

God is Good

Teacher's Book

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Introduction to the Teacher's Book

We hope that this teacher's book will be a constant companion to teachers using any of the four "God is Good" books. If you are new to teaching children or English, or even new to an oral skills approach to language teaching, this book will provide valuable background, understanding, and ideas for you.

This book provides the following resources:

What We Believe

This explains our underlying beliefs about both language and the teaching of language, and Christian English teaching.

Just Talk

This one-page acrostic will help you remember the activities that comprise successful and fun oral language teaching!

Teaching Children

Whether you're a veteran or just beginning, this is a good reminder of what children are like, and how we can use their strengths for language learning.

Some Useful Methods

There are a few tried and true methods for teaching language to children. These are often referred to in the *Teacher's Guides* in Books 3 and 4. Knowing these methods, and using them frequently, can make your classroom interesting and fun!

Activities for Oral Instruction

There are two main sections: one on vocabulary, and one on functions. Altogether, 92 activities are provided for helping children learn oral language.

Songs

What would a language class be without songs! But we go a step further, providing songs that not only teach language content, but also teach God's truths. We provide here the lyrics for 21 songs. The music is on the accompanying CD.

Chants

We provide here a few "jazz chants" that we have found children like. These are also on the accompanying CD.

“GOD IS GOOD!”

English as a Foreign Language Curriculum for Children

WHAT WE BELIEVE

English instruction should be *teacher* directed, not *book* directed.

The teacher is the most crucial factor in determining the success or failure of an English program! English teachers need a high level of English skill, a personal commitment to the teaching profession and their students, and appropriate training in methodology. The best materials in the hands of someone who doesn't know how to use them, are useless. And, a good teacher can create a good language learning environment even with inferior materials – or no materials!

In our program, the selection and training of teachers is crucial to success. It is ideal for those using this material to have been trained in teaching oral language. However, if your teacher training has focused mainly on grammar and written skills, or if you have not been formally trained in teaching English, a *thorough* reading of this book and the book you are teaching (Book 1, 2, 3 or 4) can provide you with some background and many ideas for teaching English to children.

For children, oral skills should come before written skills.

When children learn their first language, they learn to understand and speak before they learn to read and write. When children learn a foreign language, this sequence is also desirable, for these reasons:

- Some children have difficulty learning to read and write in two languages simultaneously. It is most important to learn to read and write the native language well. Therefore, the reading and writing of a foreign language should take place after the native language written skills are well-established.
- Oral skills are more motivating for children than written skills. Speaking and listening to language – often in games, songs, and other fun activities – is inherently more enjoyable than reading and writing the language, for many children.
- There is a strong tendency in foreign language settings to focus almost entirely on the written language in English programs. Very often, students never arrive at the point of using English to communicate real thoughts and ideas orally. Our program emphasizing oral skills first counteracts this trend.

The target language should be the language of instruction in the classroom.

English teachers should speak to their students mostly in English. Children have a higher “tolerance of ambiguity” than adults, which means that they are less frustrated when they hear words and phrases that they don’t understand. If teachers consistently give classroom commands in English, students will learn those phrases. Usually, explanations of new words can be given through pictures, mime, or gestures, rather than translation. In fact, children don’t readily understand the concept of translation, so clarifying meaning in other ways is preferable.

In addition, we feel that English textbooks for students do not need explanations in the native language. Students can quickly learn short instructions such as “Read the story” or “Write the words.” Explanations in the first language, or worse, combining the two languages in the same sentence, only serve to frustrate the mental task of developing the “English” section that is trying to form in the brain of the learner.

Recycling language is crucial for long-term learning.

All too often, language programs move through a sequence of vocabulary and grammar, which is quickly forgotten because students have minimal contact with the language. In our program, everything that is taught is recycled again and again in different formats and activities, to ensure that words and phrases become a part of students’ long-term memory. “Basic English” is taught orally in Book 1. Then, this same “Basic English” is taught both orally and in written form in Book 2. In Books 3 and 4, this same language is encountered again, but with full sentences, stories, and a variety of increasingly more complex and diverse activities. Our goal is that students finishing Book 4 will have *truly* acquired a basic level of the English language. That is, through repeated use of that language over 4 years, they will be able to speak, understand, read, and write at a *basic* English level.

Teaching a class means teaching the *individuals* in the class.

Good language teaching happens between one teacher and one student. Even when there are 30 children in a class, a good language teacher always makes an effort to individualize and personalize his or her teaching. What are these individual needs in a language classroom, and how can a good teacher meet them?

- Students are all at different levels in their language learning. Even a group of students who start together will quickly demonstrate differences in their knowledge, due to the fact that we learn at different rates. With our program emphasizing recycled content, all students have repeated chances to learn. Students who enter the program in the second or third year rather than at the beginning can often catch up to the others.
- Students have different learning styles. Some students are more socially-oriented, some are more intellectually-oriented, some are more guidance-oriented, and still others are more action-oriented. In addition, students demonstrate different preferences in the form of learning modalities. Some prefer learning through listening, others through seeing, and

others through touching. Our program provides a wide variety of ideas and activities, appropriate for varied learning styles and modalities. This variety in methodology ensures that all students will have some opportunities to learn in their preferred learning style.

Teaching involves motivating students to learn.

Though motivation is an important ingredient in all types of learning, it is absolutely essential in the foreign language classroom. Why? Foreign language learning has a bad reputation for being boring and irrelevant! Children in a foreign language class do not have “adult” motives, such as better employment possibilities or travel. Children rarely have “intrinsic” (internal) motivation to learn another language. Therefore, the teacher, materials, and program must provide “extrinsic” (external) motivation. Here are some ways in which our program seeks to provide extrinsic motivation:

- By encouraging teachers to be fun, active, and involved with students
- By focusing on the part of language that is most motivating: the ability to speak
- By using a wide variety of games, songs and dramas... by making the English class fun!

As Christians, everything that we do should contribute to the Kingdom of God – including teaching English.

We believe that Christians are called to be the “light” and “salt” of the world in all that we do. Therefore, if we teach English, we must do it in such a way that people will be drawn closer to Christ through their time in our classroom. This philosophy is evident in our English program in the following ways:

- We believe that the Christian English teacher must be a Christ-like example for his or her students. We do not only teach a language, but our lives must also reflect biblical principles and Christ’s love.
- We believe that the content of English teaching materials should be edifying. Our content is always in line with Biblical values.
- We believe that Biblical truths can be taught through a foreign language program. Foreign language materials, unlike materials used to teach math, history, or science, have the luxury of choosing content. Thus we have units emphasizing caring for others, honesty, and respect for parents. In addition, we use Christian songs, and students memorize Bible verses.

Just talk!

If you can remember the words “Just Talk,” then you can remember 8 important ingredients in teaching oral language:

- J** **Jazz it up!** Use songs, chants, and rhythm.
- U** **Use games.** Games provide interesting practice.
- S** **Say it simply.** Use complete sentences with few words.
- T** **Teach in English.** Use the L1 as little as possible.

- T** **Take turns.** Give everyone many opportunities for repetition.
- A** **Act it out.** **DO** what you teach. Use pantomimes and skits.
- L** **Laugh and listen.** Have fun! Evaluate by listening.
- K** **Keep it up!** Language learning takes a lot of **repetition** and **time**.

Teaching Children

Some people love teaching children. Others get quite frustrated! Children shout, sing, love, hate, cry, hurt, help and misbehave... but one thing is certain: teaching children is *not* boring! A perspective which can help in teaching children is to view their characteristics as *strengths*, not *weaknesses*. What are children like? What are some attributes that we could use in the language learning process? Read on to find out!

Characteristic	Explanation	Using it for good
Children are energetic.	They need to move a lot. If they seem as if they can't sit still, it's because they really can't!	Use action: TPR (explained in the "methods" section), action songs, arts and crafts, charades, finding questions and answers by getting out of their seats.
Children are noisy.	You can't expect a quiet class, especially if you are trying to teach a spoken language. It's more a matter of controlling the noise level and teaching them to have, little by little, quiet times as well.	Use music and chants: singing develops pronunciation and intonation, and is fun! Allow controlled noise when students are doing group or pair work.
Children are quick.	Quick to learn and forget. You will need to constantly review what you have taught.	Use many different ways to teach or review the same content: songs, art, cutting and pasting, paper dolls, pictures cut from magazines, and skits.
Children are able to grasp meanings.	Intonation, gesture, facial expressions, actions and circumstances all help to tell what the unknown words and phrases probably mean.	Try to convey meanings without translation. Use TPR, pictures on cards, and group work to figure out problems.
Children have imagination.	Let's use it. Language teaching should be concerned with real life. But don't forget that reality for children includes imagination, and fantasy is part of being a child.	Use their imagination! You can make cookies, build houses, and travel to other countries without any props at all . All you need is imagination!
Children are fun and enthusiastic.	Let's take advantage of it, not complain about it. Allow their enthusiasm to rub off on you!	Let children express their emotions through games, competition (but only if not taken too seriously), skits, and make-believe.
Children are children.	Everything comes with time -- make sure your expectations are realistic.	Reinforce the same language in many different ways. Don't get upset when students don't remember words they learned yesterday!

Some Useful METHODS

There are certain methods used in teaching language to children that are nearly always successful. These methods are suggested at various places in the “God is Good” books. Even when these methods are not specifically suggested, they are good to remember when preparing lesson plans and choosing activities.

TOTAL PHYSICAL RESPONSE (TPR)

This is simply giving commands to be followed. For example, the teacher says, “Touch your head” or “Turn on the light” and students respond. This method allows children to hear and understand the target language, without the frustration of having to speak. In addition, it allows them to move about the classroom and burn off energy!

CIRCLE PRACTICE

Students and teacher sit in a circle (usually on the floor). The teacher begins by speaking a word, phrase, or question to a student next to her. That student repeats it to the next student, and so on. Often an exchange can be practiced, such as the following:

T: This is an apple (handing the student an apple).
S1: What?
T: An apple.
S1: This is an apple.
S2: What?
S1: An apple.
S2: This is an apple

And the apple continues around the circle. If this activity is being used for *review* rather than for introducing new content, the teacher may start a second phrase after the first has been done by one or two students. For more fun (and confusion!) start another phrase going in the opposite direction around the circle!

PUTTING LETTERS OR WORDS IN ORDER

Children love to solve puzzles. One type of language learning puzzle is the creation of words or sentences. Provide small groups or pairs of students with letter cards to organize into words. Or, provide them with words to organize into sentences. By having several such activities in envelopes, groups can compete to see who can finish them all first!

SEARCHING AROUND THE ROOM

Information on cards around the room is always more interesting than information given out by the teacher or in a textbook! Here are two variations of this activity:

- Have students find answers that go in blanks on their worksheets
- Give each student one card, and have him search the room to find the other (for example, matching a word and a picture).

INTERESTING DRILLS

Repetition in language learning is important, but it can be boring if teachers don't devise creative methods for practice. Here are some kid-approved repetition ideas:

- Have students repeat words and phrases after you. However, vary your voice each time in the following ways: high voice, low voice, whisper, shouting, laughing voice, crying voice.
- Toss a stuffed animal around the room. Whoever catches the animal must say the word or phrase, then throw it to someone else.
- Tell children to go around the room and say the word or phrase to as many people as they can in 30 seconds. See who can talk to the most people!

Understanding Evaluation

Introduction

Many teachers think of evaluation simply as “testing.” In many educational systems around the world, formal, traditional tests are seen as the appropriate – and sometimes the only – way to measure what a student has learned.

However, the study of evaluation in recent years, and evaluation of language proficiency in particular, has shown us that there are often better ways of finding out how much a student has “learned” in a second or foreign language.

Goals in Language Evaluation

First, we must be clear about what we want to find out. Do we want to see how much a learner knows *about* the target language? Or do we want to know how well the learner can *use* the target language? Often, teachers *think* they are testing how well a student can use a language, when in reality they are testing how much he *knows* about the language.

For example, let’s look at the following traditional test question, asking students to fill in the blank with the correct past tense form:

Yesterday John _____ (go, past) to the store.

If a student has been conscientious about paying attention and taking notes in class, and memorized all the past tense forms the night before the test, she can do well on a test with questions such as this one. But, does this test-taking skill ensure that the same student can *use* the past tense form in speech? Often not! Such tests usually test more language *knowledge* than language *skill*.

Evaluating Real Language Ability

If traditional tests aren’t best for testing real language ability, how can this ability be measured? This is a question that language teaching professionals have struggled with over the past few decades. In this search for answers, a few realities have become apparent:

1. A truly comprehensive test of language ability must include oral as well as written evaluation.
2. Two of the best indicators of language ability – speech and writing – are the most difficult to evaluate.
3. Few classroom teachers, and few school systems, can afford the time and money for the kind of training in evaluation that is necessary to provide truly valid language testing.

These realities seem to indicate that language evaluation is a hopeless cause! Indeed, we believe that it is difficult to truly evaluate how much language has been learned – especially when teaching children.

We believe that traditional tests are not best because they may not test language skill very well, as shown above, and they may also increase student’s negatives feelings about language learning. We feel that there is a better approach to language evaluation for children.

Evaluating Effort, not Skill

This “better way” that is proposed in the *God is Good curriculum* is to reward children for **effort**, not **skill**. It’s a well-known fact that children learn at different speeds, and have different learning styles. We don’t see a good reason for requiring the same rate of acquisition of all learners. If grades must be given, these can be based on non-linguistic attributes over which children have control.

The *sample evaluation form* provided here evaluates children in three categories:

- **PARTICIPATION:** How well children become involved in the language-learning activities provided in class
- **LANGUAGE DEVELOPMENT:** A general, subjective, evaluation made by the teacher about how well the child is acquiring the language.
- **BEHAVIOR:** An evaluation made by the teacher regarding the child’s behavior in class

In reality, the “language development” category is probably not needed. If children are behaving appropriately and participating in activities, they *will* be developing language skills at the rate appropriate for them. However, it is our experience that the “language development” category is needed for parents, to ensure them that we are making an effort to help their child learn English!

Conclusion

It is very important to use language class time, especially for young children, actually *learning* the language – not preparing for tests. This method pays off in the long run with more positive feelings about the language, and more true language acquisition.

However, if you are in a system where you must give tests, try to make the most of the situation. The “review” lessons in Books 3 and 4 may be used as tests. If you create your own tests, make sure the test content and formats imitate those used for teaching. If you can manage it, include oral testing as well. And, above all, help students focus on actually *learning* the language, not just passing a test.

English Evaluation for grades 1-4

Student: _____
Teacher: _____

Class: _____
Date: _____

	<i>Needs Improvement</i>	<i>Satisfactory</i>	<i>Excellent</i>
Participation	2	3	4
Language Development	1	2	3
Behavior	1	2	3

TOTAL: _____ / 10

Activities for Oral Instruction

BASIC VOCABULARY

NUMBERS

1. **Grades:** 1-4

Grouping: class

Activity: Students sit in a circle holding number cards. Call out a number. The student with that number stands up.

Notes: this activity can also be used with letters.

2. **Grades:** 1-4

Grouping: class

Activity: Students sit in a circle holding number cards. Call out students' names. They stand up and say their numbers.

Notes: this activity can also be used with letters.

3. **Grades:** 1-4

Grouping: class / team

Activity: Say the numbers just moving your mouth don't use your voice. Students guess what the number is.

Notes: This activity can also be used in teams. Have students performed the numbers and their teams guess them.

4. **Grades:** 1-4

Grouping: class

Activity: Students line up. Draw a number on the back of the last student using your finger. They pass on the number until it reaches the first one. The first student says the number aloud and goes to the end of the line.

Notes: This activity can also be used in teams or with letters of the alphabet.

5. **Grades:** 1-4

Grouping: class

Activity: Write numbers on the board in random order. Students close their eyes. Erase some numbers and ask what is missing.

Notes: this activity can also be used with letters.

6. **Grades:** 1-4

Grouping: class

Activity: Teach plus, minus and equal. Dictate simple numbers for students to add up and call out the answer. Have volunteers dictate sums.

7. **Grades:** 1-4

Grouping: class / pair

Activity: Take ten pencils and show them to the students. Hold them behind your back, then quickly show some of them and ask: How many are there? Let them guess and count aloud to check.

Notes: They can do the same activity in pairs.

8. **Grades:** 3-4

Grouping: class

Activity: Numbers 1-30. Explain that they can say neither 3 nor its multiples. Instead they have to say "Snip". Point to students, they keep calling numbers in order until someone makes a mistake. Then this person is out and you start again until you have only a winner.

9. **Grades:** 1-4

Grouping: class

Activity: Call a student and whisper a number in his ear. He must perform the number using his whole body, but silently. The others have to guess the number. You can divide the class in two teams.

Notes: this activity can also be used with letters.

10. **Grades:** 2-4

Grouping: class

Activity: Numbers 1-20. Ask students to draw a tic-tac-toe grid and fill it in with numbers from 1 to 20. Have small numbers in a plastic bag. Call out the numbers for students to cross out.

The first one to cross out all his numbers is the winner. Have students call out the numbers, too.

Notes: This activity can also be used with the alphabet.

11. **Grades:** 3-4

Grouping: pair

Activity: Each student receives 3 beans. Both have to hide a number of beans in one hand. They try to guess the total number of hidden beans. The student who reaches the answer takes one bean out. The first without any beans is the winner.

LETTERS

12. **Grades:** 1-4

Grouping: class

Activity: Spread some letter cards on the wall. Call a letter and have students stand near it.

Notes: This activity can also be used with numbers or colors.

13. **Grades:** 1-4

Grouping: class / team

Activity: Call out a word in English and have students say the first letter of the word.

Notes: This activity can also be used as a competition.

14. **Grades:** 1-4

Grouping: pair

Activity: Call out a letter; pairs form the letter with their bodies, on the floor.

15. **Grades:** 1-4

Grouping: pair

Activity: Give simple written words (on cards) for students to spell to each other in pairs.

Notes: This activity can also be used as a competition. The student with the most correct words is the winner.

16. **Grades:** 1-4

Grouping: class or group

Activity: Before classes start, hide some letter cards in the classroom. Students have to find the cards and say the letters they have found in English.

Notes: This activity can also be used as a game. Divide the class in two teams. One team hides the cards the other looks for them. Then they exchange roles. The team with the most cards is the winner. Make them come to you and say the letter aloud or say a word beginning with that letter.

17. **Grades:** 1-4

Grouping: class or pairs

Activity: Draw gaps on the board from a simple word. Students take turns saying a letter to fit the gaps. If guess is correct, write it in the correct gap; if not, draw a line to a drawing for each wrong letter. Any simple drawing will do, for example a five lines star or a happy face.

Notes: This is a less violent version of the traditional Hangman. It can also be played in pairs.

18. **Grades:** 1-4

Grouping: class

Activity: Give each student an empty Bingo card. The number of squares can be adjusted according to the number of students. For example, if you have 15 students, make grids of 25 squares (5 across and 5 down). In each extra square, have students write the word “free”, but not in a row. Have students write their names on small pieces of paper. Save them in a plastic bag. Students mingle, asking one another to write their names in one of the squares on their bingo cards. Draw and spell names from the plastic bag. When a student’s name is called, he jumps up and spells his name again. Students look for the name on their cards and mark it with a bean. When someone is able to cross out a row of names, down, across or diagonally, he wins.

Notes: If students cross out the names with a pen, it can be played only once, but if you give them some beans, you can save the bingo cards for other turns.

COLORS

19. **Grades:** 1-4

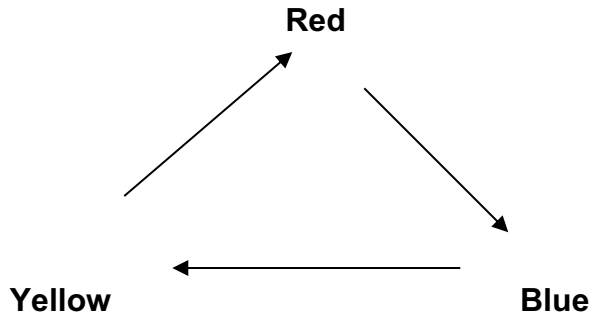
Grouping: class

Activity: Students put their colored pencils on their desks. Name a color and students hold up the corresponding pencil.

20. **Grades:** 1-4

Grouping: pair

Activity: Each student has three crayons: red, yellow and blue. Explain that red wins against yellow, yellow wins against blue and blue wins against red. Use this illustration on the board:



Ask a student to stand opposite you while you both hold the three colored pencils behind your back. Each of you selects a crayon without looking. T: (show your crayon): Blue. And yours? S: (show his crayon): Red. You win. After practicing this activity a few times ask students to play in pairs.

21. **Grades:** 1-4

Grouping: class

Activity: Call out a color and students bring something in that color.

22. **Grades:** 1-4

Grouping: class

Activity: Call out a color. Students who are wearing this color must stand up.

23. **Grades:** 1-4

Grouping: class

Activity: Students stand in a circle. One student holds a soft toy. Call out the name of a color, for example *blue*. The student holding the toy throws it to another student who is wearing blue.

24. **Grades:** 1-4

Grouping: class

Activity: Students form a circle. Stand in the middle. Ask one student to come into the middle with you. Tell a student to touch something blue and keep his hand there. The student touched is the next to follow your instruction. Continue the activity until all students are “knotted together”, each touching something of a particular color on another student.

25. **Grades:** 1-4

Grouping: class

Activity: Spread some papers of various colors on the floor and let students say their colors. Ask them to close their eyes and take out one paper. Ask them to open their eyes and guess which color is missing.

26. **Grades:** 1-4

Grouping: class

Activity: Show some color flashcards to students and spread them on a table or on the floor. Collect all of them and hide only one. Spread the cards again and let students guess which card is missing.

27. **Grades:** 1-4

Grouping: class

Activity: Stick color cards on the board and write a number next to each of the colors.

Say a color and students give you the corresponding number.

Say a number and students give you the corresponding color.

Say a number and say a color. Students have to decide whether they belong together and say *yes* or *no*. Students can also stand up if it's true and sit down if it's false. Try to catch them by doing it faster.

28. **Grades:** 1-4

Grouping: class / pairs / small groups

Activity: Stick color cards on the board and write a number next to each of the colors.

Choose one of the cards and write its number on a piece of paper. Students guess which color you, have chosen.

S: Is it red?

T: No!

S: Is it blue?

T: No!

S: Is it yellow?

T: Yes!

Notes: This activity can also be used in pairs or small groups. Each student has a turn to ask.

ANIMALS

29. **Grades:** 1-4

Grouping: class

Activity: Tell in secret one animal word for each student. Ask students to imitate that animal only with gestures. The others have to guess what animal it is.

Notes: You can play the same game but instead of gestures students can make sounds.

30. **Grades:** 1-4

Grouping: class

Activity: Prepare in advance pictures of animals and cut them into two pieces. Show one piece and ask: What's this? Students have to answer. The one who gets it right can hold the two parts. At the end the one with more animal pictures is the winner.

31. **Grades:** 1-3

Grouping: class

Activity: Give picture of animals to all your students. Don't let them show it. Give commands like: Giraffe - stand up! or Elephant sit down!

32. **Grades:** 1-2

Grouping: class

Activity: Give pictures of animals to all your students. Don't let them show it to others. They have to ask to each other: Are you a? And then answer Yes / No. If a student gets the answer right he keeps the card. The student with most cards at the end is the winner.

33. **Grades:** 1-2

Grouping: class

Activity: Tell the students to mime the animals when you call out the name: T: You are all elephants!

34. **Grades:** 3-4

Grouping: class

Activity: Teach farm, jungle, forest, and home. Work with students to divide all the animals according to the places they live. Call out an animal name and students say where it lives. Call out a place and students give you examples of animals that live there.

Notes: If you have space in your class, ask students to bring magazine pictures of animals and make four beautiful posters to decorate the classroom.

35. **Grades:** 1-4

Grouping: class

Activity: This game is played using cards with drawings of a lion and three other animals. Explain the rules in the native language. Give a card to one student. This student passes it to another student as quickly as possible without you seeing. Then ask the student:

T: Where's the lion?

S1: I don't know. (The student does not have the card).

T: Where's the lion?

S2: I don't know. (Give help with whispers. Now ask the student who you think has the card.)

T: Where's the lion?

S3: Here it is. (The student is holding the card in his hand).

36. **Grades:** 1-4

Grouping: class

Activity: You will need space to move and run, maybe out of the classroom. Turn your back to students and say very low: Look, listen I'm a..(then turning and shouting say) DOG! Keep doing this and changing the animal each time. When you say LION! run and catch a student to be with you. The game goes on until all students are lions.

FOOD

37. **Grades:** 3-4

Grouping: class

Activity: Give a food picture to each student. Tell them they cannot show it to anyone. They have to ask each other: Do you have a? If their guess is correct they win that card. At the end the student with most cards is the winner.

38. **Grades:** 3-4

Grouping: small groups

Activity: Divide the food in groups such as: dairy, meat, fruit, vegetable, grains and dessert. Call out a word and students say which group it belongs. Call out a group and students give you examples of that group.

Notes: If you have space in your class, ask students to bring magazine pictures of food and make beautiful posters to decorate the classroom.

39. **Grades:** 1-4

Grouping: small groups

Activity: Students sit in groups of four. Within each group they take turns playing the part of the 'messenger'. Each messenger has to come to you, and you whisper to them the name of a food: T: apple. etc. The messenger runs to his group and draws the food you have named, showing it to the other students as he does so. The members of the group guess which dish it is. The messenger is only allowed to communicate by drawing. When they have guessed correctly, the group sends the next messenger. The group which is first to guess all the food you have named wins the game.

Notes: The game only works properly if students draw quickly.

40. **Grades:** 1-4

Grouping: class

Activity: Put food cards up on the board one at a time. As you do so say each word aloud, and tell the students to repeat. Mix the cards and take one out. Ask: What's missing? The student who knows gets the card. At the end the student with most cards is the winner.

Notes: You can practice any vocabulary you want with this activity.

41. **Grades:**1-2

Grouping: class

Activity: Mime eating a certain food. Students guess what each item is.

T: What am I eating?

S1: apple?

T: No.

S2: orange?

T: Yes.

42. **Grades:**3-4

Grouping: class

Activity: Write the following categories on the board: dairy, meat, fruit, vegetable, grains, and dessert. Write an example under each category, and then ask the students to name other examples. Add these words to the lists on the board. Then throw a soft ball (or another soft object) to a student and name one of the four categories for example:

T: Dairy.

The student says a word from that category, for example milk, and throws the ball as quickly as possible back to you, and the game continues.

Notes: This game is more demanding if the list of categories is cleaned off the board.

HOME AND KITCHEN

43. **Grades:**1-4

Grouping: class

Activity: if possible bring toy furniture to the class. If not, use pictures. Spread them on the table and ask students to stand near each piece of furniture that you call. Students move around and you check if they have learned the new words.

Notes: You can also do the same activity with school things.

44. **Grades:** 1-4

Grouping: class

Activity: Put all the toy furniture in a bag. Let students touch the furniture inside the bag without seeing it. They have to guess what they are touching.

Notes: You can also do the same activity with school things.

45. **Grades:** 1-4

Grouping: class

Activity: Spread the furniture on a table, ask students to close their eyes and remove one piece. Students have to ask which one is missing.

Notes: You can do this activity with any vocabulary you want to.

46. **Grades:**3-4

Grouping: class

Activity: Say the name of a room and ask students to write down all furniture that goes in this room. The student with more correct words is the winner.

Notes: if your students cannot write the words, they can draw them.

DAYS OF THE WEEK OR MONTHS

47. **Grades:** 3-4

Grouping: class

Activity: Ask one student to write down a day of the week or month. The other students have to write down which day they think it is and ask: Is it Monday? They ask the questions until they get the right answer.

48. **Grades:**1-4

Grouping: class

Activity: Write the first letters of the months on the board on a chart like this:

NAME	J	F	M	A	M	J	J	A	S	O	N	D
Carol			x									
Paul	x											

Interview a couple of children yourself asking: When is your birthday? Fill in the chart as you go. Students draw their own charts and interview each other around the room.

Notes: You can use this activity with other topics such as: favorite food, favorite color, etc.

PREPOSITIONS

49. **Grades:** 1-4

Grouping: class

Activity: Show a pen to everyone. Ask one student to close his eyes. Hide the pen in a book or under the chair or on the table or behind something etc. The student has to ask questions like: Is the pen under the chair? The others have to answer until he gets the right answer.

50. **Grades:** 1-4

Grouping: class

Activity: Dictate simple sentences and ask students to draw them. For example: Draw a pencil on the desk. Draw a pencil case under the chair.

Notes: You can also do the opposite. Show a picture and ask students to write a sentence about it.

BODY

51. **Grades:** 1-4

Grouping: class

Activity: Bring a simple drawing or picture of a monster, but do not show it to students. Describe the monster and ask students to draw it. The most similar monster to yours is the winner.

Notes: Students can draw their own monster and describe it to another student to draw it.

52. **Grades:** 1-4

Grouping: class

Activity: Play Simon says with the parts of the body.

Notes: Students can take turns giving the commands.

53. **Grades:** 1-4

Grouping: class

Activity: Point to any part of your body and ask students to write it down. This activity is a silent dictation and can be done with any vocabulary you want; you just need picture cards without words or realia.

WEATHER

54. **Grades:** 1-4

Grouping: pairs

Activity: Students draw pictures that express weather. In pairs they ask each other questions to guess the weather, e.g. S1: - Is it raining? S2: No, it isn't.

Notes: You can also ask students to draw someone wearing clothes that they already know in English and they have to guess what their partner's person is wearing. E.g. S1: - Is he/she wearing a T-shirt? S2: - No, he isn't.

CLOTHING

55. **Grades:** 1-4

Grouping: 2 groups

Activity: Divide the class into two groups and ask them to line up. Draw two washing-lines on the board. Give an oral command to each student such as: -Hang a purple sweater. / - Hang a green t-shirt. Students run to the board one by one and draw what they have to. The first team to finish the drawings correctly is the winner.

Notes: You can also draw two big school bags and ask students to draw school things inside it.

56. **Grades:** 1-4

Grouping: class

Activity: Draw circles on the floor in different colors. Give commands like: Stand in the red circle if you are wearing shorts. Stand in the green circle if you are wearing socks.

Notes: For this activity you will need an open area and if you have a large class draw 2 or 3 circles with the same color.

Activities for Oral Instruction

FUNCTIONS

NOTES:

- All of these activities can be used in grades 1-4. Younger children may need to be taught concepts such as “make a circle,” “get in pairs,” and other frequent groupings and commands. In addition, younger children may need more picture prompts rather than word prompts.
- The activities provided here can be widely adapted to work on similar phrases, new vocabulary, and similar structures. Use your imagination!

INTRODUCTIONS

1. Self-introduction

Students sit in a circle. A stuffed animal is tossed around the room. Each time a student catches the animal, he must say, “*Hi. My name is _____.*”

2. Self-introduction

Place students in pairs. Have each pair stand facing each other, and arrange the pairs in a circle. This produces an “inner” circle” and an “outer circle” of children facing each other. Have students introduce themselves to the person facing them, saying, “*Hi, my name is _____.*” Then, when the teacher makes a certain noise (such as clapping), each student in the outer circle moves one person to the right. The introduction is then repeated with the new person.

3. Formal Introductions

Teach students formal introductions, as follows:

David: Paul, this is Mary. Mary, this is Paul.

Paul: Nice to meet you Mary.

Mary: Nice to meet you Paul.

Have students work in groups of three, introducing each other. Have them take turns until all have played the role of “introducer.”

4. Family introductions

Have students bring in posters with pictures of each member of their family. (Or, students can draw each member of their family.) Students take turns standing in the front of the class and “introducing” the class to their families. As they point to their pictures, they should create sentences such as: *This is my mom. This is my brother...*

5. Asking someone’s name

Give each student a name on a card. Tell students not to show anyone else their name. Have students go around saying the following:

Hi. My name is _____ (the name given by the teacher). What’s your name?

Students should make sure they ask everyone. At the end, see how many of the names they can remember.

GREETINGS

6. Standard Greeting

The teacher gives each student a card that says either “well” or “sick” (happy and sad faces could be used instead). Most cards should say “well,” with only 3 or 4 “sick.” Students must not show each other their cards. Students mingle around the room, asking each other, “*Hi! How are you?*” Students who are “well” must answer “*Fine thank you. And you?*” Students who are “sick” must answer, “*I’m sick!*” Students should continue asking questions until they have found at least three “sick” people.

7. Informal Greeting

Teach the phrase, “*Hi. How’s it goin’?*” and the response “*Great!*” Have students repeat until they can say the phrase easily. Have all students mingle around the room giving each other “high fives” (raising the arm and slapping each other’s palms) and giving the greeting and the response.

As an alternative, have students say, “*What’s up?*” with the response, “*Not much.*”

8. Greetings for parts of the day

Teach these phrases:

- Good morning (before lunch)
- Good afternoon (after lunch)
- Good evening (when meeting someone after supper or after dark)
- Good night (when heading for home or for bed)

Pantomime certain times of day and activities (such as waking up and yawning, or finishing lunch, or going to bed). Have students respond with the correct greeting.

Older children: If children have already learned to tell time, use a teaching clock for this activity. Pre-teach the terms “a.m.” and “p.m.” if those are unfamiliar. Show a time on the clock, and have children respond with the correct greeting.

9. Greetings for parts of the day

Hand out cards with pictures of parts of the day. The meaning of the pictures may need to be explained in the first language.

- Sunrise (morning)
- Sun high in the sky (afternoon)
- Dusk – sky getting dark (early evening)
- Night sky with moon and stars (night)

Make sure each student understands the part of day that his picture indicates. Students go around the room. They show their card to someone else, and that person must respond with the correct greeting.

POLITE PHRASES

10. Please, thank you, you're welcome

Students sit in a circle. Have an item to pass around the circle, such as a stuffed animal. Students request the animal simply by saying "*please.*" When the animal is given, they respond with "*thank you.*" Then, the student who gave the animal says, "*You're welcome.*" The next student then requests the animal from the one who now has it, by saying "*Please,*" and so on around the circle.

11. Thank you, you're welcome

Have Student A give school articles (such as a pencil, an eraser, a pencil case, etc.) to student B. Each time Student A gives something, Student B must say "*thank you*" to which Student B responds, "*you're welcome.*" When several things have been given, Student B gives them back, with Student A saying "*thank you*" for each one, and Student B responding with "*you're welcome.*"

12. Excuse me

Teach students that one use of the phrase "excuse me" is to ask someone to move to let you pass through. Have students huddle together tightly in the middle of the classroom. Then, have them try to move about, telling their classmates "*excuse me*" repeatedly.

As a variation, after students have huddled together, have them try to get to their seats, all the while saying "*excuse me.*"

13. I'm sorry; that's okay

In pairs, tell students to “accidentally” bump each other. They should take turns “bumping” and being bumped! The person who bumps must immediately afterwards say, “*I'm sorry.*” And the person who is bumped must say, “*that's okay.*” For this activity, it is best to pair boys with boys and girls with girls. Also, the more active ones need to be watched to see that no one gets hurt!

14. I'm sorry; that's okay

Have all students close their eyes, or blindfold them. Have them wander around the room. When they bump into another person, they must say “*excuse me*” and the other person must respond, “*that's okay.*”

15. May I please...

Write on the board common classroom requests:

- get a drink of water
- go to the bathroom
- turn on / off the light
- open / close the door
- open / close the window

Practice saying these phrases. Have students raise their hands and make requests, such as “*May I please close the door?*” Tell students that these are “pretend” requests. Make sure that each student asks at least one question.

Following the above practice activity, place students in pairs. One person plays the role of the teacher, and the other is the student. The student makes polite requests, and the teacher responds with either yes or no. If desired, pre-teach the responses, “*Yes, you may,*” and “*No, you may not.*”

16. Could you please...

Write on the board these phrases:

- turn on / off the light
- open / close the door
- open / close the window
- sit down
- be quiet

Have a student leave the room. When the student has left, the others decide to change something. For instance, all the students might stand up. Then, the student outside

returns, and must figure out what polite request should be given. If all the students are standing, then when the student returns, he should say, “*Could you please sit down?*”

17. May I borrow...

Teach the phrase “*May I borrow...*” and remind students of several names of school objects, such as: eraser, pen, pencil, a piece of paper, ruler. Have students work in pairs. One person should ask, “*May I borrow your eraser?*” and the other respond, “*Yes, you may.*” They should ask to borrow four or five items, then switch roles.

PERSONAL INFORMATION

18. Telling age

The teacher gives each student a card with an “age” on it (“ages” can range from 1 to 100!) Students must not show anyone their card. Rather, they must mingle and ask ages, using these questions and answers:

Question: How old are you?

Answer: I'm _____.

Encourage students to “act their age” – this makes the activity more fun!

19. Telling age

Have students sit in a circle. Go around the circle, having each student say their age – “*I'm _____.*” Then, point to each child one at a time, and have the class say that child’s age. For example: “*She’s nine. He’s ten. He’s ten. She’s nine.*” Finally, have students take turns being in the center of the circle, pointing at each child and saying their age.

20. Telling grade

Teach this question and answer:

Question: What grade are you in?

Answer: I'm in _____ (ordinal number –third, fourth, etc.) grade.

Also pre-teach these ordinal numbers: *first, second, third, fourth, fifth, sixth.*

Give each student a card with a number on it, as in activity #18. Use numbers 1-6.

Have students go around the room asking others the question, and listening for the answer. Ask them to keep a record of how many children are in each grade.

21. Telling age and grade

Prepare two sets of small pieces of paper, with enough papers in each set for all the students. On one set of papers, write ages. These can be ages 1-100. On another set of paper write grades: first, second, third, fourth, fifth, or sixth. Put each set of papers in a hat or container.

Students will choose a piece of paper from each container. This will be their “age” and their “grade.” Have students sit in a circle. Go around the room, having each give their age and grade. There will be some humorous combinations! For example:

I'm 85 and I'm in second grade!

22. Greetings and partings

Make sure students already know some greetings (see previous activities). Pre-teach this parting: “Bye. See you later.”

Have students wander around the room and casually bump into someone. When they do, they must stop, greet, and then part. They can even say something such as “Blah, blah, blah” imitating conversation between the greeting and the parting!

Here is a sample conversation:

S1: *Hi, how are you?*

S2: *Fine thanks. How are you?*

S1: *Fine thanks.*

S1 & S2: *Blah, blah, blah...*

S1: *See you later.*

S2: *Bye. See you later.*

QUESTIONS AND ANSWERS

23. Simple yes/no questions and answers

Pre-teach a simple exchange such as:

Question: Are you happy?

Answer: Yes I am. / No I'm not.

Have students sit in a circle. Begin by asking the question to the student at your right. After he answers, he asks the question to the next person, and so on. Continue asking similar questions, such as: *Are you a boy? Are you Canadian? Are you tall? Are you tired? Are you hot?*

NOTE: Many simple questions can be practiced in this way. However, don't mix verb forms with young children just beginning to learn the language. In other words, don't add "Is this a ball?" to the above list of questions. Instead, begin a new round, asking all questions beginning with "is."

24. Simple yes/no questions and answers

Pre-teach the names of simple objects such as: ball, cat, dog, hat, flower, book, pencil, etc. Prepare cards with pictures of these objects, or words if the students are older. Tape a card on each child's back, without letting him see what is on the card.

Each student must go around the room asking questions such as, "*Is it a dog? Is it a book?*" Students must respond with "*Yes it is*" or "*no it's not.*" Note: students must only ask one question per person, so that they ask many different people before they figure out the answer.

25. Information Questions: What

Pre-teach "*What's this?*" with the response "*It's a(n) _____.*" Bring several objects whose names students already know in English, for example: an apple, a ball, a pencil, etc. Have students sit in a circle. Pass the object to the first student, asking the question "*What's this?*" The student answers, then asks the question to the next student, and so on around the circle. After the first object has started around the circle, another can be introduced, until several objects are going around the circle.

26. Information Questions: What

As a variation on the preceding activity, choose objects that can be tossed (such as several different stuffed animals). Have students toss the animal to someone while they say, "*What's this.*" When the other student catches the animal, he must answer, "*It's a dog (pig, bird, etc.)*"

27. Information Questions: Who

Pre-teach "*Who's that?*" and "*Who's this*" teaching that "*that*" is used when pointing and "*this*" is used when touching. Have students sit in a circle. Have students ask questions following this pattern:

John: Paul (calling a classmate's name) who's that (pointing to another classmate)?
Paul: That's Mary.
Paul: Jane, who's this (touching another classmate)?
Jane: (Goes to touch the classmate as well) This is Sarah.
Jane: Billy, who's that (pointing)?
Billy: That's Jonah.
Billy: Mark, who's this (touching)?

28. Information Questions: Who

Have students bring in pictures of their families. Working in pairs, students show their pictures to their partners. The other student must ask, "*Who's this?*" pointing to each person. The student answers the questions using family words: "*My mother*" "*My sister*" etc.

29. Information Questions: Where

The teacher hides several objects around the room, and provides students with pictures of those objects. The students must then look at the picture and ask the teacher "*Where is the _____?*" The teacher can respond with prepositional phrases, such as "*It's under the table.*"

30. Information Questions: Where

Put students in pairs. Provide each student with a picture of a living room, and a list of objects to be placed somewhere in the living room, for example: a book, a lamp, a pair of shoes, a rug, a picture, etc. Have one student draw the items anywhere he wants in the living room. The other student must then discover where the items are by asking questions such as, "*Where is the book?*" The second student should try to draw the items in the same place, without looking at the first student's drawing.

If students have not yet learned prepositional phrases such as "*on the table*" the answers could be given in the first language.

AGREEMENT

31. Me too

Bring several foods that kids like to class. (Or, bring pictures.) Possible foods are: apples, bananas, popcorn, pizza, ice cream, cake, cookies, pop, milk, bread. Point to

one student, who gets to make a sentence choosing one of the foods: *"I like popcorn."* Then, all the students in the class who agree, shout out *"Me too!"*

After doing the above activity in a large group, place the students in pairs. Have one student make the *"I like"* statements, while the other responds with *"Me too."* Then switch roles.

32. So do I

Repeat the above activities, replacing *"Me too"* with *"So do I."* Teach students that they mean the same thing.

33. Me too / so do I

Put a list of words on the board of things students like. It could be a list of sports, animals, foods, or places. Or, pictures could be used.

Have students circulate around the room asking people making statements beginning with *"I like."* The other student should respond with one of the agreement forms.

If desired, pre-teach the phrase *"I don't"* so that students can either agree or disagree.

PREFERENCES

34. I like / I don't like

Bring in food items, or pictures of foods. Have students circulate around the room, telling each person in the class something that they like and something that they don't like.

35. I like / I don't like

Place students in pairs. Have each student draw several foods that they like, and several that they don't like. Then, they use their pictures as prompts for telling their partner about their likes and dislikes.

36. I would like

Give students simple restaurant menus. If children can't read well yet, you could just provide pictures. Call on students one at a time and have them say what they would like to order.

As a variation, have students do this activities in pairs, with one person being the customer and the other being the waiter.

Fun SONGS!

For learning about ENGLISH
and about GOD!

Songs and Language Content

SONG TITLE	LANGUAGE CONTENT
1. Head and Shoulders	Parts of the body
2. Hokey Pokey	Parts of the body
3. It's About Love	Family vocabulary
4. Rainbow	Colors
5. We Thank You	Giving thanks
6. The ABC Song	The alphabet
7. 1-2-3 Jesus Loves Me	Numbers
8. Crazy Clothes	Names and qualities of clothing
9. All-weather Friend	Weather vocabulary
10. Read and Pray	Growth and learning
11. I Choose to Follow	Growth and learning; parts of the body
12. Noah's Animals	Animal words and sounds
13. When is a Good Day?	Days of the week
14. The Month Song	Months
15. Who's the King of the Jungle?	Questions; places
16. I like Bananas	Food vocabulary
17. Peanut Butter	Food vocabulary
18. I'm So Happy	Feeling vocabulary
19. Feelings	Feeling vocabulary
20. POP Goes the Popcorn!	Food and kitchen vocabulary
21. God is Watching Over Me	Prepositions
22. Twinkle, Twinkle Little Star	Nature Vocabulary
23. God is So Good	Theme song for this series

1. Head and Shoulders

Head and shoulders knees and toes, knees and toes
Head and shoulders knees and toes, knees and toes
Eyes and ears and mouth and nose
Head and shoulders knees and toes, knees and toes

2. Hokey Pokey

You put your right hand in, you put your right hand out
You put your right hand in and you shake it all about
You do the hokey pokey and you turn yourself around
That's what it's all about!

- left hand
- right foot
- left foot
- back side
- head
- whole self

3. It's About Love

Love, love, love, that's what it's all about
'Cause God loves us, we love each other
Mother, father, sister, brother, everybody sing and SHOUT!
'Cause that's what it's all about, it's about love, love, love

4. Rainbow

First Part:

Yellow and orange and red and green, purple and blue
Rainbow, rainbow

Second Part:

God made a rainbow in the sky
Beautiful, colorful, rainbow, rainbow

5. We Thank You

We thank you, thank you, thank you for the good, good food (4x)
We thank you... for the good, good food!

Second Part:

We thank you, we thank you, we thank you for the food
With fellowship and harmony we thank you!

6. The ABC Song

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
These are the letters of the alphabet, sing it again, so you won't forget.

7. 1-2-3 Jesus Loves Me

One, two three, Jesus loves me, one, two, Jesus loves you.
Three and four, He loves me more
More than I've ever been loved before
Five, six, seven, I'm going to heaven, eight, nine, 'cause Jesus is mine.
Now we've sung right up to ten, and we have time to sing it again! So...

Last time: We don't have time to sing it again! But...
One, two, three, Jesus loves me, one, two, Jesus loves you!

8. Crazy Clothes

Crazy clothes, I love wearing crazy clothes
From my head, to my toes, I love crazy clothes!

Pink and purple polka dots on my hat
Brown and orange stripes on my pants
My shirt is blue with red and yellow flowers
And my socks are one red, one green, one blue

Got a silk shirt that's dressy and neat
I wear it with flip-flops on my feet
Socks with the flip-flops, sweat pants too
What a great outfit, Whoop-de-doo!

9. All Weather Friend

Why should I care if the sun doesn't shine, Jesus is mine, all of the time
Why should I care if it's cloudy and grey, Jesus is with me always

If it's rainy, snowy, cold and dark
I still have God's love in my heart...

10. Read and Pray

Read your Bible, pray every day, pray every day
Read your Bible, pray every day, and you'll grow, grow, grow
And you'll grow, grow, grow (2x)
Read your Bible, pray every day, and you'll grow, grow, grow

Don't read your Bible, forget to pray, forget to pray, forget to pray
Don't read your Bible, forget to pray, and you'll shrink, shrink, shrink
And you'll shrink, shrink, shrink (2x)
Don't read your Bible, forget to pray, and you'll shrink, shrink, shrink

11. I Choose to Follow

God created our bodies, He created our minds
We are unique, we are mankind
God made us free to follow or not
To obey His word, and all that He taught

I choose to follow, to follow my Lord (4 x)

12. Noah's Animals

The animals went into the ark (3X)
And then God closed the door

The dog (bow wow) and the monkey
The cat (meow) and the bear
The cow (moo) and the elephant
And then the lion (ROAR!)

The horse (neigh) and the rabbit
The bird (tweet tweet) and the snake
The pig (oink) and the kangaroo
And then the lion (ROAR!)

13. When Is a Good Day?

When is a good day to praise the Lord? (2x)
Oh.... Monday is a good day, Tuesday is a good day
Wednesday is a good day too
Oh.... Thursday is a good day, Friday is a good day
Saturday and Sunday too!

14. The Month Song

January, February, March, April, May, June, July, August,
September, October, November, December
Those are the months of the year.

15. Who's the King of the Jungle

Who's the King of the jungle? (*monkey sounds*)
Who's the King of the sea? (bubble, bubble, bubble)
Who's the King of the universe? (*hands spread over head*)
And who's the King of ME?

His name is J-E-S-U-S, YES! He's the King of me
He's the King of the universe, the jungle
And the sea (bubble, bubble, bubble)

Who's the King of the desert? (*flick tongue out like a lizard*)
Who's the King of the stars? (twinkle, twinkle, twinkle)
Who's the King of the Milky Way? (*hands spread over head*)
And who's the King of Mars? (*make antennas like a Martian*)

Repeat chorus using: Mars, Milky Way, dessert, stars

16. I Like Bananas

I like bananas, and mangoes are sweet
I like papaya, but nothing can beat
The sweet love of God (sweet, sweet, sweet, sweet love of God)

17. Peanut Butter (“em” = “them”)

Peanut, peanut butter (JELLY!) Peanut, peanut butter (JELLY!)

First you take the peanuts and you dig em, you dig em,
You dig em, dig em dig em
Then you crush em, you crush em, you crush em, crush em, crush em,
Then you spread em, you spread em, you spread em, spread em, spread em

Peanut, peanut butter (JELLY!) Peanut, peanut butter (JELLY!)

Next you take the berries and you pick em, you pick em,
Then you crush em, you crush em, you crush em, crush em, crush em,
Then you spread em, you spread em, you spread em, spread em, spread em

Peanut, peanut butter (JELLY!) Peanut, peanut butter (JELLY!)

Next you take the sandwich and you bite it, you bite it
You bite it bite it bite it
Then you chew it, you chew it, You chew it, chew it, chew it,
Then you swallow, you swallow, You swallow, swallow, swallow

Peanut, peanut butter (JELLY!) Peanut, peanut butter (JELLY!)

Mmmmm good!

18. I’m So Happy

I’m so happy, I’m so happy
I’m so happy, happy, happy, happy, happy, happy, happy
I’m so happy, I’m so happy
For Jesus is a friend of mine.

19. Feelings

When I feel happy, when I feel glad, when I am full of joy
When I am well and when I am fine, Jesus is always there

Jesus is wherever I am
He is the friend who never leaves
Jesus is wherever I am
He's my forever friend

When I feel sad, when I feel bad, when I am all alone
When I am tired or sick or scared, Jesus is always there

20. Pop Goes the Popcorn!

Put the popcorn in the pot, put the lid on tight
Put it on the stove and wait...
POP goes the popcorn!

Pop, pop, pop, pop, POP goes the popcorn! (2 x)

21. God is Watching Over Me

Watching, watching, watching, watching...

God is watching over me, God is watching over me
Wherever I go, whatever I do
God is watching over me

- When I'm in school
- When I'm at church
- When I'm on a bus
- When I'm in a car
- When I'm in a space ship headed for Mars!

22. Twinkle, Twinkle Little Star

Twinkle, twinkle, little star, how I wonder what you are
Up above the world so high, like a diamond in the sky
Twinkle, twinkle, little star, how I wonder what you are

23. God is So Good

God is so good, God is so good
God is so good, He's so good to me

Fun Chants!

HOW ARE YOU?

Hello, how are you?

I'm fine. How are you?

I'm fine. How's Jan?

She's fine.

How's Rod?

He's fine.

How are the girls?

They're fine.

How's the dog?

He's sick!

Oh no!!!!

THAT'S WRONG!

A monkey is blue.

No it's not! That's wrong! A monkey is brown!

An elephant is small.

No it's not! That's wrong! An elephant is big!

A flower is ugly.

No it's not! That's wrong! A flower is pretty!

The sun is cold.

No it's not! That's wrong! The sun is hot!

God is love.

Yes He is! That's right! God is LOVE!!!

PLEASE AND THANK YOU

Please come here. Please come here.

(come)

Thank you.

You're welcome.

Please sit down. Please sit down.

(sit)

Thank you.

You're welcome.

Please stand up. Please stand up.

(stand)

Thank you.

You're welcome.

Please stop this. Please stop this.

Okay.

Thank you.

You're Welcome!

GOING ON A LION HUNT

Sit in a circle. Pat hands on floor to simulate walking. Make other hand gestures as appropriate. Children repeat each line after the teacher says it.

Going on a lion hunt *(children repeat)*

Gonna catch a big one

I'm not afraid!

What's that up ahead?

A tree!

A tall tree!

A big, tall tree!

Can't go over it

Can't go through it

Gotta go around it!

Around the tree

*Repeat various times, with various obstacles, such as a river, a swamp, a bridge.
Use different prepositions for the sections "Can't go over it..."*

To end:

What's that noise?

A LION!

A BIG LION!

A BIG SCARY LION!

Repeat all of the obstacles in reverse, rushing back through the river, around the tree, etc. End:

I'm not afraid! Well, maybe just a little!

BRUSH YOUR TEETH!

When you wake up in the morning at a quarter to one,
And you just want to have a little fun

You brush your teeth!

(ch, ch ,ch....Make sound and motion of brushing teeth)

You brush your teeth!

(ch, ch ,ch....Make sound and motion of brushing teeth)

(Repeat after each "hour")

When you wake up in the morning at a quarter to two,
And you just don't know what else to do, you brush...

When you wake up in the morning at a quarter to three,
And you just want to have a little spree, you brush...

When you wake up in the morning at a quarter to four,
And you've just got to have a little more, you brush...

When you wake up in the morning at a quarter to five,
And you feel more dead than you do alive, you brush...

When you wake up in the morning at a quarter to six,
And you've just got to have another fix, you brush...

When you wake up in the morning at a quarter to seven,
And you just want to get a little closer to heaven, brush your...

When you wake up in the morning at a quarter to eight,

Ah oh! No more toothpaste!