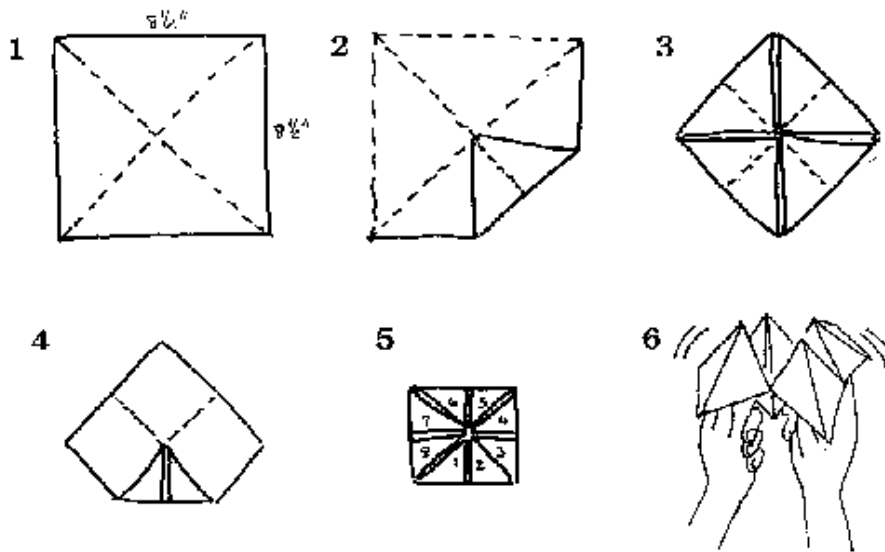


Materials and Games to Support Young Learners

Make a Cootie Catcher



1. Get a **square** sheet of paper.
- 2-3. Fold all 4 corners of the sheet into the center, forming a smaller square.
4. Flip the square over and fold all 4 corners into the center. Color each of the four small squares a different color.
5. Number the 8 inside flaps (triangle shapes) and write the **answers** under them.
6. Flip it back over and stick your two thumbs and two forefingers into each of the 4 flap pockets. Fingers should press center creases so that all 4 flaps meet at a point in the center.

How to play Cootie Catcher game:

You'll need 2-4 players.

Begin by asking a question (see samples below)/

Have a player "Pick a color" then spell the color while opening and closing the Cootie Catcher. "Pick a number" then open and close the Cootie Catcher that number of times. The player then selects a number on the visible flaps revealed when you stop.

Possible questions and answers to be reinforced with the game:

What does Mahmood look like? Use Adjectives...smart, handsome, tall, short, stupid, ugly...

What will Angie be when she grows up? Occupations: president, an astronaut, a carpenter, a teacher...

What does Phomia like to play after school? Activities: baseball, football, dolls, stick ball, house...

What will Abe's fortune be? (future tense): He will be famous. You will be a movie star. You will fly.

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Play the "I Spy" Game

"I spy something that begins with *f*. Can you name it?"

Work with students as they guess. For instance, if a student guesses an incorrect object that starts with the same letter, comment on his or her mastery of the letter's sound. If a student guesses an object that does not start with the prescribed letter, gently point out that the initial sound of the object named is not the same as the letter stated. Give hints as necessary. As students become more proficient in identifying initial consonant sounds, change the game to "I spy something that ends with the sound /d/." Beware that the sounds at the ends of words do not always match the spelling, so focus on sounds, at this stage students do not know how to spell anyway. (from the *EFL Playhouse*)

Explore the sounds of English using rhymes, poems and songs. Focus attention on word families for later decoding ease.

Create a Letter

This activity is good for large classes and those who have access to an outdoor space. Groups must arrange themselves to create the shape of the letter that represents the word's initial sound. Divide students into two or more groups, with at least six students in each group. Then say a word.

Variations of this activity include calling a word and asking students to identify the final consonant sound, the initial or final consonant blend (with larger groups), or the vowel sound, then form it with their bodies. You can also just say the name of a letter of the alphabet and ask them to create it, if they have learned the letter names. (from the *EFL Playhouse*)

Link stories and/or subject content to student experiences outside of school. Discuss linkages in the home language.

The House Game

Draw a house (animal, spaceship, car) on the board. Ask the students to tell you all the words they know that describe the house or other object.

Story Reinactments

Students' reenact parts of a story that has been told to them or read aloud. Students assume the role of a character and speak like that character.

Who, What, When, Where

- Cards with pictures of people or textbook characters are WHO cards.
- Cards with actions are WHAT cards.
- Cards with time indicators, hours are the easiest are WHEN cards.
- Cards with pictures of places are WHERE cards.

Materials and Games to Support Young Learners

Students select three cards – either WHO, WHAT, WHEN cards or WHO, WHAT, WHERE cards. Then students say or make a sentence to go with the cards selected. Call attention to the place in the sentence of each card and ask if the cards can be rearranged within a sentence.

Sentence Building

Explain the meaning of the basic phrase and ask students to explain the extension sentences. Provide students with opportunities to say each phrase or sentence focusing on the rhythm and fluency. Ask students if they can think of a word that can be substituted for the repeated word. Guide student awareness about the location of target words within the sentence. (from sChOOL English, Book 1, Lithuania)

Let's draw .
Let's draw a picture.
Let's draw a bird.
Let's draw a girl.

a room
the room
in the room
She's in the room .
My mother is in the room .
Let's go to the room .

She is a girl.
She is my sister.
She is from Kuwait.

Word Wall

A word wall is a systematically organized collection of words displayed in large letters on a wall or other large display place in the classroom. It is a tool to use, not just a display. Word walls provide environmental print with opportunities for group learning and sharing. Teachers should be selective about what words go on the wall, limiting additions to those common words that are used regularly.

Make words very accessible by putting them where every student can see them, writing them in big, black letters, and using a variety of background colors so that the most often-confused words (there, their; what, when) are different colors. Daily -

- see the words
- say the words
- chant the words (snap, clap, stomp, cheer)
- act out the word or show an object associated with the word
- use the word in a sentence
- tell about where and when you have heard the word before
- trace around the words with your finger
- draw or find pictures that illustrate the word
- write the words and check them together with the teacher

Materials and Games to Support Young Learners

Shopaholic

Students are asked to imagine they actually have the exciting opportunity of starting their own shop. Ask them to work in groups of whatever size you may find convenient (3-7) to make up a list of the products they will have available in their shop. Then ask them to find a catchy name for their shop and write it as clearly as possible on a large sheet of paper. Then tell them they are going to visit each other's shop and buy whatever they like. You may write on the board the exact formula for question/ answer you want them to practise - like "Have you got any...?" "Yes, we have some/ no, we haven't got any". Finally, just ask them to hold out their shop's name and people will call out a shop and ask them about a product. If the answer is correct grammatically, they will ask the next question and so on and so forth...