

Young Learners Manual

Peace Corps Ukraine

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This manual is designed to be an accessible resource guide for Peace Corps Volunteers working with young learners during their service. In this manual, young learners refer to children from 1st grade to 5th grade. The manual consists of the following information:

- Working with Young Learners
- Classroom Management
- A PCV's Experience
- ABC's
- Songs/Chants/Poems
- A Guide to Transcription
- Activities

Working with Young Learners

Congratulations on your assignment to work with young learners. As you may or may not know working with young learners is both challenging and rewarding. Don't be scared by their tiny appearances and loud voices, they are actually quite enjoyable to work with if you remember a few rules.

Keep them Active

Keep them active or they will become active on their own. When teaching young learners it is best to have many activities on hand. Their attention spans can be very short so you will need to keep them busy with different tasks.

Know your Audience

Take note on which types of activities your classes enjoy. If the students are not engaged in the activity, do not use it again and don't feel like you have to finish it. Move on to the next activity. You will soon learn which types of activities work best with your students. Some classes might enjoy songs and other classes might not. Another class might enjoy activities that involve coloring.

Be Organized

Planning your lessons ahead of time and being organized will make your life easier. Prepare everything before class and have it organized in the order you will need it. This will allow less time between each activity and will keep the students from entertaining themselves. If you need some time put on a 1-2 minute song or video.

Create a Routine

Young learners respond well to routine. Depending on how long your class time is or how many times per week you teach them, begin your class the same way every time or have activities for certain days. For example, begin with a song, then recite the alphabet, or play a name game on Mondays. The repetition will help the students know what to expect. Don't get frustrated if they do not learn the routine right away. It will take several weeks for them to learn it. You can also have a different helper each day to help you lead the class. This will make the students feel special and engaged.

Begin the routine by introducing one activity at a time. Slowly add to it. The older concepts/activities will become review. If you are limited on time, once your class has learned something completely and can recite it on their own you may take it out of the daily routine, but don't forget about it completely, bring it back for review every couple of weeks.

Give Clear and Precise Instructions

Young Learners cannot read between the lines. If you want them to do a particular task in a certain way you need to give them the steps to it. Be very clear in your directions and what you want them to accomplish. Give simple instructions one step at a time. Remember to speak slowly and clearly. Not only are you working with young children, they are also non-native English speakers. Repeat the directions several times and be patient with them. It will take a few tries for them to understand and to get use to your teaching style.

Classroom Management

If you keep your students active and engaged in your lessons, classroom management will be easy. Good classroom management comes with time and experience. As you teach you will learn how you like to manage your classroom, what type of disciplinarian you are and what works best with each class or student(s).

Rules

Display the rules and refer to them often. If you are teaching kindergarten to second grade create 3, no more than 4 rules you want the students to follow. Go over the rules with them. Remind them about the rules when you begin class and refer to them often. If you are working with 4th to 5th grade you may want to create rules with the class. Choose 1 or 2 rules you think are important and then ask the class to contribute 2 or 3 rules. They will feel more responsible to follow the rules because they believe these rules are important in a classroom environment.

Rewards

It is highly important to reward positive behavior. Young Learners like praise and want to please their teacher. Rewarding a student for their behavior or work can build confidence in a student and minimize negative behavior. If several students are not following the rules, such as talking while others are talking (a rule broken frequently in a Ukrainian classroom) instead of immediately yelling at those students, try rewarding the students who are following the rules. Often times the students who are misbehaving will emulate the students being rewarded. A reward can consist of a verbal praise, "I like the way Dima is sitting quietly, thank you Dima", a sticker, a certificate, a piece of candy, a high mark, whatever you choose for the situation. If you notice a student who usually breaks the rules or is often not on task or does not usually participate, make a good choice or participate in class, make sure to reward her or him for their new behavior.

Consequences

If you have students who consistently break the rules and make bad choices then you need to have consequences for their behavior otherwise they will continue the behavior. When you introduce the rules make sure to also state the consequences if a rule is broken. Consequences may be time out, not allowed to participate in fun activities, note home, bad mark, have their Ukrainian teacher speak with them, speak with the director. You might have to change the consequences depending on the students. Some may be effective with some students, but not with others.

Be Consistent

In a sense you are training your students to behave a certain way while you are teaching. This takes time and patience and in order to be successful and achieve the results you are looking for, you must be consistent with your actions. This makes it easy for them to learn what it is you want. Being consistent can be a challenge for a teacher because like all people you experience good moods and bad moods.

Some days everything may bother you and other days nothing gets to you. However, if you have a rule “No cell phones during class” even if you are not bothered by it on that particular day, you need to give the student a consequence. If you took Tanya’s phone away yesterday for ringing, then you need to take it away again for ringing and every time after so she learns you mean it. If you are not consistent with the rules then the students will not think your rules are important and therefore will not follow them.

A PCV’s Experience

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As Americans, you’ll arrive to your Ukrainian schools armed with tools that you’ve gained from living in a culture where particular characteristics are valued; among them – punctuality, optimism, honesty, fairness, responsibility. Never forget that these tools are great assets to you.

Working in a Ukrainian school is all about flexibility – learning how to adapt to a new system while still holding onto the characteristics – the punctuality, optimism, and pragmatism – that comprise and support your skill set.

In a sense, working with young learners gives you an opportunity to reach students before they’ve fully embraced the stricter characteristics of the traditional Ukrainian classroom. You’ll find younger students more willing to play and interact with you during lessons. Don’t be shy about encouraging your co-teachers and counterparts to try out some of the “silly” American songs and activities that you remember from your own childhood. If you remember them, it means they were great.

Here are some things that I’ve learned from working with 2nd, 3rd and 4th form students during my service:

1. Kids learn quickly and forget quickly. Repetition is your greatest ally.
2. It is imperative to create a routine. Start and end each class the same way.
3. Give clear, consistent instruction. Make sure your students know what is expected of them!
 - a. E.g. Don’t just ask them to “get ready for English class,” list exactly what they should have on their desk (copy book, dictionary, day book, pencil, pen, textbook). This is also a great opportunity for repetition.
4. Remember patience. Many of these kids are still learning their native language(s) and may struggle with the introduction of English as a second or third language.

Alisha Armas

TEFL Volunteer Group 37

Crimea

I mostly work with 3rd and 4th forms at my school. My school is not specialized in English, so they do not start learning English until 2nd form. In my experience I do not have to teach an entire lesson with the primary forms, so I focus on activities rather than entire lesson plans. Sometimes I use activities that

would work well with the each form and if I need an entire lesson plan I can piece it together with various activities. Something that I have try to remember when working with the kids is many times they all want to do the activity and I have to budget the time so they all get a chance to be involved or else they get upset. I had this happen once when I had them draw pizzas on the board. I had to make it clear at the beginning of the lesson they would all get a chance to come to the board. Another time, they wanted to stay into their break so they could each get a chance to choose the word Hangman.

ABC's

Building a solid foundation of the ABCs helps students learn to read, write and speak properly. Many older Ukrainian English students do not know the names of the letters and get easily confused with sounds. If you have an opportunity to work with young students, go over the alphabet daily. Repeat the sounds, names and write the letters as often as you can. This will help them to learn and remember them and make learning English easier as they advance.

The Alphabet Song

Just as you did as a young learner, sing the ABCs every morning. Make sure to point to the letters as you say them. As the students learn the letters choose a different student each morning to assist in pointing to the letters. Remind the students that in English our letters have names and sounds.

A, B, C, D, E, F, G,H, I, J, K, L, M, N--
 O, P, Q--
 R, S, T--
 U, V, W--
 X, Y, Z--

Now I never will forget
 How to say the Alphabet

This song is a different version from what most Americans are used to singing, but it breaks up the confusion of LMNOP sounding like one letter. Same tune as the original, just break after N.

Phonics

Teaching the proper sounds of the letters is very important and as the native speaker in the classroom you have an advantage. However, it is still not easy to teach sounds. The best advice is to just repeat, repeat, repeat and have them practice speaking. It would be best to create alphabet cards to show when creating the sounds.

Consonants and Short Vowel Sounds

| | | | |
|----|----------------|------------|-----------------|
| Aa | <u>A</u> pple | Nn | <u>N</u> ose |
| Bb | <u>B</u> all | <u>O</u> o | <u>O</u> ctopus |
| Cc | <u>C</u> amera | Pp | <u>P</u> opcorn |

| | | | |
|-----------|------------------------|-----------|---------------------|
| Dd | <u>D</u> oll | Q q | <u>Q</u> een |
| <i>Ee</i> | <i><u>E</u>lephant</i> | Rr | <u>R</u> obot |
| Ff | <u>F</u> lower | Ss | <u>S</u> auce |
| Gg | <u>G</u> oat | Tt | <u>T</u> urtle |
| Hh | <u>H</u> ouse | <i>Uu</i> | <i><u>U</u>nder</i> |
| <i>li</i> | <i><u>P</u>ig</i> | Vv | <u>V</u> ase |
| Jj | <u>J</u> am | Ww | <u>W</u> ater |
| Kk | <u>K</u> ing | Xx | <u>B</u> ox |
| Ll | <u>L</u> ion | Yy | <u>Y</u> ellow |
| Mm | <u>M</u> onkey | Zz | <u>Z</u> ipper |

**Short Vowel Sounds*

Long Vowel Sounds

Tell students the long vowel sounds say their own name.

| | |
|----|-----------------|
| Aa | <u>C</u> ake |
| Ee | <u>K</u> ey |
| li | <u>K</u> ite |
| Oo | <u>G</u> o |
| Uu | <u>U</u> nicorn |

Common Constant and Vowel Blends

In a consonant blend two or three consonants are blended together, each consonant sound may be heard in the blend.

| | | | |
|-----|----------------------|-----|------------------------|
| ch | <u>ch</u> ipmunk | oo | <u>g</u> oo |
| sh | <u>sh</u> ell | oo | <u>f</u> oo <u>t</u> |
| th | <u>th</u> imble | ar | <u>c</u> ar |
| ng | <u>si</u> ng | or | <u>h</u> or <u>s</u> e |
| ai | <u>r</u> ai <u>n</u> | ur | <u>t</u> ur <u>n</u> |
| ee | <u>knee</u> | ow | <u>c</u> ow |
| igh | <u>wei</u> gh | oi | <u>oi</u> l |
| oa | <u>co</u> at | ear | <u>he</u> ar |
| er | num <u>ber</u> | air | <u>h</u> air |
| ure | treas <u>ure</u> | ph | <u>ph</u> one |
| wh | <u>wh</u> ale | le | app <u>le</u> |
| wr | <u>w</u> rite | ay | <u>cl</u> ay |
| y | <u>sk</u> y | ie | <u>pie</u> |
| y | heav <u>y</u> | aw | <u>s</u> aw |
| ou | cl <u>ou</u> d | ow | <u>s</u> now |
| ew | <u>ne</u> w | g | <u>g</u> iraffe |
| ci | <u>ci</u> ty | ir | <u>bi</u> rd |
| tr | <u>tr</u> ap | cl | <u>cl</u> ap |

Activities using the Alphabet and Sounds

Choose a letter of the day to work with. Depending on your class you may want to work with this letter several times or just one lesson.

Matching: Using Alphabet cards hold up letters and ask students to say the sounds. Or say the sounds and ask students to point to the letter.

Slap: Each student gets letter cards maybe 3 or 4. Say the sounds and have students slap the correct letter.

Letter Recognition: Go on a letter hunt. Look for a particular letter in a newspaper or magazine. Circle each one found or cut them out and glue them on a piece of paper.

Play a listening games:

1) Pronounce each word clearly and have students listen for the long vowel sound you hear at the beginning of the words.

Example:

April, head, odor, unicorn, ace, apricot, Amy, open, pie, eat, angel,
able, icing, black, nest, ate, eagle, aviator, ape, lion, ice, acorn...

2) Pronounce each word clearly and have students listen for the short vowel sound you hear at the beginning of the words:

Example:

astronaut, parrot, Adam, Abby, egg, glove, candy, absent, cotton, igloo, absorb,
aster, atom, cardinal, atlas, under, elephant, avenue, tiger, average, ax, acrobat

Play a Word Guessing Game:

- a. I go into outer space and wear a space suit. I am an _____. (astronaut)
- b. This is a month of the year. _____. (April)
- c. This is a fruit that is red and grows on a tree. _____ (apple)
- d. This is what is left in the fireplace after the fire goes out. _____ (ashes)
- e. A book with maps of different countries in it is called an _____. (atlas)

Sing this song: "The Letter Song" *Tune: London Bridge*

I am learning letter Aa, letter Aa, letter Aa,
I am learning letter Aa-- a, a, a, a. (Make the short a sound)
I am learning letter Bb, letter Bb, letter Bb,
I am learning letter Bb-- b,b,b,b (Make B sound)
Can be done with all the letters.

Let students help think of new verses to add:

Aa begins the alphabet...
Apple starts with letter Aa
Baby starts with letter Bb
Car starts with letter Cc...

An Alphabet Poem:

A's For the Antelope always on view
Which Aiden saw,
When he went to the zoo.

B Was the bear that came up at a run
When Benjamin threw him
A very nice bun.

C's For the camel;
"Poor thing, what a lump!"
Was what Chloe said
When she looked at his hump.

D's For the deer with the soft
pretty eyes;
Dylan found them so tame
He had quite a surprise.

E Was the elephant ;
sixpence a ride but
Emma soon found that
you can't sit astride!

F Was the fox very crafty and sly,
Watching Faith from his den
with a cunning old eye.

G's The giraffe which made
Grace smile;
She was sure with his neck,
She could see quite a mile.

H Was the hippo asleep in his pool,
Hannah thought it an excellent
way to keep cool.

I Was the Ibex, a kind of wild goat.
Isabella thought his horns nasty,
But liked his fine coat.

J Was the Jaguar like a big cat,
But Jacob didn't think
He would like him to pat!

K Was the kangaroo off with a bound;

A fine way, thought Kaylee,
To get over the ground.

L's For the lions; they made
such a fierce noise
Lily wished she were safety
At home with the boys.

M's For the monkeys,
all patter and chatter,
But Matthew couldn't tell
What on earth was the matter.

N's For the Nilgai which jumped
off a rock;
He took such a leap that
Natalie had quite a shock.

O's For the ostrich,
A wise-looking bird,
But Olivia remembered
the tales she had heard.

P's For the parrot
that had lots to say,
and tried to peck Paul,
As he passed by that way.

Q's For the Quagga
Which Quentin found tame;
He is quite like a Zebra,
with stripes and a mane.

R Is the Rhino,
A fierce-looking beast;
Ryan watched him with awe
In the midst of a feast.

S Is the snake which
Sophia found asleep;
He was shiny and slimy
and made her flesh creep.

T's For the Tiger
that gave Tim a fright;
He was horribly scared
Lest they got out at night.

For U (That's the Unicorn)
Nobody looks;
As Ursula can tell you,
He's only in books.

V's For the Vulture,
A big bird of prey,
Victoria saw him
and soon ran away!

W's For the Wolf
Lying flat on the ground,
Though when William
came near he was
up with a bound.

X Just looks on
and has nothing to do,
There's no creature
That claims him
Through-out the whole Zoo.

Y Is the Yak;
He's worthy of note;
Yasmine was amazed
at his long shaggy coat.

Z's For the Zebra
That kept Zoe busy,
She counted his stripes
till she felt she was dizzy.

Songs/Chants/Poems

Introducing Songs into the English Classroom

Songs are a great way to teach English to young learners. Many young students love to sing and dance, so a song is helpful in getting their attention. To teach a song, begin by writing the words on large chart paper or board for the class to see. Sing the entire song to the class while they listen. As you sing put to each word on the chart. To teach the student, begin by reading each line together, as you point to the words. Have them listen, then repeat together as a class. Try singing the song line by line. The repetition helps them to remember the words. If there are movements to the song, add them after practicing the song a couple times.

Try to include the songs you teach into your classroom routine, so the students remember them and continue to practice them. There is no need to teach them all the songs at once, you can spread them throughout the year, but remember to repeat old songs.

Days of the Week, Weather and the ABC's song should be sung everyday during your morning routine. Create visible charts for the class to read. As the students become familiar with the songs, choose a different student each day to lead the class in singing the song and pointing to the words. I used the weather according to the weather for that day. If it was raining that day we sang about rain. If it was sunny then we sang about sunny weather.

The other songs are fun songs that children enjoy learning and singing. You may use them however works best in your classroom. You can use songs at the end of class, as a reward for good behavior, or sometimes to wake the students if they need some energy after a difficult lesson.

If you have a computer and speakers, there are many songs you can download from youtube if you would like the students to be able to listen to the songs with music.

“If You’re Happy and You Know It”

If you're happy and you know it, clap your hands (clap clap)
If you're happy and you know it, clap your hands (clap clap)
If you're happy and you know it, then your face will surely show it
If you're happy and you know it, clap your hands. (clap clap)

If you're happy and you know it, stomp your feet (stomp stomp)
If you're happy and you know it, stomp your feet (stomp stomp)
If you're happy and you know it, then your face will surely show it
If you're happy and you know it, stomp your feet. (stomp stomp)

If you're happy and you know it, shout "Hurray!" (hoo-ray!)
If you're happy and you know it, shout "Hurray!" (hoo-ray!)
If you're happy and you know it, then your face will surely show it
If you're happy and you know it, shout "Hurray!" (hoo-ray!)

If you're happy and you know it, do all three (clap-clap, stomp-stomp, hoo-ray!)
If you're happy and you know it, do all three (clap-clap, stomp-stomp, hoo-ray!)
If you're happy and you know it, then your face will surely show it
If you're happy and you know it, do all three. (clap-clap, stomp-stomp, hoo-ray!)

“I’m a Little Teapot”

I'm a little teapot, short and stout
Here is my handle [one hand on hip], here is my spout [other arm out straight]
When I get all steamed up, hear me shout
Just tip me over and pour me out!
[as song ends, lean over and tip arm out like a spout]

I'm a clever teapot, yes it's true
Here's an example of what I can do
I can change my handle to my spout [switch arm positions and repeat tipping motion]
Just tip me over and pour me out.

“The Itsy Bitsy Spider”

The itsy bitsy spider
(your spider should begin moving)
Crawled up the water spout
(spider is still moving up. When you get to “spout,” your hands should be above your head and your spider should stop moving.)
Down came the rain
(Move both hands down and wiggle fingers to show rain)
And washed the spider out
(Move hands as if to say “no more.”)
Out came the sun
(Move both hands to the right to show a rising sun. When you get to “sun,” your hands should be above your head)
And dried up all the rain
(Move both hands down to your sides)
And the eensy weensy spider

(Repeat first motions with your spider)

Crawled up the spout again.

(Repeat first motions with your spider)

To make the spider, touch your middle fingers to your thumbs. Then to make the spider "crawl," twist your hands to touch your middle fingers and thumbs again. As you do this, your "spider" should start moving up.

"Hello Song"

(To the tune of "Frere Jacques")

Hello Tanya, Hello Tanya,

How are you? How are you?

We're so glad to have you,

We're so glad to have you,

Here at school, here at school.

"Hello Teacher"

(tune: Frere Jacques)

Teacher: Hello, Class

Class: Hello, Teacher

Teacher: How are you?

Class: How are you?

Teacher: I am fine, thank you.

Class: I am fine, thank you.

Teacher: How are you?

Class: How are you?

"Today is"

(To the tune of "Frere Jacques")

Today is _____.

Today is _____.

All day long, all day long.

Yesterday was _____.

Tomorrow will be _____.

Oh what fun!

Oh what fun!

"Weather Song" (sung to the tune of bingo)

There was a time when we were wet and rainy was the weather, r-a-i-n-y-, r-a-i-n-y-, r-a-i-n-y and rainy was the weather.

There was a time when we were cool and windy was the weather, w-i-n-d-y, w-i-n-d-y, w-i-n-d-y and windy was the weather.

There was a time when we were cold and snowy was the weather, s-n-o-w-y, s-n-o-w-y, s-n-o-w-y and snowy was the weather!

There was a time when we were hot and sunny was the weather, S-u-n-n-y, s-u-n-n-y, s-u-n-n-y And sunny was the weather.

"What's The Weather"

(tune: Oh My Darlin' Clementine)

What's the weather

what's the weather

what's the weather like today?

Please tell us, dear (student name)

What's the weather like today?

Is it sunny?

Is it rainy?

Is it cloudy out today?

Please tell us, dear (student name)

What's the weather like today?

"Days of the week" (To Adaam's Family tune)

Days of the week, (snap snap)

Days of the week, (snap snap)

Days of the week,

Days of the week,

Days of the week. (snap snap)

There's Sunday and there's Monday,

There's Tuesday and there's Wednesday,

There's Thursday and there's Friday,

And then there's Saturday.

"Months of the Year"

(tune to 10 Little Indians)

January, February, March and April

May, June, July and August

September, October, November, December

These are the months of the year.

"Baby Shark"

Baby shark (make hands open and close like small shark's mouth)

Do-do-do-do-do-do (Repeat 2 times)

Baby shark

Mama shark (repeat this motion, but this time make arms open and close from the elbows)

Do-do-do-do-do-do (Repeat 2 times)
Mama shark

Papa shark (this time, touch your right hand to your right foot in an open and close motion)
Do-do-do-do-do-do (Repeat 2 times)
Papa shark

Granny shark (this time, make your hands like the baby shark, but curl your fingers under so your shark doesn't have teeth)
Do-do-do-do-do-do (Repeat 2 times)
Granny shark

Going swimming
(make a motion like you are swimming)
Do-do-do-do-do-do (Repeat 2 times)
Going swimming

Saw a fin (put hands on top of head to form a shark fin and swing head from side to side like a swimming shark)
Do-do-do-do-do-do (Repeat 2 times)
Saw a fin

Swimming fast (make swimming motions really fast)
Do-do-do-do-do-do (Repeat 2 times)
Swimming fast

Shark attack! (make arms in the shape of a large shark mouth again. Open and close your arms and when you clap, weave fingers together as if the shark is biting)
Do-do-do-do-do-do (Repeat 2 times)
Shark attack!

Lost a leg (grab your leg and jump up and down)
Do-do-do-do-do-do (Repeat 2 times)
Lost a leg

Happy Shark (Place hand on head like a fin and rub your belly)
Do-do-do-do-do-do (Repeat 2 times)
Happy Shark!

"Bananas"

You can do this song in two different ways. First, you can sing this song as one large group that is spread out. Then the second time, you can get the students very close in a group together. This helps students become energized. Also, this song should start quiet and then end very loud.

Bananas of the world, UNITE!
(Teacher should sound very authoritative when saying this phrase. Motion: Slowly raise both arms and clap them above your head)

Peel bananas, peel, peel bananas
(Then bend one arm down in a peeling motion)

Chop bananas, chop, chop bananas
(Hold your left hand flat and then use your right hand in a chopping motion)

Eat bananas, eat, eat bananas
(Make a motion like you are eating with a spoon)

Shake bananas, shake, shake bananas
(Drop arms and twist and shake body)

Jump bananas, jump, jump bananas
(Jump up and down)

Go bananas, go, go bananas!
(Continue jumping up and down and also wave your arms in the air)

"Apples and Bananas"

I like to eat, eat, eat apples and bananas
I like to eat, eat, eat apples and bananas

Now change the vowel sound to A:

I like to ate, ate, ate ay-ples and ba-nay-nays
I like to ate, ate, ate ay-ples and ba-nay-nays

Now change the vowel sound to E:

I like to eat, eat, eat ee-ples and bee-nee-nees
I like to eat, eat, eat ee-ples and bee-nee-nees

Now change the vowel sound to I:

I like to ite, ite, ite i-ples and bi-ni-nis
I like to ite, ite, ite i-ples and bi-ni-nis

Now change the vowel sound to O:

I like to ote, ote, ote oh-ples and bo-no-nos
I like to ote, ote, ote oh-ples and bo-no-nos

Now change the vowel sound to U:

I like to ute, ute, ute, u-ples and bu-nu-nus
I like to ute, ute, ute, --ples and bu-nu-nus

"Head and Shoulders"

Head and shoulders, knees and toes, knees and toes,
Head and shoulders, knees and toes, knees and toes,
And eyes and ears and mouth and nose,
Head and shoulders, knees and toes, knees and toes.

“One Potato, Two Potato”

One potato, two potato,
Three potato, four,
Five potato, six potato,
Seven potato, more!

“One, Two Buckle my Shoe”

One, two,
Buckle my shoe
Three, four,
Shut the door
Five, six,
Pick up sticks
Seven eight,
Lay them straight

“Good Morning Song”

Good morning, good morning, good morning to you
Good morning, good morning, good morning to you
Our day is beginning, there’s so much to do
So, good morning, good morning, good morning to you

Nine, ten,
Do it again!

“Rainbow Song” (More of a chant than a song)

Rainbow purple
Rainbow blue
Rainbow green
And yellow too
Rainbow orange
Rainbow red
Rainbow shining over head.

Come and count
The colors with me
How many colors
Can you see?
1-2-3 on down to green
4-5-6 colors can be seen

Poems

Jack and Jill

Jack and Jill went up the hill,
To fetch a pail of water;
Jack fell down, and broke his crown,
And Jill came tumbling after.

To Market, To Market

To Market, to market, to buy a fat pig,
Home again, home again, jiggety-jig.
To market, to market to buy a fat hog,
Home again, home again, jiggety-jog.

Hey Diddle Diddle

Hey diddle diddle,
The cat and the fiddle,
The cow jumped over the moon;
The little dog laughed to see such sport,
And the dish ran away with the spoon.

Baa, Baa, Black Sheep

Baa, baa, black sheep,
Have you any wool?
Yes, marry, have I,
Three bags full;

One for my master,
One for my dame,
But none for the little boy
Who cries in the lane.

Mr. Brown the Circus Clown

Mr. Brown, the circus clown
puts his clothes on upside down.
He wears his hat upon his toes
and socks and shoes upon his nose.

He ties his ties around his thighs

and wraps his belt around his eyes.
He hangs his earrings from his hips
and stockings from his fingertips.

He puts his glasses on his feet
and shirt and coat around his seat.
And when he's dressed, at last he stands
and walks around upon his hands.
--Kenn Nesbitt

Lasagna

When Larry made lasagna
all his neighbors stopped and stared.
His lasagna was the largest
that had ever been prepared.

He used ninety yards of pasta
and a half a ton of cheese,
and the sauce, he spread with spatulas
that looked a lot like skis.

With a hundred pounds of vegetables
and wagon-loads of meat
plus a tiny sprig of parsley
his lasagna was complete.

So he lifted that lasagna
with a forklift and a crane
and he placed it in an oven
that was longer than a train.

For a week, while it was baking,
its aroma filled the town,
till he took it from the oven
piping hot and golden brown.

All the neighbors came and tasted it
but frowned at him, and then
they complained, "It needs a bit more salt.
You'll have to start again."
--Kenn Nesbitt

I'm Thankful for Turkey

I'm thankful for turkey.
I'm thankful for yams.
I'm thankful for cranberries,
biscuits, and hams.

I'm thankful for pumpkins.
I'm thankful for cheese.
I'm thankful for gravy,
potatoes, and peas.

I'm thankful for stuffing;
I'm nuts for the stuff.
I'm thankful for eggnog
and marshmallow fluff.

I'm thankful for whipped cream
and ice cream and pies.
I'm thankful for dad's
double-chocolate surprise.

I'm thankful, Thanksgiving,
for good things to eat.
But mostly I'm thankful
I still see my feet.
--Kenn Nesbitt

A Guide to Transcription

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Crimea

What is Transcription [træn'skrɪpʃn]

Although these letters may look as alien to you as Cyrillic first did, transcription (or phonetic) symbols play a huge part in teaching English in Ukraine. Young learners learn phonetic symbols just as they learn the regular English alphabet, and (at least in theory) continue to use these symbols throughout their study of English.

Basically, transcriptions help your students to pronounce words. Each sound in English has a symbol (so some letters have more than one symbol and letter combinations such as “th”, “ng” and “sh” have a single symbol). All English words can then be written using these symbols, thus providing your students with a key on how to correctly pronounce a word. This can be helpful since many English words are not pronounced how they are spelled.

Young learners spend time in their class learning how to read these symbols. Phonetic symbols are introduced in their first year of English language study and are reviewed throughout the primary levels as part of their curriculum. The symbols are usually presented both alone (say what sound the symbol stands for) and with sample words to practice reading. Although they do not continue to study these symbols, older students still use them when learning new vocabulary.

You Should Know

So, what does as a PCV need to know about transcription symbols?

1. They exist and that your students are expected to know them
2. In reality, your students may not know these symbols and instead choose to write their vocabulary words down in Cyrillic letters to help with pronunciation even though they're not supposed to do this
3. When your students (both at the primary and secondary levels) write their vocabulary down in their vocabularies, they have three columns: the English word, the transcription, and the Russian/Ukrainian translation. If you are introducing new vocabulary they are supposed to be writing down, they may also ask for the transcription. Since most Americans are not familiar with the symbols, it is best to have this prepared before class.
4. The transcriptions for words can be found in a Russian-English or Ukrainian-English dictionary. If you look up the word in English, the transcription is written directly after the written English word.
5. The transcription of a word is enclosed in [brackets]. An apostrophe denotes the stressed syllable; it goes above the beginning of that syllable. For example: trumpet ['trʌmpɪt]
6. Ukrainians call the individual symbols “звуки” (sounds) and the entire word in these symbols “транскрипция” (transcription).
7. Most transcriptions reflect British pronunciation.

The best way to read and write a transcription is to memorize the symbols, but here are some tips for reading transcription symbols:

1. For consonants, if it looks like a letter from the alphabet, it probably makes the sound you think it does. For example [p] sounds like a p. However, [j] sounds like the y in yes and yellow.
2. If the symbol is followed by a colon, it is a vowel sound.

Phonetic Symbols

| Symbol | Common Letters and Letter Combinations | Examples | Notes |
|---------------|-----------------------------------------------|---------------------------------|--------------|
| [æ] | a | man, happy, apple | short “a” |
| [ə] | a | ago, about, above | |
| [ɑ:] | a | father, ask, car | |
| [eɪ] | a, ay, ey | famous, make, day, obey | long “a” |
| [b] | b | bicycle, big | |
| [s] | c, s | circus, sit, last | soft “c” |
| [k] | c, k, ck | cake, look, mock | hard “c” |
| [d] | d | did, middle | |
| [i:] | ee, ea | meet, teacher, eat, sea, people | long “e” |
| [e] [ɛ]* | e | then, pencil, when | short “e” |
| [f] | f, ph | four, five | |
| [g] | g | give, big, dig | |
| [dʒ] | g, j | large, jump, badge | |
| [h] | h | hill, him, her | |
| [ɪ] | i | sit, swim, quick, middle | short “i” |
| [aɪ] | i, igh, y | nine, fine, high, light, | long “i” |

| | | | |
|--------------|-----------|------------------------------|-----------|
| | | fly | |
| [l] | l | little, still, letter | |
| [m] | m | minute, swim, welcome | |
| [n] | n | now, morning, nose | |
| [ɒ] [ɔ]* | o | sorry, not, dog | short “o” |
| [ɔ:] | o | more, store, corner, four | |
| [əʊ] [əu]* | o, oa, ow | no, go, coat, snow | long “o” |
| [ʊ] | o, u | come, other, sun | short “u” |
| [ʊ] [ʊ] [u]* | oo, u | book, took, look, put | |
| [u:] | oo, ou | moon, school, you, move | |
| [p] | p | Peter, put | |
| [r] | r | ready, rest, bring | |
| [ʒ] | s | division, pleasure | |
| [z] | s, z | rose, zoo | |
| [t] | t | tent, little | |
| [v] | v | very, five | |
| [w] | w, wh | we, twelve, what | |
| [j] | y | yes, yesterday, yellow | |
| [θ] | th | think, thank | voiceless |
| [ð] | th | them, father | voiced |
| [ʃ] | sh | shelf, she, fish, machine | |
| [tʃ] | ch | chess, teacher, chair | |
| [x] | ch | loch | |
| [ŋ] | ng | song, bring, English | |

| | | |
|------------|--------|----------------------------|
| [ɜ:] [ə:]* | ir, ur | birth, third, hurt, bird |
| [ɔɪ] | oy, oi | boy, toy, noise |
| [aʊ] | ow, ou | now, down, round, house |

Some Helpful Sounds

These combinations may not be taught but some of them appear in reading exercises; others are some common letter combinations in English words.

| Symbol | Letter or Letter Combination | Examples or Notes |
|------------|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| [ju] | u | Ukraine, music |
| [ks] | x | box, Max, next |
| [ɪə] | ere, ear | hear, here |
| [eə] [ɛə]* | air, are, eir | air, chair, square, their |
| [ʊə] [uə]* | ure | sure, surely, insure |
| [juə] | ure | pure |
| [aɪə] | ire | fire |
| [aʊə] | our, ower | our, tower, flower |
| [z] | -s | for plural nouns |
| [s] | -s | for plural nouns |
| [ɪz] | -es | for plural nouns |
| [ɪŋ] | -ing | |
| [ə] [ər] | -er | The American pronunciation has more of an “r” sound at the end. Most dictionaries will not have this final [r] in the transcription |
| [d] | -ed | |

How to Write a Transcription

Until you are comfortable with the individual phonetic symbols, it will probably be easier to look up the transcriptions in a dictionary. However, if you want to write the transcription on your own, you need to look at the word as a series of sounds rather than letters or syllables. For example:

| | | | |
|-----------------------|---------------------|---------------------------------------|---------------|
| aunt | au+n+t | [ɑ:]+[n]+[t] | [ɑ:nt] |
| clothes | c+l+o+th+es | [k]+[l]+[o]+[u]+[θ]+[z] | [klouθz] |
| fly | f+l+y | [f]+[l]+[aɪ] | [flaɪ] |
| flew | f+l+ew | [f]+[l]+[u:] | [flu:] |
| flown | f+l+ow+n | [f]+[l]+[o]+[u]+[n] | [floun] |
| football | f+oo+t+b+a+ll | [f]+[u]+[t]+[b]+[ɔ:]+[ll] | [futbɔ:lɪ] |
| grandfather | g+r+a+n+d+f+a+th+er | [g]+[r]+[æ]+[n]+[d]+[f]+[ɑ:]+[ð]+[ər] | [grændfɑ:ðər] |
| read | r+ea+d | [r]+[i:]+[d] | [ri:d] |
| read (the past tense) | r+ea+d | [r]+[e]+[d] | [red] |
| what | wh+a+t | [w]+[ɔ]+[t] | [wɔt] |
| Wednesday | w+e+dn+es+d+ay | [w]+[e]+[n]+[z]+[d]+[ɪ] | [wenzdɪ] |
| day | d+ay | [d]+[ɪ] | [dɪ] |

Activities

Memory Game- Create several cards (36) with names of food and pictures to match. Turn all the cards over. Students must take turns turning over two cards. The object of the game is to find a match with a word and a picture. Example: A match would be the word potato and a picture of a potato. The student with the most matches wins.

Bazaar- Create food picture cards. Have 2 or 3 students be Babas at the bazaar selling food. Have 3 to 5 students be the shoppers. Give each Baba 5 to 6 food cards. Give each shopper a list of items they need

to buy. The shoppers must ask the Babas if they have the item they need. The Baba must tell the shopper yes or no. If the Baba has it he/she must give the shopper the correct food card. With older students encourage complete sentences and correct dialogue that would be used for shopping. Before activity, write a few needed phrases on the board.

Pizzas- Draw a circle on the board and have one student come to the board to put toppings on the pizza. The student at the board must listen to his or her classmates tell them to put on the pizza. At the end the student tells the teacher what is on their pizza. Non- traditional pizza topping are okay.

Simon Says- You can do this with colors (Simon says “touch something blue”), objects (Simon says “point to a window”) and verbs (Simon says “run, jump, fly”).

Charades- Give a student a verb to act out, but the class gives their guesses in question form. For example, “Are you flying?”, “Are you running?”

Drawing- Have students draw a picture related to their vocabulary and then have each student describe it orally or in written form.

Hangman- Hangman is a great game for students to practice the alphabet. Have them call out the letters. They will want to just guess the word but make them give letters. For more advanced students make them guess a sentence.

Trivia Board Game- With a piece of large flipchart paper, create a simple board game, like Candyland with squares. Draw question marks in some of the squares and commands and places in other squares. For example, using the theme “school”, some squares read “You received good marks, go ahead 2 spaces”, “You forgot your copybook, go back 3 spaces”. In some square write places in a school, such as school yard, bathroom and library, then in the remaining squares write commands such as “Go to the Principal’s office for bad behavior” or “You forgot your library book, go to the library”. You may place these commands before the location or after the location, so they may have to move way back on the board. All the squares should have something written on them. Then make a stack of trivia questions, these are for when a player lands on a question mark.

How to play: Put the students into teams of two, if you have more than six students, each team has a marker to move around the board. When it is a team’s turn they roll a die and move that many spaces. They do as the square says. If they land on a question mark they must answer the question correctly to stay there. The first team to get to the end wins.

All About Me Book: Have students create a mini book that tells about them. On the board begin sentences such as *My birthday is on _____, My favorite food is _____, I like to play _____, etc.* Have the students complete the sentences about them and then decorate the cover.

House: Draw a simple house on a sheet of paper with two windows upstairs and two windows down stairs. Then make copies. Give one to each student. Tell students you need to add to the house. Give them directions that they need to draw in order to add the house. You may write them on the board or give them orally.

*There is a cat in the downstairs window.
There is a boy next to the house.
There is a tree in the yard.
There is a fence in front of the house.
There are flowers in the garden.
There is a dog in the upstairs window.
There are birds flying above the house.
There is a mom in the downstairs window.
There is a little girl in the upstairs window.
There is a bicycle under the tree.*

Storyboard Lesson Plan

Objective: By the end of the lesson students will understand the concept of a storyboard and be able to create one to use with the terminology of first, next, then, last. They will be able to use this concept in their classrooms.

Prior Knowledge: The lesson before should be focused on parts of a story- characters, plot, exposition, rising action, climax, falling action, resolution.

Materials/Resources: Children's book, paper with 5 or more squares printed on it, scissors, glue, markers.

Procedure: Warm-up: As a quick game, teacher will read various plots from famous children's books and the students will guess the title of the book. For example, a servant girl attends a ball in a coach made from a pumpkin and loses a glass slipper. Answer: Cinderella. **5 minutes**

Review: Review the previous lesson about parts of a story. In pairs or small groups, give each group a set of words and a set of definitions on separate strips of papers. Have the students match the words to the definitions and put them in the order they occur in a story. As a class review the words and definitions and the order. For example, one strip of paper will read "resolution". That word will be matched with the strip of paper that reads, "when the problem is resolved". It comes at the end of the story after falling action. **10minutes**

Presentation: Connect this lesson with the previous lesson. Explain this lesson is the foundation for young learners to begin to learn the parts of a story. We begin by teaching young learners about plot and characters and speaking about what comes first, next, then and last in a story. These words will introduce the concept of order in a story. Give an example of baking a cake. First, we must mix the ingredients before we can bake the cake. You cannot bake the cake then mix the ingredients. A story is the same. Events must happen in a particular order for the story to make sense.

Write the words First, Next, Then, Last on the board. Have students compare these words with the more complex words they went over in the previous lesson. For example, "First" is the same as exposition. "Next" is rising action, "Then" might be climax and "Last" is the resolution.

Explain that a storyboard is a series of drawings that recreates what happened first, next, then and last in a story. This helps young learners to visualize the sequence of a story and identify the events of a story. Explain that a storyboard is great way to get students to practice their speaking skills for telling a story in the correct sequence and to use the vocabulary- first, next, then last. **20 minutes**

Practice: Read a children's story book aloud to the class. After you have finished reading the story, go back over the events of the story. Ask your student's- What happened first? What happened next? Then what happened? What happened last? Then, using the answers to these questions and the book, have each student or pair of students create their own storyboard. Do it together as a class, as if you were teaching young learners so the students will get a feel for how to use it in a classroom. **30 minutes**

Application: Students will present their storyboard using the correct vocabulary learned in the lesson and the correct sequence of the story. **15 minutes**

Shopping Lesson Plan

40 mintues

Objectives: By the end of the lesson students will be able to know and understand the vocabulary for specific item within the topic shopping. They will be able to use the vocabulary properly in a sentence and know how to orally use phrases for shopping.

Materials/Resources: Enterprise Book, paper, markers, Scotch

Prepare: On pieces of paper write the names of shops, grocery, cosmetic, clothing, electronic, sporting goods, bakery, candy, shoe, flower. Also write or draw pictures of items you can purchase in each of these shops.

Procedure: Warm-up: Mystery Bag. Bring in bag with 5 items. Have the students try to guess what is in the bag. Give them clues to help. Relate the items to the shops you will discuss in the lesson. 5 minutes

Review: Nouns you may need for the lesson. **10 minutes**

Presentation: Ask students what they know about shopping. What is a shop? What is shopping? Why do we shop? Where can we shop? What can we shop for? Explain to students today's topic is shopping and they will learn the names of different types of shops, items you can buy in a specific shop. **10 minutes**

Practice: As a whole class read the types of shops on each paper. Discuss the items each shop sells. Then read items that a person can buy. Have the students explain the words using English words for clarification. Give each student 1-2 cards. The students must place the correct item with the correct shop. Then create sentences using the words. *"I can buy a bear at the toy store."*

10 minutes

Application: Using the words and types of shop, students will create an item to purchase in the shop. Have each student draw a picture of the item, write the name and write a complete sentence telling where they can buy the item. 5 minutes

Reserved Activity: Students can pretend to be shop keepers and costumers and they must buy the items in the shops.