

EENY MEENY MANY GAMES

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1. Young learners, a few important things to remember:

- a. be **entertaining** , be an actor /actress
- b. **objectives** - what do you expect from your student?, they will change throughout the years
- c. **be a leader**
 - set clear boundaries and rules
 - provide them with a safe and warm learning environment
 - encouragement
- d. **repetition / recycling vocabulary** - key for young learners to remember
- e. **build-up** : take it step-by-step, every class you can add steps to your routines
- f. make sure your classes are **FUN!** with young learners we're at the base of their learning progress, we want them to look forward to coming to class!

2. Props

- a. create interest : more “real” than just pictures
- b. examples:
 - toy cameras
 - magic wands
 - toothbrushes / sponges
 - toy food
 - clothesline + pegs
 - treasure chest (or any box)
 - toilet paper rolls
 - “magic spray” for storytime

3. Imagination

- a. Young learners have a great imagination, something so fun to work with together with your students. The key is to “believe” it yourself!
 - tp-rolls become telescopes
 - “imaginary” books + pencils + colours
 - shapes become different animals
 - chairs in a line become a bus
 - etc...

4. Holidays

At TEB we do “party days” for 3 holidays: **Halloween, Christmas and Easter**. These days are great to be extra creative, use different props, crafts.

5. Routines

- a. what : basic, daily vocabulary (emotions / weather / colours / prepositions / body parts / food / days / months / animals / family members / clothes / etc...)
- b. when: Every class! In infantile classes we usually do between 20 to 25 minutes of routines every day. That doesn't mean we do the same thing every class. It's important to practice the different subjects in different ways (see activities later).

6. Build-up

Whichever part you practice, it is of vital importance that you build it up. Don't expect your students to know everything from day 1, it's a process that takes time. This goes for the following parts:

a. Language:

- eg: GREEN.
- IT'S GREEN.
- IT'S A GREEN CROCODILE.

b. Activities:

- see videos in presentation (apart from step 3)
 1. TEACHER - CLASS
 2. TEACHER - STUDENT
 3. STUDENT - STUDENT in front of class
 4. STUDENT - STUDENT pairwork

7. Classroom activities:

a. PUPPET:

- Bring the puppet to life - believe in it yourself!
- **John Harrop** : gives workshops about how to work with puppets in the classroom. Very recommendable!
 1. always look at the puppet when it is speaking
 2. be kind to it
 3. keep it moving!
- **emotions**: working with the puppet both ways, the puppet can feel "happy" one day, "sleepy" the other day, and so on
- **comfort**: little kids can come to class tired, sad or a whole mix of emotions! Class puppets are great "tools" to comfort them.
- **questions**: the puppet I use, Cheeky Monkey/ Dex the dinosaur, asks the students a variety of questions every day - questions/answers can change depending on the level
 1. How are you today?
 2. Are you a boy /girl?
 3. How old are you?
 4. What's your name?
 5. What colour is your ___?
 6. What is your favourite ___?
 7. Do you like ___?
 8. Have you got any brothers or sisters ?
 9. etc. ...

- **friend** : Make your classroom puppet become your students' friend. Give it a name, favourite colour/animal/food, talk about where the puppet lives, how old it is,... Make your students look forward to seeing the puppet every class!

b. EMOTIONS:

- ask students how they are every day, it shows interest from your part, they'll feel like they're being "heard" - I use a chart with different faces that represent different feelings
- include the verb "to be", don't just use adjectives, this way they get used to the subject pronouns too
- cameras: one half of the students are photographers, the other ones are models. Tell the models to make a sad/silly/grumpy /... face. Great song to go with it: SUPER SIMPLE SONGS - SAY CHEESE. You can either use little toycamera's or have them make their own camera out of cardboard in class one day.
- songs: there are so many songs out there for every single topic, these is a small selection of the ones I like to use in my class :
 1. **Super Simple Songs** - SAY CHEESE
 2. **Super Simple Songs** - Five Little Pumpkins
 3. **Pinkfong** - Feelings and actions
<https://www.youtube.com/watch?v=a1NIWCr0R-k>

c. COLOURS:

- magic wands: Captain Jack 2 has got these paper magic wands in their teaching pack, every book comes with one. The wand has got different colours on them, which are great to use in pairwork! Point to ... Find something ... Last year I laminated every student's wand so I could use them throughout the year during my routines.
- flashcards:
 1. JUMP! Put the different colours on the floor, have your students jump from colour to colour, they love it! Once they know the activity, they can practice this in small groups or pairs.
 2. SPIDER + PREPOSITIONS
 - a. put the spider ON green / UNDER blue / NEXT TO yellow /...
 - b. hide the little spider UNDER one of the colours. *eg: Is it under blue? Yes, it is! / No, it isn't.* (see video)
 3. SONGS
 - a. **Super Simple Songs** - I see something ... Kids walk around in the classroom and find an object in the colours that they sing in the song
 - b. **The singing walrus** - Rainbow song! This song works with colours and objects.

d. BODYPARTS

- CLEAN / DIRTY

1. kids love it when you pretend their hands are “dirty”, exaggerate, “smell” their hands and pretend you get out soap + water to wash their hands

- SPONGES

1. cut up sponges into tiny little ones, have them “wash” different body parts. First practice TEACHER-CLASS, build it up so they can do this activity in pairs

- TOOTHBRUSHES + HAIRBRUSHES

1. kids pretend to brush their teeth and hair in the morning / getting ready for school

- SONGS

1. **Super Simple Songs** - Brush your teeth
2. **Super Simple Songs** - The bath song

e. GENERAL FLASHCARDS

- Every unit of young learners’ books come with a new set of vocabulary. Again here it is key to build it up, don’t expect your students to recognize or produce the words from Day 1. There are many different fun games you can use

1. DRILLING - drill the different flashcards using different voices (loud, quiet, sad, angry...)
2. FLIP OVER - have your set of flashcards on the board, flip one over at the time, see if your students can remember all the words
3. SPIDERWEB - use a flashcard with a spiderweb and it a little peeping hole on it, hold 1 of the the unit flashcards behind it and have students guess which card it is.
4. GENIE - Teacher has got a word in mind, students are “genies” and predict which word it is
5. 1 MISSING - have flashcards on board, 2 students leave the room, another student hides 1 of the cards, students come back in and guess which one is missing
6. ODD ONE OUT - hand out different flashcards to your students. For example, if you are working with toys that unit, hand out all different flashcards of toys but give 1 or 2 students a card from a different topic, fruit for example. Students compare cards and discuss which one is the “odd one out” and why it is
7. TREASURE CHEST - you can use any kind of box for this actually, put all the flashcards in the box, play music, kids pass box around, when the music stops, that student takes out 1 card and says what it is
8. COWBOY GAME - 2 kids come up to front, with their backs to each other, they each hold a flashcard from the unit, class

says "1,2,3... GO", kids turn around and try to say name of flascard of their friend first !

f. HOUSE

■ ROOMS

1. use flashcards with the different rooms of the house, drill those words
2. Felix the cat (or any other little animal) - *Felix is in the bathroom !* After this you can "hide" him in one of the rooms, students guess where he is. Build up from teacher - class to pairwork
3. actions : act out what we do in each room (watch tv / cook / sleep / ...)

■ FAMILY MEMBERS

1. use tiny little flashcards of family members, have students put them in different rooms
2. if you know the names of your students' parents / sisters / brothers /... use those in combination with the little flashcards

g. NUMBERS

- BUILD-UP : important to gage the level of your students, build up from 1-10 to eventually counting to 1000 in 3°INF! Challenge your students!
- DRILL: lots of drilling pronunciation and counting together
- BACK TO THE BOARD : sheet with numbers on WB as a reference point for the students (again, depending on the level), draw a big circle, 2 students with back to the boards, write a number in the circle. 1,2,3 , TURN AROUND, see which student can guess the number first - lots of praising! They love getting a "high five" from you !
- GENIE: teacher uses a mini whiteboard, write a number on it, students guess which number it is (work with a certain set of numbers : 1-10 /11-20 / 20,30,40,...100)
- SPIDER WEB: use bigger flashcards with numbers, hide behind spider web flashcard, students guess which number it is. Try and use numbers with different colours, that'll help your students memorize it too.
- -TY/ -TEEN
 1. match numbers in correct column
 2. rivergame: -TY on one side of the board, -TEEN on the other side, teacher says number (13 / 40 / ...) kids jump to the correct side. Build up!
- SONGS
 1. **DreamEnglish** - Let's count to 20 - students love this one!
 2. **The number rock song**
 - 3.

h. FOOD

- LANGUAGE :
 1. Do you like ___? Yes, I do! No, I don't.
 2. I like ___ but I don't like ___
 3. YUMMY! YUCKY!
- RIVERGAME :
 1. flashcards yummy / yucky on either side of the board
 2. show a flashcard / word of food / plastic toy food + ask *Do you like ___?*
 3. students jump to a side and say *Yes, I do, yummy!* or *No, I don't, yucky!*
 4. have students pick a "toy food" from the box and have them place it by the I like / don't like flashcard + encourage them to use language
- ODD ONE OUT :
 1. use flashcards / plastic food - hand out to students, they guess which one is the "odd one out". eg: all red food and 1 green food / different kinds of fruit and 1 vegetable, etc...
- SONGS :
 1. **BUGS 3** - Put the knife on the table!
 2. **Super Simple Songs** - Do you like broccoli? (there are varieties to this song)
 3. **Super Simple Songs** - Apples and Bananas - this song also works with the VOWELS
 4. **Dr Jean** - Banana song - funny song to practice with your students, verbs and phrases related to food

Thank you for coming to my session !