

# English Teacher's Helper



Activities for fun  
and interesting  
English classes!

*By  
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*Dear Teacher,*

*I'm happy to be able to share with you these activities and ideas for teaching English. I first developed this booklet for teachers when I directed an English program in Brazil, and am indebted to Gladys Ferreira, a wonderful Brazilian English teacher, for many of the activities in this book.*

*Now that I am working in Indonesia, I find that teachers are eager to learn new techniques and methods for teaching English. I hope that some of these ideas will be useful for you.*

*Children have a natural interest in learning. It is when we tap into their curiosity and excitement about life that we do our best teaching. Learning English by accident, while engaged in interesting activities, is the best kind of English learning.*

*May God bless your teaching!*

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# Introduction

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. While it is intended primarily as a resource for teaching English to *children*, many of the activities and resources here could also be used with *adults*.

This book provides the following resources:

## 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. 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 students learn oral language.

## Songs

What would a language class be without songs! But we go a step further, providing not only songs, but also accompanying language learning activities. 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.

# Reminders for English Teachers

## 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!

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 can provide you with some background and many ideas for teaching English using fun and effective methods.

## 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 contrast to this “moving through the book” approach, everything that is taught should be recycled again and again in different formats and activities, to ensure that words and phrases become a part of students’ long-term memory.

### 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. When content is recycled, all students have repeated chances to learn.
- 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. This book includes 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 the ideas in this book can help you motivate your students:

- 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!

# 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 <b>and</b> 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.	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 <b>without any props at all</b> . 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 <b>many</b> different ways. Don't get upset when students don't remember words they learned yesterday!



# Some Useful Activities

There are certain methods used in teaching language to children that are nearly always successful. Learn to use these methods well, and you will always have a fun activity to use at a moment's notice!

## **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!

## DICTO-COMP

This combination of dictation and composition can be used successfully for older children and adults. It practices all four skills (reading, writing, speaking, and listening), and helps students develop accuracy in language use. All you need is a short (3-4 sentence) paragraph that is written at the students' level, that is about something that is interesting to them. When you have your paragraph, follow these steps:

1. Introduce the topic so that students will be prepared for the text. This could include asking questions, showing pictures, or introducing vocabulary words.
2. Read the paragraph to the students. Do not allow them to write anything down.
3. Read the paragraph again, allowing students to take notes. Repeat this step a few times, if necessary.
4. Ask students to re-write the paragraph, based on their notes. Give them these guidelines:
  - Their writing should have the same ideas.
  - Their writing should be grammatically correct.
  - Their writing does **not** need to be exactly like the paragraph you read.
5. In groups of 3-4, have students share their paragraphs, and come up with a **group** version.
6. Students write their group versions on the board or on large poster board which can be put on the wall.
7. The teacher reads each paragraph as it is completed, underlining parts that may need work. Groups gather around their versions, correcting them and soliciting the teacher's help as needed.
8. All groups read their paragraphs to the class.

## SENTENCE SCRAMBLE

Begin with 8-10 sentences that are at the students' level. For beginners, the sentences may be very simple, including only 4-5 words. Cut up the words and for each sentence and place them in envelopes. Students work in teams, doing the following:

1. One person in each team runs up to the teacher's desk, takes an envelope, and takes it back to his/her team.
2. The team puts together the sentence, and has the teacher check it.
3. They put the words back in the envelope, and return them to the front.
4. They take another envelope, and repeat the task.
5. The first team to finish all the sentences wins!

## TIC-TAC-TOE

Nearly any vocabulary words or structures can be practiced with this game. Create a tic-tac-toe grid, using the top for one set of words and the side for another. In teams, students place their X's and O's by creating appropriate sentences. See the examples below:

### Example One:

*Target language practice: subject/verb agreement; pronouns*

	he	we	I
go			
take			
like			

### *Explanation:*

- If a team wants the middle square, they must make a sentence combining "we" and "take", such as, "We take the bus to school."
- If a team wants the top right square, they must make a sentence combining "I" and "go", such as, "I go to school every day."

### Example Two:

*Target language practice: singular, plural, and uncountable nouns*

	apples	banana	milk
have			
eat			
like			

## **BINGO**

The game of Bingo provides excellent listening practice for language learners. In this game students listen for items on a 25-square grid. As they hear the teacher call out an item, they check that item off on their grid. When they have 5 checked in a row (up, down, or diagonal) they yell out “BINGO!” The first to get Bingo is the winner. However, you should keep playing until all of the items have been called out.

When using Bingo, keep in mind that students all need to have *different* bingo forms. In other words, if you are calling out numbers and students are finding the numbers on their forms, the number “7”, for example, would be in a different place on each student’s form. You can achieve these random forms in two ways:

- Provide students with random forms that you have created. This is a lot of work, but if you will use the forms again and again, it is worth it.
- Put a list of items to go in the squares on the board. Have students copy the items *randomly* onto squares on their Bingo forms.

Some types of Bingo games for language learning are:

1. Numbers: students hear a number called by the teacher, and must identify which number it is on their form.
2. Similar words: students hear words spoken by the teacher, and must choose the correct word on their forms. (Ex: sit, set, men, man, three, tree)
3. Pictures and words: students hear a word called by the teacher, and must find the picture on their form. OR, the teacher shows a picture, and students must find the word on their Bingo forms.

# Bingo!

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## MATCHING

Sets of matching cards are very useful in language practice. Some examples of matching cards are:

- Numbers and their word forms
- Pictures and words
- English word and Indonesian word (don't use if pictures are an option)
- Synonyms (words with the same meaning)
- Antonyms (words with opposite meanings)

Matching cards can be used in several ways:

1. The game of Concentration: Cards are laid out, face down. Students take turns turning over two cards. If the two cards match, the student gets to keep them and take another turn. If they don't match, he must put them back in the original place. The student with the most pairs at the end wins.
2. Class drills: Students are given one set, while the teacher has the matches. The teacher holds up a card, or says it, and students must find the match.
3. Individual, pair, or small group drill: Students put the matches together, and call the teacher to check when they are finished.
4. Organizing students into pairs: Give each student a card. Have students find their matches. These two students then work together on another activity.

## SURVEYS

When students go around the room gathering information from their friends, they engage in a lot of fun language learning. Surveys can help students practice asking and answering questions. For lower level students, prompts should be given so that students will know how to ask the question, and how to formulate the answer.

# A Survey On Food Preferences

*Ask your friends!*

Question: Do you like \_\_\_\_\_?

Answer: Yes, I do.

No, I don't.

<i>Name of friend</i> ↓	<b>eggs</b>	<b>milk</b>	<b>bread</b>	<b>apples</b>	<b>rice</b>	<b>potatoes</b>

## INTERVIEWS

In an interview activity, students work in pairs to gather information about each other. Through this activity they get a lot of practice asking and answering questions. The interview data can then be used for writing (shown below) or speaking activities.

# Write about Your Friend!

(Level: Beginning)

*Ask your friend:*

	<b>question</b>	<b>answer</b>
Name		
Country		
Age		
Birthday		
Sisters		
Brothers		
Hobbies		

My friend is \_\_\_\_\_. \_\_\_\_\_ comes from \_\_\_\_\_.

\_\_\_\_\_ is \_\_\_\_\_ years old. \_\_\_\_\_ birthday is on

\_\_\_\_\_. \_\_\_\_\_ has \_\_\_\_\_ sisters and \_\_\_\_\_ brothers.

\_\_\_\_\_ likes to \_\_\_\_\_

\_\_\_\_\_

I like my new \_\_\_\_\_!

# 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 negative feelings about language learning. We feel that there is a better approach to language evaluation for children.

## Evaluating Effort, not Skill

This “better way” 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 for 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. 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.

# A Sample English Evaluation Form for Children

Student: \_\_\_\_\_  
Teacher: \_\_\_\_\_

Class: \_\_\_\_\_  
Date: \_\_\_\_\_

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

**TOTAL:** \_\_\_\_\_ / 10

# Activities for Oral Instruction

## **BASIC VOCABULARY**

# **NUMBERS**

1. **Grades:** all

**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:** all

**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:** all

**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:** all

**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:** all

**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:** all

**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:** all

**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:** upper

**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:** all

**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:** middle and upper

**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:** middle and upper

**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:** all

**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:** all

**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:** all

**Grouping:** pair

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

15. **Grades:** all

**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:** all

**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:** all

**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:** all

**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:** all

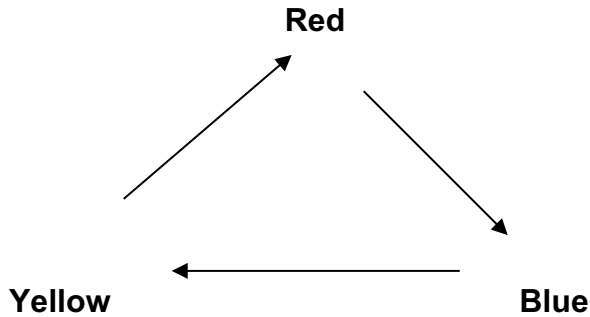
**Grouping:** class

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

20. **Grades:** all

**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:** all

**Grouping:** class

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

22. **Grades:** all

**Grouping:** class

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

23. **Grades:** all

**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:** all

**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:** all

**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:** all

**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:** all

**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:** all

**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:** all

**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:** all

**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:** lower

**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:** lower

**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:** lower

**Grouping:** class

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

34. **Grades:** middle and upper

**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:** all

**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:** all

**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:** middle and upper

**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:** middle and upper

**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:** all

**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:** all

**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:** lower

**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:** middle and upper

**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:** all

**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:** all

**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:** all

**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:** all

**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:** middle and upper

**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:** all

**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:** all

**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:** all

**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:** all

**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:** all

**Grouping:** class

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

**Notes:** Students can take turns giving the commands.

53. **Grades:** all

**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:** all

**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:** all

**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:** all

**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 for all children. 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!

# Songs and Language Content

SONG TITLE	SONG ACTIVITY SHEET	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. Crazy Clothes		Names and qualities of clothing
8. I Choose to Follow		Growth and learning; parts of the body
9. Noah's Animals		Animal words and sounds
10. When is a Good Day?	✓	Days of the week
11. The Month Song		Months
12. I like Bananas	✓	Food vocabulary
13. Peanut Butter		Food vocabulary
14. POP Goes the Popcorn!		Food and kitchen vocabulary
15. God is Watching Over Me		Prepositions
16. Twinkle, Twinkle Little Star		Nature Vocabulary
17. God is So Good		Theme song for this series
18. Lean on Me	✓	Friendship
19. Make New Friends	✓	Friendship
20. Love in Any Language	✓	Friendship; love

## 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. 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!

## 8. 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)

## 9. 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!)

## 10. 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!

## 11. The Month Song

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

## 12. 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)

### 13. 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!

### 14. 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)

### 15. 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!

### 16. 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

### 17. God is So Good

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

### 18. Lean on Me

Lean on Me when you're not strong  
I'll be your friend, I'll help you carry on  
For I know, it won't be long, till I'm gonna need  
Somebody to lean on

You just call on me brother when you need a hand  
We all need somebody to lean on  
I just might have a problem that you'll understand  
We all need somebody to lean on



### 19. Make New Friends

Make new friends, but keep the old  
One is silver and the other gold

### 20. Love in Any Language

Love in any language, straight from the heart  
Pulls us all together, never apart  
And once we learn to speak it, all the world will hear  
Love in any language, fluently spoken here

# Activities using Songs

Note: All of the following activities are more appropriate for upper elementary and adult than for young children.

# HOKEY POKEY

*Complete:*

You put \_\_\_\_\_ right hand in, you put your right hand \_\_\_\_\_  
You put your \_\_\_\_\_ hand in and you \_\_\_\_\_ it all about  
You \_\_\_\_\_ the hokey pokey and you \_\_\_\_\_ yourself around  
That's what it's all \_\_\_\_\_!

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

*Questions:*

1. Write the opposites: right - \_\_\_\_\_ in - \_\_\_\_\_
2. List the parts of the body in this song:  
\_\_\_\_\_
3. What forms of "you" can you find? \_\_\_\_\_
4. What contractions do you see? What are the long forms?  
\_\_\_\_\_
5. How do we often pronounce:  
you \_\_\_\_\_ your \_\_\_\_\_ and \_\_\_\_\_

## IT'S ABOUT LOVE

*Complete:*

Love, love, love, that's \_\_\_\_\_ it's all about

'Cause God \_\_\_\_\_ us, we love each \_\_\_\_\_

Mother, \_\_\_\_\_, sister, brother, everybody \_\_\_\_\_ and SHOUT!

'Cause that's what it's all \_\_\_\_\_, it's about love, love, love

*Circle the **correct** sentences:*

1. God love us.                      God loves us.
2. We love each other.              We loves each other.
3. He love his wife.                  He loves his wife.
4. They love their children.        They loves their children.
5. I loves you.                        I love you.

*Write the **long** form:*

it's \_\_\_\_\_ that's \_\_\_\_\_

'cause \_\_\_\_\_

*What does it mean?*

“That's what it's all about” means

“That's what's i \_ \_ o \_ t \_ \_ \_.”

*Why can we love each other?* Because \_ \_ \_ loves us!

## THE ABC SONG

Fill in the missing letters and words.

A B \_\_\_ D \_\_\_ F G, H \_\_\_ J K \_\_\_ M N O P, \_\_\_ R S, T  
\_\_\_ V, \_\_\_ X, \_\_\_ and Z

These \_\_\_\_\_ the letters of \_\_\_\_\_ alphabet, sing it \_\_\_\_\_ so you won't  
\_\_\_\_\_!

Write all the vowels: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ and sometimes \_\_\_\_\_

Write all the consonants that use the *lips*: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

*Matching: Spelling and Sound*

Look at the words on the left. Look at the letters in bold. Find the sound on the right that represents these letters.

enough	/j/
easy	/sh/
huge	/f/
box	/ks/
sure	/z/

*Complete Lyrics:*

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!

## WHEN IS A GOOD DAY

*Vocabulary: Days of the Week*

**Fill in the missing letters to write the days of the week:**

M \_ N \_ A \_  
TH \_ R \_ D \_ Y  
S \_ ND \_ \_

T \_ E \_ DA \_  
F \_ I \_ AY

WE \_ N \_ S \_ A \_  
S \_ TUR \_ AY

*Comprehension:*

Listen to the song and answer in a complete sentence:

**When is a good day to praise the Lord?**

\_\_\_\_\_

*Application:*

**Answer the questions with a day of the week.**

1. What days do you have English class? \_\_\_\_\_
2. What days do you go to worship? \_\_\_\_\_
3. What days do you go shopping? \_\_\_\_\_
4. What days do you work? \_\_\_\_\_
5. What days do you praise the Lord? \_\_\_\_\_

## THE FRUIT SONG

*Complete:*

**Unscramble the fruit words below, and put them in the correct blanks.**

gmosena

ypaapa

nsaabna

I like \_\_\_\_\_, and \_\_\_\_\_ are sweet

I like \_\_\_\_\_, but nothing can beat

The sweet love of God (sweet, sweet, sweet, sweet love of God)

*Idioms:*

1. Which of the sentences below uses the same meaning of “beat” as the song?
  - a. We beat the rugs to clean them.
  - b. We clap our hands to the beat of the music.
  - c. Joe beat Tom in the race.
  
2. Which of the sentences below uses the same meaning of “sweet” as “sweet love of God”?
  - a. My daughter gave me a sweet card.
  - b. This cake is very sweet.

*Complete lyrics:*

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)

## LEAN ON ME

*Complete:*

Lean on Me when \_\_\_\_\_ not strong  
I'll be \_\_\_\_\_ friend, I'll help you \_\_\_\_\_ on  
For I know, it won't \_\_\_\_\_ long, till I'm gonna \_\_\_\_\_  
Somebody to lean \_\_\_\_\_

\_\_\_\_\_ just call on me \_\_\_\_\_ when you need a \_\_\_\_\_  
We all need somebody \_\_\_\_\_ lean on  
I just \_\_\_\_\_ have a problem that \_\_\_\_\_ understand  
We all need \_\_\_\_\_ to lean on

*Vocabulary:*

**Use words from the song to fill in the blanks below.**

1. It's cold outside. \_\_\_\_\_ going to wear my coat.
2. Don't \_\_\_\_\_ on that fence. It's broken.
3. If you need anything, just \_\_\_\_\_.
4. I don't \_\_\_\_\_ this book. It's too difficult.
5. I won't go to bed \_\_\_\_\_ my daughter gets home.

*Idioms:*

**Match the phrases with the definitions:**

to continue	<i>lean on</i>
count on / rely on	<i>call on</i>
ask for help	<i>carry on</i>

*Questions:*

1. When do you "lean on" others? \_\_\_\_\_
2. Can others "lean on" you? How and when? \_\_\_\_\_  
\_\_\_\_\_



## MAKE NEW FRIENDS

*Complete:*

**Use the definitions below to help you complete the lyrics:**

1. not old
2. the opposite of new
3. 1
4. white precious metal
5. yellow precious metal

Make \_\_\_\_\_ (1) friends, but keep the \_\_\_\_\_ (2)  
\_\_\_\_\_ (3) is \_\_\_\_\_ (4) and the other \_\_\_\_\_ (5)

*Questions:*

In this song, new friends are like \_\_\_\_\_ and old friends are like \_\_\_\_\_. Do you agree with this? Why or why not?

*Vocabulary:*

1. In English we “make” friends and “keep” friends. Are these verbs used for friendship in your language?
2. This song is sung in a “round”. How do you describe this in your language?

## LOVE IN ANY LANGUAGE

*Put in order:*

**Number the phrases as you hear them in the song.**

- \_\_\_\_\_ Pulls us all together
- \_\_\_\_\_ Love in any language
- \_\_\_\_\_ And once we learn to speak it
- \_\_\_\_\_ Straight from the heart
- \_\_\_\_\_ Never apart
- \_\_\_\_\_ Love in any language
- \_\_\_\_\_ All the world will hear
- \_\_\_\_\_ Fluently spoken here

*Vocabulary:*

**Find words from the song that are opposites of the words below:**

- |            |       |               |       |
|------------|-------|---------------|-------|
| 1. crooked | _____ | 5. always     | _____ |
| 2. push    | _____ | 6. many times | _____ |
| 3. apart   | _____ | 7. hesitantly | _____ |
| 4. none    | _____ | 8. there      | _____ |

# 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!**