



RECURSOS D'ANGLÉS
COM A LLENGUA VEHICULAR

ENGLISH TO TAKE AWAY



RECUR
SOS

➤ EDUCACIÓ
INFANTIL

D'ESTAR
PER CASA



GENERALITAT
VALENCIANA

Conselleria d'Educació,
Investigació, Cultura i Esport

TOTS
A UNA
veu





"English to take away"

Elaborat per Merce Mellado Romero per al Cefire d'Educació infantil.

Subdirecció General de Formació del Professorat.

Conselleria d'Educació, Investigació, Cultura i Esport.

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Introduction

Introducció

In ev'ry job that must be done
There is an element of fun
you find the fun and snap!
The job's a game
And ev'ry task you undertake
Becomes a piece of cake
A lark! A spree!
It's very clear to see

That a...
Spoonful of sugar helps the
medicine go down
The medicine go down-wown
The medicine go down
Just a spoonful of sugar helps the
medicine go down
In a most delightful way.

Mary Poppins

En tota feina que cal fer
Hi ha un element de diversió
trobeu la diversió i l'encaix!
La feina és un joc
I qualsevol tasca que emprengueu
Es converteix en un tros de pastís
Una xerinola! Una diversió!
És molt clar de veure

Que ...
una cullerada de sucre ajuda a la
medicina a baixar
La medicina baixar
La medicina baixar
Només una cullerada de sucre
ajuda al medicament a baixar
De la manera més deliciosa.

Mary Poppins

When adding some sugar it seems that anything can be better.

It is not the same learning the body parts with flashcards or learning them through an action song.

Movement, games and motor activities improve language acquisition.

Songs are an activity, a content by itself, but, at the same time, it improves on relationship, hand and finger dexterity, body awareness, proprioception, sequencing, motor memory, coordinated use of both sides of the body, and so on...

It is important to remember that songs are the first way to acquire vocabulary in our native language, so we must consider it as the first steps in acquiring a second language.

Just as we could not pick just one cherry from a basket, our brain does not learn in separate compartments. We need to make learning a foreign language, a communication tool linked to life.

At the stage of early childhood education we want to develop the interest and respect for the foreign language in children. That which at first may seem very complex to us if we see it with adult eyes, for boys and girls can be a very natural process.

We pretend to offer some activities to promote oral interaction with young children at school.

Some of them are easy to bring home. Look for the symbol and discover them!

En afegir una mica de sucre sembla que qualsevol cosa pot ser millor.

No és el mateix aprendre les parts del cos amb targetes flash o aprendre-les mitjançant una cançó d'acció.

Moviments, jocs i activitats motrius milloren l'adquisició d'idiomes.

Les cançons són una activitat, un contingut per si mateix, però, alhora, millora la relació, la destresa de la mà i dels dits, la consciència corporal, la propiocepció, la seqüenciació, la memòria motora, l'ús coordinat dels dos costats del cos, etc. ..

És important recordar que les cançons són la primera manera d'adquirir vocabulari en la nostra llengua materna, per la qual cosa hem de considerar-ho com els primers passos en l'adquisició del segon idioma.

Així com d'un cistell de cireres no podríem agafar-ne només una, el nostre cervell no aprèn en compartiments separats. Hem d'aconseguir de l'aprenentatge d'una llengua estrangera, una eina de comunicació lligada a la vida.

En l'etapa de l'educació infantil volem desenvolupar l'interès i el respecte per la llengua estrangera en els xiquets. Allò que d'entrada ens pot semblar molt complex si ho veiem amb ulls adults, per als xiquets i xiquetes pot resultar un procés molt natural. Pretenem oferir algunes activitats per promoure la interacció oral amb els infants a l'escola.

Algunes són fàcils de portar a casa. Busca el símbol i descobreixen-ho!





TIPS

- 1** IT WORKS. There is considerable scientific evidence that demonstrates how music and games can help second language learners acquire grammar and vocabulary and improve spelling.
- 2** USEFUL. Vocabulary, phrases and expressions are contained in most songs or traditional stories. They bring everyday english to our school .
- 3** PRONUNCIATION. Listening to stories and singing songs will make students to focus on pronunciation, rhythm, and stress.
- 4** SELF REGULATION. Children are developing their self regulation skills. Games, songs and finger plays are very useful to control our emotions and regulate our impluses. By changing tempo (starting slow and then getting faster and then slower..) is a very fun way to be aware of our impulses.
- 5** EMOTION. Many researches consider that there is not learning without emotion. Games, stories and songs are the most emotional options.



TIPS

6

ACTION. Children learn better through movement. Movement help us to cover this area and also help our energetic kids.

7

EVERYWHERE. You do not need anything else but your voice to sing or tell a story so you can get out the classroom whenever you want. And besides, children can take the song with them wherever they go

8

CULTURE. Stories and songs get you fully to English culture.

9

CO-ORDINATION. Movement games, dances or finger plays help children to develop gross and fine skills and co-ordination At the same time, new brain pathways are being constructed and the children develop body awareness.

10

IN YOUR HEAD. The repetition of words and sound patterns will make children remember the vocabulary in a funny way.



TITLE The music man

LEVEL Preprimary **TIME** 2 or 3 sessions, 45' each

GRAMMAR AND FUNCTIONS

- simple present: to be
- modal verb: can
- closed questions: what
- syllable stress

VOCABULARY

- musical instruments
- expressing opinions

PREPARATION & PROCEDURE

With this activity children learn to discuss their musical preferences saying which instruments they can play. through the song 'I Am the Music Man'.


We will explore rhythm and use this as a strategy for remembering and practising new language.

This activity provides further opportunities for children to ask and answer questions about themselves.

We also find important links with other subjects.

Music: listen with attention to detail; internalise and recall sounds with increasing aural memory; analyse and compare sounds.

ACTIVITIES

- 1 Introduce the song
As singing each part, show the instrument, and encourage students to join in with the song and the actions. You can use a flashcard or mime real instruments.
- 2 Conduct the orchestra
Show each flashcard, say the name of the instrument, and have the students mime and make sound effects. Once they are familiar, they can take turns to be the 'conductor'. If you have access to a variety of real instruments, this activity can be extended into a practical activity.
- 3 Chamber orchestra
Organize the students into small groups and assign each group an instrument. When the conductor points to a group, shows the flashcard and say the name of an instrument, that group plays until the conductor stops. After a while, you can teach the words 'fast', 'slow', 'loud' and 'quiet' through demonstration, and add extra details to the activity.
- 4 Identify the instrument 
Seat the children in a circle or in small groups. Lay out instrument cards in the center of the circle. Make sure that every child can easily reach each of the cards. Play music samples and demonstrate pointing to the card that represents the instrument you can hear. Use simple language to talk about what you can hear: 'I hear the violin'. Encourage students to state the name of the instrument or use 'I hear...' when identifying instruments.

You can listen to the instruments here!

<https://www.mydso.com/dso-kids/learn-and-listen/instruments>



The music man

I am the music man,
And I come from down your way
and I can play!"

"What can you play?"

"I can play the piano!" Pia-pia-no
Pia-pia-pia-no, Pia-pia-no

"I am the music man,
And I come from down your way
and I can play!"

What can you play?

I can play the saxophone, saxo saxophone

Saxo saxo saxophone, saxo saxophone
Pia-pia-pia-no, Pia-pia-no

The big bass drum!
Big bass big bass big bass drum, big bass big bass drum

The trombone
Oom-pah, oom-pah oom-pah-pah
oom-pah- oom-pah-pah

The bagpipes
da-da-da-da-da-da-da,
da-da-da-da-da



You can listen to the song here!

https://www.youtube.com/watch?v=wmMGv3xBL_k



TITLE Five little speckled frogs

LEVEL Preprimary **TIME** 2 or 3 sessions, 45' each

GRAMMAR AND FUNCTIONS

- numbers 1 to 5
- present continuous
- simple past
- phonics gI and y

VOCABULARY

- animals and insects
- feelings

PREPARATION & PROCEDURE

In this delightful rhyme, five frogs sitting on a log eat bugs and jump into a pool one by one. The story is a great introduction to springtime bringing students to a cool and fresh place.

We can first listen to the story and then act it out or sing.

CLIL takes here an important role when bringing a song into a math lesson. We also give children the opportunity to manipulate objects, to act out different and to live the story of the song.

ACTIVITIES

1 Bugs exploration

An insect sensory bin is a great way to explore and learn about bugs. It is very simple to bring to class a sensory bin with some insects and bugs, and some bug hunter tools such as a net, magnifying glass, and a bug container....

We can let children play and explore while talking to them about the bugs. It is a great opportunity to review numbers, colours, adjectives...

2 Abstracted frogs

Based on the idea of the artist Warja Lavater who published her own version of the Little Red Riding Hood. In her book each character or element was represented by a sign according to a code explained in the preambles.

In our activity we pretend to use recycled material as frogs. With this, we let children build their own world constructing an individual imaginary and promoting the unstructured play.

3 Act it out

Use this situation to explain the various roles students play.

The audience should watch and listen to the performance, assist the narrator when appropriate, and applaud afterward.

The children performing should be alert to play their parts, speak loudly (if they have speaking parts), and above all have fun, and take a bow at the end.

4 Insectarium

Encourage children to invent an insect by facilitating them some natural or recycled materials.

Five little speckled frogs

Five little speckled frogs
Sat on a speckled log
Eating some most delicious bugs.

YUM! YUM!

One jumped into the pool,
Where it was nice and cool,
Now there are four green speckled frogs!

GLUB! GLUB!

Four ...
Three...
Two ...

One little speckled frog
Sat on a speckled log
Eating some most delicious bugs.

YUM! YUM!

He jumped into the pool,
Where it was nice and cool,
Now there are no green speckled frogs!

GLUB! GLUB!



You can listen to the song here!

<https://www.youtube.co/watch?v=6wMoAlb3BTE>



Five lit - tle speck-led frogs Sat on a speck-led log Eat-ing some most de-lic-ious
bugs (yum yum) One jumped in-to the pool Where it was nice and cool
Now there are four green speck - led frogs (glup glup)



TITLE Old Mac Donald had a farm

LEVEL Preprimary **TIME** 2 or 3 sessions, 45' each

GRAMMAR AND FUNCTIONS

- numbers
- past simple
- vowels
- phonics g| and y

VOCABULARY

- animals in the farm


PREPARATION & PROCEDURE

Old Mac Donald's fantastic farm has been celebrated in a variety of formats. We can find a chant, a song, a book... The characters also may change from one version to another, with a sheep here and a pig there, here a horse, there a dog, everywhere ...

But whatever creatures live on the farm, they're always very noisy!

This can be a great opportunity to also change the characters with our children, and it will be also very funny.

ACTIVITIES

- 1** Hunt the animal game.
Each child chooses their favourite farm animal. All children walk around the room making the sound of their favourite animal. When they find another child who is making the same noise they hold hands and continue walking around to find some more children making the same animal sound.
- 2** Farm animals tracks.
All we need is some farm animals and play dough!
We can compare the prints and talk about animals' feet, match up the plastic animals to their play dough imprints, count the animals, compare colours...
- 3** Farm exploration
We will need a large plastic tub, farm animals and characters, rice, corn seeds or similar.
Sensory play encourages children to manipulate and mold materials, building up their fine motor skills and coordination. It also works with senses which help toddlers and children to learn and process information.
Let students play with the animals and try to start some learning-inspired conversations with them.
- 4** Guess the animal 
Play some of this animal sounds and encourage children to guess and mime the animal, repeat the sound or say the name if they remember it. Do you dare to try?

You can listen to the animals here!

<https://iraparenting.com/child-development/animal-sounds-for-kids/>



Old McDonald

Old McDonald had a farm. E-I-E-I-O.

And on that farm he had a cow. E-I-E-I-O.

What does a cow say?

Meow?

Oink?

Moo?

With a moo moo here.

And a moo moo there.

Here a moo.

There a moo.

Everywhere a moo moo.

Old McDonald had a farm. E-I-E-I-O.

What does a horse say?

Woof woof?

Moo?

Neigh?

What does a pig say?

Quack?

Tweet, tweet?

Oink?

What does a sheep say?

Cluck cluck?

Oink?

Baaa?

What does a duck say?

Meow?

Moo?

Quack quack?

What does a rooster say?

Ribbit?

Meow?

Cock-a-doodle-doo?



You can listen to the song here!

<https://www.youtube.com/watch?v=5oYKonYBujg>



Musical notation for the first line of the song. Chords: F, B \flat , F, C, F, B \flat , F. Lyrics: Old Mac-Do-nald had a farm e - i - e - i - o an on his farm he had a cow

Musical notation for the second line of the song. Chords: C, F. Lyrics: e - i - e - i - o with a moo moo here and a moo moo there

Musical notation for the third line of the song. Chords: B \flat , C, F. Lyrics: here a moo there a moo e-very-where a moo moo old Mac-Do-nald had a farm e - i - e - i - o



TITLE Skeleton dance

LEVEL Preprimary **TIME** 2 or 3 sessions, 45' each

GRAMMAR AND FUNCTIONS

- imperative
- action verbs
- left/right

VOCABULARY

- body parts
- halloween

PREPARATION & PROCEDURE

This song is based on a traditional spiritual hymn from the American South. "Dem Bones" (or "Dry Bones" as it is also called) was written to teach children about basic anatomy.

It is an interesting way to introduce cultural awareness in our classroom and also informal language. The expression DEM BONES is a way of saying "those bones" (or them bones). It's not really normative English, but because it is a traditional song.

ACTIVITIES

1 Left and right mess

Early childhood stages usually mix up this concepts. We can try to practice them consistently and in a variety of ways.

We can put a stamp or sticker only on the right hand. Have students raise their right hand, right foot, right elbow, etc. After a few times on the right, switch to the left. Then, practice with the song.

2 X-RAY

Thanks to new technologies we have loads of instruments available in our classes. You can download a free app to scan and have fun by remembering the name of the body parts.

Of course, this is not a real xray scanner, it is just a prank app for fun.

3 Super Skeleton System

Bulid in the playground a huge skeleton as the children as bones. Try to define all the parts previously worked and do not forget to take a picture from the air!

4 Scare your monsters

Related to this scary activities, ask students to draw or build a monster with some recycled or natural materials. Use the moment to talk about fears and students "monsters". Once the monster is drawn, give it a roar. Put all the monsters in a sack and play opening and closing the sack while making the roar. You can also play the song "No Monsters Who Live In Our Home!".

Skeleton dance

Dem bones, dem bones, dem dancing bones.
Dem bones, dem bones, dem dancing bones.
Dem bones, dem bones, dem dancing bones.
Doin' the skeleton dance.

The foot bone's connected to the leg bone.
The leg bone's connected to the knee bone.
The knee bone's connected to the thigh bone.
Doing the skeleton dance.

The thigh bone's connected to the hip bone.
The hip bone's connected to the backbone.
The backbone's connected to the neck bone.
Doing the skeleton dance.

Shake your hands to the left.
Shake your hands to the right.
Put your hands in the air.
Put your hands out of sight.
Shake your hands to the left.
Shake your hands to the right.
Put your hands in the air.
Wiggle, wiggle, wiggle, wiggle, wiggle,
wiggle, wiggle, wiggle, wiggle, wiggle,
wiggle, wiggle...wiggle your knees.

Dem bones, dem bones, dem dancing bones.
Dem bones, dem bones, dem dancing bones.
Dem bones, dem bones, dem dancing bones.
Doing the skeleton dance.



You can listen to the song here!

<https://www.youtube.com/watch?v=e54m6XOpRgU>



Moderately fast $\text{♩} = 76$

LEADER (TENOR) WITH GROUP *

Dem _ bones, dem _ bones, dem _ jee-ump-in' bones, Dem _
bones, dem _ bones, dem _ jee-ump-in' bones, Dem _ bones, dem _
bones, dem _ jee-ump-in' bones.



TITLE

Superhero training

LEVEL

Preprimary

TIME

2 or 3 sessions, 45' each

GRAMMAR AND FUNCTIONS

- imperative
- action verbs
- instructions

VOCABULARY

- clothes
- actions


PREPARATION & PROCEDURE

Using a cape and a mask is not enough to be a superhero. The most important thing is to learn some new superpowers. They can look like normal actions but the real secret is how you perform them.

This is how our SUEPR HERO TRAINING starts.

Get ready to move because superheroes need to know how to roll, crawl, kneel, walk, run, hop, throw, kick, etc...

ACTIVITIES

- 1** Superhero outfit 

One of the first things that a superhero needs is a superhero dress and a cape to wear.

Present some clothes vocabulary and provide the children with some piece of clothes. They can draw themselves wearing their superhero outfit. Also by using some big paper or bags, you can make your personalized cape.
- 2** Super hero training

Being a superhero is not something easy. Look for a big space where children can move and present some vocabulary, actions to children and mime the actions with them, There are plenty of games you can invent to play by moving!
- 3** ID card

Print om ID Superhero cards and encourage children to draw themselves with their superhero outfit.

Use the oportunity to review the clothes vocabulary and some everyday questions about them.
- 4** Musical Cards

Put carpet squares or hoops in the shape of a circle. Place action verb cards inside each hoop. Turn on music. Children move around room. Stop music. Child must touch a hoop and perform the action verb. Turn music on again and repeat.



TITLE I spy colours

LEVEL Preprimary **TIME** 2 or 3 sessions, 45' each

GRAMMAR AND FUNCTIONS

- action verbs
- instructions

VOCABULARY


- colours
- fruits and vegetables

PREPARATION & PROCEDURE

Colors are a magical experience for childhood .
"When the eye sees a colour it is immediately excited, and it is its nature, spontaneously and of necessity, at once to produce another, which with the original colour

comprehends the whole chromatic scale. A single colour excites, by a specific sensation, the tendency to universality.. In this resides the fundamental law of all harmony of colours,."
(Goethe, Theory of Colours, p. 317)

ACTIVITIES

- 1** Catching colours 

Children's ability to recognize different colors develops during the first years and we can use it as an opportunity to explore and play with them. Display some coloured circles on the floor in an open space and give some swatters to children. When you say the colour they must catch them with the swatters. Try and enjoy!
- 2** Colour exploration

Collect and hide items around the playground of the colors previously selected. Invite children to find, color and sort the items into the correct colored space.

Motor activities help children to integrate new vocabulary into their knowledge.

Let students play and explore and try to start some learning-inspired conversations with them.
- 3** Foodpainting

Beetroot!!! What an intense fuchsia! It stains our hands, it makes our tongue fuchsia, we can draw with it and it even changes the color of water! In this activity we suggest you to use some fruit and vegetables as paint. Just try and let your imagination flow.
- 4** Black, the forgotten colour

This is a sensory game based in black inspired in the classic sensory game of what's in the box? The one where you stick your hand blindly in a box and try to figure out what it is. This time the game is pretty much that but not a box but lots of water.

YOU'LL NEED: A clear container, 4 cups of water, black food coloring and some things to find: must be able to sink to the bottom.