

DIGITAL CATALOGUE TOOLKIT

An Essential Guide to Activity
Types for Grades 1 to 4



The purpose of this toolkit is to provide teachers and teacher educators with **a quick and easy guide to the activity types** named in the Syllabus documents and Lesson Plans for **Grades 1 to 4**.

It is **organised alphabetically**. If an activity is typed in **[BOLD]** in a syllabus or a lesson plan, you will be able to find an explanation of the activity here.

Air Drawing

This technique allows students to transition from recognising numbers or letters to writing them. It is a resource-free way of helping very young learners gain confidence in making the shapes behind a number or a letter.

Procedure

- When presenting a set of numbers, e.g. 1 to 5 , teachers can use FLASHCARDS to CHORAL DRILL the words and help children match the word with the number.
- Once children have practiced naming numbers, the teacher can mime writing the numbers in the air; i.e. using their index finger to draw the shape in the air, saying the number as they do it.
- Help students copy the air drawing action for the 5 numbers, say a number and students draw it in the air.
- Set up further practice in pairs

A-Z – things about me

Dictate 6 letters, pairs think of 6 words that begin with that letter. Individual students use some of the words (at least 2) to write something about themselves for each letter. For example, something you like doing, an adjective that describes you, a food you like etc

ABC cards

This is an assessment for Learning activity. The teacher gives students a set of three cards: A, B, C, (or they can make these themselves at home). Ask questions with three multiple choice answers, students listen and decide on the answer, holding up the appropriate card to show you their answer. You could do this in small teams too, with an ABC set of cards per team, they all listen and decide, then show the appropriate card.

Adjective box

See *Word box* below.

Animated story

The Digital Catalogue has many animated stories, using cartoon images, that introduce language in a comprehensible and meaningful way. Listening to stories can develop important skills such as prediction, guessing, hypothesising and message decoding. All cultures value storytelling and students find them fun and motivational, as they get to know the plot and the characters and they allow students to think creatively and imaginatively. Animated stories can be used to practise oral fluency and extended discourse and they can lead to rich creative activities, like re-telling in a different way, acting out a scene, making masks etc

Animated songs

The Digital Catalogue has many animated stories, using cartoon images, that introduce language in a comprehensible and meaningful way. Songs are a great source of 'real-life' language and you can use music to practise lots of different language skills. Most of all, songs are a fun way to learn English!

The best songs for learning English are: not too long (1–3 verses), not too fast (easy to sing along), in everyday English (not too many new or difficult words) and clear (you can easily hear all the words). Learning tip for 5–12 year olds

Choose songs with lots of rhyming words and rhythms that repeat. This makes it easier for children to learn new words and start singing along.

A-Z – things about me

Doing activities which require students to use their left logical brain can bring the brain out of a stressed state and distract them from any anxious memories and emotions. This alphabet based activity will do that.

Example 1

Dictate 6 letters, pairs think of 6 words that begin with that letter. Individual students use some of the words (at least 2) to write something about themselves for each letter. For example, something you like doing, an adjective that describes you, a food you like etc

Example 2

The same idea can be applied to ACROSTIC poems based around the letters of students' names, e.g. the name Aya:

A - **apple** is my favourite fruit

Y – **yellow** bananas are nicer than green ones

A - **avocado** is what I eat for lunch sometimes

Backchaining

This is a way of helping students repeat a long sentence or a long word, the teacher drills it from the end backwards. E.g. *I'm going to visit my friend tomorrow*. The backchaining repetition starts with 'tomorrow', then 'friend tomorrow', then 'my friend tomorrow', then 'visit my friend tomorrow', then 'going to visit my friend tomorrow', and finally 'I'm going to visit my friend tomorrow.'

It is useful for helping students pronounce multisyllable words like: kangaroo = roo, then garoo - **kangaroo**

Back to the Board

1. Preparation:

- Divide the class into two or more teams, depending on class size.
- Choose a topic or vocabulary set you want to review.
- Prepare a list of words or phrases related to the chosen topic.

2. Play:

- One student from each team sits with their back to the board.
- Write a word or phrase on the board.
- Teammates give clues to help their teammate guess the word, but they cannot say the word itself, use any forms of it (like "watching" for "watch"), or draw.
- The first student to guess the word correctly wins a point for their team.
- Rotate students so everyone gets a chance to guess.
- You can introduce a time limit for each round to increase the pace and excitement.

Bananas listening

This can be used as one of the final stages of a listening activity. It verifies that students are able to listen for detail in, e.g., a song, a poem or a short story which contains a lot of repetition, e.g. colours, describing words, action words. Students listen and when they hear one of those word types they say 'bananas'.

Bingo

This is a game that follows the rules of the numbers game called Bingo, but it uses, for example, a vocabulary set or a set of particular verb forms. Students are given a grid of 9 words, they listen and they either have to recognise words (a simple version) or a more difficult version e.g. the teacher says an irregular verb (base form) and they have to find the past simple form that matches it. If the word matches one in their grid they mark it with a cross. They 'win' when they have three words in a row and they shout "Bingo". The rows they make can be 3 down, 3 across or 3 diagonal.

Bingo grid

This is a 9-cell grid or table for playing BINGO, 3 cells by 3 cells. Teachers display it or draw it on the board, and then ask students to copy it. Students then prepare for the game by drawing or writing words that they choose from a vocabulary set, e.g. colours, furniture etc in their own grids. They are then ready to play the game with their 'personalised' grids.

Brainstorm

Students work in pairs or small groups to quickly think of ideas about a topic and also possibly note them down. This is often done as preparation before a writing or speaking activity; e.g. before students talk about a city they make a list of all the places that they know in cities, e.g. shops, banks, station cinema etc.

Break out rooms

These are used when teaching online, using remote learning platforms like Microsoft Teams or Zoom. They enable teachers to plan interactive stages in their lessons, for group work. As in a physical classroom the teacher will explain the language task and demonstrate it, then organise the students into groups. When the students go into the breakout rooms, they will ask and answer questions or do a language activity together. Teachers can 'visit' the breakout rooms to check their students and give help if necessary.

Cereal Box Postcards

The teacher gives instructions to make the postcards, step by step - students follow the instructions, when it's ready they decide who they'll write to (someone in the class) and write a message.

Instructions:

Cut out the most interesting parts of cereal boxes, or other cardboard packets.

Cut a postcard shape, draw lines on the back.

Write a message, draw a stamp, and students drop them into the class mailbox.

Chain description

This is a useful memory development activity that can be used at the end of a unit to assess learning. Or, alternatively as a WARMER to get the students thinking about a topic. E.g. shopping, weekend activities, likes and dislikes.

Procedure

- The teacher starts the chain, e.g. I went to the market and bought an apple.
- The teacher then CHORAL DRILLS the 'base phrase' (I went to the market and bought ..) eliciting some alternatives with FLASHCARDS
- Then the teacher repeats her/his base phrase' and nominates a student to repeat it and add another item.
- The CHAIN DESCRIPTION continues, getting more and more difficult to remember as the list grows.

- When children have played this a few times they will love the challenge of keeping it going.

Chant /song

A chant (or song) is a simple, repetitive song used for language learning to help with vocabulary, pronunciation, sentence structure, and rhythm. They can involve simple melodies or rhythmic speech, often with accompanying gestures or actions to reinforce learning. They are particularly useful for Primary language learners as they help introduce richer language and that learning can be reinforced by accompany images or animations that illustrate the meaning.

Chants use repetition of words, phrases, or sentences to help students remember new language.

They incorporate rhythm, rhyme, and sometimes simple, "humable" melodies to make them memorable and engaging.

Teachers can add gestures or actions, which helps learners physically connect with the language and improves engagement.

Procedure

- Teachers can start by having students listen to them singing the chant (or listen to a recorded/animated version). Next, have them join in, and eventually, challenge them to perform it independently, altogether or with groups singing different verses.
- It is helpful to add claps or finger snaps to emphasize the rhythm and stress patterns.

Check in / Check out

It is important to have regular emotional check ins and check outs with students, whether you are working online or in a classroom. Acknowledge that all feelings are valid. It is normal to feel angry, upset, scared. Do not underestimate the value of simply listening and acknowledging how a student is feeling. For example, Use pictures or icons and ask students to choose the one which represents how they feel.

Choral drill

This is a teacher-led drill used to model the pronunciation of words or complete utterances. After introducing some new language and checking understanding, the teacher says the target language clearly, twice (emphasising the stress and intonation as appropriate) and then asks the whole class to repeat it. Teachers can use their fingers to show the number of words in a statement or question.

Class mailbox

Teachers can set up a CLASS MAILBOX for students to 'post' messages, birthday cards, postcards etc to other students in the class. Children can feel the excitement of receiving something by post.

Class survey/survey

A class survey is an activity where all the learners in the group need to ask each other questions to find information, which they then need to analyze and report back to the class. The idea is that learners speak to lots of different classmates in this activity. e.g. The class has been reading about things that are bad for their health and now conduct a class survey to find out who in the class has these unhealthy habits. They do this by choosing a question each to ask all the other learners, then collating this information.

In the classroom

Class surveys can have various aims and functions: as warmers, as ice-breakers for new classes, as pre-reading activities, to provide freer practice of target language, as tasks etc. The key qualities of surveys are that they are communicative and dynamic.

Colouring dictation

This is an engaging way to practice colours in a meaningful way. Students have to listen to an instruction, e.g. 'Colour the table red', understand that instruction and use that information to colour a drawing. The drawing can be printed from the Digital Catalogue, drawn on the board for the students to copy or drawn by the students themselves. The Digital Catalogue resources have examples of these [here](#).

As these have the instruction written below the picture, they can be used in pair work, where one student has the picture and the other has the instructions to read/dictate to their partner.

Concept questions

Concept questions are used to find out if a learner has understood a new item.

The question is designed to test the key concepts of the item and normally requires a yes/no or short answer.

E.g. to check that students understand the meaning of *always* in *He always walks to school*. teachers can ask: *Does he walk to school every day?* (Yes), *Does he walk to school on Mondays?* (Yes), *What about Tuesdays?* (Yes), *Does he take the bus to school?* (No)

Craft activity

With very young learners and young learners it's especially important to consider the different preferences and needs in your classroom, as when learning stops, boredom can quickly take over. Craft activities allow students to move and be creative and so are well worth integrating into lessons.

See [Ten Tips for craft activities](#).

Dictation (different types are described below)

a) Drawing dictation

This is a useful follow up to introducing new vocabulary, especially physical things like clothes, furniture, fruit, vegetables etc. It is useful for primary students who are at early stages of reading English, but it tells the teacher if they understand and can recall a vocabulary set.

The teacher says a word, from the set, the students listen and indicate understanding by drawing the word.

b) Sound dictation

This is a way to help primary students distinguish sounds and apply that knowledge in reading, e.g. to discriminate between /a/ and /e/ short vowel sounds, after a unit on furniture: bed, lamp, shelf, mat, desk, bench, mattress.

Students divide a piece of paper in two, marking one side with a, the other side with e. They listen to the words dictated and write them on the correct side.

Describe and draw (information gap)

This is a fun, interactive activity with a real communication purpose.

It can be done with the teacher leading it or students can do it independently of the teacher in pairs.

If students are in Grade 1 and 2 it is best for the teacher to lead it. S/he chooses a simple picture to describe (one that s/he has drawn or one from the Digital Catalogue, saying what is in the picture, where they are and a simple description (size, colour). The students listen and draw what they hear/understand.

Alternatively, students can do it in pairs (ideally sitting opposite each other or back-to-back). One has a simple picture, or something they have drawn themselves, and they describe it to their partner orally. The partner cannot look at the picture; they have to listen carefully and draw what they hear/understand.

When they have finished, they compare the two versions. It can be a very effective situation to introduce simple language for clarification phrases as they will probably need them e.g.

Can you say that again please? Did you say ... or?

Describe and Guess

This activity develops children's basic critical thinking skills and because it has a game element (guessing) it is motivating for children.

Procedure

Place a number of flashcards on the board. Describe one of the cards without saying its name, for example with animal flashcards, 'It's big.... It's got wings... It can't fly but it can run...' The team that guesses the correct card wins a point.

Display

Classroom displays that celebrate student achievements, showcase projects, or reflect cultural diversity help build a warm and inclusive atmosphere. This fosters a sense of pride and belonging among pupils, which is essential for effective learning. Where possible, integrate interactive elements such as removable stickers, writable surfaces, or areas where students can contribute their own work. This engagement encourages ownership and keeps classroom displays dynamic and evolving.

Draw A Face

This is an Assessment for Learning activity. At the end of an activity or a lesson, ask learners to draw a face to show how they feel about the topic or specific activity: Happy face = confident and ready to move on, Neutral face = fairly confident, Unhappy face = not confident, need some help.

Draw and guess / Pictionary

This is a fun and engaging guessing game which focuses on a vocabulary set, it reinforces learning and informs the teachers how well a student group can recall a new set of words. The teacher can play it with the whole class (the teacher draws the word, the students guess it) or s/he can set it up as a group activity.

How to play in groups

- The teacher pre-prepares a list of words or phrases (e.g. food, transport, names of folk stories, films etc). These can be tailored to the students' level and vocabulary focus of the current or previous unit in the curriculum.
In class, divide students into groups.

One student from each group is chosen as the person drawing, they must draw without using words or numbers.

- Within a set time, teammates try to guess what's being drawn. The student that guesses correctly wins a point. After each point they swap roles and the new drawer takes a new

Draw around your hand

Pressing down and drawing around a hand can be a grounding activity. It also gives students a safe space to put their thoughts and ideas. It can be kept as a reminder of things which help the student to feel safe when they are feeling anxious or upset. Here are some different versions:

1. Ask students to draw around their hand. Then on each finger they have drawn to write the 5 senses – I see, I hear, I touch or feel, I smell, I taste. Then ask them to think of something for each sense. This can be combined with the Five Finger Breathing exercise. As they trace each finger, they should focus on what they see, hear, touch or feel, smell and taste.
2. Ask students to draw around one of their hands. Then, on each finger they have drawn, to write something which helps them feel safe. If necessary, show your own example.
3. Another variation is to ask students to write something on each finger that they would like people to know about them.

Drill (see various versions below)

A technique teachers use to model new language (words or sentences) and to provide students with pronunciation practice. It involves guided repetition of words or sentences that the teacher has modelled.

a) Choral drill

The teacher models a word or sentence, and the students repeat it together as a class. This is often done using flashcards as prompts and to aid understanding.

b) Feelings drill

This exercise is a fun way for primary students to begin to express and work with feelings. When practicing new vocabulary or new structures with a simple CHORAL DRILL, e.g. What's this? It's a you can ask students to say the words with certain emotions. e.g. Say it as if you are... happy, sad, bored, angry, scared, excited etc

c) Model and drill

The teacher has a grammar structure that s/he aims to present in the lesson, after making the context clear, with a song, a story or pictures, the teacher elicits an example, e.g. *Ahmed always walks to school*, using concept questions to establish that it is every school day. Then the teacher models the sentence with attention to where the stress falls. Then s/he asks the students to repeat it several times, together as a class, then nominates individuals to say it.

d) Substitution drill

The teacher models a sentence for the lesson and then gives a word prompt that the student(s) must use, substituting it into exactly the same structure. E.g.

Teacher: I *bought* a book.

Teacher: **Pen**

Students: *I bought a **pen**.*

It can also be used for 'couplets', i.e. two connected utterances, extracted from a song, chant or story

Teacher: *I don't know where he is*

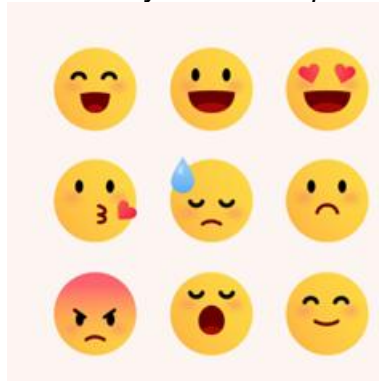
Students: *Try behind the **bed***

Teacher **sofa**

Students: *Try behind the **sofa** etc*

Emoji cards

Emojis are the face icons that we add to messages / texts. Teachers should choose a set that will enable students to give feedback to others, without upsetting students: e.g. *happy – love – funny – thumbs up – surprised.*



Students can draw and colour a set of illustrated emoji cards to use as necessary, keeping them in their school bag, e.g to choose from to tell the teacher what they thought of a lesson or an activity.

Exit Cards/Tickets

Exit tickets act as a "pulse check." Instead of waiting for a unit test to realize that half the class didn't understand the difference between he and she, you find out in the last five minutes of class. This allows you to: a) adjust the next lesson based on today's results, and/or b) identify students who need more help. It is a very adaptable technique that teachers can be customised to the lesson theme or specific language, e.g. using a set of flashcards for children to name, a simple question from the lesson for children to answer, e.g. How old are you?

Another useful EXIT TICKET technique, especially for large classes is for students to show a picture/or written work they have been doing at the end of the lesson to the teacher, the teacher can mentally note which students have struggled with the activity, and therefore need time to finish it in the next lesson.

Procedure

Teachers usually ask students to line up to leave the classroom, so the teacher stands near the door and asks a question, shows a flashcard etc to the students. The teacher can gauge from their responses how effective the lesson was. If the class is a large group, over 30 students, the teacher can ask alternate students or the activity can be started while students pack up their books at the end of the lesson.

Feelings pictures

These are visual representations of feelings that students may be experiencing. They can be used to check how students are feeling at the beginning of the week, at the end of a unit, after a lesson etc. They help the teacher identify anyone in the class who may need more attention or help, they also help the teacher understand what and how the students like to learn. The visuals below have been selected from a larger set of FLASHCARDS, they are likely to be the feelings that primary age students may be able to identify.

Teacher asks: *How are you feeling today?* Students can point to a card or say 'I'm happy.' The more students get used to being asked, the more comfortable they will be to say the words in English.



Source: <https://learnenglishkids.britishcouncil.org/print-make/flashcards/feelings-flashcards>

Family Tree

Using a visual of a tree students can see how their family members link up and it provides support for talking about their family.

Using Family trees in the classroom benefits English students by building vocabulary, improving speaking and writing skills, and fostering a deeper connection to their personal identity through a relatable, engaging topic. This activity helps students practice essential language skills like describing people and relationships, asking and answering questions, and structuring information visually and orally.

Find Someone Who

Students try to find someone who matches a description on their list e.g. someone who can play tennis.

Procedure

1. The teacher writes a list of hobbies on the board. The students choose 5 hobbies from the list and write them on the piece of paper.
2. The teacher writes a question starter on the board e.g. Can you(play tennis)?.
3. The students practice the starter question + a hobby e.g. a choral drill.
4. The students take part in a mingle to find someone who can answer questions about the hobbies on their list. Each time they find someone, they put a tick next to the hobby.
5. Once they are finished, they shout (finished) and sit down.

Find the word

This is useful for early primary students who are at early stages of reading English.

Procedure

- Using a set of FLASHCARDS which have been shown already and words introduced orally only, the teacher can reveal the words (using the Digital Catalogue FLASHCARDS or a MATCHING activity on a worksheet (matching words to images)
- The teacher points to an image of a vocabulary item or says it, pointing at the same time, then asks students to find the word for it (from the given list/the FLASHCARDS).
- It can be useful for concentrating on phonics, e.g. noticing/distinguishing initial sounds **'sh' - 's' - 'j'** (shirt, shorts, suit, sock, jacket, jumper etc)

Flashcards

Cards with words, sentences or pictures on them. A teacher can use these to

- Set up a new topic, checking what students already know.
- They are very useful for introducing new vocabulary, showing the image and eliciting the word (if students know it) or modelling the word (if they don't know it).
- They serve as quick prompts to check understanding and recall in later lessons.
- They can also be used as prompts for interactive question and answer activities in pairs or small groups. Each pair or group has a set of images, Student 1 asks: *What's this?* Student 2 answers *It's a ...*; or *Is this a ? Yes/No*.
- Because they often consist of a set of images and a set of words (the meaning), they are useful for matching activities. Students get a mixed-up set, then they match the words to the images.
- They can be used to help understanding while telling a story, showing them one by one and eliciting ideas about the story.

Freeze

This is an action game which involves children listening to instructions and then stop what they are doing , 'FREEZE' and stand like a statue, to look like an animal, a classroom object, a family member etc

Procedure

Show a photo of a famous statue in Palestine – use concept questions: Is it a man/woman? Can s/he move? No Is s/he a statue? Yes. Does the statue move? No

Clear a space at the front of the classroom.

Get a group of students to stand up and come to the front and mime walking (without moving) while you play some music.

Tell the students to pretend to be a statue (i.e. they stand perfectly still/don't move) when you stop the music - practice it a few times.

Explain the game with vocabulary – they keep moving in one spot until the music stops – when it stops, they must become a statue of whatever the teacher says: e.g. family:

A mother – a father – a big brother – a little sister – an older sister etc

e.g. Big brother (Students must reach up high and look "cool").

AND Students must FREEZE in that "statue" pose. The funniest or most accurate statue gets a point or a sticker.

Gallery wall/Gallery Walk

It is really important to DISPLAY students' work in the classroom, it is motivating for children 'to do their best' if they know it will be part of a wall display. Also it can become a learning resource if we ask students to walk around the classroom, a GALLERY WALK, and read other students' work/posters. It is useful to give them a reason to do that, e.g. to find a poem/poster/picture that is similar to their own. With large classes the GALLERY WALK can

happen over more than one lesson , at the beginning or end of the lesson before they sit down or as they leave the classroom.

Gap Fill Text

Using a Gap Fill (often called a "cloze" activity) is a staple in the English primary classroom for good reason. It's a versatile bridge between simply recognizing a word and being able to use it independently in a sentence. For younger learners, jumping straight into writing full sentences can be overwhelming. Gap fills provide the "training wheels" they need to feel successful.

There are many benefits: It reduces cognitive overload: Primary students are often still mastering fine motor skills (handwriting) and basic spelling. By providing most of the sentence, you allow them to focus entirely on the target vocabulary or grammar point without the exhaustion of constructing an entire paragraph. Children get an immediate sense of achievement: For a child, seeing a completed worksheet feels like a "win." It's a clear, visual representation of what they've learned. This builds the confidence necessary to move toward more creative, open-ended writing later. Versatility: You can easily scale the difficulty of a gap fill to match the students' level: With a Word Bank: (Easier) Students choose from a list of words. With Initial Letters: (Medium) e.g., "The cat is sleeping on the m____." No Cues: (Harder) Students must rely entirely on their memory and context clues.

Getting To Know You

It's important at the beginning of the academic year to plan time for students to get to know each other, learning names so they can address each other directly, finding out information (age, family, likes/dislikes etc) so that they can find out what they have in common and thus bond.

There are many games, e.g. the NAME GAME (Adjective Chain)

Procedure

Students sit in a circle. The first person says their name and an adjective starting with the same letter (e.g., "Active Aya"). The next person repeats the first person's, then adds their own (e.g., "Active Aya, Happy Hameed, etc).

Also FIND SOMEONE WHO - with personal information like, number of brothers and sister, favourite colour etc

Greeting Circle

This teaches basic social skills in a fun, active way. It works well at the beginning or end of a lesson when students are already standing up (haven't sat down yet).

Procedure

Students sit or stand in a circle. Teacher demonstrates a polite, welcoming greeting (e.g., eye contact and a smile,) with the student next to them (in the circle), saying Good morning (name)Then explains that the student, should do the same.Student turns to their neighbor in the circle and says "Good morning, [Name]". The greeting practice continues until the last student in the circle greets the teacher.

Group Work

Group work increases the opportunities for all learners to speak the new language in the classroom, it allows them to learn from each other, and frees the teacher to monitor individuals and give them feedback. Examples of typical group work activities include sharing information, SHOW & TELL, deciding together, e.g.ranking jigsaw activities, project work group and collaborative group writing tasks.

Group Share

After completing a task students share what they have produced with a group of students. This is a simple way to encourage peer assessment, as groups can support each other in working out which is the correct answer, and why it is correct.

Group Text Ordering

This activity involves putting a descriptive or narrative text in the correct order. It works well as a way of consolidating listening or reading work, for example the students have listened to or watched an ANIMATED STORY or SONG, a summary version, of up to 8 parts/pieces, is written in a random order or a mixed up list. The students work together to put those 8 parts in the correct order. They will use their understanding of the story or song (from listening/reading previously) plus other 'clues' like grammar (e.g. adjective then noun) or linking words like because/so, to add a reason or a result.

When this activity is set in groups the students can support each other.

Guess vocabulary/ Guess it

This is a simple critical thinking activity that can be used after introducing new vocabulary, or to refresh vocabulary learnt in a previous lesson.

Procedure

- After presenting a 'vocabulary set' in pictures ask one confident student to choose one item (but don't tell anyone what it is). The teacher asks the student closed questions: e.g. for clothes
- *Do you wear it every day? - it in the house? ... - to school? - to play sports?... to go to a party?*
- Repeat with another set of 4 flashcards and a different student. Show the question forms that have been used/modelled and CHORAL DRILL them, then SUBSTITUTION DRILL.
- Ask another student to choose an item and all students ask questions, repeat.
- Put the students in pairs or small groups, or in BREAK OUT ROOMS, for an online lesson, with access to the vocabulary images/ flashcards and they play the guessing game, swapping roles.

Guess The Animal

This is a vocabulary guessing game, where the teacher or a student makes the noise of an animal (farm, wild etc) and students guess which animal it is.

Guess Where

This can be done with real items, hiding them in the classroom. It is a meaningful way to practice simple prepositions.

Procedure

Take a small toy or a ball, show it to the children, tell them to close their eyes, you hide it somewhere in the classroom. Ask them: Where's the ball? Students give suggestions, e.g. *In the cupboard – Under the books* etc , and the teacher says 'Yes' or 'No' until they find it

Hands up who ...

This is a simple oral activity that children can respond to without words. They listen to a simple instruction related to the current learning focus. It works with many topics/ language contexts, e.g. asking about food preferences '*Hands up who likes ... (food)*'; asking about daily activities: '*Hands up who gets up at ... (time)*' etc

Illustrated story

Using an illustrated story, in a book or animated form, supports understanding as students can follow what is happening through the illustrations and don't have to understand all the language used. The illustrations can be used to make the story telling interactive, inviting the students to say what they can see and guess what is going to happen next.

The Digital Catalogue has animated stories; they can be paused to ask students about what they can see and invite them to guess what is going to happen next.

Information gap

A classroom activity in which students work in pairs or groups. Students are given a task, but they are given different information and, to complete the task, they have to ask questions to each other to find out the missing information from each other.

Example:

1. Students work in pairs, with a school timetable, some of the information (for certain days) is missing, the students have to ask questions like: *What does Ahmed study on Monday?*
2. Students answer the questions with the information they have.
3. Once they have asked all the questions they will have a complete/full timetable.

Information gap activities are useful for various reasons. They provide an opportunity for extended speaking practice, they represent real communication, motivation can be high, and they require sub-skills such as clarifying meaning and rephrasing. Other examples of information gap activities are: describe and draw, spot the difference, jigsaw reading and listening.

Inside and outside my head

This activity focuses on students' feelings, thoughts and the origins of those feelings and thoughts. The purpose is to help children 'generalise' any worries or negative feelings they might have. The purpose of generalisation is to widen the perspective to make sure that the child realises that many other children share his or her reactions to the world around them. It is not sufficient for the child to realise that his or her reactions are common and perfectly normal in an unusual situation. It is important to stress that many other boys and girls are sharing the same feelings and reactions. This helps reduce the feeling of isolation and can give hope.

Procedure

- Ask students to draw a picture of a head.
- Then ask them to write or draw thoughts and things that are in their head at the moment and things that are outside their heads, for example what other people can see and hear or things that they are dealing with.
- Ask students to share their drawings if they wish with a partner.

Internal weather report

This is an emotional 'Check in activity' or 'Check out activity' to explore students' feelings and acknowledge that all feelings are valid. It is normal to feel angry, upset, scared.

Procedure

- Explain that emotions can be described like weather, draw a happy face, and elicit what weather that makes them think of (sunny, hot), draw an unhappy face - elicit (cold, stormy).
- Ask students what the weather is like *inside them* e.g. we can feel like a sunny day inside (happy, excited), like it's raining (sad), stormy (angry)

- Students draw a weather picture that shows how they feel that day. They can share it with a partner if they like (to find out if s/he feels the same).

I Spy

A game for students to practise vocabulary. This can be played in pairs, small groups or as a whole class activity.

Procedure

- the teacher models the game, saying '*I spy something beginning with ...*' - saying the first letter of something in the classroom, or visible in a poster or projected picture. E.g. in the classroom: '*I spy something beginning with d*'. Students give suggestions (desk, door, drawing etc)
- Once the students are familiar with it students can lead it
- Teachers can encourage students to use questions to check their guesses: '*Is it X?*' The original student responds by saying '*No, it isn't.*' or '*Yes, it is.*'
- An easier version for early primary students can be connected to colours, '*I spy something red*' (or any colour). Other students guess as above.

Kim's Game

Kim's game is a memory and observation exercise where a selection of objects is shown to the students for a short time, the collection will be related to the Unit theme, e.g. toys, fruit, classroom objects etc. Students have 30 seconds to look and try and remember everything that is displayed. Then the teacher should cover the group of items, removing one carefully so that the students can't see. The students must then identify the missing item.

Students can play it in groups, one student takes away something from a group of objects, the other students recall what's missing.

The objects can be 'realia' shown on a table or they can be a group of pictures displayed on a Powerpoint. The 2nd slide has one of the images missing. The students must identify the missing item. Repeat for several slides. In an online lesson this game will be played with the Powerpoint.

Lapbook

A lapbook is a hands-on, interactive learning tool made from a file folder that collects and organizes information on a specific topic or a unit of learning. It's essentially a scrapbook for a project, containing various drawings, word lists etc that are stuck inside the folder.

Lapbooks serve as a creative way to summarize learning and are useful for both studying and as a personal keepsake.

Learning wall

Teachers can build a LEARNING WALL in the classroom and provide opportunities during the academic year for students to add to it. It can be thematic, for example using a large-scale poster (made by joining A3 sheets together) shaped like a house; or an alphabet-based wall, with space for children to add words + illustrations (see image below); or related to a project, for example exploring the colours and plants of the desert.

Students choose a new word that they like to add to the wall (written on a small card or a sticky 'post it').



Listen and respond

This activity needs a group of pictures / photos connected to the theme of the teaching unit. If the images don't have numbers, then give them numbers. Display the picture set and the teacher says something about one of the pictures, e.g. *This animal is fat*, students listen & say 'That's picture X (number)'

Magazine pictures

It is really useful for teachers to build up a collection of magazine pictures, cut out of colourful magazines, which are connected to the curriculum themes, e.g. people, families, friends, clothes, food etc. these can be kept in a box and brought to the classroom for craft and project activities, e.g. for making thematic posters for display in the classroom. Students can also be asked to find and bring to class photos connected to the unit theme.

Matching/Match

This activity develops critical thinking skills. For primary students the easiest form is to match words to pictures (FLASHCARDS or on a worksheet)

It can also be used to match the beginning and end of sentences, e.g. from a song or a story that students have been listening to /reading, e.g. *The wheels on the bus -----* to match with: *go round and round.*

To prepare for this, teachers can extract any repetition from a song or a story and write the beginning phrases and end phrases in 2 columns, the students match them by drawing arrows.

As a follow up they can choose one of the matched full sentences to illustrate.

An alternative is to match questions with answers.

All of these activities will need the teacher to demonstrate the activity first, then ask students to do it independently.

Memory Game

This is an easy, low-resource way of checking the vocabulary that students already know (at the beginning of a unit/theme) or to check what they have learnt at the end of a week's learning or end of a unit.

Procedure

- Use a picture related to the theme, from the Digital Catalogue or the coursebook and ask the students to look at it carefully for 1 or 2 minutes.
- Then tell them to close their books or turn over the picture and say what they remember, e.g. *"There was/were a/some"*
- It can be a whole class activity (teacher-led) or students can play it in pairs.

Mime & guess

This is a low resource vocabulary game that can be used to check words presented in previous lessons. It works best when vocabulary has been presented in a topic-related set, so the students know what the options are. The teacher mimes a word, e.g. an action verb, a daily routine verb or a sport. Students guess what it is. Students can also mime to each other in pairs or a group.

Mind map (spider diagram)

A mind map is a type of diagram used to brainstorm a topic and record connected ideas. The main topic or theme is put in the centre and connected ideas/words are added using lines or arrows and bubbles or shapes. This technique can be used to generate target language and content before reading or listening and encourages lateral thinking. It can also be used to gather and prioritise information as part of the planning stage of process writing.

Mingle

Students walk around the room and ask their classmates a pre-prepared question to find out information about them. It can be an effective warmer as it requires minimal preparation and gets students focused on the lesson topic.

Procedure

- If the learning topic is food students can write questions like: "*What's your favourite food?*";
- They walk around the classroom and ask as many students as possible within a time limit.
- When the time is up, they sit down and tell their partners what they found out, e.g. *Miriam likes pizza*
- Early primary students can use a drawing as a question prompt, instead of writing a question, they use the picture to help them remember their question and to help others understand it e.g. ask students to draw a fruit they like, then they MINGLE with the picture, asking '*Do you like grapes?*'

Month Cards

These are a set of FLASHCARDS with the names of each month of the year on them, one per month, they can be used to help students learn and recall the order of the months.

Mini Talk

These are short talks that students give to each other in pairs or groups. The teacher sets a time limit e.g. 2 minutes. Students prepare for the talk e.g. make brief notes or create a drawing or produce cards that they can refer to during their talk.

Model

This is an important stage in introducing new language or specific pronunciation. Once the context for the new language has been established, through a picture, FLASHCARDS, a story, a song etc then the teacher will want to draw attention to a particular sentence or question form. s/he MODELS the form and asks students to copy the way s/he says it. This 'modelling' can be accompanied by clapping to help students stress the key words, or rhythmic humming. Once students can repeat it, teachers can use CHORAL and SUBSTITUTION DRILLS to boost confidence saying the form.

For example, describing a bedroom:

The model sentence is '*There's a **bed** on the **right***'.

The teacher then uses flashcards for a [SUBSTITUTION DRILL], e.g. **cupboard** - *There's a cupboard on the right.* **lamp** - *There's a lamp on the right.* Etc

My circle of strengths

This is a self-esteem building activity. When students are experiencing big feelings such as fear, anxiety and anger, they can often feel bad about themselves, believing that somehow the bad things which are happening are their fault. Teachers can help by including activities which remind students of their own identity and their positive strengths. Procedure

- Ask students to draw a circle, or give them a paper plate, and ask them to divide it into 4 quarters.
- Ask them to think about their own strengths and things they are good at. You may need to give some examples and ask for some examples from the group. For example, 'I am a good friend', 'I am good at football'
- Tell them to draw something in each quarter that represents a strength.
- When they have finished, ask students to share their ideas in small groups and if there is space, put the drawings on a wall and name it 'Our strengths wall'. This emphasises connection and belonging as well as building positive self-esteem.

Mystery bag

This activity using 'realia' helps children make connections between the language classroom and their lives. It also develops curiosity, guessing skills and memory. Teachers bring in a bag that fits the topic of the lesson or the unit, e.g. a shopping bag for food; a school rucksack for classroom items; a small travel bag for clothes.

Procedure

Move around the room giving students a 'sneak peek' at the contents of the bag (about 6 items). Students PAIR SHARE what they have seen.

Go back to the front of the class and slowly reveal items, Tell students that when they think they know what it is they must put up their hand (not shout)

Continue until all the items have been identified.

Notice and name

This sensory activity helps 'ground' children who may be stressed, inviting them to focus on their immediate environment. For example, teachers can ask students to notice and name: 5 things I see, 4 things I hear, 3 things I feel, 2 things I smell, 1 thing I taste. Or ask students to notice and name: 5 colours I see, 4 shapes I see, 3 soft things I see, 2 people I see, 1 book I see

It works well as a WARMER and can also be connected to the learning theme, e.g. the first example above gets children thinking about their senses; the second example can be connected to a lesson on description.

Number check in/check out

This is another activity to explore students' feelings. The teacher asks students, at the beginning of a lesson or at the end, or sometimes both, to give a number 1-10 on how they are feeling or they can show the number with their fingers

Odd one out

This is a simple problem solving activity. The teacher writes up four words on the board, one of which is different from the others - the odd one out - e.g. cheeky, happy, curly, nice. 'Curly' is the odd one out because it describes someone's physical appearance and the others all describe a person's character.

It can be used with 'grammar words' too, went - saw - **walked** - got, where walked is the odd one out because it's a regular past form, the others are irregular. You can get your learners to make their own examples and test each other.

Open pairs

After introducing a question form, e.g. to ask about travel, first using whole class CHORAL DRILLS to aid fluency, then teachers can nominate two students to practice an exchange, e.g.

Teacher: Miriam ask Mounir about how he gets to school

Miriam: How do you get to school, Mounir?

Mounir: By bus.

Teacher: Mounir ask Yaffar

Pair Share

Pairs complete a task and then share and compare what they have done.

This is a simple way to encourage peer assessment for learning, as pairs can support each other in working out which is the correct answer, and why it is correct.

Pair work

This is when students practice language, do a learning activity independently of the teacher. Teachers should try to include pair work as much as possible because it increases the opportunities for learners to use English in the classroom. It can be a simple question and answer practice with new words or FLASHCARDS or it can be a more complex activity that involves problem solving, sharing information or opinions etc.

Pair work is very useful to vary the pace of a lesson and to encourage students to help each other, e.g. instead of checking answers with the teacher they can check together. When they check together in pairs this gives the teacher time to monitor how they have done an activity, feeding back on particular errors/problems to a pair while they check. This means that the teacher's feedback to everyone can be more focused and take less time.

Personalise/Personalisation

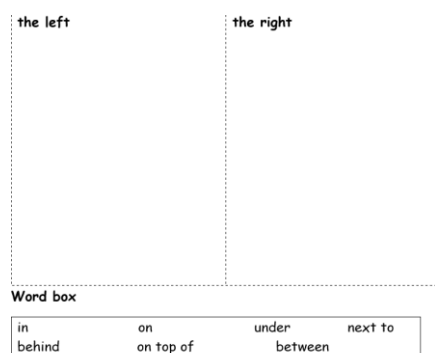
When students have a chance to personalise something, it helps learners to connect new words, topics, texts or grammar to their own life. Personalisation makes language more meaningful and keeps students motivated. For example, after students have read a text about a local hero or icon and answered some questions, they discuss related questions from their point of view e.g. Think about a person you admire – a hero for you. What do you admire about them? What makes them special?

Picture dictation/Drawing dictation

This activity is very engaging for Primary learners and is very useful for practicing prepositions of place. It is similar to *Describe and draw* (see above).

Procedure

- Teacher uses a simple picture that s/he has drawn (e.g. a bedroom with about 8 things in it, e.g. bed, lamp, chair etc). S/he will describe that picture for students to draw it.
- Preparation: Tell students to take a piece of paper, draw a square, fold it in half, open it out and label one side *left* and the other side *right* (*making a frame for their drawing, see below*)



- The teacher describes her/his drawing, telling students where everything is (using: *there's a ... on the left/right* + prepositions. And describe size, colours) Repeat as many times as necessary.
- Students hold up their finished pictures and teacher can see how they have managed the activity. Alternatively, students can PAIR-SHARE, noticing what they drew the same and what they drew differently.
- Once students are familiar with the activity, they can do the same activity but independently: each student draws a picture, maybe for homework, then they 'dictate' their picture to another student who draws according to instructions.

Picture description frame

This can be used to help students describe a picture to others. It can be written on a worksheet or displayed on the board. It will have incomplete sentences to guide and scaffold the students' speaking, drawing and writing e.g. *This is ... s/he is ...-ing. This is ... and they are ... -ing* .

Point and Say

This is a useful activity for early Grade students who may have better receptive than productive skills. So, when introducing new words, the teacher can POINT at something in the classroom and SAY the word, before CHORAL DRILLing that word. The POINT & SAY activity can also be handed over to the students to do the same, thus demonstrating the words that they can remember from a previous lesson.

Poster

Using posters makes language learning more visual, reinforcing rules, and providing a way to practice language skills. They are a common project product, providing a visual reminder of what has been learnt in a lesson, a week or a unit. When they are displayed in the classroom, students' confidence is boosted. Posters allow learners with different abilities to create something in response to their lessons, some learners can simply draw and label, while others will be able to use more descriptive and complex language.

Post its

Use post-it notes to evaluate learning. Give them to groups, pairs or individuals and ask them to answer questions. For example:

- What have I learnt?
- What have I found easy?
- What have I found difficult?
- What do I want to know now?

Question prompts

These help students do a Question and Answer (Q&A) activity independently, in pairs or groups, as they provide short 'reminders' of the questions that they could use. For example,

in a vocabulary guessing game where one student has chosen a vocabulary item (from a set of FLASHCARDS or a picture displayed in the classroom) and the others must guess by asking closed questions (questions with a Yes or No answer). The questions will be:

Is it big? Is it small?

Is it soft? Is it hard?

Do you use it for sport? Do you use it at school? etc

Procedure

- The teacher demonstrates the game once (with a confident student), the student chooses a vocabulary item (from a set of FLASHCARDS or a picture displayed in the classroom) and the teacher asks several questions until s/he can guess what it is (saying : '*Is it ...?*')
- Then the teacher can elicit the questions s/he used in the demonstration - writing key words on the board, e.g.
Is / big? small? round?
use/sport? use/ school?
- These serve as prompts for a CHORAL DRILL and students can refer to them when they play the game in pairs.

Quiz Box

Teachers can use a quiz box (e.g. a shoe box) to collect questions about the language in a unit of learning, or the topics covered. The students produce questions on slips of paper in response to a text or a song, a story and the teacher collects them - they can be used in revision lessons or for 'fast finishers' who need something to occupy them

Reflection

This is an Assessment for Learning technique, it aims to encourage learners to think about a lesson or a week's learning and summarise their experience in a word, a sentence or a drawing. They can write it on a card or a post it and the teacher can review them to understand how students are progressing and plan next learning steps.

Sensory activity:

When students are very stressed or have been very affected by traumatic events, they are not able to talk about it logically or engage in learning tasks which require rational thinking. Physical and concrete activities can bring the student back into their bodies, into the present moment and help them to regulate physically before they can attempt to learn. These activities can be sensory focused as people affected by trauma are often not in touch with their own senses.

For example: Ask students to notice and name 5 colours they see in their home, then PAIR-SHARE, noting similarities in what they have named.

Sentence Starters

These are PROMPTS that teachers can write on the board to scaffold a speaking or writing activity. They remind the children of the language to use in the activity but they still have to think about how to use them, what to add to the STARTER to form a complete sentence. For example in a lesson focusing on describing people in a situation/picture teachers can write:

He's wearing She's wearing

and students can decide what clothes vocabulary to add to it.

Shopping List

This is a simple, low tech teaching resource, that can be used in various ways, e.g. when distinguishing countable and uncountable; as a basis for a shopping role play, with the 'customer' referring to the list as s/he shops.

Shoulder roll breathing

This is a 'grounding' activity. When students are very stressed or have been very affected by traumatic events, they are not able to talk about it logically or engage in learning tasks which require rational thinking. When a person is very anxious, they are not grounded in the present, because they are continually worrying about the future and what might happen. This state of hypervigilance means they find it difficult to settle to learn. Physical and concrete activities can bring the student back into their bodies, into the present moment and help them to regulate physically before they can attempt to learn.

This activity is a good lesson 'warmer'. Students should sit comfortably, then roll their shoulders back as they breathe in through their nose and roll them forward as they breathe out through their mouths. Do this a few times.

Show & tell

This is a key activity for Primary students; it gives them the opportunity to share something they have prepared to other students. It could be something they have written and illustrated, e.g. This is my brother (plus description), they use the prepared work to help them speak about their brother, showing the photo or drawing to help others understand the description.

It could be something they have brought into the classroom from home, e.g. a favourite T-shirt, or something they have made, e.g. a paper plate hat. The oral description can be extended to include talking about their feelings, how they acquired it, why it is important to them etc.

Show me a/an / your / something

This is a simple Assessment for Learning activity which is especially useful for Grade and Grade 2 learners as they can listen and respond without saying new language that they may not yet be confident to use. It works with physical things that are in the classroom. Teachers can use it at the end of a lesson or beginning of a new lesson to review new vocabulary, e.g. to review classroom items, the teacher can say: 'Show me a pencil' or 'Show me your pencil'; for colours: Show me something blue/red etc

Slow Reveal

The SLOW REVEAL (sometimes called "The Peeking Game" or "The Sliding Card") is a high-energy, low-preparation way to build anticipation and check vocabulary recall with kids

Procedure

You'll need an 'enveloping/covering' object—this can be a large empty envelope or a piece of coloured card to be used to cover the FLASHCARDS you're going to reveal. Hold a stack of flashcards facing you, so the students can't see the images. Slowly, the more slowly the better to add to the children's excitement, slide the flashcard out from behind the cover. You can reveal it: Inch by inch: Moving upwards to show just the top of the head/object. Or The "Peek-a-boo": Showing a tiny corner and then hiding it again.

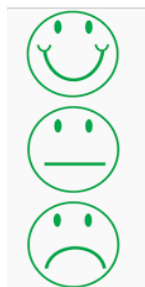
The children shout out the word when they think they know what it is. Once the card is fully revealed, have the whole class chorus the word together to solidify pronunciation.

This activity has several benefits, it builds "Visual Literacy": It forces kids to look for specific features (whiskers, wheels, colors) and associate them with English words. Also it creates an 'Information Gap' which means students are genuinely motivated to speak, because they don't know the answer immediately.

Smiley Face Reaction

This is a simple Assessment for Learning activity which is similar to EMOJI CARDS. It can be used by the teacher to gauge how students are feeling at the end of a lesson or after a particular activity during a lesson. It can also be used for peer assessment in group work, e.g. when students present their work to each other in groups, e.g. a POSTER, something they have made and illustrated, like a story board, my favourite meal etc

It is a useful resource for students to make themselves either on cards or on separate pages at the back of their notebooks. They can start with a simple set of 3 faces, e.g.



Teachers can encourage reflection on learning, asking students to think about an activity and hold up the card or page that shows how they feel. In group work, e.g. when students share work (see above for examples) students can show a face as simple feedback to others. It means that children without the language or the confidence can still offer feedback and can also receive it in a comprehensible way.

Song Frame

A song frame can be used to support students' memory after they listen to a song and also to provide prompts for students to create new verses of a song. A SONG FRAME can have example structures to use, sentence starters and vocabulary, for example: a gap-fill structure for writing a 5-line verse:

- I like with my friends
- And I love
- I like having fun
- in the
- But I really don't like

Sort

Sorting gives students hands-on opportunities to practice the content and language they are learning and the process develops valuable critical thinking skills. Students can use a variety of items in these activities, including:

- Vocabulary flashcards
- Images
- Numbers
- Realia
- Parts of a story
- Dates, facts, or events

Example

Using a set of animal FLASHCARDS - the SORTING task is to separate those animals into 3 types : 1) pets 2) farm animals and 3) zoo animals

Spot the difference

Students work in pairs or small groups.

Procedure

- Each student has a similar picture, e.g. of a bedroom, a shop window, but there are a number of differences between the two pictures.
- Students describe their picture to their partner and try to find the differences between the pictures. Students must NOT show their picture to their partner, this can be done effectively by getting the students to sit back-to-back, or opposite each other (in rows) but with a large gap between them.

Spaceship drawing

This is an activity to explore the children's internal thoughts and feelings.

Procedure

- Ask students to draw a large circle on their paper. Tell them that this represents the inside of a spaceship. Show an image of a space ship to help them start imagining.
- Tell them - it is their spaceship and they are going on a long journey, for about a year, into space.
- They should draw inside the ship anything or anyone which they want to take with them or that they think they will need.
- Explain that this is a fantasy so they can design in any way they want and it does not need to be realistic.
- Possible feedback: The inside of the spaceship often shows themes from a child's internal world. It can be discussed with the student as a way of starting a conversation or it can lead into a creative story writing activity.

Speaking Prompts

These are words or phrases that can be written on the board for students to refer to during a speaking activity. They can be examples of a structure that you want the students to use during the task, e.g. a question 'stem' like 'What time do you?' How often do you...?, or they can be words from a song or a story that you want the students to use in a simple scenario or role play.

They serve as a reminder or reference that children can check while they are preparing and while they are doing a pair work activity, thus building confidence to speak.

Speech Bubble

These are part of the illustrations in a cartoon story, they are used to show what the people are saying. Using a cartoon story format makes storytelling easier for primary children as the illustrations help to tell the story and the SPEECH BUBBLE has simple spoken language.



Stand Up If

This is a simple listening activity that can be adapted for use in many language/thematic contexts. It integrates listening and movement and so can break up a lesson and change the pace.

It is a form of DICTATION, where the teacher gives an instruction and students stand up if it applies to them personally. E.g.

Stand up if your birthday is in(month).

Stand up if you like (a food, drink, hobby, sport etc)

Stand up if you get up at ...(time)

etc

Star Stickers

These are a useful way to engage students in peer assessment. Each student has two or three stickers in the shape of a star (large adhesive stars). When students' work has been displayed on the classroom walls (e.g. a poster, a menu, a list of healthy/ eco-friendly habits that students have decided to adopt) they get up and look at/read their peers' work and 'award' two or three stars, to two or three students' work. They award stars for 'the most'. (Teachers can decide on the adjective depending on the language and skills focus of the lesson e.g. informative, easy to read, unusual etc.)

Stick figures

This activity can be used to explore students' feelings and thoughts

Procedure

- Ask students to draw a stick figure of a girl, if they are female, or a boy if they are male. Then ask them to draw a speech bubble and to write what the girl or boy is saying. Tell them there is no right or wrong answer, they should write whatever comes into their minds.
- Then ask them to draw a thought bubble and to write what the child is thinking. Some might choose to draw this.
- Finally ask them to draw a heart and write what the child is feeling.
- Ask them to share their drawings, using a PAIR-SHARE activity and comment on what they notice, e.g. things that are the same.

Stop the bus

This is a great game to revise vocabulary and you can use it with any age group and any level by changing the category headings. It really gets students focused and working on tasks as a team and can be a saviour to fill the last ten minutes of a class when you have run out of ideas!

Procedure

- Put the students into teams of three or four.
- Draw on the board a table like the ones below and get each team to copy it onto a piece of paper.
- Students simply have to think of one item to go in each category beginning with the set letter. Give an example line of answers for the first time you play with a new group.
- The first team to finish shouts 'Stop the bus!'
- Check their answers and write them up on the board and if they are all OK, that team wins a point. If there are any mistakes in their words, let the game continue for another few minutes.

- If it gets too difficult with certain letters (and you can't think of one for each category), reduce the amount of words they have to get. You can say 'OK, for this round you can stop the bus with four columns.'

Storyboard or Story Planner

A storyboard is a chronological set of pictures or a simple table which is used to tell a story or summarise a story that the students have read or listened to. The product looks like a cartoon story, i.e. an illustration + caption/description.

Example

A set of cartoon pictures (with the text blanked out) that students use to practise telling a story. Or students use a simple grid of squares and draw pictures to plan a story and then refer to it when they share the story. The storyboard could include prompt phrases to scaffold the activity, e.g. *It was a afternoon; Then In the end ...*

Illustration				
Caption				

Substitution drill

The teacher models a sentence or a question and then gives a word prompt that the student(s) must use, or shows a flashcard representing the 'substituted word' he students 'create' a new form with that word or picture prompt

Example.

Teacher: *I bought a book.* **Pen**

Students: *I bought a pen.*

Teacher: **ruler**

Students: *I bought a ruler.* etc

Summary sentence

This is a useful Assessment for Learning activity. You can use it as you start a new topic to understand what students already know about it, for example, Ask learners to write one sentence to summarise what they know about the new topic at the start of a lesson. It can also be used after a lesson or a week of lessons to gauge how students now know and also to gauge how they responded to the topic.

Summary drawing

This is a version of the 'summary sentence' Assessment for Learning activity (see above). It is useful to use with children in early Primary years who are unable to write. It helps the teacher assess which students have been able to engage in the learning, and to what extent.

Talent Show

This is a way of showcasing students' oral work, e.g. a role play, a dialogue or acting out a

story with a STORYBOARD to guide them. It provides an active goal that children naturally respond well to.

It is basically a simple competition where students come to the front of the class to show what they have practiced in pairs or groups to their classmates.

In real life there are TV competitions when participants sing or showcase a talent on a stage - a panel of judges give them feedback. This is the same - students can hold up a card with a smiley face as feedback.

Think-Pair-Share

This technique encourages peer collaboration, critical thinking and problem solving.

- Write a question on the board. Tell students to think about the answer, but not to speak to anyone else. Give them time to think quietly. You can also suggest they write down their ideas in their notebooks.
- Put the students into pairs and ask them to discuss their ideas. Make sure you give them enough time and circulate, monitor and support as necessary.
- Nominate pairs to share their answers with the class.

Thought bubble



These are the same as speech bubbles except that they represent what the story characters are thinking.

Toybox

This is a box with 'real' toys that the teacher and students bring from home. The box can be a simple cardboard box and students can be invited to decorate it with cut out images/drawings of toys. It can be built up over the course and gradually filled. It becomes a useful source of 'characters' for stories, role plays etc and 'early finishers' can choose one to describe, include in a story etc.

Tongue twister

Tongue twisters offer a fun and effective way to improve pronunciation. They help in many ways, including:

- Strengthening mouth muscles: Think of tongue twisters as mini-workouts for children's mouths, leading to clearer and more accurate speech.
- Creating muscle memory: Repeating tongue twisters multiple times can help to improve muscle memory, making it easier to pronounce the most tongue-twisting phrases.
- Pronunciation practice: They provide a quick and convenient way to perfect specific sounds, helping to improve fluency and focus on specific areas for improvement.

A TONGUE TWISTER can be used in a similar way to a DRILL, the teacher models it / or plays a recording of it, using visuals and CONCEPT QUESTIONS to aid comprehension. Then the teacher helps students get their mouths around it, breaking it into 'manageable chunks', e.g. *red lorry yellow lorry*, can be divided in two, students repeat each half then join it together.

TPR

'TOTAL PHYSICAL RESPONSE' is used to reinforce meaning and is especially useful for teaching Primary students who have limited language. When a teacher says a word s/he will also mime it /or make a related gesture at the same time, e.g. for everyday actions like drink, eat, sleep, for free time activities like swim, play the piano. This also makes the meanings more memorable for children.

TPR is often used with songs, when the teacher demonstrates actions that reflect the words of the song and the students do the same. This means students can participate even if they can't say or remember the words of the song.

TPR is often used to accompany illustrated stories to ensure all students can grasp the general meaning, even if they don't understand everything.

Treasure Hunt

This is a reading activity. It can be used with any simple text instead of using traditional comprehension questions after reading. It develops skimming and scanning reading skills as students read looking for specific information within a text.

Procedure

- Provide the TREASURE HUNT questions, either written on the board or written on slips of paper.
- Give students the text, explain they will look for the answers in the text, tell them they don't have to understand everything.
- It's a good idea to set this task in pairs or small groups so that more readers are focused on the text looking for answers.
- If using questions written on slips of paper, each group can go to the teacher to get a slip with a question, the student takes it back to their group then they find the answer in the text.
- When they are ready they send another student to the teacher, to return the question slip and get a new one.
- The first group to find all the answers shouts 'Finished'

TRUE/FALSE cards

A set of cards for a class, enough for one 'set' of two cards (one card with TRUE, the other with FALSE in large print) for each pair or group of three. The teacher makes statements about a topic, or after a reading or listening activity, referring to the content. The students listen and decide together if it's TRUE or FALSE. They then hold up the correct laminated card. This is a useful 'assessment for learning' check because the teacher can see easily by looking around the class who has understood. Students can make these and keep them in their bags ready to use in a lesson.

Warmer

This is an activity used to 'warm up' the students at the beginning of a lesson and get them into hearing and using English. It can be a review of a previous lesson, helping the teacher to know how much students can recall, or a physical activity with movement or song to energise students and start a lesson positively.

Washing line of clothes

To teach the names of clothes, teachers can get students to cut a page of a newspaper in the shape of a hat, gloves, trousers, etc. Then, using a washing line and clothes pegs, ask them to hang their clothes on the washing line. My students repeat the names of the clothes.. After teaching the vocabulary of clothes, ask students to close their eyes and hide some of the clothes. A few seconds later they open their eyes and name the missing clothes.

Word box

A Word box is a collection of words that students have met in their lessons. At intervals during the academic year, e.g. at the end of a theme or a unit, students write individual words on slips of paper and put them in the chest.

This encourages engagement and ownership of the learning, e.g. The slips can be their favourite words, and they can illustrate them. The box is used to provide multiple opportunities to revisit and reinforce learning of target items. It can be used in different ways, including:

- EXIT CARD - pick a word from the chest/box and give a definition before leaving class.
- WARMER - pick a word from the chest/box and mime it / describe it / draw it / use it in a sentence
- Pair work- pick a word from the chest/box and mime it / describe it, the partner guesses what the word is

Adjective box

This is a version of the word box, where students add adjectives as they meet them. It helps them think in terms of 'parts of speech' and can enrich their writing.

Verb box

Similarly, this is a word box devoted to verbs, which students add to throughout the academic year.

Weather Wheel

Designed to be low-preparation and hands-on, this STEM activity makes it easy for kids to talk about the weather and can also be used to observe and track the weather over a period of time. The craft activity involves building fine motor skills and produces a learning resource to ask and answer about the weather.



There are many [recorded instructions](#) to follow. Teachers can use white paper plates for the wheel so that children don't have to draw and cut out a circle.

Word labels

For children at early stages of literacy writing can be a challenge and also take a long time. For this reason written activities for Grades 1 and 2 are usually limited to words, students can add WORD LABELS to drawings they produce in response to a unit theme, or unit resources they meet. The labels are a word written in a box and connected to a drawing with an arrow.

For example a picture of their family with the relative words added in WORD LABELS.



Word Stickers

These sticky backed labels (that we might use to label things in the kitchen) are useful if we want children to label words on a POSTER or picture. They provide a 'frame' for writing a word and don't require any cutting or glueing to add to a picture/poster.

A Writing Frame

A writing frame consists of a skeleton outline to scaffold children's writing. The skeleton framework consists of different key words or phrases.

Those 'prompts' provide a generic plan for the writing and include key grammar or vocabulary related to the writing task.

Example

If the topic is farm life.

Students have been describing the features of a farm, later they draw a picture of a farm, then prepare to describe it to someone else. The WRITING FRAME helps them prepare their description:

This is my farm in (place), it's ... and

It has a and a

It has,, and (animals)

I like my farm because

Writing Prompts

Are sentence starters or prompts that help students structure their writing and include the required content. They provide a framework for students to express their ideas, opinions, or structure a story or a discussion, helping students to be coherent and support accuracy.

Yes-no memory game

This kinaesthetic game is useful for early primary years because they don't have to say or write anything, but their actions will indicate to the teacher whether they have understood or not. Teacher says a simple sentence about a picture or a story that has been used in the lesson, and students have to recall what was in the lesson earlier and raise their hand if it's true. Alternatively students can make colourful cards with 'Yes' or 'No' on them.

This is an Assessment for Learning activity that can be done after a lesson or at the end of a week, for example teachers can ask students to list:

- 3 things they did well/ 3 new words
- 2 things they want to work on/2 words they like
- 1 thing they want to know/ 1 word they want to ask about

After making their lists they can share in pairs, to find something in common.