> <p>One team of children is the green team (they will use the green pen) and the other team is the red team (they will use the red pen).</p> <p>Choose 2 children of similar ability, one from each team, to have the first go! Both children to stand in front of the board with the correct colour pen for their team.</p> <p>Teacher to call out a number from the board. The first child to circle that number wins a point for their team!</p> <p>Repeat until all the numbers have been circled/all children have had a turn (add more numbers if needed).</p> <p>Keep a tally of points for each team on one of the corners of the boards. The team with the most points wins!</p> <p><b>Call children's names one by one to leave the lesson e.g. "Goodbye Ali, goodbye George, goodbye Sherin". Choose children who are sitting and waiting sensibly.</b></p>	<p>Try to split the teams fairly so that there are more and less able children on each team (think back to the first 2 activities in this lesson).</p> <p>If you have access to a translator, ask them to explain the rules to the children. If not, demonstrate and practise!</p> <p>See Games document for other ideas for Number Splat.</p> <p>When directing children to sit down or stand up, consistently use the phrases "sit down"/"everybody sit down"/"stand up" or "everybody stand up" together with these signs:</p> <p><b>Sit down:</b></p>  <p><b>Stand up:</b></p> 	

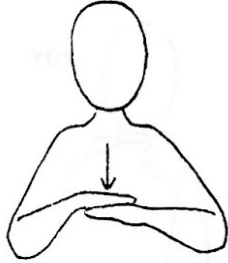
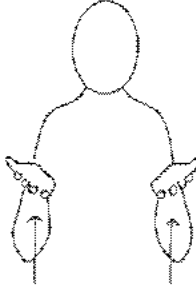
<b>LESSON PLAN</b>			<b>Age:</b> 8 – 13
<b>Subject area:</b> English as an additional language.			<b>Level:</b> Beginner
<b>Unit:</b> 4b			<b>Class size:</b> Works best with around 20 children but can be adapted for smaller and much larger numbers of children (see notes).
<b>Lesson unit:</b> 4 of 8	<b>Lesson number:</b> 1 of 4	<b>Lesson duration:</b> 25 minutes	
<b>Learning goals:</b> By the end of the unit... <ul style="list-style-type: none"> <li>Children will be able to ask and answer the question: "Where are you from?" with the response "I am from..." followed by the name of the country they are from.</li> </ul>			
<b>Key Vocabulary:</b>  Where are you from? I am from...	<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>"Where are you from?" symbol card.</li> <li>Toy microphone (or laminated picture of a microphone/hairbrush/colourful stick/feather duster etc).</li> <li>English alphabet symbols displayed on the wall in order.</li> <li>"Alphabet Song!" lyrics (see Songs document).</li> <li>A copy of the British Sign Language finger spelling alphabet symbols.</li> <li>Whiteboard (on the wall for the teacher) and a whiteboard pen (or similar alternatives).</li> <li>Bingo 0 – 20 teacher's numbers and tin (or small box/hat etc).</li> <li>Bingo 0 – 20 cards and pens for each child.</li> </ul>		<b>Adults Needed:</b> 1 teacher and 1 assistant.

Time	Activity Steps	Notes	Evaluation and Next Steps
1 min	<p><b>Children to be sitting in a circle. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to begin by saying their own name whilst clapping their hands for each syllable e.g. Hannah (clap once whilst saying "Han", clap once whilst saying "nah"). All children to then copy.</p> <p>Teacher to then say the name of the child next to them whilst clapping their hands for each syllable for all of the children to then copy.</p> <p>Repeat this for the next child and so on until all children's names have been said. Include adult helpers who are in the room too!</p>	<p>This activity will take longer if trying for the first time but is a great way for the teacher to learn the children's names, for the children to learn each other's names and for each of the children to feel welcome and part of the group. This is especially the case for when there are new children in the group. If you are working with a constantly changing group of children it is a nice way to start off every lesson.</p> <p>If the group of children does not change often and they become more confident, try getting each child to say their own name (whilst clapping their hands for each syllable) for the rest of the children to copy! This is much slower than if the teacher leads so allow extra time!</p>	<p>Use this section to help you to reflect upon the lesson and think of ways to improve future lessons. Think about:</p> <p>What went well? Why? What was the children's overall behaviour like? Why? What did the children find too easy or too difficult? At the end of the unit: Have the children reached the learning goals? What steps can you take to improve/what can you do differently next time or in the next lesson?</p>

Time	Activity Steps	Notes	Evaluation and Next Steps
1 min	<p>Hold up the “Where are you from?” symbol card for all children to see. Say “Where are you from?” loudly and clearly.</p> <p>Place symbol card in front of you so all children can see it and repeat saying “Where are you from?”, this time clapping your hands for each syllable as you say it.</p> <p>Children to repeat saying “Where are you from?” whilst clapping the syllables.</p> <p>Repeat this a few times until all the children are saying “Where are you from?” whilst clapping the syllables clearly and in unison.</p> <p>Teacher to turn to adult assistant and ask “Where are you from?” (whilst holding microphone to mouth) before holding the microphone to the assistant’s mouth for them to answer “I am from...” followed by the name of the country they are from (in English). Assistant to then take microphone and ask the same question for you to answer.</p> <p>Then turn back to children and say “I am from” loudly and clearly whilst clapping the syllables as you say it. Children to repeat saying “I am from” whilst clapping the syllables.</p> <p>Repeat this a few times until all the children are saying “I am from” whilst clapping the syllables clearly and in unison.</p> <p>Finally remind the children of the question and answer by holding up the symbol card again followed by saying “Where are you from?” whilst clapping the syllables for them to repeat back to you. Repeat with “I am from”</p>	<p>The pace of the lesson will increase once the children become familiar with the lesson structure and routine.</p> <p>If all of the children in the group are from one country then use the name of this country (in English) when saying “I am from” whilst clapping the syllables for children to copy. For example: “I am from Syria”</p> <p>If the children are from 2 or 3 different countries then do this for each of the countries. If you don’t know where all of the children are from, wait to do this after you have asked all of the children in the next activity.</p>	

Time	Activity Steps	Notes	Evaluation and Next Steps
5 mins	<p><b>Children to be standing in a circle. Make sure all children are standing sensibly with enough space before starting.</b></p> <p>Teacher to choose a child who is standing sensibly and walk over to that child (it helps to start with an older or more able child). Teacher to hold microphone to their mouth and ask “Where are you from?” before holding the microphone to the child’s mouth for them to answer “I am from...” followed by the name of the country they are from (in English). Teacher to give this child the microphone before returning to their place in the circle and sitting down.</p> <p>Child with microphone to then choose another child to ask “Where are you from?” (speaking into the microphone), before holding the microphone to the other child’s mouth for them to answer “I am from...” followed by the name of the country they are from (in English). The first child then hands over the microphone before returning to their place in the circle and sitting down.</p> <p>Repeat until all children are sitting down.</p>	<p>Model “good standing” before starting (and throughout).</p> <p>If working with a much larger group of children, children to remain sitting in a circle. Teacher to choose children who are sitting sensibly to stand up and approach teacher to be asked “Where are you from?” and answer “I am from...” followed by the country they are from (using the microphone). Repeat with different children for around 5 minutes.</p> <p>It can be helpful to repeat the second activity (clap and say the vocabulary being practised for children to copy) after every 3 or 4 children to remind them.</p> <p>It can also be helpful if the teacher or assistant travels across the circle with younger/less confident/new children when it is their turn to help with vocabulary and confidence.</p>	

Time	Activity Steps	Notes	Evaluation and Next Steps
2 mins	<p>Teacher to say “Where are you from?” loudly and clearly whilst clapping hands for each syllable. Children to copy. Then repeat but whisper the question and only very lightly clap your hands. Children to copy. Repeat again even more quietly whispering to make sure all children are trying to say the question as quietly as they can! Then continue getting slightly louder (and clapping slightly louder) each time until you and the children cannot get any louder!</p> <p>Repeat for “I am from” followed by the names of the countries the children are from in the group. For example, if the children are from Syria and Iraq, alternate between saying “I am from Syria” and “I am from Iraq”.</p> <p>Hold up the “Where are you from?” symbol card again for all children to see.</p> <p>Say “Where are you from?” loudly and clearly whilst clapping your hands for each syllable as you say it. Children to copy.</p> <p>Repeat for “I am from”.</p>	<p>Be aware of younger/newer children in the group who may find the noise level at the end of this activity unsettling. Normally simply a smile in their direction (with eye contact) is enough to reassure them as everyone gets louder!</p>	

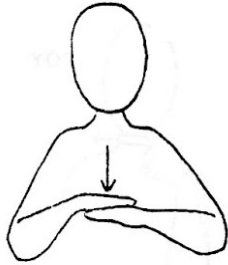
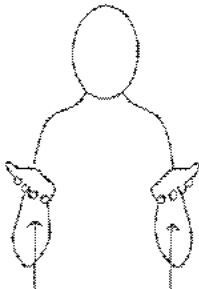
Time	Activity Steps	Notes	Evaluation and Next Steps
6 mins	<p><b>Children to be sitting where they can all see the alphabet symbols on the wall. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to point to letters of the alphabet in order (starting from “a”) whilst saying each letter name clearly for the children to copy one by one. For example: Teacher points to the letter “a” and says “a”. Children all say “a”. Repeat for the whole alphabet.</p> <p>Teacher to point to random letters of the alphabet for the children to call out in unison. Correct pronunciation where needed.</p> <p>Teacher to model the British Sign Language finger spelling signs for each letter and the signs for the last part of the song, for children to copy one by one.</p> <p>Everyone to sing the “Alphabet Song!” slowly whilst signing.</p>	<p>When directing children to sit down or stand up, consistently use the phrases “sit down”/ “everybody sit down”/ “stand up” or “everybody stand up” together with these signs:</p> <p><b>Sit down:</b></p>  <p><b>Stand up:</b></p>  <p>It always helps for the teacher to count down from 3 (using fingers too) before starting a song!</p>	
10 mins	<p><b>Children to be sitting where they can all see the whiteboard on the wall. Hand out bingo cards and pens for every child. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Play Bingo 0 – 20!</p> <p>Teacher to pull number out of tin, call out number and then write it on the whiteboard. Children to check if they have this number on their bingo card and draw a cross over the number if so. The winners are the first 2 children to have all of their numbers crossed out on their bingo cards!</p> <p>Teacher to check that all the winner’s numbers are on the board.</p> <p>Children to clean their bingo cards.</p> <p>Teacher to collect bingo cards, assistant to collect pens.</p> <p>Call children’s names one by one to leave the lesson e.g. “Goodbye Ali, goodbye George, goodbye Sherin”.</p> <p>Choose children who are sitting and waiting sensibly.</p>	<p>See Games document for other ideas and notes for Bingo.</p>	

<b>LESSON PLAN</b>			<b>Age:</b> 8 – 13
<b>Subject area:</b> English as an additional language.			<b>Level:</b> Beginner
<b>Unit:</b> 4b			<b>Class size:</b> Works best with around 20 children but can be adapted for smaller and much larger numbers of children (see notes).
<b>Lesson unit:</b> 4 of 8	<b>Lesson number:</b> 2 of 4	<b>Lesson duration:</b> 25 minutes	
<b>Learning goals:</b> By the end of the unit... <ul style="list-style-type: none"> <li>Children will be able to ask and answer the question: "Where are you from?" with the response "I am from..." followed by the name of the country they are from.</li> </ul>			
<b>Key Vocabulary:</b>  Where are you from? I am from...	<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>"Where are you from?" symbol card.</li> <li>A soft ball.</li> <li>English alphabet symbols displayed on the wall in order.</li> <li>"Alphabet Song!" lyrics (see Songs document).</li> <li>A copy of the British Sign Language finger spelling alphabet symbols.</li> <li>Whiteboard (on the wall for the teacher) and a whiteboard pen (or similar alternatives).</li> <li>Bingo 0 – 20 teacher's numbers and tin (or small box/hat etc).</li> <li>Bingo 0 – 20 cards and pens for each child.</li> </ul>		<b>Adults Needed:</b> 1 teacher and 1 assistant.

Time	Activity Steps	Notes	Evaluation and Next Steps
1 min	<p><b>Children to be sitting in a circle. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to begin by saying their own name whilst clapping their hands for each syllable e.g. Hannah (clap once whilst saying "Han", clap once whilst saying "nah"). All children to then copy.</p> <p>Teacher to then say the name of the child next to them whilst clapping their hands for each syllable for all of the children to then copy.</p> <p>Repeat this for the next child and so on until all children's names have been said. Include adult helpers who are in the room too!</p>	<p>This activity will take longer if trying for the first time but is a great way for the teacher to learn the children's names, for the children to learn each other's names and for each of the children to feel welcome and part of the group. This is especially the case for when there are new children in the group. If you are working with a constantly changing group of children it is a nice way to start off every lesson.</p> <p>If the group of children does not change often and they become more confident, try getting each child to say their own name (whilst clapping their hands for each syllable) for the rest of the children to copy! This is much slower than if the teacher leads so allow extra time!</p>	<p>Use this section to help you to reflect upon the lesson and think of ways to improve future lessons. Think about:</p> <p>What went well? Why? What was the children's overall behaviour like? Why? What did the children find too easy or too difficult? At the end of the unit: Have the children reached the learning goals? What steps can you take to improve/what can you do differently next time or in the next lesson?</p>

Time	Activity Steps	Notes	Evaluation and Next Steps
1 min	<p>Hold up the “Where are you from?” symbol card for all children to see. Say “Where are you from?” loudly and clearly.</p> <p>Place symbol card in front of you so all children can see it and repeat saying “Where are you from?”, this time clapping your hands for each syllable as you say it.</p> <p>Children to repeat saying “Where are you from?” whilst clapping the syllables.</p> <p>Repeat this a few times until all the children are saying “Where are you from?” whilst clapping the syllables clearly and in unison.</p> <p>Repeat for “I am from...”</p>	<p>If all of the children in the group are from one country then use the name of this country (in English) when saying “I am from” whilst clapping the syllables for children to copy. For example: “I am from Syria”</p> <p>If the children are from 2 or 3 different countries then do this for each of the countries.</p>	
5 mins	<p><b>Children to be standing in a circle. Make sure all children are standing sensibly with enough space before starting.</b></p> <p>Teacher to throw a ball to a child in the circle (it helps to start off with an older/more able child), whilst asking “Where are you from?” Child to catch ball and answer “I am from...” followed by the name of the country they are from (in English). The teacher then sits down.</p> <p>The child with the ball then chooses another child in the circle to throw the ball to whilst asking “Where are you from?” Child to catch ball and answer with “I am from...” followed by the name of the country they are from (in English).</p> <p>Children to sit down when they have finished their turn. Continue until all children are sitting down.</p> <p>It may help if the teacher and assistant model this first!</p>	<p>Model “good standing” before starting (and throughout).</p> <p>It can be helpful to repeat the third activity (clap and say the vocabulary being practised for children to copy) after every 3 or 4 children to remind them.</p>	

Time	Activity Steps	Notes	Evaluation and Next Steps
2 mins	<p>Teacher to say "Where are you from?" loudly and clearly whilst clapping hands for each syllable. Children to copy. Then repeat but whisper the question and only very lightly clap your hands. Children to copy. Repeat again even more quietly whispering to make sure all children are trying to say the question as quietly as they can! Then continue getting slightly louder (and clapping slightly louder) each time until you and the children cannot get any louder!</p> <p>Repeat for "I am from" followed by the names of the countries the children are from in the group. For example, if the children are from Syria and Iraq, alternate between saying "I am from Syria" and "I am from Iraq".</p> <p>Hold up the "Where are you from?" symbol card again for all children to see.</p> <p>Say "Where are you from?" loudly and clearly whilst clapping your hands for each syllable as you say it. Children to copy.</p> <p>Repeat for "I am from".</p>	<p>Be aware of younger/newer children in the group who may find the noise level at the end of this activity unsettling. Normally simply a smile in their direction (with eye contact) is enough to reassure them as everyone gets louder!</p>	

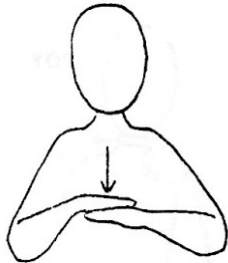
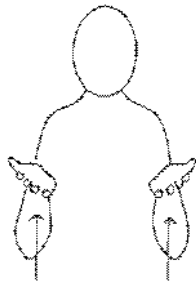
Time	Activity Steps	Notes	Evaluation and Next Steps
6 mins	<p><b>Children to be sitting where they can all see the alphabet symbols on the wall. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to point to letters of the alphabet in order (starting from “a”) whilst saying each letter name clearly for the children to copy one by one. For example: Teacher points to the letter “a” and says “a”. Children all say “a”. Repeat for the whole alphabet.</p> <p>Teacher to point to random letters of the alphabet for the children to call out in unison. Correct pronunciation where needed.</p> <p>Teacher to model the British Sign Language finger spelling signs for each letter and the signs for the last part of the song, for children to copy one by one.</p> <p>Everyone to sing the “Alphabet Song!” slowly whilst signing.</p>	<p>When directing children to sit down or stand up, consistently use the phrases “sit down”/ “everybody sit down”/ “stand up” or “everybody stand up” together with these signs:</p> <p><b>Sit down:</b></p>  <p><b>Stand up:</b></p>  <p>It always helps for the teacher to count down from 3 (using fingers too) before starting a song!</p>	
10 mins	<p><b>Children to be sitting where they can all see the whiteboard on the wall. Hand out bingo cards and pens for every child. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Play Bingo 0 – 20!</p> <p>Teacher to pull number out of tin, call out number and then write it on the whiteboard. Children to check if they have this number on their bingo card and draw a cross over the number if so. The winners are the first 2 children to have all of their numbers crossed out on their bingo cards!</p> <p>Teacher to check that all the winner’s numbers are on the board.</p> <p>Children to clean their bingo cards.</p> <p>Teacher to collect bingo cards, assistant to collect pens.</p> <p><b>Call children’s names one by one to leave the lesson e.g. “Goodbye Ali, goodbye George, goodbye Sherin”. Choose children who are sitting and waiting sensibly.</b></p>	<p>See Games document for other ideas and notes for Bingo.</p>	

<b>LESSON PLAN</b>			<b>Age:</b> 8 – 13
<b>Subject area:</b> English as an additional language.			<b>Level:</b> Beginner
<b>Unit:</b> 4b			<b>Class size:</b> Works best with around 20 children but can be adapted for smaller and much larger numbers of children (see notes).
<b>Lesson unit:</b> 4 of 8	<b>Lesson number:</b> 3 of 4	<b>Lesson duration:</b> 30 minutes	
<b>Learning goals:</b> By the end of the unit... <ul style="list-style-type: none"> <li>Children will be able to ask and answer the question: "Where are you from?" with the response "I am from..." followed by the name of the country they are from.</li> </ul>			
<b>Key Vocabulary:</b>  Where are you from? I am from...	<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>"Where are you from?" symbol card.</li> <li>A soft ball.</li> <li>English alphabet symbols displayed on the wall in order.</li> <li>"Alphabet Song!" lyrics (see Songs document).</li> <li>A copy of the British Sign Language finger spelling alphabet symbols.</li> <li>Whiteboard (on the wall for the teacher) and a whiteboard pen (or similar alternatives).</li> <li>Bingo 0 – 20 teacher's numbers and tin (or small box/hat etc).</li> <li>Bingo 0 – 20 cards and pens for each child.</li> </ul>		<b>Adults Needed:</b> 1 teacher and 1 assistant.

Time	Activity Steps	Notes	Evaluation and Next Steps
1 min	<p><b>Children to be sitting in a circle. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to begin by saying their own name whilst clapping their hands for each syllable e.g. Hannah (clap once whilst saying "Han", clap once whilst saying "nah"). All children to then copy.</p> <p>Teacher to then say the name of the child next to them whilst clapping their hands for each syllable for all of the children to then copy.</p> <p>Repeat this for the next child and so on until all children's names have been said. Include adult helpers who are in the room too!</p>	<p>This activity will take longer if trying for the first time but is a great way for the teacher to learn the children's names, for the children to learn each other's names and for each of the children to feel welcome and part of the group. This is especially the case for when there are new children in the group. If you are working with a constantly changing group of children it is a nice way to start off every lesson.</p> <p>If the group of children does not change often and they become more confident, try getting each child to say their own name (whilst clapping their hands for each syllable) for the rest of the children to copy! This is much slower than if the teacher leads so allow extra time!</p>	<p>Use this section to help you to reflect upon the lesson and think of ways to improve future lessons. Think about:</p> <p>What went well? Why? What was the children's overall behaviour like? Why? What did the children find too easy or too difficult? At the end of the unit: Have the children reached the learning goals? What steps can you take to improve/what can you do differently next time or in the next lesson?</p>

Time	Activity Steps	Notes	Evaluation and Next Steps
1 min	<p>Hold up the "Where are you from?" symbol card for all children to see. Say "Where are you from?" loudly and clearly.</p> <p>Place symbol card in front of you so all children can see it and repeat saying "Where are you from?", this time clapping your hands for each syllable as you say it.</p> <p>Children to repeat saying "Where are you from?" whilst clapping the syllables.</p> <p>Repeat this a few times until all the children are saying "Where are you from?" whilst clapping the syllables clearly and in unison.</p> <p>Repeat for "I am from..."</p>	<p>If all of the children in the group are from one country then use the name of this country (in English) when saying "I am from" whilst clapping the syllables for children to copy. For example: "I am from Syria"</p> <p>If the children are from 2 or 3 different countries then do this for each of the countries.</p>	
3 mins	<p>Teacher to stand in the centre of the circle with a ball. Teacher to choose a child who is sitting sensibly, say their name and then ask "Where are you from?" before throwing the ball to them. Child to catch the ball, answer "I am from..." followed by the name of the country they are from (in English), before throwing the ball back to the teacher.</p> <p>Repeat with other children until all children have had a turn.</p> <p>Choose children who are sitting sensibly and not calling out!</p>	<p>If working with a small number of children, the teacher can repeat this activity for every child in the circle. If working with a larger group of children just continue for about 3 minutes.</p> <p>It can be helpful to repeat the second activity (clap and say the vocabulary being practised for children to copy) after every 3 or 4 children to remind them.</p>	

Time	Activity Steps	Notes	Evaluation and Next Steps
12 mins	<p><b>Split children into 2 teams of the same size. Each team to be standing in a line, one behind another facing the front. Make sure there is enough space in-between the 2 lines of children for children from each team to run past. The teacher will stand facing the first child from one line of children and the assistant will do the same for the other line of children.</b></p> <p>Teacher/assistant to shake the hand of the first child in their line and ask "Where are you from?" Child to answer with "I am from..." followed by the name of the country they are from (in English) before running to the back of their line. Repeat with all the other children in the line until every child has had a turn. The winning team is the first to finish!</p> <p>Make sure children say "I am from..." followed by the name of the country they are from, clearly and correctly before letting them run to the back of the line. Call them back to repeat the question and response again if needed!</p> <p>Repeat the race again 2 more times (so the winning team will be the best of 3 races). Before starting the next races remind children of the vocabulary by saying "I am from" whilst clapping for each syllable for the children to copy. The children may also need reminding to speak clearly and to slow down a little so that they don't have to repeat their turn!</p>	<p>Try to split the teams fairly so that there are more and less able children on each team.</p> <p>If you have access to a translator, ask them to explain the rules to the children. If not, demonstrate and practise!</p> <p>Just before starting the race – teacher to say "I am from..." followed by the name of one of the countries the children are from whilst clapping for each syllable for the children to copy. Repeat for all the countries that the children in the group are from. This helps to keep it fresh in their minds!</p> <p>If there are more adults in the room – have one at the end of each of the lines to keep children calm and moving forwards in the line without pushing.</p>	

Time	Activity Steps	Notes	Evaluation and Next Steps
3 mins	<p><b>Children to be sitting where they can all see the alphabet symbols on the wall. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to model the British Sign Language finger spelling signs for each letter and the signs for the last part of the song, for children to copy one by one.</p> <p>Everyone to sing the "Alphabet Song!" slowly whilst signing.</p>	<p>When directing children to sit down or stand up, consistently use the phrases "sit down"/ "everybody sit down"/ "stand up" or "everybody stand up" together with these signs:</p> <p><b>Sit down:</b></p>  <p><b>Stand up:</b></p>  <p>It always helps for the teacher to count down from 3 (using fingers too) before starting a song!</p>	
10 mins	<p><b>Children to be sitting where they can all see the whiteboard on the wall. Hand out bingo cards and pens for every child. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Play Bingo 0 – 20!</p> <p>Teacher to pull number out of tin, call out number and then write it on the whiteboard. Children to check if they have this number on their bingo card and draw a cross over the number if so. The winners are the first 2 children to have all of their numbers crossed out on their bingo cards!</p> <p>Teacher to check that all the winner's numbers are on the board.</p> <p>Children to clean their bingo cards.</p> <p>Teacher to collect bingo cards, assistant to collect pens.</p> <p><b>Call children's names one by one to leave the lesson e.g. "Goodbye Ali, goodbye George, goodbye Sherin". Choose children who are sitting and waiting sensibly.</b></p>	<p>See Games document for other ideas and notes for Bingo.</p>	

<b>LESSON PLAN</b>			<b>Age:</b> 8 – 13
<b>Subject area:</b> English as an additional language.			<b>Level:</b> Beginner
<b>Unit:</b> 4b			<b>Class size:</b> Works best with around 20 children but can be adapted for smaller and much larger numbers of children (see notes).
<b>Lesson unit:</b> 4 of 8	<b>Lesson number:</b> 4 of 4	<b>Lesson duration:</b> 30 minutes	
<b>Learning goals:</b> By the end of the unit... <ul style="list-style-type: none"> <li>Children will be able to ask and answer the question: "Where are you from?" with the response "I am from..." followed by the name of the country they are from.</li> </ul>			
<b>Key Vocabulary:</b>  Where are you from? I am from...	<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>"Where are you from?" symbol card.</li> <li>A soft ball.</li> <li>English alphabet symbols displayed on the wall in order.</li> <li>"Alphabet Song!" lyrics (see Songs document).</li> <li>A copy of the British Sign Language finger spelling alphabet symbols.</li> <li>Whiteboard (on the wall for the teacher) and a whiteboard pen (or similar alternatives).</li> <li>Individual blackboards and chalk/whiteboards and pens for the children (to have one each).</li> <li>Bingo 0 – 20 teacher's numbers and tin (or small box/hat etc).</li> <li>Bingo 0 – 20 cards and pens for each child.</li> </ul>		<b>Adults Needed:</b> 1 teacher and 1 assistant.

Time	Activity Steps	Notes	Evaluation and Next Steps
1 min	<p><b>Children to be sitting in a circle. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to begin by saying their own name whilst clapping their hands for each syllable e.g. Hannah (clap once whilst saying "Han", clap once whilst saying "nah"). All children to then copy.</p> <p>Teacher to then say the name of the child next to them whilst clapping their hands for each syllable for all of the children to then copy.</p> <p>Repeat this for the next child and so on until all children's names have been said. Include adult helpers who are in the room too!</p>	<p>This activity will take longer if trying for the first time but is a great way for the teacher to learn the children's names, for the children to learn each other's names and for each of the children to feel welcome and part of the group. This is especially the case for when there are new children in the group. If you are working with a constantly changing group of children it is a nice way to start off every lesson.</p> <p>If the group of children does not change often and they become more confident, try getting each child to say their own name (whilst clapping their hands for each syllable) for the rest of the children to copy! This is much slower than if the teacher leads so allow extra time!</p>	<p>Use this section to help you to reflect upon the lesson and think of ways to improve future lessons. Think about:</p> <p>What went well? Why? What was the children's overall behaviour like? Why? What did the children find too easy or too difficult? At the end of the unit: Have the children reached the learning goals? What steps can you take to improve/what can you do differently next time or in the next lesson?</p>

Time	Activity Steps	Notes	Evaluation and Next Steps
1 min	<p>Hold up the “Where are you from?” symbol card for all children to see. Say “Where are you from?” loudly and clearly.</p> <p>Place symbol card in front of you so all children can see it and repeat saying “Where are you from?”, this time clapping your hands for each syllable as you say it.</p> <p>Children to repeat saying “Where are you from?” whilst clapping the syllables.</p> <p>Repeat this a few times until all the children are saying “Where are you from?” whilst clapping the syllables clearly and in unison.</p> <p>Repeat for “I am from...”</p>	<p>If all of the children in the group are from one country then use the name of this country (in English) when saying “I am from” whilst clapping the syllables for children to copy. For example: “I am from Syria”</p> <p>If the children are from 2 or 3 different countries then do this for each of the countries.</p>	
2 mins	<p>Teacher to stand in the centre of the circle with a ball. Teacher to choose a child who is sitting sensibly, say their name and then ask “Where are you from?” before throwing the ball to them. Child to catch the ball, answer “I am from...” followed by the name of the country they are from (in English), before throwing the ball back to the teacher.</p> <p>Repeat with about 10 children.</p> <p>Choose children who are sitting sensibly and not calling out!</p>	<p>If working with a small number of children, the teacher can repeat this activity for every child in the circle.</p> <p>It can be helpful to repeat the second activity (clap and say the vocabulary being practised for children to copy) after every 3 or 4 children to remind them.</p>	

Time	Activity Steps	Notes	Evaluation and Next Steps
4 mins	<p><b>Children to be standing in a circle. Make sure all children are standing sensibly with enough space before starting.</b></p> <p>Teacher to say "Where", child next to teacher says "are", the next child says "you", the next child says "from?", the next child says "I", the next child says "am", the next child says "from", the next child says the name of the country they are from (in English) and then the next child would start again with "Where". Continue until every child in the circle has taken part!</p> <p>Some of the children will need help at first but after some practise the pace will increase.</p>	<p>If the children find this too difficult, try missing out the part where a child says the name of the country they are from (just focus on key vocabulary). Or choose just "Where are you from?" or "I am from..." to focus on.</p> <p>As children become more confident and faster at this activity it can be made more challenging. For example:</p> <p>Try turning it into a game where if a child makes a mistake, they sit down. The winner is the last one standing!</p> <p>Try introducing a ball. It could either be passed around the circle as each word is said, or children could throw the ball to another child across the circle who would then need to say the next word in the sequence before throwing the ball to another child. Once a child has had their turn they should sit down. If the group of children are quite confident, and all get on well, try making all children stand up and start again if someone makes a mistake! Can they get to the last child without anyone making a mistake?! Encourage a "come on, we can do this guys!" atmosphere!</p>	

Time	Activity Steps	Notes	Evaluation and Next Steps
10 mins	<p><b>Children to be standing in a circle. Make sure all children are standing sensibly with enough space before starting.</b></p> <p>Teacher to say “Where”, child next to teacher says “are”, the next child says “you”, the next child says “from?”, the next child says “I”, the next child says “am”, the next child says “from”, the next child says the name of the country they are from (in English) and then the next child would start again with “Where”. Continue until every child in the circle has taken part!</p> <p>Some of the children will need help at first but after some practise the pace will increase.</p>	<p>If the children find this too difficult, try missing out the part where a child says the name of the country they are from (just focus on key vocabulary). Or choose just “Where are you from?” or “I am from...” to focus on.</p> <p>As children become more confident and faster at this activity it can be made more challenging. For example:</p> <p>Try turning it into a game where if a child makes a mistake, they sit down. The winner is the last one standing!</p> <p>Try introducing a ball. It could either be passed around the circle as each word is said, or children could throw the ball to another child across the circle who would then need to say the next word in the sequence before throwing the ball to another child. Once a child has had their turn they should sit down. If the group of children are quite confident, and all get on well, try making all children stand up and start again if someone makes a mistake! Can they get to the last child without anyone making a mistake?! Encourage a “come on, we can do this guys!” atmosphere!</p>	

<b>LESSON PLAN</b>			<b>Age:</b> 8 – 13
<b>Subject area:</b> English as an additional language.			<b>Level:</b> Beginner
<b>Unit:</b> 5b			<b>Class size:</b> Works best with around 20 children but can be adapted for smaller and much larger numbers of children (see notes).
<b>Lesson unit:</b> 5 of 8	<b>Lesson number:</b> 1 of 4	<b>Lesson duration:</b> 30 minutes	
<b>Learning goals:</b> By the end of the unit... <ul style="list-style-type: none"> <li>Children will be able to ask for resources using the phrase/question “Please can I have...?” followed by “Thank you!” and will be able to ask for some commonly used classroom resources (Paper, Pencil, Pen, Scissors, Sellotape, Glue, Paint, Paintbrush).</li> </ul>			
<b>Key Vocabulary:</b>  Please can I have...? Thank you!  Paper, Pencil, Pen, Scissors, Sellotape, Glue, Paint, Paintbrush	<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>“Please can I have...?” symbol card.</li> <li>A piece of paper, a writing pencil and a coloured pencil, 2 different types of pens, a pair of scissors, a roll of sellotape, some glue, some paint and a paintbrush in a small box that has an easy to open (preferably hinged) lid.</li> <li>“Heads, Shoulders, Knees and Toes!” song lyrics (see Songs document).</li> </ul>		<b>Adults Needed:</b> 1 teacher and 1 assistant.

Time	Activity Steps	Notes	Evaluation and Next Steps
1 min	<p><b>Children to be sitting in a circle. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to begin by saying their own name whilst clapping their hands for each syllable e.g. Hannah (clap once whilst saying “Han”, clap once whilst saying “nah”). All children to then copy.</p> <p>Teacher to then say the name of the child next to them whilst clapping their hands for each syllable for all of the children to then copy.</p> <p>Repeat this for the next child and so on until all children’s names have been said. Include adult helpers who are in the room too!</p>	<p>This activity will take longer if trying for the first time but is a great way for the teacher to learn the children’s names, for the children to learn each other’s names and for each of the children to feel welcome and part of the group. This is especially the case for when there are new children in the group. If you are working with a constantly changing group of children it is a nice way to start off every lesson.</p> <p>If the group of children does not change often and they become more confident, try getting each child to say their own name (whilst clapping their hands for each syllable) for the rest of the children to copy! This is much slower than if the teacher leads so allow extra time!</p>	<p>Use this section to help you to reflect upon the lesson and think of ways to improve future lessons. Think about:</p> <p>What went well? Why? What was the children’s overall behaviour like? Why? What did the children find too easy or too difficult? At the end of the unit: Have the children reached the learning goals? What steps can you take to improve/what can you do differently next time or in the next lesson?</p>

Time	Activity Steps	Notes	Evaluation and Next Steps
3 mins	<p>Hold up the "Please can I have...?" symbol card for all children to see. Say "Please can I have...?" loudly and clearly.</p> <p>Place symbol card in front of you so all children can see it and repeat saying "Please can I have...?", this time clapping your hands for each syllable as you say it.</p> <p>Children to repeat saying "Please can I have...?" whilst clapping the syllables.</p> <p>Repeat this a few times until all the children are saying "Please can I have...?" whilst clapping the syllables clearly and in unison.</p> <p>Take out each item from the box of resources (one by one), hold it up and say its name for children to copy before placing it on the floor in front of you e.g. hold up one of the pens and say "pen" then children say "pen", hold up the other pen and say "pen" then children say "pen", hold up the piece of paper and say "paper" then children say "paper".</p> <p>Then hold up each item for children to call out the name (correcting pronunciation where needed) before putting it back in the box.</p>	<p>If all of the children in the group are from one country then use the name of this country (in English) when saying "I am from" whilst clapping the syllables for children to copy. For example: "I am from Syria"</p> <p>If the children are from 2 or 3 different countries then do this for each of the countries.</p>	

Time	Activity Steps	Notes	Evaluation and Next Steps
6 mins	<p>Assistant to approach teacher and ask for something from the box using the key vocabulary. For example:</p> <p>Assistant to ask "Please can I have... a pen?"</p> <p>Teacher says "yes" and passes the assistant a pen from the box. The assistant says "Thank you!" before returning to where they were sitting with the pen.</p> <p>Teacher to then choose a child in the circle (who is sitting sensibly) to approach them and ask for something from the box using the key vocabulary "Please can I have...?", followed by the name of the item they would like, and "Thank you!" once the teacher gives them the item. Child to return to where they were sitting in the circle with their item.</p> <p>Once all items have been taken, teacher to ask "Please can I have the paper?" Child with paper to return paper to teacher and teacher to say "Thank you!" before putting the paper back in the box. Repeat until all items are back in the box.</p>	<p>Model "good sitting" before starting (and throughout) to indicate you will be choosing children who are sitting sensibly and waiting for their turn.</p> <p>Depending on the number of children, the teacher can either repeat this activity so that every child in the circle gets a turn or just until the box has been refilled once or twice.</p> <p>It can be helpful to repeat the second activity (clap and say the vocabulary being practised for children to copy) after every 3 or 4 children to remind them.</p> <p>Whilst this unit is being taught, encourage children to use this vocabulary when asking for resources in the classroom (outside of lessons)!</p>	
1 min	<p>Teacher to hold up each item from the box for children to call out its name one more time (correcting pronunciation where needed) before putting it back in the box. For example:</p> <p>Teacher to hold up one of the pens and children to say "pen". If some children say "pin" or "pencil" (for example) teacher to say "pen" loudly and clearly for children to copy. If all children say "pen" put the pen back in the box and hold up the next item.</p>		

Time	Activity Steps	Notes	Evaluation and Next Steps
2 mins	<p>Teacher to say “Please can I have...?” loudly and clearly whilst clapping hands for each syllable. Children to copy. Then repeat but whisper the question and only very lightly clap your hands. Children to copy. Repeat again even more quietly whispering to make sure all children are trying to say the question as quietly as they can! Then continue getting slightly louder (and clapping slightly louder) each time until you and the children cannot get any louder!</p> <p>Hold up the “Please can I have...?” symbol card again for all children to see.</p> <p>Say “Please can I have...?” loudly and clearly whilst clapping your hands for each syllable as you say it.</p> <p>Children to copy.</p>	<p>Be aware of younger/newer children in the group who may find the noise level at the end of this activity unsettling. Normally simply a smile in their direction (with eye contact) is enough to reassure them as everyone gets louder!</p>	
2 mins	<p><b>Children to be standing in a circle. Make sure all children are standing sensibly with enough space before starting.</b></p> <p>Teacher to point to their head – children to say “head”. Repeat with other body part names from the song in a random order to see if the children know the English word for each of them.</p> <p>Teacher to then point to their head and say “head!” Children to copy. Repeat with “shoulders” then “knees” and so on (in the order of the song) to remind children of the order.</p> <p>Everyone to sing “Head, Shoulders, Knees and Toes!” with actions!</p>	<p>It always helps for the teacher to count down from 3 (using fingers too) before starting a song!</p> <p>See Songs document for other ideas for “Head, Shoulders, Knees and Toes!”</p>	

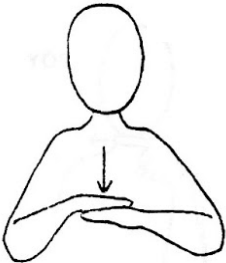
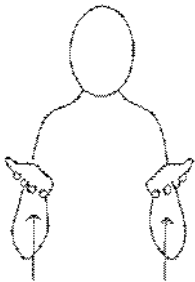
Time	Activity Steps	Notes	Evaluation and Next Steps
15 mins	<p><b>Children to be standing in a space in front of the teacher. Make sure all children are standing sensibly with enough space before starting.</b></p> <p>Play "Simon Says" using the body part words from the "Heads, Shoulders, Knees and Toes!" song. Children must copy the teacher when they hear "Simon says" before the instruction but if they don't hear "Simon says" they must stay still. For example:</p> <p>When the teacher says "Simon says, touch your head" whilst touching their head, the children should touch their head and when the teacher says "touch your knees" whilst touching their knees, the children should stay standing still. If a child touches their knees they are out and must sit down. The winner is the last child standing.</p> <p>Play the game again if there is time!  <b>Call children's names one by one to leave the lesson e.g. "Goodbye Ali, goodbye George, goodbye Sherin". Choose children who are sitting and waiting sensibly.</b></p>	See Games document for other ideas for Simon Says.	

<b>LESSON PLAN</b>			<b>Age:</b> 8 – 13
<b>Subject area:</b> English as an additional language.			<b>Level:</b> Beginner
<b>Unit:</b> 5b			<b>Class size:</b> Works best with around 20 children but can be adapted for smaller and much larger numbers of children (see notes).
<b>Lesson unit:</b> 5 of 8	<b>Lesson number:</b> 2 of 4	<b>Lesson duration:</b> 25 minutes	
<b>Learning goals:</b> By the end of the unit... <ul style="list-style-type: none"> <li>Children will be able to ask for resources using the phrase/question “Please can I have...?” followed by “Thank you!” and will be able to ask for some commonly used classroom resources (Paper, Pencil, Pen, Scissors, Sellotape, Glue, Paint, Paintbrush).</li> </ul>			
<b>Key Vocabulary:</b>  Please can I have...? Thank you!  Paper, Pencil, Pen, Scissors, Sellotape, Glue, Paint, Paintbrush	<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>“Please can I have...?” symbol card.</li> <li>A piece of paper, a writing pencil and a coloured pencil, 2 different types of pens, a pair of scissors, a roll of sellotape, some glue, some paint and a paintbrush in a small box that has an easy to open (preferably hinged) lid.</li> <li>English alphabet symbols displayed on the wall (in correct order).</li> <li>“Alphabet Song!” lyrics (see “Songs” document).</li> <li>A copy of the British Sign Language finger spelling alphabet symbols. It helps if the teacher and assistant learn these before the lesson.</li> <li>Whiteboard (on the wall for the teacher) and a whiteboard pen (or similar alternatives).</li> <li>Alphabet Bingo teacher’s letters and tin (or small box/hat etc).</li> <li>Alphabet Bingo cards and pens for each child.</li> </ul>		<b>Adults Needed:</b> 1 teacher and 1 assistant.

Time	Activity Steps	Notes	Evaluation and Next Steps
1 min	<p><b>Children to be sitting in a circle. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to begin by saying their own name whilst clapping their hands for each syllable e.g. Hannah (clap once whilst saying “Han”, clap once whilst saying “nah”). All children to then copy.</p> <p>Teacher to then say the name of the child next to them whilst clapping their hands for each syllable for all of the children to then copy. Repeat this for the next child and so on until all children’s names have been said. Include adult helpers who are in the room too!</p>	<p>This activity will take longer if trying for the first time but is a great way for the teacher to learn the children’s names, for the children to learn each other’s names and for each of the children to feel welcome and part of the group. This is especially the case for when there are new children in the group. If you are working with a constantly changing group of children it is a nice way to start off every lesson. If the group of children does not change often and they become more confident, try getting each child to say their own name (whilst clapping their hands for each syllable) for the rest of the children to copy! This is much slower than if the teacher leads so allow extra time!</p>	<p>Use this section to help you to reflect upon the lesson and think of ways to improve future lessons. Think about:</p> <p>What went well? Why? What was the children’s overall behaviour like? Why? What did the children find too easy or too difficult? At the end of the unit: Have the children reached the learning goals? What steps can you take to improve/what can you do differently next time or in the next lesson?</p>

Time	Activity Steps	Notes	Evaluation and Next Steps
2 mins	<p>Hold up the "Please can I have...?" symbol card for all children to see. Say "Please can I have...?" loudly and clearly.</p> <p>Place symbol card in front of you so all children can see it and repeat saying "Please can I have...?", this time clapping your hands for each syllable as you say it.</p> <p>Children to repeat saying "Please can I have...?" whilst clapping the syllables.</p> <p>Repeat this a few times until all the children are saying "Please can I have...?" whilst clapping the syllables clearly and in unison.</p> <p>Take out each item from the box of resources (one by one), hold it up and say its name for children to copy before placing it on the floor in front of you e.g. hold up one of the pens and say "pen" then children say "pen"; hold up the other pen and say "pen" then children say "pen", hold up the piece of paper and say "paper" then children say "paper".</p> <p>Then hold up each item for children to call out the name (correcting pronunciation where needed) before putting it back in the box.</p>	<p>Use 2 different types of pen and 2 different types of pencils so that children know that the word "pen" and the word "pencil" can be used for different types of pens and pencils.</p>	

Time	Activity Steps	Notes	Evaluation and Next Steps
7 mins	<p>Play "Teacher's box"</p> <p>Box with items inside to be passed around the circle whilst everyone sings:</p> <p>"Teacher's box, pass it round, pass it round, pass it round, Teacher's box, pass it round, what's in the box?" in the tune of the song "London Bridge Is Falling Down".</p> <p>When the song ends, the child who is holding the box opens the lid, takes out one item, holds it up for everyone to see before saying the name of the item.</p> <p>Repeat until there are no more items in the box.</p> <p>Teacher to take box and ask "Please can I have the paper?" Child with paper to return paper to teacher and teacher to say "Thank you!" before putting the paper back in the box. Repeat until all items are back in the box.</p>	<p>Model "good sitting" before starting (and throughout).</p> <p>If the children have a consistent teacher, their name can replace the word "Teacher" in the song e.g. "Sadie's box, pass it round..."</p> <p>If the children take too long to choose an item from the box, introduce the rule that they must close their eyes and take anything from the box. Don't have sharp scissors in the box if doing this!</p> <p>Whilst this unit is being taught, encourage children to use this vocabulary when asking for resources in the classroom (outside of lessons)!</p>	
1 min	<p>Teacher to hold up each item from the box for children to call out its name one more time (correcting pronunciation where needed) before putting it back in the box. For example:</p> <p>Teacher to hold up one of the pens and children to say "pen". If some children say "pin" or "pencil" (for example) teacher to say "pen" loudly and clearly for children to copy. If all children say "pen" put the pen back in the box and hold up the next item.</p>	<p>It always helps for the teacher to count down from 3 (using fingers too) before starting a song!</p> <p>See Songs document for other ideas for "Head, Shoulders, Knees and Toes!"</p>	

Time	Activity Steps	Notes	Evaluation and Next Steps
4 mins	<p><b>Children to be sitting where they can all see the alphabet symbols on the wall. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to point to letters of the alphabet in order (starting from "a") whilst saying each letter name clearly for the children to copy one by one. For example: Teacher points to the letter "a" and says "a". Children all say "a". Repeat for the whole alphabet. Teacher to point to random letters of the alphabet for the children to call out in unison. Correct pronunciation where needed.</p> <p>Teacher to model the British Sign Language finger spelling signs for each letter and the signs for the last part of the song, for children to copy one by one. Don't worry if some children are finding this difficult, it takes time and practise!</p> <p>Everyone to sing the "Alphabet Song!" slowly whilst signing.</p>	<p>When directing children to sit down or stand up, consistently use the phrases "sit down"/ "everybody sit down"/ "stand up" or "everybody stand up" together with these signs:</p> <p><b>Sit down:</b></p>  <p><b>Stand up:</b></p>  <p>It always helps for the teacher to count down from 3 (using fingers too) before starting a song!</p>	
10 mins	<p><b>Children to be sitting where they can all see the whiteboard on the wall. Hand out bingo cards and pens for every child. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Play Alphabet Bingo!</p> <p>Teacher to pull a letter out of tin, call out letter and then write it on the whiteboard. Children to check if they have this letter on their bingo card and draw a cross over the letter if so. The winners are the first 2 children to have all of their letters crossed out on their bingo cards! Teacher to check that all the winner's letters are on the board.</p> <p>Children to clean their bingo cards. Teacher to collect bingo cards, assistant to collect pens.</p> <p><b>Call children's names one by one to leave the lesson e.g. "Goodbye Ali, goodbye George, goodbye Sherin". Choose children who are sitting and waiting sensibly.</b></p>	<p>See Games document for other ideas and notes for Bingo.</p>	

<b>LESSON PLAN</b>			<b>Age:</b> 8 – 13
<b>Subject area:</b> English as an additional language.			<b>Level:</b> Beginner
<b>Unit:</b> 5b			<b>Class size:</b> Works best with around 20 children but can be adapted for smaller and much larger numbers of children (see notes).
<b>Lesson unit:</b> 5 of 8	<b>Lesson number:</b> 3 of 4	<b>Lesson duration:</b> 25 - 30 minutes	

**Learning goals:**  
By the end of the unit...

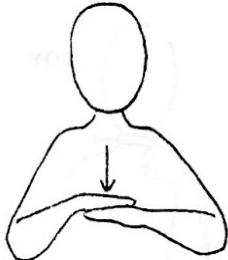
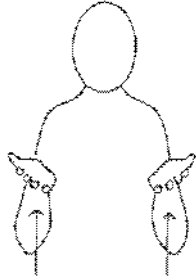
- Children will be able to ask for resources using the phrase/question “Please can I have...?” followed by “Thank you!” and will be able to ask for some commonly used classroom resources (Paper, Pencil, Pen, Scissors, Sellotape, Glue, Paint, Paintbrush).

<b>Key Vocabulary:</b>  Please can I have...? Thank you!  Paper, Pencil, Pen, Scissors, Sellotape, Glue, Paint, Paintbrush	<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>“Please can I have...?” symbol card.</li> <li>A piece of paper, a writing pencil and a coloured pencil, 2 different types of pens, a pair of scissors, a roll of sellotape, some glue, some paint and a paintbrush in a small box that has an easy to open (preferably hinged) lid.</li> <li>Numbers 0 to 20 displayed on the wall in order, in one long line (a number line).</li> <li>Whiteboard (on the wall for the teacher) and 3 different coloured whiteboard pens (black, red, green or similar alternatives).</li> </ul>	<b>Adults Needed:</b> 1 teacher and 1 assistant.
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Time	Activity Steps	Notes	Evaluation and Next Steps
1 min	<p><b>Children to be sitting in a circle. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to begin by saying their own name whilst clapping their hands for each syllable e.g. Hannah (clap once whilst saying “Han”, clap once whilst saying “nah”). All children to then copy.</p> <p>Teacher to then say the name of the child next to them whilst clapping their hands for each syllable for all of the children to then copy.</p> <p>Repeat this for the next child and so on until all children’s names have been said. Include adult helpers who are in the room too!</p>	<p>This activity will take longer if trying for the first time but is a great way for the teacher to learn the children’s names, for the children to learn each other’s names and for each of the children to feel welcome and part of the group. This is especially the case for when there are new children in the group. If you are working with a constantly changing group of children it is a nice way to start off every lesson.</p> <p>If the group of children does not change often and they become more confident, try getting each child to say their own name (whilst clapping their hands for each syllable) for the rest of the children to copy! This is much slower than if the teacher leads so allow extra time!</p>	<p>Use this section to help you to reflect upon the lesson and think of ways to improve future lessons. Think about:</p> <p>What went well? Why? What was the children’s overall behaviour like? Why? What did the children find too easy or too difficult? At the end of the unit: Have the children reached the learning goals? What steps can you take to improve/what can you do differently next time or in the next lesson?</p>

Time	Activity Steps	Notes	Evaluation and Next Steps
2 mins	<p>Hold up the "Please can I have...?" symbol card for all children to see. Say "Please can I have...?" loudly and clearly.</p> <p>Place symbol card in front of you so all children can see it and repeat saying "Please can I have...?", this time clapping your hands for each syllable as you say it.</p> <p>Children to repeat saying "Please can I have...?" whilst clapping the syllables.</p> <p>Repeat this a few times until all the children are saying "Please can I have...?" whilst clapping the syllables clearly and in unison.</p> <p>Take out each item from the box of resources (one by one), hold it up and say its name for children to copy before placing it on the floor in front of you e.g. hold up one of the pens and say "pen" then children say "pen", hold up the other pen and say "pen" then children say "pen", hold up the piece of paper and say "paper" then children say "paper".</p> <p>Then hold up each item for children to call out the name (correcting pronunciation where needed) before putting it back in the box.</p>	<p>Use 2 different types of pen and 2 different types of pencils so that children know that the word "pen" and the word "pencil" can be used for different types of pens and pencils.</p>	
4 mins	<p>Teacher to place items on the floor (spaced out) in the centre of the circle. Children to call out the names of the item as they are placed on the floor. Teacher to return to where they were sitting in the circle.</p> <p>Teacher to choose a child who is sitting sensibly, say their name and then ask "Please can I have the paper?" Child to find the paper, pick it up and return it to the teacher. Teacher to say "Thank you!" before placing the paper in the box.</p> <p>Repeat with different children until all items are back in the box.</p>	<p>Model "good sitting" before starting (and throughout) to indicate you will be choosing children who are sitting sensibly and waiting for their turn.</p> <p>Depending on the number of children, the teacher can either repeat this activity so that every child in the circle gets a turn or just until the box has been refilled once or twice.</p> <p>Whilst this unit is being taught, encourage children to use this vocabulary when asking for resources in the classroom (outside of lessons)!</p>	

Time	Activity Steps	Notes	Evaluation and Next Steps
6 mins	<p>Assistant (or more able child) to approach teacher and ask for something from the box using the key vocabulary. For example:</p> <p>Assistant to ask "Please can I have...a pen?"</p> <p>Teacher says "yes" and passes the assistant a pen from the box. The assistant says "Thank you!" before returning to where they were sitting with the pen.</p> <p>Teacher to then choose a child in the circle (who is sitting sensibly) to approach them and ask for something from the box using the key vocabulary "Please can I have...?", followed by the name of the item they would like, and "Thank you!" once the teacher gives them the item. Child to return to where they were sitting in the circle with their item.</p> <p>Once all items have been taken, teacher to ask "Please can I have the paper?" Child with paper to return paper to teacher and teacher to say "Thank you!" before putting the paper back in the box. Repeat until all items are back in the box.</p>	<p>Model "good sitting" before starting (and throughout) to indicate you will be choosing children who are sitting sensibly and waiting for their turn.</p> <p>Depending on the number of children, the teacher can either repeat this activity so that every child in the circle gets a turn or just until the box has been refilled once or twice.</p> <p>It can be helpful to repeat the second activity (clap and say the vocabulary being practised for children to copy) after every 3 or 4 children to remind them.</p> <p>Whilst this unit is being taught, encourage children to use this vocabulary when asking for resources in the classroom (outside of lessons)!</p>	
1 min	<p>Teacher to hold up each item from the box for children to call out its name one more time (correcting pronunciation where needed) before putting it back in the box. For example:</p> <p>Teacher to hold up one of the pens and children to say "pen". If some children say "pin" or "pencil" (for example) teacher to say "pen" loudly and clearly for children to copy. If all children say "pen" put the pen back in the box and hold up the next item.</p>		

Time	Activity Steps	Notes	Evaluation and Next Steps
1 min	<p><b>Children to be sitting so that they can all see the number line on the wall. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to point to the numbers (starting at 0) for the children to call out, one by one. Repeat starting at 20 and counting backwards. Correct pronunciation if needed.</p> <p>Teacher to then point to random numbers for the children to call out.</p>		
10-15 mins	<p><b>Split children into 2 teams of the same size. Each team to be sitting on either side of the whiteboard, so that all children can see the whiteboard.</b></p> <p>Play Number splat! Teacher to write numbers 0 to 20 on the whiteboard (in random spaces) with the black pen. Children to call out each number as it is written. Teacher to then point to each number (in random order) for children to call out. One team of children is the green team (they will use the green pen) and the other team is the red team (they will use the red pen). Choose 2 children of similar ability, one from each team, to have the first go! Both children to stand in front of the board with the correct colour pen for their team. Teacher to call out a number from the board. The first child to circle that number wins a point for their team! Repeat until all the numbers have been circled/all children have had a turn (add more numbers if needed). Keep a tally of points for each team on one of the corners of the boards. The team with the most points wins! Call children's names one by one to leave the lesson e.g. "Goodbye Ali, goodbye George, goodbye Sherin". Choose children who are sitting and waiting sensibly.</p>	<p>If you have access to a translator, ask them to explain the rules to the children. If not, demonstrate and practise!</p> <p>See Games document for other ideas for Number Splat.</p> <p>When directing children to sit down or stand up, consistently use the phrases "sit down"/"everybody sit down"/"stand up" or "everybody stand up" together with these signs:</p> <p><b>Sit down:</b></p>  <p><b>Stand up:</b></p> 	

<b>LESSON PLAN</b>			<b>Age:</b> 8 – 13
<b>Subject area:</b> English as an additional language.			<b>Level:</b> Beginner
<b>Unit:</b> 5b			<b>Class size:</b> Works best with around 20 children but can be adapted for smaller and much larger numbers of children (see notes).
<b>Lesson unit:</b> 5 of 8	<b>Lesson number:</b> 4 of 4	<b>Lesson duration:</b> 30 minutes	
<b>Learning goals:</b> By the end of the unit... <ul style="list-style-type: none"> <li>Children will be able to ask for resources using the phrase/question “Please can I have...?” followed by “Thank you!” and will be able to ask for some commonly used classroom resources (Paper, Pencil, Pen, Scissors, Sellotape, Glue, Paint, Paintbrush).</li> </ul>			
<b>Key Vocabulary:</b>  Please can I have...? Thank you!  Paper, Pencil, Pen, Scissors, Sellotape, Glue, Paint, Paintbrush	<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>“Please can I have...?” symbol card.</li> <li>A piece of paper, a writing pencil and a coloured pencil, 2 different types of pens, a pair of scissors, a roll of sellotape, some glue, some paint and a paintbrush in a small box that has an easy to open (preferably hinged) lid.</li> <li>Numbers 0 to 20 displayed on the wall in order, in one long line (a number line).</li> <li>Whiteboard (on the wall for the teacher) and a whiteboard pen (or similar alternatives).</li> <li>Individual blackboards and chalk/whiteboards and pens for the children (to have one each).</li> <li>Bingo 0 – 20 teacher’s numbers and tin (or small box/hat etc).</li> <li>Bingo 0 – 20 cards and pens for each child.</li> </ul>		<b>Adults Needed:</b> 1 teacher and 1 assistant.

Time	Activity Steps	Notes	Evaluation and Next Steps
1 min	<p><b>Children to be sitting in a circle. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to begin by saying their own name whilst clapping their hands for each syllable e.g. Hannah (clap once whilst saying “Han”, clap once whilst saying “nah”). All children to then copy.</p> <p>Teacher to then say the name of the child next to them whilst clapping their hands for each syllable for all of the children to then copy.</p> <p>Repeat this for the next child and so on until all children’s names have been said. Include adult helpers who are in the room too!</p>	<p>This activity will take longer if trying for the first time but is a great way for the teacher to learn the children’s names, for the children to learn each other’s names and for each of the children to feel welcome and part of the group. This is especially the case for when there are new children in the group. If you are working with a constantly changing group of children it is a nice way to start off every lesson.</p> <p>If the group of children does not change often and they become more confident, try getting each child to say their own name (whilst clapping their hands for each syllable) for the rest of the children to copy! This is much slower than if the teacher leads so allow extra time!</p>	<p>Use this section to help you to reflect upon the lesson and think of ways to improve future lessons. Think about:</p> <p>What went well? Why?</p> <p>What was the children’s overall behaviour like? Why?</p> <p>What did the children find too easy or too difficult?</p> <p>At the end of the unit: Have the children reached the learning goals?</p> <p>What steps can you take to improve/what can you do differently next time or in the next lesson?</p>

Time	Activity Steps	Notes	Evaluation and Next Steps
2 mins	<p>Hold up the "Please can I have...?" symbol card for all children to see. Say "Please can I have...?" loudly and clearly.</p> <p>Place symbol card in front of you so all children can see it and repeat saying "Please can I have...?", this time clapping your hands for each syllable as you say it.</p> <p>Children to repeat saying "Please can I have...?" whilst clapping the syllables.</p> <p>Repeat this a few times until all the children are saying "Please can I have...?" whilst clapping the syllables clearly and in unison.</p> <p>Take out each item from the box of resources (one by one), hold it up and say its name for children to copy before placing it on the floor in front of you e.g. hold up one of the pens and say "pen" then children say "pen"; hold up the other pen and say "pen" then children say "pen", hold up the piece of paper and say "paper" then children say "paper".</p> <p>Then hold up each item for children to call out the name (correcting pronunciation where needed) before putting it back in the box.</p>	<p>Use 2 different types of pen and 2 different types of pencils so that children know that the word "pen" and the word "pencil" can be used for different types of pens and pencils.</p>	

Time	Activity Steps	Notes	Evaluation and Next Steps
4 mins	<p>Assistant (or more able child) to approach teacher and ask for something from the box using the key vocabulary. For example:</p> <p>Assistant to ask "Please can I have...a pen?"</p> <p>Teacher says "yes" and passes the assistant a pen from the box. The assistant says "Thank you!" before returning to where they were sitting with the pen.</p> <p>Teacher to then choose a child in the circle (who is sitting sensibly) to approach them and ask for something from the box using the key vocabulary "Please can I have...?", followed by the name of the item they would like, and "Thank you!" once the teacher gives them the item. Child to return to where they were sitting in the circle with their item.</p> <p>Once all items have been taken, teacher to ask "Please can I have the paper?" Child with paper to return paper to teacher and teacher to say "Thank you!" before putting the paper back in the box. Repeat until all items are back in the box.</p>	<p>Model "good sitting" before starting (and throughout) to indicate you will be choosing children who are sitting sensibly and waiting for their turn.</p> <p>It can be helpful to repeat the second activity (clap and say the vocabulary being practised for children to copy) after every 3 or 4 children to remind them.</p> <p>Whilst this unit is being taught, encourage children to use this vocabulary when asking for resources in the classroom (outside of lessons)!</p>	
1 min	<p>Teacher to hold up each item from the box for children to call out its name one more time (correcting pronunciation where needed) before putting it back in the box. For example:</p> <p>Teacher to hold up one of the pens and children to say "pen". If some children say "pin" or "pencil" (for example) teacher to say "pen" loudly and clearly for children to copy. If all children say "pen" put the pen back in the box and hold up the next item.</p>		

Time	Activity Steps	Notes	Evaluation and Next Steps
3 mins	<p><b>Children to be standing in a circle. Make sure all children are standing sensibly with enough space before starting.</b></p> <p>Teacher to say "Please", child next to teacher says "can", the next child says "I", the next child says "have...?" and then the next child would start again with "Please". Continue until every child in the circle has taken part!</p> <p>Some of the children will need help at first but after some practise the pace will increase.</p>	<p>As children become more confident and faster at this activity it can be made more challenging. For example:</p> <p>Try turning it into a game where if a child makes a mistake, they sit down. The winner is the last one standing!</p> <p>Try introducing a ball. It could either be passed around the circle as each word is said, or children could throw the ball to another child across the circle who would then need to say the next word in the sequence before throwing the ball to another child. Once a child has had their turn they should sit down. If the group of children are quite confident, and all get on well, try making all children stand up and start again if someone makes a mistake! Can they get to the last child without anyone making a mistake?! Encourage a "come on, we can do this guys!" atmosphere!</p>	

Time	Activity Steps	Notes	Evaluation and Next Steps
10 mins	<p><b>Children to be sitting where they can all see the whiteboard on the wall. Hand out blackboards and chalk for every child. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to write "Please" on the whiteboard slowly using the correct use of upper case and lower case letters. Make sure all children are watching this. Children to then copy this word onto their board (leaving space for the rest of the question and answer). Repeat with other words until all children have "Please can I have" written on their boards.</p> <p>Teacher to then write "pen" on the whiteboard and draw a simple picture of a pen next to it. Children to copy. Repeat with other items that children have been learning the names of in this unit.</p> <p>Teacher, assistant and any other adults in the room to support less able children.</p> <p>Once children have finished, encourage them to "read" what they have written. Teacher to gain children's attention and model pointing to each word on the whiteboard whilst reading it aloud. Then encourage children to do the same with their boards. Choose a few confident children to show and read their writing to the class.</p> <p><b>Clear away blackboards and chalk.</b></p>	<p>Children will finish at different speeds and there will most likely be a huge range in ability. Speedy writers can write out the question and answer again or could practise writing out the letters of the alphabet on the back of their board. Less able children may find it helpful if the teacher or assistant writes each word to be copied onto their individual board for them to copy underneath.</p> <p>Praise all attempts – some children may have never learned to write and for others it may be the first time they are writing using the English alphabet.</p>	

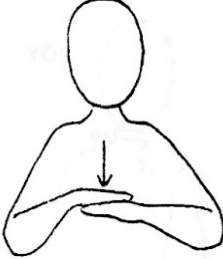
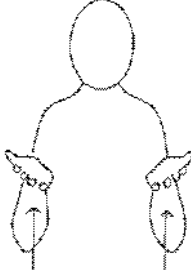
Time	Activity Steps	Notes	Evaluation and Next Steps
1 min	<p><b>Children to be sitting so that they can all see the number line on the wall. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to point to the numbers (starting at 0) for the children to call out, one by one. Repeat starting at 20 and counting backwards. Correct pronunciation if needed.</p> <p>Teacher to then point to random numbers for the children to call out.</p>		
8 mins	<p><b>Children to be sitting where they can all see the whiteboard on the wall. Hand out bingo cards and pens for every child. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Play Bingo 0 – 20!</p> <p>Teacher to pull number out of tin, call out number and then write it on the whiteboard. Children to check if they have this number on their bingo card and draw a cross over the number if so. The winners are the first 2 children to have all of their numbers crossed out on their bingo cards! Teacher to check that all the winner's numbers are on the board.</p> <p>Children to clean their bingo cards. Teacher to collect bingo cards, assistant to collect pens.</p> <p><b>Call children's names one by one to leave the lesson e.g. "Goodbye Ali, goodbye George, goodbye Sherin". Choose children who are sitting and waiting sensibly.</b></p>	See Games document for other ideas and notes for Bingo.	

<b>LESSON PLAN</b>			<b>Age:</b> 8 – 13
<b>Subject area:</b> English as an additional language.			<b>Level:</b> Beginner
<b>Unit:</b> 6b			<b>Class size:</b> Works best with around 20 children but can be adapted for smaller and much larger numbers of children (see notes).
<b>Lesson unit:</b> 6 of 8	<b>Lesson number:</b> 1 of 4	<b>Lesson duration:</b> 30 minutes	
<b>Learning goals:</b> By the end of the unit... <ul style="list-style-type: none"> <li>Children will know the English names of 9 colours (Red, Yellow, Pink, Green, Purple, Orange, Blue, Black and White).</li> </ul>			
<b>Key Vocabulary:</b>  Red, Yellow, Pink, Green, Purple, Orange, Blue, Brown, Black, Grey, White	<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>Colour splat symbol cards (one set to be used as flashcards and another set on the wall in the order of the "I Can Sing A Rainbow!" song).</li> <li>"I Can Sing A Rainbow!" song lyrics (see Songs document).</li> <li>3 different red pencils and pens, 3 different yellow pencils and pens, 3 different pink pencils and pens and 3 different green pencils and pens (the colour of each item needs to be obvious) in a small box that has an easy to open (preferably hinged) lid.</li> </ul>		<b>Adults Needed:</b> 1 teacher and 1 assistant.

Time	Activity Steps	Notes	Evaluation and Next Steps
1 min	<p><b>Children to be sitting in a circle. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to begin by saying their own name whilst clapping their hands for each syllable e.g. Hannah (clap once whilst saying "Han", clap once whilst saying "nah"). All children to then copy.</p> <p>Teacher to then say the name of the child next to them whilst clapping their hands for each syllable for all of the children to then copy.</p> <p>Repeat this for the next child and so on until all children's names have been said. Include adult helpers who are in the room too!</p>	<p>This activity will take longer if trying for the first time but is a great way for the teacher to learn the children's names, for the children to learn each other's names and for each of the children to feel welcome and part of the group. This is especially the case for when there are new children in the group. If you are working with a constantly changing group of children it is a nice way to start off every lesson.</p> <p>If the group of children does not change often and they become more confident, try getting each child to say their own name (whilst clapping their hands for each syllable) for the rest of the children to copy! This is much slower than if the teacher leads so allow extra time!</p>	<p>Use this section to help you to reflect upon the lesson and think of ways to improve future lessons. Think about:</p> <p>What went well? Why? What was the children's overall behaviour like? Why? What did the children find too easy or too difficult? At the end of the unit: Have the children reached the learning goals? What steps can you take to improve/what can you do differently next time or in the next lesson?</p>

Time	Activity Steps	Notes	Evaluation and Next Steps
1 min	<p>Teacher say the word “colours” loudly and clearly whilst clapping their hands for each syllable. Children to copy. Teacher to point in the direction of the colour splats on the wall and say “colours” loudly and clearly again.</p> <p>Teacher to point to each of the colours on the wall, one by one, saying their name loudly and clearly for children to copy. For example, teacher points to the red colour splat and says “red”, children say “red”.</p>	<p>This is just a quick introduction to the different colour names that the children will be learning in this unit so rather than getting all of the children to move out of the circle to see the colours on the wall, simply direct children to turn their heads/ bodies so they can see the colour splats.</p>	
1 min	<p>Teacher to have red, yellow, pink and green colour splat symbol cards in their lap. Teacher to hold them up, one by one, saying their name loudly and clearly for children to copy. For example, teacher holds up the red colour splat and says “red”, children say “red”. Repeat with yellow, pink and green colour splats.</p> <p>Teacher to then hold up each one without saying anything to see if children can remember the colour name. For example, teacher holds up the red colour splat and the children say “red”. Do this a few times, holding up the colour splats in a random order until children can say the colour name for each one in unison.</p>	<p>Children find it easier to learn a few new words at a time. The vocabulary in this unit is broken down into smaller sections to introduce in each lesson.</p>	
5 mins	<p>Teacher to place red, yellow, pink and green pens and pencils in the centre of the circle, saying the colour of each item for children to copy as each item is placed on the floor. For example, teacher places a pink pencil on the floor and says “pink pencil” then children say “pink pencil”.</p> <p>Teacher to choose a child who is sitting sensibly (it helps to start with an older or more able child), say their name followed by “Please can I have a red pen?” This child to stand up and find a red pen, pick it up and give it to the teacher who then puts in back in the box. Teacher to say “Thank you”.</p> <p>Repeat with different children, asking for them to find red, yellow, pink and green pens and pencils, until all items are back in the box.</p>	<p>Model “good sitting” before starting (and throughout) to indicate you will be choosing children who are sitting sensibly and waiting for their turn.</p>	

Time	Activity Steps	Notes	Evaluation and Next Steps
6 mins	<p>Play "Teacher's box"</p> <p>Box with pencils and pens inside to be passed around the circle whilst everyone sings:</p> <p>"Teacher's box, pass it round, pass it round, pass it round, Teacher's box, pass it round, what's in the box?" in the tune of the song "London Bridge Is Falling Down".</p> <p>When the song ends, the child who is holding the box opens the lid, takes out one pencil or pen, holds it up for everyone to see before saying the colour of the pencil or pen. For example: "yellow pencil".</p> <p>Repeat until there are no more pens or pencils in the box.</p> <p>Teacher to take box and ask "Please can I have the red pencils?" Children with red pencils to return pencils to teacher and teacher to say "Thank you!" to each of them before putting the pencils back in the box. Repeat with yellow, pink and green pencils and pens.</p>	<p>Model "good sitting" before starting (and throughout).</p> <p>If the children have a consistent teacher, their name can replace the word "Teacher" in the song e.g. "Sadie's box, pass it round..."</p> <p>Whilst this unit is being taught, encourage children to use this vocabulary when asking for resources in the classroom (outside of lessons)!</p>	
1 min	<p>Teacher to hold up each of the red, yellow, pink and green colour splat symbol cards, one by one, without saying anything to see if children can remember the colour name. For example, teacher holds up the red colour splat and the children say "red". Do this a few times, holding up the colour splats in a random order until children can say the colour name for each one in unison.</p>		

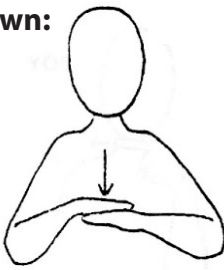
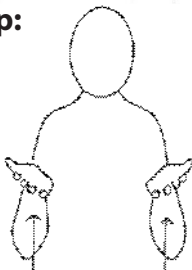
Time	Activity Steps	Notes	Evaluation and Next Steps
5 mins	<p><b>Children to be sitting where they can all see the colour splat symbols on the wall. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to start by pointing to each of the colour splat symbol cards on the wall, one by one, saying their name loudly and clearly for children to copy. For example, teacher points to the red colour splat and says "red", children say "red".</p> <p>Teacher to then point to random colour splat symbols cards (without saying anything) for the children to call out their names e.g. teacher points to the blue colour splat and children say "blue".</p> <p>Introduce children to the song "I Can Sing A Rainbow!" by singing the lyrics, pointing to the colour splat symbols on the wall in order as they appear in the song and modelling the actions for the end of the song (see Songs document). Then sing again, encouraging the children and any other adults in the room to join in!</p> <p>If the children have become restless, finish here. If not then break down the song into manageable chunks e.g. "Red and yellow, and pink and green" and "Orange and purple and blue", speak each phrase clearly and get the children to copy until they can say it clearly. Finish by getting everyone to sing the song one last time with actions!</p>	<p>When directing children to sit down or stand up, consistently use the phrases "sit down"/ "everybody sit down"/ "stand up" or "everybody stand up" together with these signs:</p> <p><b>Sit down:</b></p>  <p><b>Stand up:</b></p>  <p>It always helps for the teacher to count down from 3 (using fingers too) before starting a song!</p>	

Time	Activity Steps	Notes	Evaluation and Next Steps
10 mins	<p><b>Children to be standing in a space in front of the teacher. Make sure all children are standing sensibly with enough space before starting.</b></p> <p>Play "Simon Says".</p> <p>Children must copy the teacher when they hear "Simon says" before the instruction but if they don't hear "Simon says" they must stay still. For example:</p> <p>When the teacher says "Simon says, touch your head" whilst touching their head, the children should touch their head and when the teacher says "touch your knees" whilst touching their knees, the children should stay standing still. If a child touches their knees they are out and must sit down. The winner is the last child standing.</p> <p>Play the game again if there is time!</p> <p><b>Call children's names one by one to leave the lesson e.g. "Goodbye Ali, goodbye George, goodbye Sherin". Choose children who are sitting and waiting sensibly.</b></p>	See Games document for other ideas for Simon Says.	

<b>LESSON PLAN</b>			<b>Age:</b> 8 – 13
<b>Subject area:</b> English as an additional language.			<b>Level:</b> Beginner
<b>Unit:</b> 6b			<b>Class size:</b> Works best with around 20 children but can be adapted for smaller and much larger numbers of children (see notes).
<b>Lesson unit:</b> 6 of 8	<b>Lesson number:</b> 2 of 4	<b>Lesson duration:</b> 30 minutes	
<b>Learning goals:</b> By the end of the unit... <ul style="list-style-type: none"> <li>Children will know the English names of 9 colours (Red, Yellow, Pink, Green, Purple, Orange, Blue, Black and White).</li> </ul>			
<b>Key Vocabulary:</b>  Red, Yellow, Pink, Green, Purple, Orange, Blue, Brown, Black, Grey, White	<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>Colour splat symbol cards (one set to be used as flashcards and another set on the wall in the order of the "I Can Sing A Rainbow!" song).</li> <li>"I Can Sing A Rainbow!" song lyrics (see Songs document).</li> <li>About 12 different items whose names were learnt in unit 5b (Pens, Pencils, Scissors, Paper, Paint, Paintbrush etc) in the colours red, yellow, pink, green, orange, purple, blue and brown e.g. a blue pair of scissors, a yellow pencil, an orange piece of paper, an orange paintbrush etc (the colour of each item needs to be obvious) in a small box that has an easy to open (preferably hinged) lid.</li> </ul>		<b>Adults Needed:</b> 1 teacher and 1 assistant.

Time	Activity Steps	Notes	Evaluation and Next Steps
1 min	<p><b>Children to be sitting in a circle. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to begin by saying their own name whilst clapping their hands for each syllable e.g. Hannah (clap once whilst saying "Han", clap once whilst saying "nah"). All children to then copy.</p> <p>Teacher to then say the name of the child next to them whilst clapping their hands for each syllable for all of the children to then copy.</p> <p>Repeat this for the next child and so on until all children's names have been said. Include adult helpers who are in the room too!</p>	<p>This activity will take longer if trying for the first time but is a great way for the teacher to learn the children's names, for the children to learn each other's names and for each of the children to feel welcome and part of the group. This is especially the case for when there are new children in the group. If you are working with a constantly changing group of children it is a nice way to start off every lesson.</p> <p>If the group of children does not change often and they become more confident, try getting each child to say their own name (whilst clapping their hands for each syllable) for the rest of the children to copy! This is much slower than if the teacher leads so allow extra time!</p>	<p>Use this section to help you to reflect upon the lesson and think of ways to improve future lessons. Think about:</p> <p>What went well? Why? What was the children's overall behaviour like? Why? What did the children find too easy or too difficult? At the end of the unit: Have the children reached the learning goals? What steps can you take to improve/what can you do differently next time or in the next lesson?</p>

Time	Activity Steps	Notes	Evaluation and Next Steps
1 min	<p>Teacher say the word “colours” loudly and clearly whilst clapping their hands for each syllable. Children to copy. Teacher to point in the direction of the colour splats on the wall and say “colours” loudly and clearly again.</p> <p>Teacher to point to each of the colours on the wall, one by one, saying their name loudly and clearly for children to copy. For example, teacher points to the red colour splat and says “red”, children say “red”.</p>	<p>This is just a quick reminder of the different colour names that the children will be learning in this unit so rather than getting all of the children to move out of the circle to see the colours on the wall, simply direct children to turn their heads/ bodies so they can see the colour splats.</p>	
1 min	<p>Teacher to have red, yellow, pink, green, purple, orange, blue and brown colour splat symbol cards in their lap. Teacher to hold them up, one by one, saying their name loudly and clearly for children to copy. For example, teacher holds up the red colour splat and says “red”, children say “red”. Repeat with remaining colour splats.</p> <p>Teacher to then hold up each one without saying anything to see if children can remember the colour name. For example, teacher holds up the red colour splat and the children say “red”. Do this a few times, holding up the colour splats in a random order until children can say the colour name for each one in unison.</p>	<p>Children find it easier to learn a few new words at a time. The vocabulary in this unit is broken down into smaller sections to introduce in each lesson.</p>	
5 mins	<p>Teacher to place different coloured items in the centre of the circle, saying the colour and name of each item for children to copy as each item is placed on the floor. For example, teacher places a pink pencil on the floor and says “pink pencil” then children say “pink pencil”.</p> <p>Teacher to choose a child who is sitting sensibly (it helps to start with an older or more able child), say their name followed by “Please can I have a red pen?” (for example). This child to stand up and find a red pen, pick it up and give it to the teacher who then puts in back in the box. Teacher to say “Thank you”.</p> <p>Repeat with different children, asking them to find different coloured items, until all items are back in the box.</p>	<p>Model “good sitting” before starting (and throughout) to indicate you will be choosing children who are sitting sensibly and waiting for their turn.</p>	

Time	Activity Steps	Notes	Evaluation and Next Steps
4 mins	<p>Teacher to say "Stand up if you are wearing red". Children who are wearing red to stand up. Teacher to check that all children who are standing are wearing red! Direct these children to sit down.</p> <p>Repeat with colours yellow, pink, green, purple, orange, blue and brown!</p>		
1 min	<p>Teacher to hold up each of the red, yellow, pink, green, purple, orange, blue and brown colour splat symbol cards, one by one, without saying anything to see if children can remember the colour name. For example, teacher holds up the red colour splat and the children say "red". Do this a few times, holding up the colour splats in a random order until children can say the colour name for each one in unison.</p>		
5 mins	<p><b>Children to be sitting where they can all see the colour splat symbols on the wall. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to start by pointing to each of the colour splat symbol cards on the wall, one by one, saying their name loudly and clearly for children to copy. For example, teacher points to the red colour splat and says "red", children say "red".</p> <p>Teacher to then point to random colour splat symbols cards (without saying anything) for the children to call out their names e.g. teacher points to the blue colour splat and children say "blue".</p> <p>Everyone to sing "I Can Sing A Rainbow!" (with actions) whilst teacher points to the colour splat symbols on the wall in order as they appear in the song. Then sing again, encouraging the children and any other adults in the room to join in!</p> <p>If the children have become restless, finish here. If not then break down the song into manageable chunks e.g. "Red and yellow, and pink and green" and "Orange and purple and blue", speak each phrase clearly and get the children to copy until they can say it clearly. Finish by getting everyone to sing the song one last time with actions!</p>	<p>See Songs document for other notes and ideas for "I Can Sing A Rainbow!"</p> <p>When directing children to sit down or stand up, consistently use the phrases "sit down"/"everybody sit down"/"stand up" or "everybody stand up" together with these signs:</p> <p><b>Sit down:</b></p>  <p><b>Stand up:</b></p>  <p>It always helps for the teacher to count down from 3 (using fingers too) before starting a song!</p>	

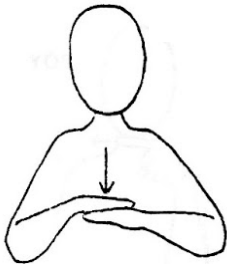
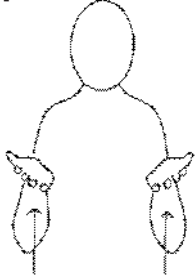
Time	Activity Steps	Notes	Evaluation and Next Steps
12 mins	<p><b>Children to be standing in a space in front of the teacher. Make sure all children are standing sensibly with enough space before starting.</b></p> <p>Play "Simon Says".</p> <p>Children must copy the teacher when they hear "Simon says" before the instruction but if they don't hear "Simon says" they must stay still. For example:</p> <p>When the teacher says "Simon says, touch your head" whilst touching their head, the children should touch their head and when the teacher says "touch your knees" whilst touching their knees, the children should stay standing still. If a child touches their knees they are out and must sit down. The winner is the last child standing.</p> <p>Play the game again if there is time!</p> <p><b>Call children's names one by one to leave the lesson e.g. "Goodbye Ali, goodbye George, goodbye Sherin". Choose children who are sitting and waiting sensibly.</b></p>	<p>If the group of children are confident in playing "Simon Says" try adding colour names in e.g. "Simon says, sit down if you are wearing red". This is quite challenging so may need some practice!</p> <p>See Games document for other ideas for Simon Says.</p>	

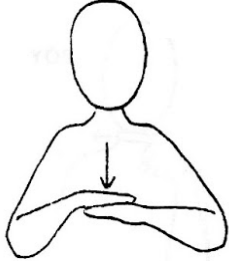
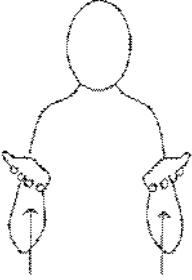
<b>LESSON PLAN</b>			<b>Age:</b> 8 – 13
<b>Subject area:</b> English as an additional language. <b>Unit:</b> 6b			<b>Level:</b> Beginner
<b>Class size:</b> Works best with around 20 children but can be adapted for smaller and much larger numbers of children (see notes).			
<b>Lesson unit:</b> 6 of 8	<b>Lesson number:</b> 3 of 4	<b>Lesson duration:</b> 30 minutes	
<b>Learning goals:</b> By the end of the unit... <ul style="list-style-type: none"> <li>Children will know the English names of 9 colours (Red, Yellow, Pink, Green, Purple, Orange, Blue, Black and White).</li> </ul>			
<b>Key Vocabulary:</b>  Red, Yellow, Pink, Green, Purple, Orange, Blue, Brown, Black, Grey, White	<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>Colour splat symbol cards (one set to be used as flashcards and another set on the wall in the order of the "I Can Sing A Rainbow!" song).</li> <li>"I Can Sing A Rainbow!" song lyrics (see Songs document).</li> <li>About 12 different items whose names were learnt in unit 5b (Pens, Pencils, Scissors, Paper, Paint, Paintbrush etc) in the colours red, yellow, pink, green, orange, purple, blue, brown, black, grey and white e.g. a blue pair of scissors, a yellow pencil, an orange piece of paper, an orange paintbrush etc (the colour of each item needs to be obvious) in a small box that has an easy to open (preferably hinged) lid.</li> <li>Numbers 0 to 20 displayed on the wall in order, in one long line (a number line).</li> <li>Whiteboard (on the wall for the teacher) and 3 different coloured whiteboard pens (black, red, green or similar alternatives).</li> </ul>		<b>Adults Needed:</b> 1 teacher and 1 assistant.

Time	Activity Steps	Notes	Evaluation and Next Steps
1 min	<p><b>Children to be sitting in a circle. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to begin by saying their own name whilst clapping their hands for each syllable e.g. Hannah (clap once whilst saying "Han", clap once whilst saying "nah"). All children to then copy.</p> <p>Teacher to then say the name of the child next to them whilst clapping their hands for each syllable for all of the children to then copy.</p> <p>Repeat this for the next child and so on until all children's names have been said. Include adult helpers who are in the room too!</p>	<p>This activity will take longer if trying for the first time but is a great way for the teacher to learn the children's names, for the children to learn each other's names and for each of the children to feel welcome and part of the group. This is especially the case for when there are new children in the group. If you are working with a constantly changing group of children it is a nice way to start off every lesson.</p> <p>If the group of children does not change often and they become more confident, try getting each child to say their own name (whilst clapping their hands for each syllable) for the rest of the children to copy! This is much slower than if the teacher leads so allow extra time!</p>	<p>Use this section to help you to reflect upon the lesson and think of ways to improve future lessons. Think about:</p> <p>What went well? Why?</p> <p>What was the children's overall behaviour like? Why?</p> <p>What did the children find too easy or too difficult?</p> <p>At the end of the unit: Have the children reached the learning goals?</p> <p>What steps can you take to improve/what can you do differently next time or in the next lesson?</p>

Time	Activity Steps	Notes	Evaluation and Next Steps
1 min	<p>Teacher say the word “colours” loudly and clearly whilst clapping their hands for each syllable. Children to copy. Teacher to point in the direction of the colour splats on the wall and say “colours” loudly and clearly again.</p> <p>Teacher to point to each of the colours on the wall, one by one, saying their name loudly and clearly for children to copy. For example, teacher points to the red colour splat and says “red”, children say “red”.</p>	<p>This is just a quick reminder of the different colour names that the children will be learning in this unit so rather than getting all of the children to move out of the circle to see the colours on the wall, simply direct children to turn their heads/ bodies so they can see the colour splats.</p>	
1 min	<p>Teacher to have all colour splat symbol cards in their lap. Teacher to hold them up, one by one, saying their name loudly and clearly for children to copy. For example, teacher holds up the red colour splat and says “red”, children say “red”. Repeat with remaining colour splats.</p> <p>Teacher to then hold up each one without saying anything to see if children can remember the colour name. For example, teacher holds up the red colour splat and the children say “red”. Do this a few times, holding up the colour splats in a random order until children can say the colour name for each one in unison.</p> <p>Teacher to choose individual children to have a turn at saying the colour name e.g. Teacher says name of a child and then holds up the black colour splat. Child to say “black” whilst all other children remain silent and waiting for their turn.</p>		

Time	Activity Steps	Notes	Evaluation and Next Steps
6 mins	<p>Teacher to place different coloured items in the centre of the circle, saying the colour and name of each item for children to copy as each item is placed on the floor. For example, teacher places a pink pencil on the floor and says "pink pencil" then children say "pink pencil".</p> <p>Teacher to choose a child who is sitting sensibly (it helps to start with an older or more able child), say their name followed by "Please can I have a red pen?" (for example). This child to stand up and find a red pen, pick it up and give it to the teacher who then puts in back in the box. Teacher to say "Thank you".</p> <p>Repeat with different children, asking them to find different coloured items, until all items are back in the box.</p>	<p>Model "good sitting" before starting (and throughout) to indicate you will be choosing children who are sitting sensibly and waiting for their turn.</p>	
4 min	<p>Teacher to say "Stand up if you are wearing red". Children who are wearing red to stand up. Teacher to check that all children who are standing are wearing red! Direct these children to sit down.</p> <p>Repeat with all colours taught in this unit.</p>		
1 min	<p>Teacher to hold up each of the colour splat symbol cards, one by one, without saying anything to see if children can remember the colour name. For example, teacher holds up the red colour splat and the children say "red". Do this a few times, holding up the colour splats in a random order until children can say the colour name for each one in unison.</p>		

Time	Activity Steps	Notes	Evaluation and Next Steps
5 mins	<p><b>Children to be sitting where they can all see the colour splat symbols on the wall. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to start by pointing to each of the colour splat symbol cards on the wall, one by one, saying their name loudly and clearly for children to copy. For example, teacher points to the red colour splat and says "red", children say "red".</p> <p>Teacher to then point to random colour splat symbols cards (without saying anything) for the children to call out their names e.g. teacher points to the blue colour splat and children say "blue".</p> <p>Everyone to sing "I Can Sing A Rainbow!" (with actions) whilst teacher points to the colour splat symbols on the wall in order as they appear in the song. Then sing again, encouraging the children and any other adults in the room to join in!</p>	<p>See Songs document for other notes and ideas for "I Can Sing A Rainbow!"</p> <p>When directing children to sit down or stand up, consistently use the phrases "sit down"/"everybody sit down"/"stand up" or "everybody stand up" together with these signs:</p> <p><b>Sit down:</b></p>  <p><b>Stand up:</b></p>  <p>It always helps for the teacher to count down from 3 (using fingers too) before starting a song!</p>	
1 min	<p><b>Children to be sitting so that they can all see the number line on the wall. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to point to the numbers (starting at 0) for the children to call out, one by one. Repeat starting at 20 and counting backwards. Correct pronunciation if needed.</p> <p>Teacher to then point to random numbers for the children to call out.</p>		

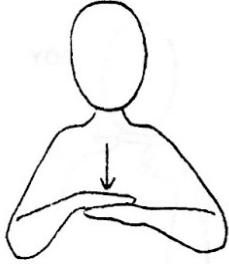
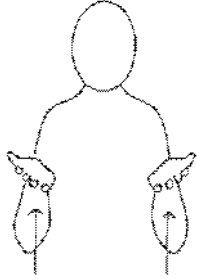
Time	Activity Steps	Notes	Evaluation and Next Steps
10 mins	<p><b>Split children into 2 teams of the same size. Each team to be sitting on either side of the whiteboard, so that all children can see the whiteboard.</b></p> <p>Play Number splat! Teacher to write numbers 0 to 20 on the whiteboard (in random spaces) with the black pen. Children to call out each number as it is written.</p> <p>Teacher to then point to each number (in random order) for children to call out.</p> <p>One team of children is the green team (they will use the green pen) and the other team is the red team (they will use the red pen).</p> <p>Choose 2 children of similar ability, one from each team, to have the first go! Both children to stand in front of the board with the correct colour pen for their team.</p> <p>Teacher to call out a number from the board. The first child to circle that number wins a point for their team!</p> <p>Repeat until all the numbers have been circled/all children have had a turn (add more numbers if needed).</p> <p>Keep a tally of points for each team on one of the corners of the boards. The team with the most points wins!</p> <p><b>Call children's names one by one to leave the lesson e.g. "Goodbye Ali, goodbye George, goodbye Sherin". Choose children who are sitting and waiting sensibly.</b></p>	<p>See Games document for other ideas for Number Splat.</p> <p>When directing children to sit down or stand up, consistently use the phrases "sit down"/"everybody sit down"/"stand up" or "everybody stand up" together with these signs:</p> <p><b>Sit down:</b></p>  <p><b>Stand up:</b></p> 	

<b>LESSON PLAN</b>			<b>Age:</b> 8 – 13
<b>Subject area:</b> English as an additional language.			<b>Level:</b> Beginner
<b>Unit:</b> 6b			<b>Class size:</b> Works best with around 20 children but can be adapted for smaller and much larger numbers of children (see notes).
<b>Lesson unit:</b> 6 of 8	<b>Lesson number:</b> 4 of 4	<b>Lesson duration:</b> 30 minutes	
<b>Learning goals:</b> By the end of the unit... <ul style="list-style-type: none"> <li>Children will know the English names of 9 colours (Red, Yellow, Pink, Green, Purple, Orange, Blue, Black and White).</li> </ul>			
<b>Key Vocabulary:</b>  Red, Yellow, Pink, Green, Purple, Orange, Blue, Brown, Black, Grey, White	<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>Colour splat symbol cards (one set to be used as flashcards and another set on the wall in the order of the "I Can Sing A Rainbow!" song).</li> <li>"I Can Sing A Rainbow!" song lyrics (see Songs document).</li> <li>A soft ball.</li> <li>Whiteboard (on the wall for the teacher) and a whiteboard pen (or similar alternatives).</li> <li>Individual blackboards and chalk/whiteboards and pens for the children (to have one each).</li> <li>Colours Bingo teacher's colours and tin (or small box/hat etc).</li> <li>Colours Bingo cards and pens for each child.</li> </ul>		<b>Adults Needed:</b> 1 teacher and 1 assistant.

Time	Activity Steps	Notes	Evaluation and Next Steps
1 min	<p><b>Children to be sitting in a circle. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to begin by saying their own name whilst clapping their hands for each syllable e.g. Hannah (clap once whilst saying "Han", clap once whilst saying "nah"). All children to then copy.</p> <p>Teacher to then say the name of the child next to them whilst clapping their hands for each syllable for all of the children to then copy.</p> <p>Repeat this for the next child and so on until all children's names have been said. Include adult helpers who are in the room too!</p>	<p>This activity will take longer if trying for the first time but is a great way for the teacher to learn the children's names, for the children to learn each other's names and for each of the children to feel welcome and part of the group. This is especially the case for when there are new children in the group. If you are working with a constantly changing group of children it is a nice way to start off every lesson.</p> <p>If the group of children does not change often and they become more confident, try getting each child to say their own name (whilst clapping their hands for each syllable) for the rest of the children to copy! This is much slower than if the teacher leads so allow extra time!</p>	<p>Use this section to help you to reflect upon the lesson and think of ways to improve future lessons. Think about:</p> <p>What went well? Why? What was the children's overall behaviour like? Why? What did the children find too easy or too difficult? At the end of the unit: Have the children reached the learning goals? What steps can you take to improve/what can you do differently next time or in the next lesson?</p>

Time	Activity Steps	Notes	Evaluation and Next Steps
30 secs	<p>Teacher say the word “colours” loudly and clearly whilst clapping their hands for each syllable. Children to copy. Teacher to point in the direction of the colour splats on the wall and say “colours” loudly and clearly again.</p> <p>Teacher to point to each of the colours on the wall, one by one, saying their name loudly and clearly for children to copy. For example, teacher points to the red colour splat and says “red”, children say “red”.</p>	<p>This is just a quick reminder of the different colour names that the children will be learning in this unit so rather than getting all of the children to move out of the circle to see the colours on the wall, simply direct children to turn their heads/bodies so they can see the colour splats.</p>	
1 min	<p>Teacher to have all colour splat symbol cards in their lap. Teacher to hold them up, one by one, without saying anything to see if children can remember the colour name. For example, teacher holds up the red colour splat and the children say “red”. Do this a few times, holding up the colour splats in a random order until children can say the colour name for each one in unison.</p> <p>Teacher to choose individual children to have a turn at saying the colour name e.g. Teacher says name of a child and then holds up the black colour splat. Child to say “black” whilst all other children remain silent and waiting for their turn.</p>		
4 mins	<p>Teacher to say “Stand up if you are wearing red”. Children who are wearing red to stand up. Teacher to check that all children who are standing are wearing red! Direct these children to sit down.</p> <p>Repeat with all colours taught in this unit.</p>		

Time	Activity Steps	Notes	Evaluation and Next Steps
4 mins	<p>Children to be standing in a circle. Make sure all children are standing sensibly with enough space before starting.</p> <p>Teacher to have ball and say “red” before throwing the ball to a child in the circle and sitting down. This child to catch ball and say any other colour e.g. “blue” before throwing the ball to another child in the circle and sitting down. Continue until all children are sitting down.</p> <p>Encourage children to use all of the colour names taught (point to colour splat symbols on the wall if needed).</p>	<p>Model “good standing” before starting (and throughout).</p>	
9 mins	<p><b>Children to be sitting where they can all see the whiteboard on the wall. Hand out blackboards and chalk for every child. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to write “red” on the whiteboard slowly using lower case letters. Make sure all children are watching this. Children to then copy this word onto their board (leaving space for the remaining colour names). Repeat with other colour names until all children have “red, yellow, pink, green, purple, orange blue, brown, black, grey, white” written on their boards.</p> <p>Teacher, assistant and any other adults in the room to support less able children.</p> <p>Once children have finished, encourage them to “read” what they have written. Teacher to gain children’s attention and model pointing to each word on the whiteboard whilst reading it aloud. Then encourage children to do the same with their boards. Choose a few confident children to show and read their writing to the class.</p> <p><b>Clear away blackboards and chalk.</b></p>	<p>Children will finish at different speeds and there will most likely be a huge range in ability. Speedy writers can write the letters of the alphabet on the back of their board. Less able children may find it helpful if the teacher or assistant writes each word to be copied onto their individual board for them to copy underneath.</p> <p>Praise all attempts – some children may have never learned to write and for others it may be the first time they are writing using the English alphabet.</p>	

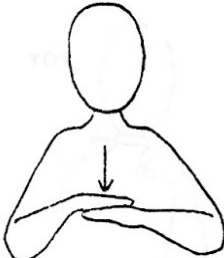
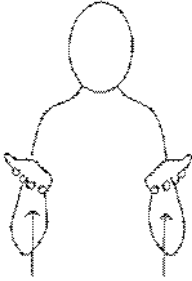
Time	Activity Steps	Notes	Evaluation and Next Steps
3 mins	<p><b>Children to be sitting where they can all see the colour splat symbols on the wall. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to start by pointing to each of the colour splat symbol cards on the wall, one by one, saying their name loudly and clearly for children to copy. For example, teacher points to the red colour splat and says "red", children say "red".</p> <p>Teacher to then point to random colour splat symbols cards (without saying anything) for the children to call out their names e.g. teacher points to the blue colour splat and children say "blue". Everyone to sing "I Can Sing A Rainbow!" (with actions) whilst teacher points to the colour splat symbols on the wall in order as they appear in the song. Then sing again, encouraging the children and any other adults in the room to join in!</p>	<p>See Songs document for other notes and ideas for "I Can Sing A Rainbow!"</p> <p>When directing children to sit down or stand up, consistently use the phrases "sit down"/"everybody sit down"/"stand up" or "everybody stand up" together with these signs:</p> <p><b>Sit down:</b></p>  <p><b>Stand up:</b></p> 	

Time	Activity Steps	Notes	Evaluation and Next Steps
8 mins	<p><b>Children to be sitting where they can all see the whiteboard on the wall. Hand out bingo cards and pens for every child. Make sure all children are sitting sensibly with their legs crossed before starting. Play Colours Bingo!</b></p> <p>Teacher to pull a colour out of the tin, call out the colour name and then write it on the whiteboard. Children to check if they have this colour on their bingo card and draw a cross over the colour if so. The winners are the first 2 children to have all of their colours crossed out on their bingo cards! Teacher to check that all the winner's colours are on the board.</p> <p>Children to clean their bingo cards. Teacher to collect bingo cards, assistant to collect pens.</p> <p>Call children's names one by one to leave the lesson e.g. "Goodbye Ali, goodbye George, goodbye Sherin". Choose children who are sitting and waiting sensibly.</p>	See Games document for other ideas and notes for Bingo.	

<b>LESSON PLAN</b>			<b>Age:</b> 8 – 13
<b>Subject area:</b> English as an additional language. <b>Unit:</b> 7b			<b>Level:</b> Beginner
<b>Lesson unit:</b> 7 of 8			<b>Class size:</b> Works best with around 20 children but can be adapted for smaller and much larger numbers of children (see notes).
<b>Lesson number:</b> 1 of 4	<b>Lesson duration:</b> 25 minutes		
<b>Learning goals:</b> By the end of the unit... <ul style="list-style-type: none"> <li>Children will know the days of the week and the months of the year in English.</li> </ul>			
<b>Key Vocabulary:</b> Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday Today, Tomorrow, Yesterday	<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>Days of the week symbol cards displayed on the wall (in the correct order, starting from Monday) with symbol cards for Today, Tomorrow and Yesterday.</li> <li>“The Days Of The Week!” song lyrics (see Songs document).</li> </ul>		<b>Adults Needed:</b> 1 teacher and 1 assistant.

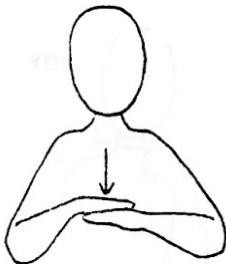
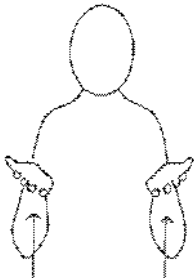
Time	Activity Steps	Notes	Evaluation and Next Steps
4 min	<p><b>Children to be sitting where they can all see the days of the week symbols on the wall. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to point to the symbol card for Monday and say “Monday” loudly and clearly. Children to say “Monday”. Repeat for the remaining days of the week and Today, Tomorrow and Yesterday. Teacher to point to the symbol card for Monday without saying anything. Children to say “Monday”. Repeat for the remaining days of the week and Today, Tomorrow and Yesterday. Correct pronunciation where needed. Teacher to point to symbol cards in a random order for children to call out the days of the week and Today, Tomorrow and Yesterday. Then teacher to point to the symbol card for Today and say “Today is...” and children to say “Monday” (or whichever day of the week it is). Teacher to then say “Today is Monday” for the children to copy in unison. Teacher to point to the symbol card for Tomorrow and say “Tomorrow is...” and children to say “Tuesday” (or whichever day of the week it will be). Teacher to then say “Tomorrow is Tuesday” for the children to copy in unison. Teacher to point to the symbol card for Yesterday and say “Yesterday was...” and children to say “Sunday” (or whichever day of the week it was). Teacher to then say “Yesterday was Sunday” for the children to copy in unison. Finally Teacher and children to say the days of the week together (in order) whilst the teacher points at the symbol cards.</p>	<p>If you know the words for the days of the week in the children’s first languages, help the children to make the connection by saying “Monday” followed by the word for Monday in their language/ languages. Repeat for Tuesday, the remaining days of the week and Today, Tomorrow and Yesterday.</p>	<p>Use this section to help you to reflect upon the lesson and think of ways to improve future lessons. Think about:</p> <p>What went well? Why?</p> <p>What was the children’s overall behaviour like? Why?</p> <p>What did the children find too easy or too difficult?</p> <p>At the end of the unit: Have the children reached the learning goals?</p> <p>What steps can you take to improve/what can you do differently next time or in the next lesson?</p>

Time	Activity Steps	Notes	Evaluation and Next Steps
5 mins	<p><b>Children to be standing in a circle. Make sure all children are standing sensibly with enough space before starting.</b></p> <p>Teacher to say "Monday", child next to teacher says "Tuesday", the next child says "Wednesday", the next child says "Thursday", the next child says "Friday", the next child says "Saturday", the next child says "Sunday" and then the next child would start again with "Monday". Continue until every child in the circle has taken part!</p> <p>Some of the children will need help at first but after some practise the pace will increase.</p>	<p>As this is the first time that the children have been introduced to the days of the week it may be helpful to repeat this activity a couple of times until the pace increases slightly.</p>	
5 mins	<p><b>Children to be sitting where they can all see the days of the week symbols on the wall. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Introduce children to the song "The Days Of The Week!" by singing the lyrics, pointing to the days of the week symbols on the wall in order as they appear in the song and modelling when to click your fingers! Then sing again, encouraging the children and any other adults in the room to join in!</p> <p>Break down the song into manageable chunks e.g. "the days of the week" and "there's Monday and there's Tuesday", speak each phrase clearly and get the children to copy until they can say it clearly. Finish by getting everyone to sing the song one last time!</p>	<p>It always helps for the teacher to count down from 3 (using fingers too) before starting a song!</p> <p>See Songs document.</p>	

Time	Activity Steps	Notes	Evaluation and Next Steps
1 min	<p>Teacher to point to the symbol card for Monday and say “Monday” loudly and clearly. Children to say “Monday”. Repeat for the remaining days of the week and Today, Tomorrow and Yesterday.</p> <p>Teacher to point to the symbol card for Monday without saying anything. Children to say “Monday”. Repeat for the remaining days of the week and Today, Tomorrow and Yesterday. Correct pronunciation where needed.</p>		
10 mins	<p><b>Children to be standing in a space in front of the teacher. Make sure all children are standing sensibly with enough space before starting.</b></p> <p>Play “Simon Says”.</p> <p>Children must copy the teacher when they hear “Simon says” before the instruction but if they don’t hear “Simon says” they must stay still. For example:</p> <p>When the teacher says “Simon says, touch your head” whilst touching their head, the children should touch their head and when the teacher says “touch your knees” whilst touching their knees, the children should stay standing still. If a child touches their knees they are out and must sit down. The winner is the last child standing.</p> <p>Play the game again if there is time!</p> <p><b>Call children’s names one by one to leave the lesson e.g. “Goodbye Ali, goodbye George, goodbye Sherin”. Choose children who are sitting and waiting sensibly.</b></p>	<p>See Games document for other ideas for Simon Says.</p> <p>When directing children to sit down or stand up, consistently use the phrases “sit down”/“everybody sit down”/“stand up” or “everybody stand up” together with these signs:</p> <p><b>Sit down:</b></p>  <p><b>Stand up:</b></p> 	

<b>LESSON PLAN</b>			<b>Age:</b> 8 – 13
<b>Subject area:</b> English as an additional language.			<b>Level:</b> Beginner
<b>Unit:</b> 7b			<b>Class size:</b> Works best with around 20 children but can be adapted for smaller and much larger numbers of children (see notes).
<b>Lesson unit:</b> 7 of 8	<b>Lesson number:</b> 2 of 4	<b>Lesson duration:</b> 25 minutes	
<b>Learning goals:</b> By the end of the unit... • Children will know the days of the week and the months of the year in English.			
<b>Key Vocabulary:</b> January, February, March, April, May, June, July, August, September, October, November, December	<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>• Months of the year symbol cards displayed on the wall (in the correct order).</li> <li>• Days of the week symbol cards displayed on the wall (in the correct order, starting from Monday) with symbol cards for Today, Tomorrow and Yesterday.</li> <li>• “These Are The Months Of The Year!” song lyrics (see Songs document).</li> <li>• Whiteboard (on the wall for the teacher) and a whiteboard pen (or similar alternatives).</li> <li>• Days and Months Bingo teacher’s cards and tin (or small box/hat etc).</li> <li>• Days and Months Bingo cards and pens for each child.</li> </ul>		<b>Adults Needed:</b> 1 teacher and 1 assistant.

Time	Activity Steps	Notes	Evaluation and Next Steps
4 min	<p><b>Children to be sitting where they can all see the days of the week symbols on the wall. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to point to the symbol card for January and say “January” loudly and clearly. Children to say “January”. Repeat for the remaining months of the year.</p> <p>Teacher to point to the symbol card for January without saying anything. Children to say “January”. Repeat for the remaining months of the year. Correct pronunciation where needed.</p> <p>Teacher to point to symbol cards in a random order for children to call out the months of the year.</p> <p>Teacher to choose individual children to have a turn at saying different months of the year. For example: Teacher says name of a child and then points to October. Child to say “October” whilst all other children remain silent and waiting for their turn.</p> <p>Finally Teacher and children to say the months of the year together (in order) whilst the teacher points at the symbol cards.</p>	<p>If you know the words for the months of the year in the children’s first languages, help the children to make the connection by saying “January” followed by the word for January in their language/ languages. Repeat for February and the remaining months of the year.</p>	<p>Use this section to help you to reflect upon the lesson and think of ways to improve future lessons. Think about:</p> <p>What went well? Why? What was the children’s overall behaviour like? Why? What did the children find too easy or too difficult? At the end of the unit: Have the children reached the learning goals? What steps can you take to improve/what can you do differently next time or in the next lesson?</p>

Time	Activity Steps	Notes	Evaluation and Next Steps
5 min	<p><b>Children to be standing in a circle. Make sure all children are standing sensibly with enough space before starting.</b></p> <p>Teacher to say "January", child next to teacher says "February", the next child says "March" and so on until all months of the year have been said, then start again with "January". Continue until every child in the circle has taken part at least twice!</p> <p>Some of the children will need help at first but after some practise the pace will increase.</p>	<p>As this is the first time that the children have been introduced to the months of the year it may be helpful to repeat this activity a couple of times until the pace increases slightly.</p>	
1 min	<p><b>Children to be sitting where they can all see the days of the week and months of the year symbols on the wall. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to point to the symbol card for January and say "January" loudly and clearly. Children to say "January". Repeat for the remaining months of the year.</p> <p>Teacher to point to the symbol card for January without saying anything. Children to say "January". Repeat for the remaining months of the year. Correct pronunciation where needed.</p>	<p>When directing children to sit down or stand up, consistently use the phrases "sit down"/"everybody sit down"/"stand up" or "everybody stand up" together with these signs:</p> <p><b>Sit down:</b></p>  <p><b>Stand up:</b></p> 	

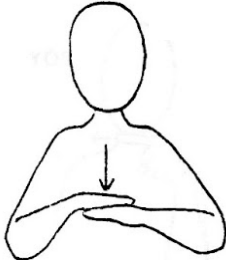
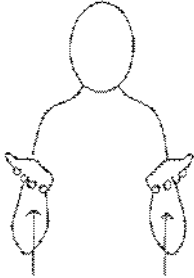
Time	Activity Steps	Notes	Evaluation and Next Steps
5 min	<p>Introduce children to the song "These Are The Months Of The Year!" by singing the lyrics and pointing to the months of the year symbols on the wall in order as they appear in the song! Then sing again, encouraging the children and any other adults in the room to join in! Break down the song into manageable chunks e.g. "January, February, March and April" and "these are the months", speak each phrase clearly and get the children to copy until they can say it clearly. Finish by getting everyone to sing the song one last time!</p>	<p>It always helps for the teacher to count down from 3 (using fingers too) before starting a song!</p> <p>See Songs document.</p>	
1 min	<p>Remind children of the days of the week: Teacher to point to the symbol card for Monday and say "Monday" loudly and clearly. Children to say "Monday". Repeat for the remaining days of the week and Today, Tomorrow and Yesterday.</p> <p>Teacher to point to the symbol card for Monday without saying anything. Children to say "Monday". Repeat for the remaining days of the week and Today, Tomorrow and Yesterday. Correct pronunciation where needed.</p>		
9 mins	<p><b>Children to be sitting where they can all see the whiteboard on the wall. Hand out bingo cards and pens for every child. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Play Days and Months Bingo!</p> <p>Teacher to pull a card out of the tin, call out the day/month and then write it on the whiteboard. Children to check if they have this day/month on their bingo card and draw a cross over it if so. The winners are the first 2 children to have all of their symbols crossed out on their bingo cards! Teacher to check that all the winner's days/months are on the board. Children to clean their bingo cards. Teacher to collect bingo cards, assistant to collect pens.</p> <p><b>Call children's names one by one to leave the lesson e.g. "Goodbye Ali, goodbye George, goodbye Sherin". Choose children who are sitting and waiting sensibly.</b></p>		

<b>LESSON PLAN</b>			<b>Age:</b> 8 – 13
<b>Subject area:</b> English as an additional language.			<b>Level:</b> Beginner
<b>Unit:</b> 7b			<b>Class size:</b> Works best with around 20 children but can be adapted for smaller and much larger numbers of children (see notes).
<b>Lesson unit:</b> 7 of 8	<b>Lesson number:</b> 3 of 4	<b>Lesson duration:</b> 30 minutes	
<b>Learning goals:</b> By the end of the unit... <ul style="list-style-type: none"> <li>• Children will know the days of the week and the months of the year in English.</li> </ul>			
<b>Key Vocabulary:</b>  Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday  Today, Tomorrow, Yesterday  January, February, March, April, May, June, July, August, September, October, November, December	<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>• Days of the week symbol cards displayed on the wall (in the correct order, starting from Monday) with symbol cards for Today, Tomorrow and Yesterday.</li> <li>• Months of the year symbol cards displayed on the wall (in the correct order).</li> <li>• “The Days Of The Week!” song lyrics (see Songs document).</li> <li>• “These Are The Months Of The Year!” song lyrics (see Songs document).</li> <li>• A soft ball.</li> <li>• Whiteboard (on the wall for the teacher) and a whiteboard pen (or similar alternatives).</li> <li>• Days and Months Bingo teacher’s cards and tin (or small box/ hat etc).</li> <li>• Days and Months Bingo cards and pens for each child.</li> </ul>		<b>Adults Needed:</b> 1 teacher and 1 assistant.

Time	Activity Steps	Notes	Evaluation and Next Steps
3 min	<p><b>Children to be sitting where they can all see the days of the week and months of the year symbols on the wall. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to point to the symbol card for Monday and say “Monday” loudly and clearly. Children to say “Monday”. Repeat for the remaining days of the week and Today, Tomorrow and Yesterday.</p> <p>Teacher to point to the symbol card for Monday without saying anything. Children to say “Monday”. Repeat for the remaining days of the week and Today, Tomorrow and Yesterday. Correct pronunciation where needed.</p> <p>Teacher to point to symbol cards in a random order for children to call out the days of the week and Today, Tomorrow and Yesterday.</p> <p>Then teacher to point to the symbol card for Today and say “Today is...” and children to say “Monday” (or whichever day of the week it is). Teacher to then say “Today is Monday” for the children to copy in unison.</p> <p>Teacher to point to the symbol card for Tomorrow and say “Tomorrow is...” and children to say “Tuesday” (or whichever day of the week it will be). Teacher to then say “Tomorrow is Tuesday” for the children to copy in unison.</p> <p>Teacher to point to the symbol card for Yesterday and say “Yesterday was...” and children to say “Sunday” (or whichever day of the week it was). Teacher to then say “Yesterday was Sunday” for the children to copy in unison.</p> <p>Finally Teacher and children to say the days of the week together (in order) whilst the teacher points at the symbol cards.</p>	<p>If some of the children in the group are confident enough with their days of the week, they can say the days of the week (whilst teacher pointing to symbol cards on the wall) aloud to the rest of the class, one child at a time.</p>	<p>Use this section to help you to reflect upon the lesson and think of ways to improve future lessons. Think about:</p> <p>What went well? Why?          What was the children’s overall behaviour like? Why?          What did the children find too easy or too difficult?          At the end of the unit: Have the children reached the learning goals?          What steps can you take to improve/what can you do differently next time or in the next lesson?</p>

Time	Activity Steps	Notes	Evaluation and Next Steps
3 mins	<p><b>Everyone to sing “The Days Of The Week!” whilst teacher points to the days of the week symbols on the wall in order as they appear in the song and modelling when to click your fingers! Then sing again, encouraging the children and any other adults in the room to join in!</b></p> <p>If needed:</p> <p>Break down the song into manageable chunks e.g. “the days of the week” and “there’s Monday and there’s Tuesday”, speak each phrase clearly and get the children to copy until they can say it clearly. Finish by getting everyone to sing the song one last time!</p>	<p>It always helps for the teacher to count down from 3 (using fingers too) before starting a song!</p> <p>See Songs document.</p>	
3 min	<p>Teacher to point to the symbol card for January and say “January” loudly and clearly. Children to say “January”. Repeat for the remaining months of the year.</p> <p>Teacher to point to the symbol card for January without saying anything. Children to say “January”. Repeat for the remaining months of the year. Correct pronunciation where needed.</p> <p>Teacher to point to symbol cards in a random order for children to call out the months of the year.</p> <p>Teacher to choose individual children to have a turn at saying different months of the year. For example: Teacher says name of a child and then points to October. Child to say “October” whilst all other children remain silent and waiting for their turn.</p> <p>Finally Teacher and children to say the months of the year together (in order) whilst the teacher points at the symbol cards.</p>	<p>If some of the children in the group are confident enough with their months of the year, they can say the months of the year (whilst teacher pointing to symbol cards on the wall) aloud to the rest of the class, one child at a time.</p>	

Time	Activity Steps	Notes	Evaluation and Next Steps
3 mins	<p>Everyone to sing the song “These Are The Months Of The Year!” whilst teacher points to the months of the year symbols on the wall in order as they appear in the song! Then sing again, encouraging the children and any other adults in the room to join in!</p> <p>If needed:</p> <p>Break down the song into manageable chunks e.g. “January, February, March and April” and “these are the months”; speak each phrase clearly and get the children to copy until they can say it clearly. Finish by getting everyone to sing the song one last time!</p>	<p>It always helps for the teacher to count down from 3 (using fingers too) before starting a song!</p> <p>See Songs document.</p>	
3 min	<p><b>Children to be standing in a circle. Make sure all children are standing sensibly with enough space before starting.</b></p> <p>Teacher to say “Monday”, child next to teacher says “Tuesday”, the next child says “Wednesday”, the next child says “Thursday”, the next child says “Friday”, the next child says “Saturday”, the next child says “Sunday” and then the next child would start again with “Monday”. Continue until every child in the circle has taken part!</p>		
5 mins	<p><b>Children to remain standing in a circle. Make sure all children are standing sensibly with enough space before starting.</b></p> <p>Teacher to have ball and say “January” before throwing the ball to a child in the circle and sitting down. This child to catch ball and say “February” before throwing the ball to another child in the circle and sitting down. This child to catch ball and say “March” before throwing the ball to another child in the circle and sitting down. Continue with each child saying the next month of the year (and starting again with January after December) until all children are sitting down.</p>		

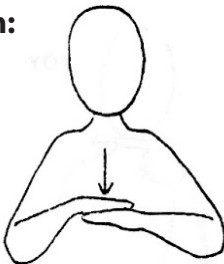
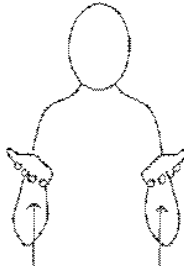
Time	Activity Steps	Notes	Evaluation and Next Steps
10 mins	<p><b>Children to be sitting where they can all see the whiteboard on the wall. Hand out bingo cards and pens for every child. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Play Days and Months Bingo!</p> <p>Teacher to pull a card out of the tin, call out the day/month and then write it on the whiteboard. Children to check if they have this day/month on their bingo card and draw a cross over it if so. The winners are the first 2 children to have all of their symbols crossed out on their bingo cards! Teacher to check that all the winner's days/months are on the board.</p> <p>Children to clean their bingo cards. Teacher to collect bingo cards, assistant to collect pens.</p> <p><b>Call children's names one by one to leave the lesson e.g. "Goodbye Ali, goodbye George, goodbye Sherin". Choose children who are sitting and waiting sensibly.</b></p>	<p>See Games document for other ideas and notes for Bingo.</p> <p>When directing children to sit down or stand up, consistently use the phrases "sit down"/"everybody sit down"/"stand up" or "everybody stand up" together with these signs:</p> <p><b>Sit down:</b></p>  <p><b>Stand up:</b></p> 	

<b>LESSON PLAN</b>			<b>Age:</b> 8 – 13
<b>Subject area:</b> English as an additional language.			<b>Level:</b> Beginner
<b>Unit:</b> 7b			<b>Class size:</b> Works best with around 20 children but can be adapted for smaller and much larger numbers of children (see notes).
<b>Lesson unit:</b> 7 of 8	<b>Lesson number:</b> 4 of 4	<b>Lesson duration:</b> 30 minutes	
<b>Learning goals:</b> By the end of the unit... <ul style="list-style-type: none"> <li>• Children will know the days of the week and the months of the year in English.</li> </ul>			
<b>Key Vocabulary:</b>  Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday  Today, Tomorrow, Yesterday  January, February, March, April, May, June, July, August, September, October, November, December	<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>• Days of the week symbol cards displayed on the wall (in the correct order, starting from Monday) with symbol cards for Today, Tomorrow and Yesterday.</li> <li>• Months of the year symbol cards displayed on the wall (in the correct order).</li> <li>• “The Days Of The Week!” song lyrics (see Songs document).</li> <li>• “These Are The Months Of The Year!” song lyrics (see Songs document).</li> <li>• A soft ball.</li> <li>• Whiteboard (on the wall for the teacher) and a whiteboard pen (or similar alternatives).</li> <li>• Days and Months Bingo teacher’s cards and tin (or small box/hat etc).</li> <li>• Days and Months Bingo cards and pens for each child.</li> </ul>		<b>Adults Needed:</b> 1 teacher and 1 assistant.

Time	Activity Steps	Notes	Evaluation and Next Steps
3 min	<p><b>Children to be sitting where they can all see the days of the week and months of the year symbols on the wall. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to point to the symbol card for Monday and say “Monday” loudly and clearly. Children to say “Monday”. Repeat for the remaining days of the week and Today, Tomorrow and Yesterday.</p> <p>Teacher to point to the symbol card for Monday without saying anything. Children to say “Monday”. Repeat for the remaining days of the week and Today, Tomorrow and Yesterday. Correct pronunciation where needed.</p> <p>Teacher to point to symbol cards in a random order for children to call out the days of the week and Today, Tomorrow and Yesterday.</p> <p>Then teacher to point to the symbol card for Today and say “Today is...” and children to say “Monday” (or whichever day of the week it is). Teacher to then say “Today is Monday” for the children to copy in unison.</p> <p>Teacher to point to the symbol card for Tomorrow and say “Tomorrow is...” and children to say “Tuesday” (or whichever day of the week it will be). Teacher to then say “Tomorrow is Tuesday” for the children to copy in unison.</p> <p>Teacher to point to the symbol card for Yesterday and say “Yesterday was...” and children to say “Sunday” (or whichever day of the week it was). Teacher to then say “Yesterday was Sunday” for the children to copy in unison.</p> <p>Finally Teacher and children to say the days of the week together (in order) whilst the teacher points at the symbol cards.</p>	<p>If some of the children in the group are confident enough with their days of the week, they can say the days of the week (whilst teacher pointing to symbol cards on the wall) aloud to the rest of the class, one child at a time.</p>	<p>Use this section to help you to reflect upon the lesson and think of ways to improve future lessons. Think about:</p> <p>What went well? Why?</p> <p>What was the children’s overall behaviour like? Why?</p> <p>What did the children find too easy or too difficult?</p> <p>At the end of the unit: Have the children reached the learning goals?</p> <p>What steps can you take to improve/what can you do differently next time or in the next lesson?</p>

Time	Activity Steps	Notes	Evaluation and Next Steps
3 min	<p>Everyone to sing "The Days Of The Week!" whilst teacher points to the days of the week symbols on the wall in order as they appear in the song and modelling when to click your fingers! Then sing again, encouraging the children and any other adults in the room to join in!</p> <p>If needed: Break down the song into manageable chunks e.g. "the days of the week" and "there's Monday and there's Tuesday", speak each phrase clearly and get the children to copy until they can say it clearly. Finish by getting everyone to sing the song one last time!</p>	<p>It always helps for the teacher to count down from 3 (using fingers too) before starting a song!</p> <p>See Songs document.</p>	
3 mins	<p>Teacher to point to the symbol card for January and say "January" loudly and clearly. Children to say "January". Repeat for the remaining months of the year.</p> <p>Teacher to point to the symbol card for January without saying anything. Children to say "January". Repeat for the remaining months of the year. Correct pronunciation where needed.</p> <p>Teacher to point to symbol cards in a random order for children to call out the months of the year.</p> <p>Teacher to choose individual children to have a turn at saying different months of the year. For example: Teacher says name of a child and then points to October. Child to say "October" whilst all other children remain silent and waiting for their turn.</p> <p>Finally Teacher and children to say the months of the year together (in order) whilst the teacher points at the symbol cards.</p>	<p>If some of the children in the group are confident enough with their months of the year, they can say the months of the year (whilst teacher pointing to symbol cards on the wall) aloud to the rest of the class, one child at a time.</p>	

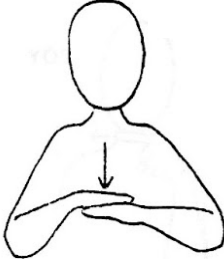
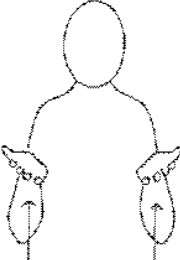
Time	Activity Steps	Notes	Evaluation and Next Steps
3 min	<p>Everyone to sing the song "These Are The Months Of The Year!" whilst teacher points to the months of the year symbols on the wall in order as they appear in the song! Then sing again, encouraging the children and any other adults in the room to join in!</p> <p>If needed:</p> <p>Break down the song into manageable chunks e.g. "January, February, March and April" and "these are the months", speak each phrase clearly and get the children to copy until they can say it clearly. Finish by getting everyone to sing the song one last time!</p>	<p>It always helps for the teacher to count down from 3 (using fingers too) before starting a song!</p> <p>See Songs document.</p>	
3 mins	<p><b>Children to be standing in a circle. Make sure all children are standing sensibly with enough space before starting.</b></p> <p>Teacher to have ball and say "Monday" before throwing the ball to a child in the circle and sitting down. This child to catch ball and say "Tuesday" before throwing the ball to another child in the circle and sitting down. This child to catch ball and say "Wednesday" before throwing the ball to another child in the circle and sitting down. Continue with each child saying the next day of the week (and starting again with Monday after Sunday) until all children are sitting down.</p>		

Time	Activity Steps	Notes	Evaluation and Next Steps
5 min	<p><b>Children to be standing in a circle. Make sure all children are standing sensibly with enough space before starting.</b></p> <p>Teacher to have ball and say “January” before throwing the ball to a child in the circle and sitting down. This child to catch ball and say “February” before throwing the ball to another child in the circle and sitting down. Continue with each child saying the next month of the year (and starting again with January after December) until all children are sitting down.</p> <p>If the group of children are quite confident, and all get on well, try making all children stand up and start again if someone makes a mistake or drops the ball! Can they get to the last child without anyone making a mistake?! Encourage a “come on, we can do this guys!” atmosphere!</p>	<p>It is important to “know” your group of children when introducing games like this – will it work with the group dynamics? Will children be able to support and encourage each other (with your support)? If you feel that there are children in the group who will be unkind to others (if they make a mistake) then do not make all children stand up and start again when a mistake is made. This is a group challenge – for the group to work on together! If you are unsure – try it! You can always stop the game if children are being unkind to each other (make it clear that this is why the game is being stopped) and move on to the next activity.</p>	
10 mins	<p><b>Children to be sitting where they can all see the whiteboard on the wall. Hand out bingo cards and pens for every child. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Play Days and Months Bingo! Teacher to pull a card out of the tin, call out the day/month and then write it on the whiteboard. Children to check if they have this day/month on their bingo card and draw a cross over it if so. The winners are the first 2 children to have all of their symbols crossed out on their bingo cards! Teacher to check that all the winner’s days/months are on the board. Children to clean their bingo cards. Teacher to collect bingo cards, assistant to collect pens. Call children’s names one by one to leave the lesson e.g. “Goodbye Ali, goodbye George, goodbye Sherin”. Choose children who are sitting and waiting sensibly.</p>	<p>See Games document for other ideas and notes for Bingo. When directing children to sit down or stand up, consistently use the phrases “sit down”/“everybody sit down”/“stand up” or “everybody stand up” together with these signs:</p> <p><b>Sit down:</b></p>  <p><b>Stand up:</b></p> 	

<b>LESSON PLAN</b>			<b>Age:</b> 8 – 13
<b>Subject area:</b> English as an additional language.			<b>Level:</b> Beginner
<b>Unit:</b> 8b			<b>Class size:</b> Works best with around 20 children but can be adapted for smaller and much larger numbers of children (see notes).
<b>Lesson unit:</b> 8 of 8	<b>Lesson number:</b> 1 of 4	<b>Lesson duration:</b> 20 minutes	
<b>Learning goals:</b> By the end of the unit... <ul style="list-style-type: none"> <li>Children will know the names of 9 emotions and feelings (in English) and will be able to use them to begin to express how they are feeling.</li> </ul>			
<b>Key Vocabulary:</b>  Happy, Sad, Tired, OK, Worried, Great, Scared, Angry, Embarrassed	<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>Emotions symbol cards to be used as flashcards.</li> <li>Days of the week symbol cards displayed on the wall (in the correct order, starting from Monday) with symbol cards for Today, Tomorrow and Yesterday.</li> <li>Months of the year symbol cards displayed on the wall (in the correct order).</li> <li>“The Days Of The Week!” song lyrics (see Songs document).</li> <li>“These Are The Months Of The Year!” song lyrics (see Songs document).</li> </ul>		<b>Adults Needed:</b> 1 teacher and 1 assistant.

Time	Activity Steps	Notes	Evaluation and Next Steps
2 min	<p><b>Children to be sitting where they can all see the days of the week an months of the year symbols on the wall. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to point to the symbol card for Monday without saying anything. Children to say "Monday". Repeat for the remaining days of the week and Today, Tomorrow and Yesterday. Correct pronunciation where needed.</p> <p>Teacher to point to symbol cards in a random order for children to call out the days of the week and Today, Tomorrow and Yesterday.</p> <p>Then teacher to point to the symbol card for Today and say "Today is..." and children to say "Monday" (or whichever day of the week it is). Teacher to then say "Today is Monday" for the children to copy in unison.</p> <p>Teacher to point to the symbol card for Tomorrow and say "Tomorrow is..." and children to say "Tuesday" (or whichever day of the week it will be). Teacher to then say "Tomorrow is Tuesday" for the children to copy in unison.</p> <p>Teacher to point to the symbol card for Yesterday and say "Yesterday was..." and children to say "Sunday" (or whichever day of the week it was). Teacher to then say "Yesterday was Sunday" for the children to copy in unison.</p> <p>Everyone to sing "The Days Of The Week!" song whilst teacher points to the days of the week symbols on the wall in order as they appear in the song and modelling when to click your fingers!</p>	<p>Keep this fast paced as it is meant to be a quick revision of what was learnt in the previous topic.</p> <p>It always helps for the teacher to count down from 3 (using fingers too) before starting a song!</p>	<p>Use this section to help you to reflect upon the lesson and think of ways to improve future lessons. Think about:</p> <p>What went well? Why?          What was the children's overall behaviour like? Why?          What did the children find too easy or too difficult?          At the end of the unit:          Have the children reached the learning goals?          What steps can you take to improve/what can you do differently next time or in the next lesson?</p>

Time	Activity Steps	Notes	Evaluation and Next Steps
2 min	<p>Teacher to point to the symbol card for January without saying anything. Children to say "January". Repeat for the remaining months of the year. Correct pronunciation where needed.</p> <p>Then teacher and children to say the months of the year together (in order from January) whilst the teacher points at the symbol cards.</p> <p>Everyone to sing the song "These Are The Months Of The Year!" whilst teacher points to the months of the year symbols on the wall in order as they appear in the song!</p>	<p>Keep this fast paced as it is meant to be a quick revision of what was learnt in the previous topic.</p> <p>It always helps for the teacher to count down from 3 (using fingers too) before starting a song!</p>	
6 mins	<p><b>Children to be sitting where they can all see the teacher. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to hold up the flashcard for "Happy" whilst modelling being happy (e.g. a big smile) and say "Happy". Children to also model being happy and say "Happy". Choose a child who models being happy well to stand up and show the class their impression of "Happy".</p> <p>Teacher to hold up the flashcard for "Sad" whilst modelling being sad (e.g. a big frown) and say "Sad". Children to also model being sad and say "Sad". Choose a child who models being sad well to stand up and show the class their impression of "Sad".</p> <p>Continue until all of the key emotions/feelings have been introduced and acted out.</p> <p>Teacher to then hold up each flashcard, one by one, for the children to call out the emotion/feeling. For example: Teacher holds up the flashcard for "Angry" (without saying anything) and children all say "Angry". Correct pronunciation where needed.</p> <p>Mix up the flashcards and repeat.</p>	<p>If you have access to a translator ask them to translate each of the emotions/feelings for the children. This is particularly important for explaining the difference between worried and scared.</p>	

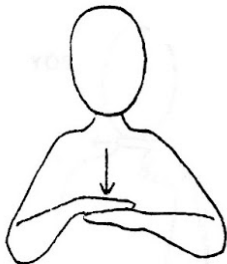
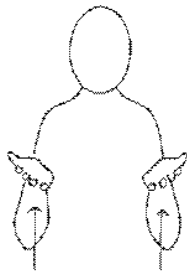
Time	Activity Steps	Notes	Evaluation and Next Steps
10 mins	<p><b>Children to be standing in a space in front of the teacher. Make sure all children are standing sensibly with enough space before starting.</b></p> <p>Play "Simon Says".</p> <p>Children must copy the teacher when they hear "Simon says" before the instruction but if they don't hear "Simon says" they must stay still. For example:</p> <p>When the teacher says "Simon says, touch your head" whilst touching their head, the children should touch their head and when the teacher says "touch your knees" whilst touching their knees, the children should stay standing still. If a child touches their knees they are out and must sit down. The winner is the last child standing.</p> <p>Play the game again if there is time!</p> <p><b>Call children's names one by one to leave the lesson e.g. "Goodbye Ali, goodbye George, goodbye Sherin". Choose children who are sitting and waiting sensibly.</b></p>	<p>See Games document for other ideas and notes for Bingo. When directing children to sit down or stand up, consistently use the phrases "sit down"/ "everybody sit down"/ "stand up" or "everybody stand up" together with these signs:</p> <p><b>Sit down:</b></p>  <p><b>Stand up:</b></p> 	

<b>LESSON PLAN</b>			<b>Age:</b> 8 – 13
<b>Subject area:</b> English as an additional language.			<b>Level:</b> Beginner
<b>Unit:</b> 8b			<b>Class size:</b> Works best with around 20 children but can be adapted for smaller and much larger numbers of children (see notes).
<b>Lesson unit:</b> 8 of 8	<b>Lesson number:</b> 2 of 4	<b>Lesson duration:</b> 25 minutes	
<b>Learning goals:</b> By the end of the unit... <ul style="list-style-type: none"> <li>Children will know the names of 9 emotions and feelings (in English) and will be able to use them to begin to express how they are feeling.</li> </ul>			
<b>Key Vocabulary:</b>  Happy, Sad, Tired, OK, Worried, Great, Scared, Angry, Embarrassed	<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>Emotions symbol cards to be used as flashcards and a set of emotions symbol cards displayed on the wall.</li> <li>Days of the week symbol cards displayed on the wall (in the correct order, starting from Monday) with symbol cards for Today, Tomorrow and Yesterday.</li> <li>Months of the year symbol cards displayed on the wall (in the correct order).</li> <li>“The Days Of The Week!” song lyrics (see Songs document).</li> <li>“These Are The Months Of The Year!” song lyrics (see Songs document).</li> <li>A soft ball.</li> <li>Whiteboard (on the wall for the teacher) and a whiteboard pen (or similar alternatives).</li> <li>Emotions Bingo teacher’s cards and tin (or small box/hat etc).</li> <li>Emotions Bingo cards and pens for each child.</li> </ul>		<b>Adults Needed:</b> 1 teacher and 1 assistant.

Time	Activity Steps	Notes	Evaluation and Next Steps
2 min	<p><b>Children to be sitting where they can all see the days of the week an months of the year symbols on the wall. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to point to the symbol card for Monday without saying anything. Children to say "Monday". Repeat for the remaining days of the week and Today, Tomorrow and Yesterday. Correct pronunciation where needed.</p> <p>Teacher to point to symbol cards in a random order for children to call out the days of the week and Today, Tomorrow and Yesterday.</p> <p>Then teacher to point to the symbol card for Today and say "Today is..." and children to say "Monday" (or whichever day of the week it is). Teacher to then say "Today is Monday" for the children to copy in unison.</p> <p>Teacher to point to the symbol card for Tomorrow and say "Tomorrow is..." and children to say "Tuesday" (or whichever day of the week it will be). Teacher to then say "Tomorrow is Tuesday" for the children to copy in unison.</p> <p>Teacher to point to the symbol card for Yesterday and say "Yesterday was..." and children to say "Sunday" (or whichever day of the week it was). Teacher to then say "Yesterday was Sunday" for the children to copy in unison.</p> <p>Everyone to sing "The Days Of The Week!" song whilst teacher points to the days of the week symbols on the wall in order as they appear in the song and modelling when to click your fingers!</p>	<p>Keep this fast paced as it is meant to be a quick revision of what was learnt in the previous topic.</p> <p>It always helps for the teacher to count down from 3 (using fingers too) before starting a song!</p>	<p>Use this section to help you to reflect upon the lesson and think of ways to improve future lessons. Think about:</p> <p>What went well? Why?          What was the children's overall behaviour like? Why?          What did the children find too easy or too difficult?          At the end of the unit:          Have the children reached the learning goals?          What steps can you take to improve/what can you do differently next time or in the next lesson?</p>

Time	Activity Steps	Notes	Evaluation and Next Steps
2 min	<p>Teacher to point to the symbol card for January without saying anything. Children to say "January". Repeat for the remaining months of the year. Correct pronunciation where needed.</p> <p>Then teacher and children to say the months of the year together (in order from January) whilst the teacher points at the symbol cards.</p> <p>Everyone to sing the song "These Are The Months Of The Year!" whilst teacher points to the months of the year symbols on the wall in order as they appear in the song!</p>	<p>Keep this fast paced as it is meant to be a quick revision of what was learnt in the previous topic.</p> <p>It always helps for the teacher to count down from 3 (using fingers too) before starting a song!</p>	
5 mins	<p><b>Children to be sitting where they can all see the teacher and the emotion symbol cards on the wall. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to hold up the flashcard for "Happy" whilst modelling being happy (e.g. a big smile) and say "Happy". Children to also model being happy and say "Happy". Choose a child who models being happy well to stand up and show the class their impression of "Happy".</p> <p>Teacher to hold up the flashcard for "Sad" whilst modelling being sad (e.g. a big frown) and say "Sad". Children to also model being sad and say "Sad". Choose a child who models being sad well to stand up and show the class their impression of "Sad".</p> <p>Continue until all of the key emotions/feelings have been said and acted out.</p> <p>Teacher to then hold up each flashcard, one by one, for the children to call out the emotion/feeling. For example: Teacher holds up the flashcard for "Angry" (without saying anything) and children all say "Angry". Correct pronunciation where needed.</p> <p>Mix up the flashcards and repeat.</p>		

Time	Activity Steps	Notes	Evaluation and Next Steps
1 min	Teacher to say a child's name (choose a more confident child to start) and hold up a flashcard for them to call out the emotion/feeling e.g. teacher to say a child's name, hold up the "Worried" flashcard and child to say "Worried". Repeat with about 10 different children, using different emotion flashcards each time.		
1 min	Teacher to point to the emotion symbol cards on the wall and say each emotion loudly and clearly for children to copy. For example: Teacher points to the symbol for "Happy" and says "Happy" then children say "Happy".	This is to draw attention to the symbols on the wall to help the children in the next activity!	
4 mins	<p><b>Children to be standing in a circle. Make sure all children are standing sensibly with enough space before starting.</b></p> <p>Teacher to have ball and say "Happy" before throwing the ball to a child in the circle and sitting down. This child to catch ball and say any other emotion/feeling e.g. "Embarrassed" before throwing the ball to another child in the circle and sitting down. Continue until all children are sitting down.</p> <p>Encourage children to use all of the emotions/feelings taught (point to emotion symbols on the wall if needed).</p>	Model "good standing" before starting (and throughout).	

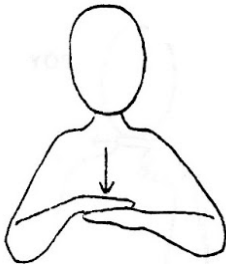
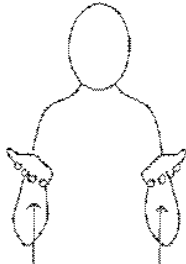
Time	Activity Steps	Notes	Evaluation and Next Steps
10 mins	<p><b>Children to be sitting where they can all see the whiteboard on the wall. Hand out bingo cards and pens for every child. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Play Emotions Bingo!</p> <p>Teacher to pull a card out of the tin, call out the emotion/feeling and then write it on the whiteboard. Children to check if they have this emotion/feeling on their bingo card and draw a cross over it if so. The winners are the first 2 children to have all of their symbols crossed out on their bingo cards! Teacher to check that all the winner's emotions/symbols are on the board.</p> <p>Children to clean their bingo cards. Teacher to collect bingo cards, assistant to collect pens.</p> <p><b>Call children's names one by one to leave the lesson e.g. "Goodbye Ali, goodbye George, goodbye Sherin". Choose children who are sitting and waiting sensibly.</b></p>	<p>See Games document for other ideas and notes for Bingo. When directing children to sit down or stand up, consistently use the phrases "sit down"/ "everybody sit down"/"stand up" or "everybody stand up" together with these signs:</p> <p><b>Sit down:</b></p>  <p><b>Stand up:</b></p> 	

<b>LESSON PLAN</b>			<b>Age:</b> 8 – 13
<b>Subject area:</b> English as an additional language.			<b>Level:</b> Beginner
<b>Unit:</b> 8b			<b>Class size:</b> Works best with around 20 children but can be adapted for smaller and much larger numbers of children (see notes).
<b>Lesson unit:</b> 8 of 8	<b>Lesson number:</b> 3 of 4	<b>Lesson duration:</b> 30 minutes	
<b>Learning goals:</b> By the end of the unit... <ul style="list-style-type: none"> <li>Children will know the names of 9 emotions and feelings (in English) and will be able to use them to begin to express how they are feeling.</li> </ul>			
<b>Key Vocabulary:</b>  Happy, Sad, Tired, OK, Worried, Great, Scared, Angry, Embarrassed	<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>Emotions symbol cards to be used as flashcards and a set of emotions symbol cards displayed on the wall.</li> <li>Days of the week symbol cards displayed on the wall (in the correct order, starting from Monday) with symbol cards for Today, Tomorrow and Yesterday.</li> <li>Months of the year symbol cards displayed on the wall (in the correct order).</li> <li>“The Days Of The Week!” song lyrics (see Songs document).</li> <li>“These Are The Months Of The Year!” song lyrics (see Songs document).</li> <li>Whiteboard (on the wall for the teacher) and a whiteboard pen (or similar alternatives).</li> <li>Emotions Bingo teacher’s cards and tin (or small box/hat etc).</li> <li>Emotions Bingo cards and pens for each child.</li> </ul>		<b>Adults Needed:</b> 1 teacher and 1 assistant.

Time	Activity Steps	Notes	Evaluation and Next Steps
2 min	<p><b>Children to be sitting where they can all see the days of the week an months of the year symbols on the wall. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to point to the symbol card for Monday without saying anything. Children to say "Monday". Repeat for the remaining days of the week and Today, Tomorrow and Yesterday. Correct pronunciation where needed.</p> <p>Teacher to point to symbol cards in a random order for children to call out the days of the week and Today, Tomorrow and Yesterday.</p> <p>Then teacher to point to the symbol card for Today and say "Today is..." and children to say "Monday" (or whichever day of the week it is). Teacher to then say "Today is Monday" for the children to copy in unison.</p> <p>Teacher to point to the symbol card for Tomorrow and say "Tomorrow is..." and children to say "Tuesday" (or whichever day of the week it will be). Teacher to then say "Tomorrow is Tuesday" for the children to copy in unison.</p> <p>Teacher to point to the symbol card for Yesterday and say "Yesterday was..." and children to say "Sunday" (or whichever day of the week it was). Teacher to then say "Yesterday was Sunday" for the children to copy in unison.</p> <p>Everyone to sing "The Days Of The Week!" song whilst teacher points to the days of the week symbols on the wall in order as they appear in the song and modelling when to click your fingers!</p>	<p>Keep this fast paced as it is meant to be a quick revision of what was learnt in the previous topic.</p> <p>It always helps for the teacher to count down from 3 (using fingers too) before starting a song!</p>	<p>Use this section to help you to reflect upon the lesson and think of ways to improve future lessons. Think about:</p> <p>What went well? Why?</p> <p>What was the children's overall behaviour like? Why?</p> <p>What did the children find too easy or too difficult?</p> <p>At the end of the unit: Have the children reached the learning goals?</p> <p>What steps can you take to improve/what can you do differently next time or in the next lesson?</p>

Time	Activity Steps	Notes	Evaluation and Next Steps
2 min	<p>Teacher to point to the symbol card for January without saying anything. Children to say "January". Repeat for the remaining months of the year. Correct pronunciation where needed.</p> <p>Then teacher and children to say the months of the year together (in order from January) whilst the teacher points at the symbol cards.</p> <p>Everyone to sing the song "These Are The Months Of The Year!" whilst teacher points to the months of the year symbols on the wall in order as they appear in the song!</p>	<p>Keep this fast paced as it is meant to be a quick revision of what was learnt in the previous topic.</p> <p>It always helps for the teacher to count down from 3 (using fingers too) before starting a song!</p>	
4 mins	<p><b>Children to be sitting in a circle. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to hold up the flashcard for "Happy" whilst modelling being happy (e.g. a big smile) and say "Happy". Children to also model being happy and say "Happy". Choose a child who models being happy well to stand up and show the class their impression of "Happy".</p> <p>Teacher to hold up the flashcard for "Sad" whilst modelling being sad (e.g. a big frown) and say "Sad". Children to also model being sad and say "Sad". Choose a child who models being sad well to stand up and show the class their impression of "Sad".</p> <p>Continue until all of the key emotions/feelings have been said and acted out.</p> <p>Teacher to then hold up each flashcard, one by one, for the children to call out the emotion/feeling. For example: Teacher holds up the flashcard for "Angry" (without saying anything) and children all say "Angry". Correct pronunciation where needed.</p> <p>Mix up the flashcards and repeat.</p>		

Time	Activity Steps	Notes	Evaluation and Next Steps
1 min	Teacher to say a child's name (choose a more confident child to start) and hold up a flashcard for them to call out the emotion/feeling e.g. teacher to say a child's name, hold up the "Worried" flashcard and child to say "Worried". Repeat with about 10 different children, using different emotion flashcards each time.		
5 mins	<b>Teacher to place each emotion symbol card on the floor in the centre of the circle, whilst saying the name of each emotion/feeling for children to copy as each symbol card is placed on the floor. For example, teacher places the "Scared" emotion symbol card on the floor and says "Scared" then children say "Scared".</b> Teacher to choose a child who is sitting sensibly (it helps to start with an older or more able child), say their name followed by "Please can I have...Tired?" (for example). This child to stand up and find the "Tired" symbol card, pick it up and give it to the teacher who then says "Thank you". Repeat with different children, asking them to find different emotions/feelings, until teacher has all symbol cards.	Model "good sitting" before starting (and throughout) to indicate you will be choosing children who are sitting sensibly and waiting for their turn.  Choose different children to those chosen in the previous activity.	
6 mins	Children to be standing in a circle. Make sure all children are standing sensibly with enough space before starting. Teacher to turn to adult assistant and model asking the question "How are you?" whilst shaking hands. Assistant to reply "I am happy!" whilst modelling being happy! Assistant to then ask the teacher "How are you?" (whilst shaking hands) and teacher to reply with "I am angry!" whilst modelling being angry! Teacher to approach one child in the circle (it helps to start off with an older/more able child), shake their hand and ask "How are you?" child to answer "I am..." followed by and emotion/feeling of their choice. The teacher then returns to their place in the circle and sits down. The child who just answered the question then chooses another child in the circle to ask "How are you?" whilst shaking their hand, wait for the other child's answer and then return to where they were sitting in the circle. Repeat until all children are sitting down.	Encourage children to use all of the emotions/feelings taught and to act out their chosen emotion/feeling as they say it!	

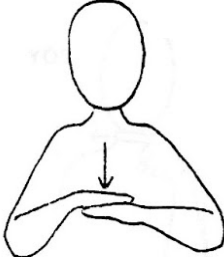
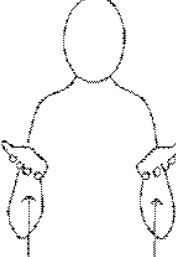
Time	Activity Steps	Notes	Evaluation and Next Steps
10 mins	<p><b>Children to be sitting where they can all see the whiteboard on the wall. Hand out bingo cards and pens for every child. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Play Emotions Bingo!</p> <p>Teacher to pull a card out of the tin, call out the emotion/feeling and then write it on the whiteboard. Children to check if they have this emotion/feeling on their bingo card and draw a cross over it if so. The winners are the first 2 children to have all of their symbols crossed out on their bingo cards! Teacher to check that all the winner's emotions/symbols are on the board.</p> <p>Children to clean their bingo cards. Teacher to collect bingo cards, assistant to collect pens.</p> <p><b>Call children's names one by one to leave the lesson e.g. "Goodbye Ali, goodbye George, goodbye Sherin". Choose children who are sitting and waiting sensibly.</b></p>	<p>See Games document for other ideas and notes for Bingo. When directing children to sit down or stand up, consistently use the phrases "sit down"/ "everybody sit down"/"stand up" or "everybody stand up" together with these signs:</p> <p><b>Sit down:</b></p>  <p><b>Stand up:</b></p> 	

<b>LESSON PLAN</b>			<b>Age:</b> 8 – 13
<b>Subject area:</b> English as an additional language.			<b>Level:</b> Beginner
<b>Unit:</b> 8b			<b>Class size:</b> Works best with around 20 children but can be adapted for smaller and much larger numbers of children (see notes).
<b>Lesson unit:</b> 8 of 8	<b>Lesson number:</b> 4 of 4	<b>Lesson duration:</b> 30 minutes	
<b>Learning goals:</b> By the end of the unit... <ul style="list-style-type: none"> <li>Children will know the names of 9 emotions and feelings (in English) and will be able to use them to begin to express how they are feeling.</li> </ul>			
<b>Key Vocabulary:</b>  Happy, Sad, Tired, OK, Worried, Great, Scared, Angry, Embarrassed	<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>Emotions symbol cards to be used as flashcards and a set of emotions symbol cards displayed on the wall.</li> <li>A soft ball.</li> <li>Individual blackboards and chalk/whiteboards and pens for the children (to have one each).</li> <li>Whiteboard (on the wall for the teacher) and a whiteboard pen (or similar alternatives).</li> <li>Emotions Bingo teacher's cards and tin (or small box/hat etc).</li> <li>Emotions Bingo cards and pens for each child.</li> </ul>		<b>Adults Needed:</b> 1 teacher and 1 assistant.

Time	Activity Steps	Notes	Evaluation and Next Steps
1 min	<p><b>Children to be sitting in a circle. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to hold up the flashcard for "Happy" whilst modelling being happy (e.g. a big smile) and say "Happy". Children to also model being happy and say "Happy".</p> <p>Teacher to hold up the flashcard for "Sad" whilst modelling being sad (e.g. a big frown) and say "Sad". Children to also model being sad and say "Sad".</p> <p>Continue until all of the key emotions/feelings have been said and acted out.</p> <p>Teacher to then hold up each flashcard, one by one, for the children to call out the emotion/feeling. For example: Teacher holds up the flashcard for "Angry" (without saying anything) and children all say "Angry". Correct pronunciation where needed.</p>	When holding up flashcards, make sure all children can see them.	<p>Use this section to help you to reflect upon the lesson and think of ways to improve future lessons. Think about:</p> <p>What went well? Why? What was the children's overall behaviour like? Why? What did the children find too easy or too difficult? At the end of the unit: Have the children reached the learning goals? What steps can you take to improve/what can you do differently next time or in the next lesson?</p>

Time	Activity Steps	Notes	Evaluation and Next Steps
4 mins	<p>Teacher to place each emotion symbol card on the floor in the centre of the circle, whilst saying the name of each emotion/feeling for children to copy as each symbol card is placed on the floor. For example, teacher places the "Scared" emotion symbol card on the floor and says "Scared" then children say "Scared".</p> <p>Teacher to choose a child who is sitting sensibly (it helps to start with an older or more able child), say their name followed by "Please can I have...Tired?" (for example). This child to stand up and find the "Tired" symbol card, pick it up and give it to the teacher who then says "Thank you".</p> <p>Repeat with different children, asking them to find different emotions/feelings, until teacher has all symbol cards.</p>	<p>Model "good sitting" before starting (and throughout) to indicate you will be choosing children who are sitting sensibly and waiting for their turn.</p>	
5 mins	<p><b>Children to be standing in a circle. Make sure all children are standing sensibly with enough space before starting.</b></p> <p>Teacher to throw a ball to a child in the circle (it helps to start off with an older/more able child), whilst asking "How are you?" Child to catch ball and answer with "I am..." followed by an emotion/feeling of their choice. The teacher then sits down.</p> <p>The child with the ball then chooses another child in the circle to throw the ball to whilst asking "How are you?" Child to catch ball and answer with "I am..." followed by an emotion/feeling of their choice.</p> <p>Children to sit down when they have finished their turn. Continue until all children are sitting down.</p>	<p>It may help if the teacher and assistant model this first!</p> <p>Encourage children to use all of the emotions/feelings taught and to act out their chosen emotion/feeling as they say it!</p>	

Time	Activity Steps	Notes	Evaluation and Next Steps
10 mins	<p><b>Children to be sitting where they can all see the whiteboard on the wall. Hand out blackboards and chalk for every child. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Teacher to write “happy” on the whiteboard slowly using lower case letters. Teacher to then draw a small happy face next to the word “happy”. Make sure all children are watching this. Children to then copy this word onto their board with a small happy face (leaving space for the remaining emotion/feelings and pictures). Repeat with other emotions/feelings until all children have “happy, sad, OK, worried, great, scared, angry, embarrassed” written on their boards with a small drawing of a face showing each of the emotions, next to each word.</p> <p>Teacher, assistant and any other adults in the room to support less able children.</p> <p>Once children have finished, encourage them to “read” what they have written. Teacher to gain children’s attention and model pointing to each word on the whiteboard whilst reading it aloud. Then encourage children to do the same with their boards. Choose a few confident children to show and read their writing to the class.</p> <p><b>Clear away blackboards and chalk.</b></p>	<p>Children will finish at different speeds and there will most likely be a huge range in ability. Speedy writers can write the letters of the alphabet on the back of their board. Less able children may find it helpful if the teacher or assistant writes each word to be copied onto their individual board for them to copy underneath.</p> <p>Praise all attempts – some children may have never learned to write and for others it may be the first time they are writing using the English alphabet.</p>	

Time	Activity Steps	Notes	Evaluation and Next Steps
10 mins	<p><b>Children to be sitting where they can all see the whiteboard on the wall. Hand out bingo cards and pens for every child. Make sure all children are sitting sensibly with their legs crossed before starting.</b></p> <p>Play Emotions Bingo!</p> <p>Teacher to pull a card out of the tin, call out the emotion/feeling and then write it on the whiteboard. Children to check if they have this emotion/feeling on their bingo card and draw a cross over it if so. The winners are the first 2 children to have all of their symbols crossed out on their bingo cards! Teacher to check that all the winner's emotions/symbols are on the board.</p> <p>Children to clean their bingo cards. Teacher to collect bingo cards, assistant to collect pens.</p> <p><b>Call children's names one by one to leave the lesson e.g. "Goodbye Ali, goodbye George, goodbye Sherin". Choose children who are sitting and waiting sensibly.</b></p>	<p>See Games document for other ideas and notes for Bingo. When directing children to sit down or stand up, consistently use the phrases "sit down"/ "everybody sit down"/"stand up" or "everybody stand up" together with these signs:</p> <p><b>Sit down:</b></p>  <p><b>Stand up:</b></p> 	

## GAMES

These games are given as examples. They have been chosen as they have proven to work well with groups of refugee children who are learning English at a beginner's level. These games work best with children who are aged 7 or older but can be adapted for smaller groups of younger children. There are many other games that would work well too and different groups of children will have different favourites!

These games all have a competitive element. Therefore it is important to remember that some children may find losing/not winning difficult. Children who have experienced trauma in their lives can find this especially difficult. Some competition in adult-led games can be really fun, and most children will enjoy it, if managed well by the adults. Learning how to be a "good loser" is an important yet difficult skill to learn and takes time and support, however, if it appears to become distressing for any of the children in the group then these games should be avoided. Also, if the same children win every time it will become boring and possibly upsetting for the other children in the group. It is important to vary which games are played, to not play competitive games too often and to try to find ways to stop the same children winning every time! There are a few simple ways to do this; for example: by adding new levels of challenge for the more able children or by repeating the game a few times in one session, not allowing the winner from the previous game to be a winner in the next round (the runner up would be the winner) or the previous winner could be a judge with the adult leading the game!

If there is a child in the group who speaks good English or knows how to play the game, ask them to explain the rules to the rest of the class! If not, it will be helpful to find someone to translate the rules to the group. If this is not possible, model the game with another adult/small group of adults for the children to watch.

Simon Says!	
Rules/Instructions	Notes
<p>Children to be standing in a space in front of the teacher. Make sure all children are standing sensibly with enough space before starting.</p> <p>Teacher to be facing the children. If there is a large group of children, it helps if the teacher stands on a chair in order to see all of the children in the group. The teacher takes on the role of "Simon" and gives the children instructions/actions that they must copy. It helps if the teacher/Simon does the action whilst saying it e.g. The teacher/Simon touches their head whilst saying "Simon says, touch your head".</p> <p>The basic rule of the game is that the children only do the action given by the teacher/Simon if "Simon says" to do it. For example: When the teacher says "Simon says, touch your head" whilst touching their head, the children should touch their head and when the teacher says "touch your knees" whilst touching their knees, the children should stay standing still (or performing the last action given).</p> <p>If a child touches their knees they are out and must sit down. The winner is the last child standing.</p>	<p>As some of the children may not recognise the word "Simon" as a name, it can help to use the name of the teacher e.g. "Sadie Says". This is a great game to practise the vocabulary for body parts and other actions taught in the lessons through learning "Heads, Shoulders, Knees and Toes!" and "If You're Happy And You Know It!" It is also a good game to play to help children develop their listening skills. Once older children become confident in playing this game, and with the language involved, the children could take turns being "Simon" and leading the game for the rest of the group.</p>

## Number Splat!

Rules/Instructions	Resources	Notes
<p>Children to be split into 2 teams of the same size. Each team to be sitting on either side of the whiteboard, so that all children can see the whiteboard.</p> <p>Teacher to write around 12 numbers on the whiteboard in random spaces (numbers to be appropriate to the children's level or what they are learning e.g. 0 – 20) with the black pen. Children to call out each number as it is written.</p> <p>Teacher to then point to each number (in random order) for children to call out.</p> <p>One team of children is the green team (they will use the green pen) and the other team is the red team (they will use the red pen).</p> <p>Choose 2 children of similar ability, one from each team, to have the first go! Both children to stand in front of the board with the correct colour pen for their team.</p> <p>Teacher to call out a number from the board. The first child to circle that number wins a point for their team! This normally happens so fast that it is more of a "splat" than a circle (hence the name Number Splat!).</p> <p>Repeat until all the numbers have been circled/all children have had a turn (add more numbers if needed).</p> <p>Keep a tally of points for each team on one of the corners of the boards. The team with the most points wins!</p>	<p>Whiteboard mounted on the wall at child height and 3 different coloured whiteboard pens (in this example a black, green and red pen).</p> <p>This would also work with a blackboard and chalk or a large piece of paper stuck to the wall.</p>	<p>A similar alternative to this game would be to have all the children sitting in a circle and have either a large piece of paper on the floor with numbers written on it or flashcards spread out in the centre of the circle and children have to step on the correct number! Remember to keep a record of points won.</p> <p>Try to split the teams fairly so that there are more and less able children on each team. If one child pushes the other child out of the way in order to circle the number, give the point to the other team! This should stop any pushing!</p> <p>It is helpful to remind children of what the numbers are before each turn e.g. one child from each team is standing in front of the whiteboard ready to have their turn, teacher points to the number 17 and says "17", teacher points to the number 20 and says "20" etc.</p> <p>This is a great game to play with children who struggle with losing games as children play and win or lose as part of a team. However be wary of children being unkind to their teammates if they make a mistake. It is important to "know" your group of children when introducing games like this – will it work with the group dynamics? Will children be able to support and encourage each other (with your support)? This is a group challenge – for the group to work on together!</p> <p>You can always stop the game if children are being unkind to each other (make it clear that this is why the game is being stopped) and move on to the next activity.</p>

## Bingo!

Rules/Instructions	Resources	Notes
<p>Children to be sitting where they can all see the whiteboard on the wall. Hand out bingo cards and pens for every child. Make sure all children are sitting sensibly with their legs crossed before starting.</p> <p>Teacher to have teacher's cards in a tin and to take one out without looking. Teacher to call out number/vocab and then write it on the whiteboard.</p> <p>Children to check if they have this number/vocab on their bingo card and draw a cross over it if so. Repeat with other number/vocab cards from the tin.</p> <p>The winner is the first child to have all of their numbers/vocab crossed out on their bingo cards! This is when they should call out "Bingo!"</p> <p>Continue until there are 2 or 3 winners!</p> <p>Children to clean their bingo cards. Teacher to collect bingo cards, assistant to collect pens.</p>	<p>Whiteboard (on the wall for the teacher) and a whiteboard pen (or similar alternatives e.g. blackboard and chalk).</p> <p>Bingo teacher's cards and tin (or small box/hat etc).</p> <p>Laminated bingo cards and whiteboard pens for each child.</p>	<p>Bingo is a great game that reinforces what children have been learning. It can be adapted to many different subjects, ages and group sizes from numbers 0 – 10 for small groups of younger children to numbers 0 – 100 for a larger group of older children. Bingo can also be used to help children practice the vocabulary they are learning e.g. colours, emotions or the alphabet.</p> <p>Teacher, assistant and any other adults in the room to support children in finding the numbers/vocab on their cards.</p> <p>Teacher to check that all the winner's numbers/vocab are on the board and that they have not made any mistakes or are cheating!</p> <p>If working with a large group of children and there are not enough bingo cards or there is a very large difference in ability or age in the group, pair up children so that there is one more able or older child in a pair with one less able or younger child. Each pair to share one bingo card and help each other to find the numbers/vocab.</p> <p>Bingo can be a good game for giving small prizes to the winners as it is not an ability based game and every child has a chance of winning!</p>

## 1, 2, 3/3, 2, 1!

### Rules/Instructions

Children to be standing in a circle. Make sure all children are standing sensibly with enough space before starting.  
Teacher to also be standing in the circle and say "0", child next to teacher to say "1", next child to say "2", next child to say "3" and so on until "20" when the next child will start at "0" again.  
If a child makes a mistake they sit down. The winner is the last child standing.

### Notes

Once children are confident with these numbers and this game, do not start again after 20 but continue with 21, 22, 23 etc, until the children cannot go any higher!  
Once they can continue past 200 try counting backwards (this is why the game is called 1, 2, 3/3, 2, 1)! Start the children off with a high number e.g. "289" and the next child should say "288" and the next child "287" etc.  
Children have to listen carefully to what the child before them said. To make the game slightly more challenging, and to encourage children to really listen to the game and the child before them, do not remind children of what the child before them said (if they ask)! However some children may need extra support e.g. if a less able child is struggling, the teacher can say the last 3 numbers again to help them.  
After playing this game with the same group of children a few times the teacher should be able to tell which children need more support and which children need a higher level of challenge!  
This game should not be played competitively with groups of more than 35 children as otherwise the first children to sit down will have a very long wait! If working with a larger group of children simply count around the circle, forwards or backwards and starting from different numbers, without children sitting down if they make a mistake.

## SONGS

These songs are given as examples. They have been chosen as they have proven to work well with groups of refugee children who are learning English at a beginner's level. There are many other songs that would work well too but the best ones are songs with simple vocabulary and lots of actions!

Heads, Shoulders, Knees and Toes!		
Lyrics	Actions/Resources	Notes
<p>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</p>	<p>Touch body parts as they are mentioned with both hands.</p>	<p>Children should be standing in a circle, evenly spaced out before starting the song.            Also works well if all children are sitting in a circle with their legs stretched out in front of them (this can be done to simply add variety but is also helpful when there is a very large number of children/lots of children who find it difficult to stand still).            It can be difficult for young learners/children learning English as an additional language to hear the separation of words in songs. Before singing this song it is helpful to start by simply pointing to each body part mentioned in the song and speak each word clearly for children to copy (point to your head with both hands and say "head" – children to copy). This helps children to learn the individual words from the song and avoids children learning the word for knees as "knees-an" etc!            Can be extended for older/more able children by taking turns to miss out a word: Start by singing the whole song with actions. Next sing the whole song with actions but replace the word "head" with a "mmm" sound. Then sing the whole song with actions but replace both the word "head" and the word "shoulders" with a "mmm" sound. Continue until the whole song is all actions and no body part words.</p>

## If You're Happy And You Know It!

Lyrics	Actions/Resources	Notes
<p>If you're happy and you know it clap your hands. (clap clap)</p> <p>If you're happy and you know it clap your hands. (clap clap)</p> <p>If you're happy and you know it and you really want to show it. If you're happy and you know it clap your hands. (clap clap).</p> <p>If you're happy and you know it nod your head. (nod nod)</p> <p>If you're happy and you know it nod your head. (nod nod)</p> <p>If you're happy and you know it and you really want to show it. If you're happy and you know it nod your head. (nod nod).</p> <p>If you're happy and you know it stomp your feet. (stomp stomp)</p> <p>If you're happy and you know it stomp your feet. (stomp stomp)</p> <p>If you're happy and you know it and you really want to show it. If you're happy and you know it stomp your feet. (stomp stomp).</p> <p>If you're happy and you know it do all 3. (clap clap, nod nod, stomp stomp)</p> <p>If you're happy and you know it do all 3. (clap clap, nod nod, stomp stomp)</p> <p>If you're happy and you know it and you really want to show it. If you're happy and you know it do all 3. (clap clap, nod nod, stomp stomp).</p>	<p>This is a great song for actions! Where you sing "clap clap" clap twice in time with the song.</p> <p>Where you sing "nod nod" nod your head twice etc.</p>	<p>Children should be standing in a circle, evenly spaced out before starting the song.</p> <p>There are many different actions that you can add to this song to add variety e.g. "turn around" is often a favourite!</p> <p>Sometimes children who are learning English as an additional language find "and you know it" or "and you really want to show it" too complicated to sing so there is a simpler version:</p> <p>If you're happy happy happy clap your hands. (clap clap)</p> <p>If you're happy happy happy clap your hands. (clap clap)</p> <p>If you're happy happy happy clap your hands, clap your hands.</p> <p>If you're happy happy happy clap your hands. (clap clap).</p> <p>It can also be helpful to practise the actions before starting the song by saying each action clearly and demonstrating the accompanying action for the children to copy e.g. "clap your hands" followed by clapping your hands twice.</p>

## I Can Sing A Rainbow!

Lyrics	Actions/Resources	Notes
<p>Red and yellow and pink and green, Purple and orange and blue.</p> <p>I can sing a rainbow, sing a rainbow, Sing a rainbow too.</p>	<p>Display colour symbols (with words) on the wall in order of the colours mentioned in this song to point to as they are sung.</p> <p>Use the British Sign Language signs for sing and rainbow for the second part of the song:</p> <p>Sing:</p>  <p>Rainbow:</p>  <p>The signs for each colour can be used too but this can over-complicate the song.</p>	<p>This is a simplified/shortened version of the full "I can sing a rainbow" song. It is most effective when sung slowly.</p> <p>Children should be seated so they can all see the colour symbols on the wall.</p>

**The Days Of The Week!**  
To the tune of "The Adam's Family"

Lyrics	Actions/Resources	Notes
<p>The days of the week. (click click)</p> <p>The days of the week. (click click)</p> <p>The days of the week, days of the week, days of the week. (click click).</p> <p>There's Monday and there's Tuesday, There's Wednesday and there's Thursday, There's Friday and there's Saturday, And then there's Sunday.</p> <p>The days of the week. (click click)</p> <p>The days of the week. (click click)</p> <p>The days of the week, days of the week, days of the week. (click click).</p>	<p>Click your fingers where it says (click click) in the lyrics.</p> <p>Display symbols (with words) for the days of the week on the wall to point to when each day is mentioned in the song.</p>	<p>Children often speed up when singing this song, making it difficult to sing each day of the week clearly. Keep it slow and steady!</p> <p>Children should be seated so they can all see the symbols on the wall.</p> <p>It helps to practise the words for each day of the week before singing this song. Simply point to the symbols for each day of the week for the children to call out each word.</p>

**These Are The Months Of The Year!**

Lyrics	Actions/Resources	Notes
<p>January, February, March and April. May, June, July and August. September, October, November, December.</p> <p>These are the months of the year!</p>	<p>Display symbols (with words) for the months of the year on the wall to point to when each month is mentioned in the song.</p>	<p>Children should be seated so they can all see the symbols on the wall.</p> <p>It helps to practise the words for each month of the year before singing this song. Simply point to the symbols for each month for the children to call out each word. Do this in order starting with January then randomly point to different months.</p>

## 10 Green Bottles!

Lyrics	Actions/Resources	Notes
<p>Ten green bottles, sitting on the wall.            Ten green bottles, sitting on the wall.            But if one green bottle should accidentally fall,            There will be nine green bottles sitting on the wall.</p> <p>Nine green bottles, sitting on the wall.            Nine green bottles, sitting on the wall.            But if one green bottle should accidentally fall,            There will be eight green bottles sitting on the wall.</p> <p>Eight green bottles, sitting on the wall.            Eight green bottles, sitting on the wall.            But if one green bottle should accidentally fall,            There will be seven green bottles sitting on the wall.</p> <p>Seven green bottles, sitting on the wall.            Seven green bottles, sitting on the wall.            But if one green bottle should accidentally fall,            There will be six green bottles sitting on the wall.</p> <p>Six green bottles, sitting on the wall.            Six green bottles, sitting on the wall.            But if one green bottle should accidentally fall,            There will be five green bottles sitting on the wall.</p> <p>Five green bottles, sitting on the wall.            Five green bottles, sitting on the wall.            But if one green bottle should accidentally fall,            There will be four green bottles sitting on the wall.</p> <p>Four green bottles, sitting on the wall.            Four green bottles, sitting on the wall.            But if one green bottle should accidentally fall,            There will be three green bottles sitting on the wall.</p> <p>Three green bottles, sitting on the wall.            Three green bottles, sitting on the wall.            But if one green bottle should accidentally fall,            There will be two green bottles sitting on the wall.</p> <p>Two green bottles, sitting on the wall.            Two green bottles, sitting on the wall.            But if one green bottle should accidentally fall,            There will be one green bottle sitting on the wall.</p> <p>One green bottle, sitting on the wall.            One green bottle, sitting on the wall.            But if one green bottle should accidentally fall,            There will be zero green bottles sitting on the wall.</p>	<p>Symbols/pictures of green bottles with the numbers 1 – 10 on them.</p> <p>Children to show the number of bottles with their fingers throughout the song together with a few other actions, for example:</p> <p>For “Ten green bottles” - hold up all 10 fingers, “sitting on the wall” – hold out left hand with palm facing up (a wall) and use right hand to place imaginary bottle on left hand, keep your hands like this because for “but if one green bottle should accidentally fall” knock right hand off left hand to indicate a bottle has fallen off the wall. Then hold up 9 fingers for “there will be 9 green bottles sitting on the wall”.</p> <p>If you prefer to use slightly different actions, that could work too, as long as you consistently use the same actions each time.</p>	<p>There are many different ways that children can join in with this song but try to use symbols/pictures of green bottles with the numbers 1 – 10 as often as possible and encourage children who are not taking part in acting out the song etc to use the actions/signs whilst singing along.</p> <p>The children could simply sit in a circle/semi-circle facing the adult/activity leader who leads the actions whilst singing for the children to copy.</p> <p>Another option is to have 10 children standing in front of the other children each holding a numbered green bottle (in order 1 – 10 for the song but you could get them to order themselves before starting). As the song is sung the children sit down (fall down like a bottle falling off a wall) one by one at “but if one green bottle should accidentally fall”, starting with the child holding the bottle with the number 10 on it.</p> <p>Alternatively you could display the symbols/pictures of bottles on the wall and take them down one by one as the song progresses or choose different children to take one down at each step.</p> <p>Finger puppets of green bottles numbered 1 – 10 and numbered green plastic bottles could also be used as props! Aim to use lots of different methods to keep children hooked!</p>

## 5 Little Ducks Went Swimming One Day!

Lyrics	Actions/Resources	Notes
<p>Five little ducks went swimming one day, Over the hills and far away. Mother duck said, "Quack, quack, quack, quack," But only four little ducks came swimming back.</p>	<p>Symbols/pictures of ducklings with the numbers 1 – 5 on them and a mother duck.</p> <p>Picture book (optional): "Five Little Ducks" by Annie Kubler.</p>	<p>There are many different ways that children can join in with this song but try to use symbols/pictures of little ducks with the numbers 1 – 5 as often as possible and encourage children who are not taking part in acting out the song etc to use the actions/signs whilst singing along.</p>
<p>Four little ducks went swimming one day, Over the hills and far away. Mother duck said, "Quack, quack, quack, quack," But only three little ducks came swimming back.</p>	<p>Children to show the number of little ducks with their fingers throughout the song together with a few other actions, for example:</p>	<p>The children could simply sit in a circle/semi-circle facing the adult/activity leader who leads the actions whilst singing for the children to copy.</p>
<p>Three little ducks went swimming one day, Over the hills and far away. Mother duck said, "Quack, quack, quack, quack," But only two little ducks came swimming back.</p>	<p>For "five little ducks" hold up 5 fingers, for "went swimming one day, over the hills and far away" take your right hand and create a wave like motion to indicate swimming/going over the hills, for "quack, quack, quack, quack" use your thumb together with your fingers to make a duck beak opening and closing. Then hold up 4 fingers for "but only 4 little ducks came swimming back".</p>	<p>Another option is to have 5 children acting as little ducks who disappear one by one as the song progresses (perhaps hiding behind an adult) and then return at the end of the song. Another child or adult could take on the role of mother duck. Each child could hold a picture of a little duck/mother duck, carry a toy duck, have one duck finger puppet or even wear a mask/costume! Alternatively you could display the symbols/pictures of little ducks on the wall and take them down one by one as the song progresses or choose different children to take one down at each step.</p>
<p>Two little ducks went swimming one day, Over the hills and far away. Mother duck said, "Quack, quack, quack, quack," But only one little duck came swimming back.</p>	<p>If you prefer to use slightly different actions, that could work too, as long as you consistently use the same actions each time.</p>	<p>Sharing Annie Kebler's "Five Little Ducks" picture book with the children, turning the pages and looking at the illustrations is another great option. If possible keep the book in the children's reading area as they will want to re-visit the story and may even try out being the "teacher" re-telling the story/song to other children.</p>
<p>One little duck went swimming one day, Over the hills and far away. Mother duck said, "Quack, quack, quack, quack," But zero little ducks came swimming back.</p>		
<p>Zero little ducks went swimming one day, Over the hill and far away. Mother duck said "Quack, quack, quack, quack," And five little ducks came swimming back!</p>		<p>Always aim to use lots of different methods to keep children hooked!</p>

Alphabet Song!		
Lyrics	Actions/Resources	Notes
<p>a, b, c, d, e, f, g,  h, i, j, k, l, m, n, o, p,  q, r, s,  t, u, v,  w, x, y and z  Now I know my a, b, c,  Next time won't you sing along with me?</p>	<p>Display alphabet symbols (letters – each with a picture are best) on the wall in the correct order and point to each letter as it is sung.</p>	<p>Children should be seated so they can all see the symbols on the wall.</p> <p>It helps to practise speaking each letter before singing this song. Simply point to the symbols for each letter for the children to call out one at a time. Do this in order starting with “a” then randomly point to different letters.</p> <p>Download a copy of the British Sign Language fingerspelling signs for each letter of the alphabet and teach them to the children! Then sing the alphabet song slowly whilst signing along. It takes a bit of practice but even the oldest children enjoy learning the signs and it helps children to learn the letters of the alphabet too!</p> <p>Think of your own signs for the last part of the song! It doesn't matter what they are – as long as they are simple and consistent!</p>

### Other great songs:

The Hokey Cokey!

Alice The Camel!

Five Little Monkeys Jumping On The Bed!

10 Fat Sausages!

## Useful Websites for Activity Ideas and Printable Resources

Pinterest: <https://uk.pinterest.com/>  
Great for searching for activity ideas!

Activity Village: <http://www.activityvillage.co.uk/>  
Great for themed and educational printable sheets and colouring sheets. Also has activity and game ideas.

Red Ted Art: <http://www.redtedart.com/>  
Wide range of different activity ideas.

The Artful Parent: <http://artfulparent.com/>  
Wide range of different activity ideas.

Colouring Book: <http://www.coloring-book.info/coloring/>  
Colouring sheets of children's film and cartoon characters.

Sparklebox: <http://www.sparklebox.co.uk/>  
A wide range of educational printable resources, including vocabulary mats, resources that can be printed, laminated and used for handwriting, magnetic boards etc and lots of playdough activity mats.

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Aa Bb Cc Dd  
Ee Ff Gg Hh Ii  
Jj Kk Ll Mm  
Nn Oo Pp Qq Rr  
Ss Tt Uu Vv  
Ww Xx Yy Zz