NATIONAL GEOGRAPHIC LEARNING

See How it's Done: Teaching a Young Learner Lesson – Part 2

Presented by Jair Félix

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Let's begin...

- How would you describe young learners?
- Write down in the chatbox all the adjectives you can think of that describe the characteristics of young learners.



Characteristics of Young Learners...

Children are:

- Energetic and physically active
- Spontaneous and not afraid to speak out or participate
- Curious and receptive to new ideas
- Imaginative and enjoy make-believe
- Easily distracted and have short attention spans
- Egocentric and relate new ideas to themselves
- Social and are learning to relate to others



How Children Learn

 Children learn by doing and interacting with the environment

> "I hear, and I forget. I see, and I remember. I do, and I understand." (Confucius)

• Children need support and scaffolding by the teacher

Children construct knowledge through other people, more specifically through interaction with adults or more competent peers. (Vygotsky 1962)



Piaget's Stages of Cognitive Development



Preoperational Stage: Children...

- are 2 7 years old
- show intelligence through strides they make in language development
- are extremely egocentric and have difficulty seeing things from another's perspective
- develop memory and imagination
- do not think logically

Piaget's Stages of Cognitive Development

Concrete Operational Stage: Children...

- are 7 11 years old
- show intelligence through logical and organized thought related to concrete objects
- are less egocentric but still have a tendency to relate new ideas to themselves and their immediate surroundings
- can reverse their thinking through reasoning



Effective teaching begins with a lesson plan

A lesson is like a road trip that requires a map: the final destination or goal cannot be reached without carefully planning each stop along the way.

A lesson plan is the map.

The steps in a lesson plan help learners reach lesson objectives, which are the final destination of the trip teachers and students are taking

together, successfully.





A good lesson plan includes six basic steps recognized as the standard for effective language instruction: *Warm Up*, *Present*, *Practice*, *Apply*, *Extend*, and *Wrap Up*.



Practice

Practice focuses on students first efforts to use the new language. For young learners, especially beginners, the practice is guided, meaning that the students are given the structures and vocabulary needed to produce the language; they are not yet expected to create the language independently. Of course, the goal is to give learners plenty of opportunities to try out the new language.



Let's practice with a song!!

Listen. Read and sing. TR: 5.3

Why? Because!

Why does a giraffe have a long, long neck? Why? Why? Because it eats leaves at the tops of the trees.

I want to know why. I want to know why. Why? Because I want to know why!

Why does a frog have strong legs? Why? Why? Because it hops, swims, and jumps.

CHORUS

Animals are amazing. They do so many things. And I have just one thing to say. Why? Why does a polar bear have white fur? Why? Why? Because it lives in ice and snow.

CHORUS

Act out and describe an animal.

Work with a group. Your group guesses the animal. Take turns.

Use the Song 🔵

- Say Open your books to pages 82 and 83.
 Ask What animal do you see? (a frog) Ask What does the frog look like? What color is it? Is it big? Is it small?
- Build background Point to the frog's feet. Say Look at the frog's feet. Does a frog have feet like yours? (no) Explain that frogs' feet are webbed to help them swim, but for this species of frog, their feet also help them to "fly." Point to the frog's legs. Ask Does a frog have strong legs? (yes)
- Say We're going to listen to a song about animals. Play the first verse of TR: 5.3. Have students follow along in their books. Play the verse again and have students sing along. Then play the chorus. After students listen and follow along, sing the chorus again, one line at a time. Alternate singing lines of the chorus with students.
- Play TR: 5.3 again. Say Listen to the song. Point to the frog when you hear its name.

Practice: Song - Video 1

SONG

1 Listen. Read and sing. TR: 5.3

Why? Because!

Why does a giraffe have a long, long neck? Why? Why? Because it eats leaves at the tops of the trees.

I want to know why. I want to know why. Why? Because I want to know why!

Why does a frog have strong legs? Why? Why? Because it hops, swims, and jumps.

CHORUS

Animals are amazing. They do so many things. And I have just one thing to say. Why? Why does a polar bear have white fur? Why? Because it lives in ice and snow.

CHORUS

2 Act out and describe an animal. Work with a group. Your group

guesses the animal. Take turns.

Wallaces flying frog. Kualah Lumpur, Malaysia

Practice: Song - Video 2

SONG

Listen. Read and sing. TR: 5.3

Why? Because!

Why does a giraffe have a long, long neck? Why? Why? Because it eats leaves at the tops of the trees.

I want to know why. I want to know why. Why? Because I want to know why!

Why does a frog have strong legs? Why? Why? Because it hops, swims, and jumps.

CHORUS

Animals are amazing. They do so many things. And I have just one thing to say. Why? Why does a polar bear have white fur? Why? Why? Because it lives in ice and snow.

CHORUS

Act out and describe an animal.

Work with a group. Your group guesses the animal. Take turns. Wallaces flying frog, Kualah Lumpur, Malaysia

Singing a New Song

Here is another example of simplifying a task for children. If a teacher wants to teach students to sing a song, s/he could use the following steps:

- Introduce the topic of the song and see if the students know anything about it or have likes or dislikes related to it.
- Review the vocabulary words students already know, using visuals or realia.
- Pre-teach the new vocabulary words using visuals or realia.
- Sing the refrain of the song in chunks and have students repeat it. (The refrain is the set of lines in the song that is repeated after each verse. Most songs have a refrain that is repeated multiple times.)

Ask questions about the meaning of the refrain.

- Then teach the tune of the verse using "la la la" instead of the lyrics, but sing the refrain with the lyrics.
- Then teach the verses one by one, always singing the refrain after.
- Ask questions about the meaning of each verse.
- If there are words that rhyme at the end of each line, point them out and practice repeating them when teaching each verse.

Notice that the teacher is breaking down the song in different ways: from topic to isolated words to whole meaning; refrain and verses; tune and lyrics; syllables that rhyme to words to sentences to song. This is how to simplify the task of singing a song by breaking it down into smaller parts.

Apply & Extend

Applying the new language in a communicative context is a natural step after practice, because it encourages students to act more independently with the language they have practiced previously with more guidance and support.

At this stage students should be able to use the new language in a realistic context and to personalize the language with respect to their own lives.

Application further develops students' abilities to use language communicatively.



- Create interest in the task
- ✓ Use engaging activities
- $\checkmark~$ Be enthusiastic about the task
- Simplify the task
- ✓ Break tasks down into steps
- Keep children on task
- $\checkmark~$ Have a tangible purpose and goal
- ✓ Praise, encourage, remind, give suggestions
- Model the task
- ✓ Clearly show your expectations and the ideal end product





PROJECT

Make a mobile of an animal habitat. Choose a habitat and animals.



Choose an animal and draw it.



Draw these animals and plants.



Research your animal's habitat. What other animals and plants live there?



Hang the pictures on your mobile.

This is a parrot. It lives in the rain forest. Monkeys live here, too.

Tores

ain 1

Now I can . . .

name animal habitats.
 say what animals look like.
 talk about animal homes.



 Draw a two-column chart with the headings Habitats and Animals.

Habitats	Animals

- Ask What animal habitats did we talk about in this unit? List students' responses under Habitats. (desert, island, rain forest, grasslands, and so on) Point to the first habitat and ask What animals live in this habitat? Write the animals' names. Repeat for the other habitats.
- Say Today we're going to make mobiles about animal habitats. Open your books to page 93. Say A mobile is a group of hanging pictures or objects. The boy is holding a mobile.

- Have students form groups of three or four. Assign each group a habitat. Say *Think about your habitat*. Ask *What animals live in this habitat? Draw a picture of the animal*. Tell students to look at the two-column chart on the board for ideas.
- Have students use available resources to research other plants and animals that live in their habitats. Have each student draw and cut out a picture of a plant or animal that lives in the habitat.
- Tell students to tie their pictures to a piece of string and hang them from the stick. Remind students to hang their pictures evenly so the mobile will balance.

Share 🔾 🔵 🔵

- Have a student read aloud the words in the speech bubble on p. 93. Then say Now it's your turn to share your mobile. Tell the class what you learned.
- Provide sentence frames such as the following to help students present their mobiles:



Help students hang their mobiles around the classroom.

Project: Video 1

PROJECT

Make a mobile of an animal habitat. Choose a habitat and animals.



Choose an animal and draw it.



Draw these animals and plants.



Research your animal's habitat. What other animals and plants live there?



Hang the pictures on your mobile.



Benefits of projects

- 1. Student-Centered Learning
- 2. Create Critical Thinkers
- 3. Promote Integration of Subjects
- 4. Promote Social Learning
- 5. Presents a Larger Scope of Learning Opportunities

6. Provides a Setting for Individual Strengths to Bloom



Strong teaching is not about just teaching content; Google has content. Strong teaching connects learning in ways that inspire kids to learn more and strive for greatness. Ed Jensen

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A special thank you to IBIME in Mexico!



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