

# Smart english

Iceland   
Liechtenstein  
Norway grants

Materiały ze szkolenia

**„Zagraj aby dowiedzieć się więcej.  
Alternatywne metody edukacji formalnej  
i nieformalnej w oparciu o ruch i zabawę.  
Intensywne szkolenie dla nauczycieli.”**

Projekt „Zagraj, aby dowiedzieć się więcej - Alternatywne metody edukacji formalnej i nieformalnej w oparciu o ruch i zabawę. Intensywne szkolenie dla nauczycieli” korzysta z dofinansowania o wartości 25 160 EUR otrzymanego od Islandii, Liechtensteinu i Norwegii w ramach Funduszy EOG. Celem projektu „Zagraj, aby dowiedzieć się więcej - Alternatywne metody edukacji formalnej i nieformalnej w oparciu o ruch i zabawę. Intensywne szkolenie dla nauczycieli” jest poszerzenie warsztatu dydaktycznego nauczycieli o nowe, alternatywne formy edukacji formalnej i nieformalnej.



smartenglish

CREATIVE LANGUAGE SCHOOL



## What is Smartenglish?



# Children are at the centre of our project ...



How can we ensure that children have as many opportunities as necessary to **actively engage** with the English language?



▶ Children need rich and meaningful encounters in which to experience language.



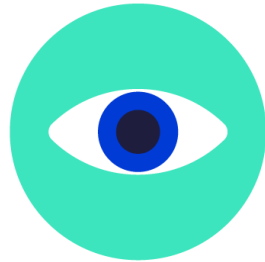
- ▶ They need to hear and use plenty of language in many shapes and forms with much **built-in repetition.**



# Multi modal learning

This means more than one sense is being engaged during learning

## **VARK** LEARNING STYLES



Visual



Auditory



Reading / Writing



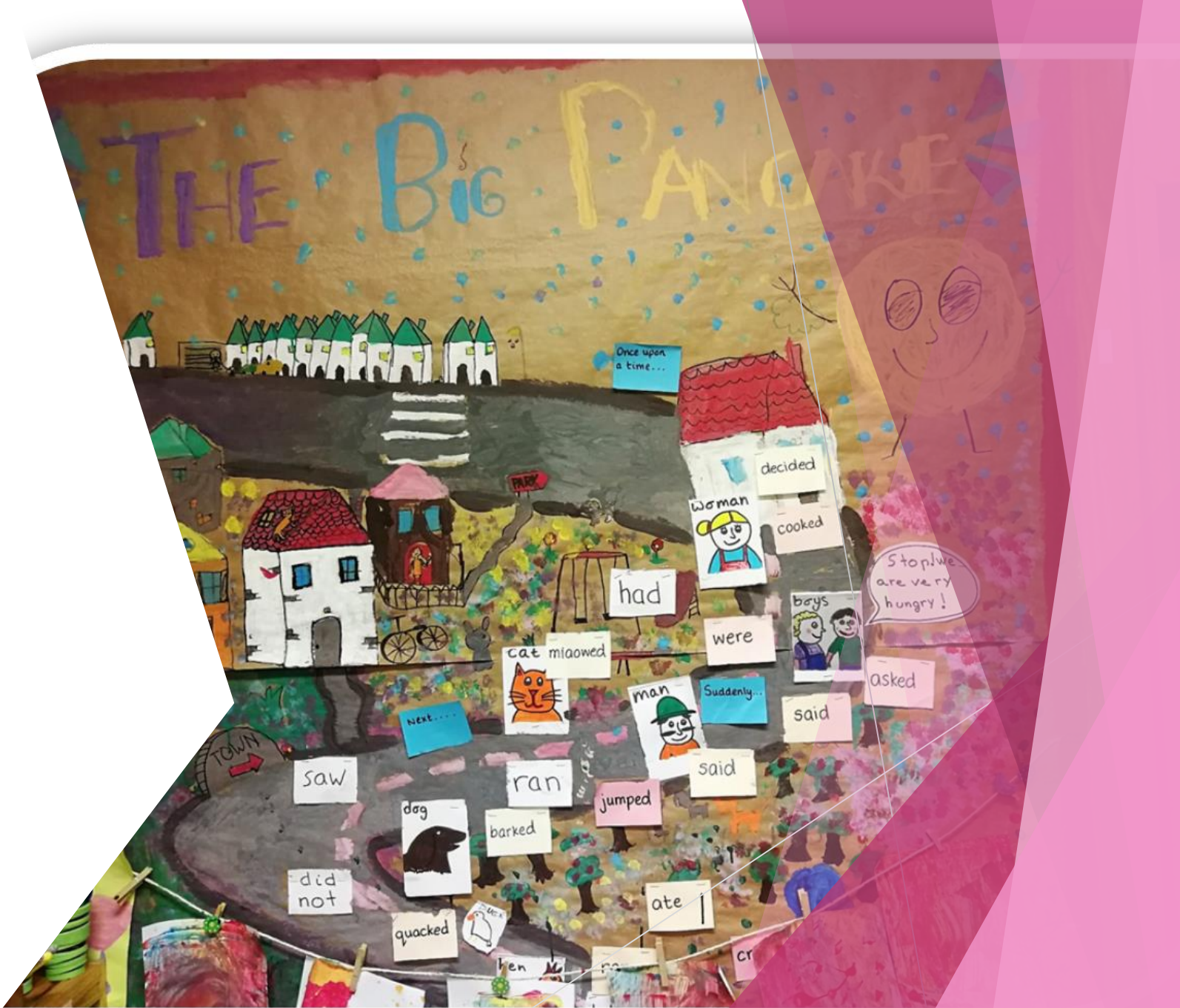
Kinesthetic



▶ For younger learners this means lots of play based **implicit learning**.

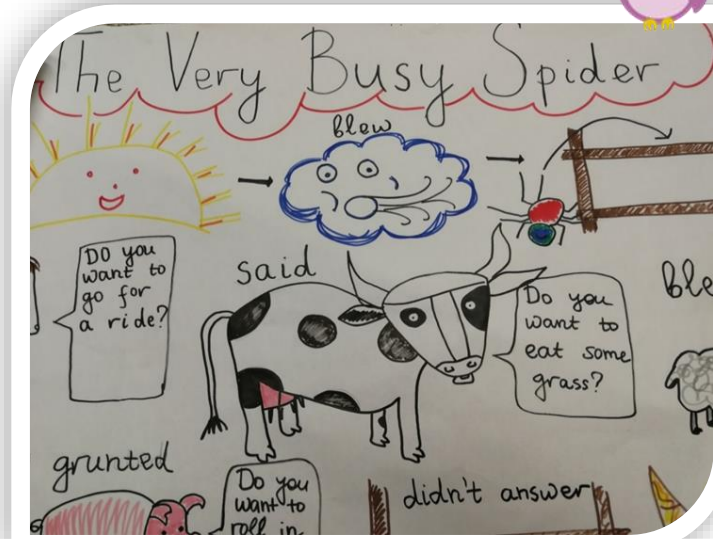


- ▶ As the children grow into more **conscious learners** they need opportunities to reflect on their learning and be **creative** with language use.



# So what did we discover?

- ▶ Routine language
- ▶ Activity language
- ▶ Story language





# Routine language

- ▶ How can we get children more engaged in language during school routines?

Getting to the  
classroom

- ▶ How are you going travel to the classroom, today?



# Mindful walking

- ▶ Notice something new
- ▶ Notice something beautiful
- ▶ Notice something blue
- ▶ Notice 3 sounds
- ▶ Notice the changes under your feet
- ▶ Notice round shapes

Today, I noticed ...



How are you? I'm ...

great



ill



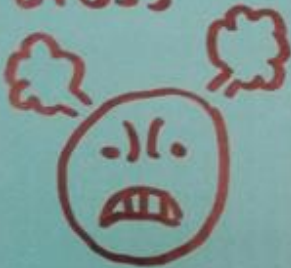
tired



excited



cross



interested



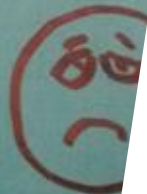
cold



hot

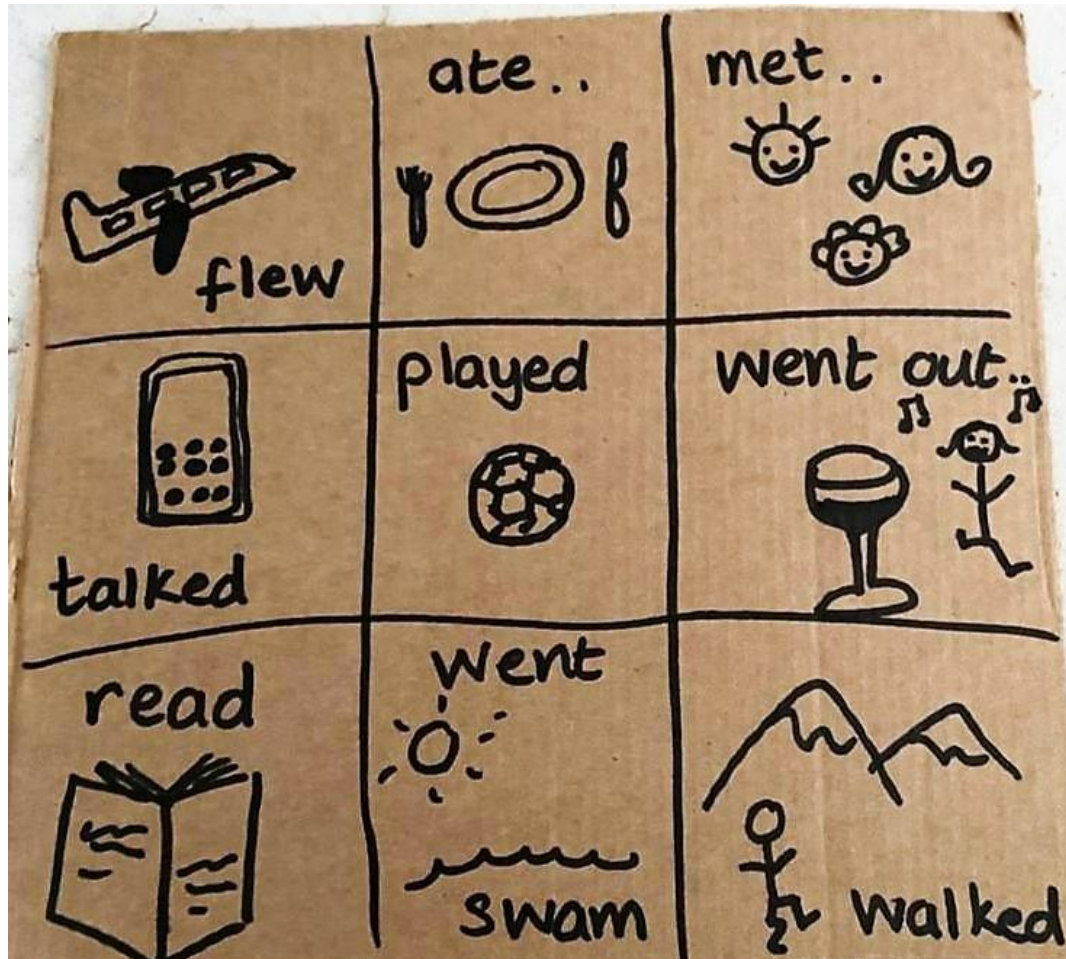


worried



► Talking about ourselves - feelings, experiences, likes/dislikes, family, clothes, activities ...

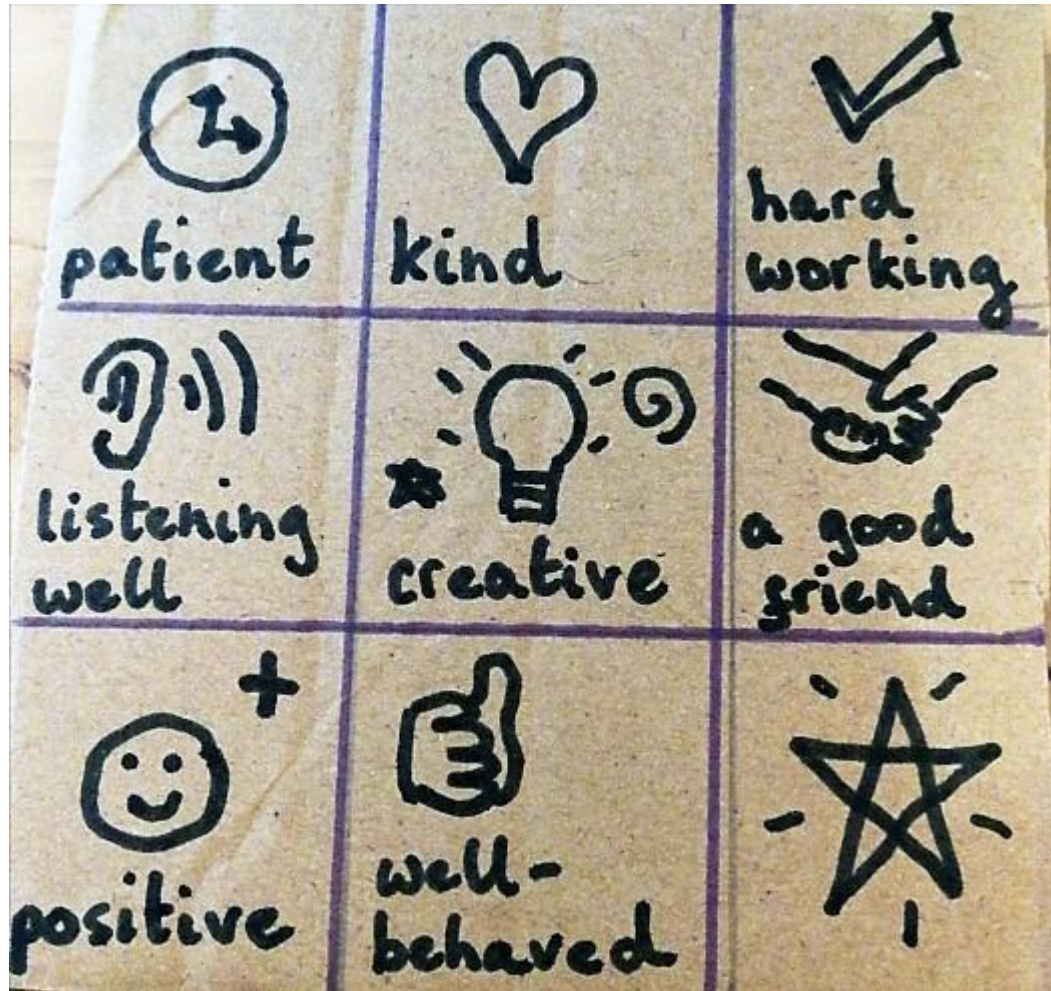
**Talking boards**



## Talking boards past simple

- ▶ What did you do at the weekend?
- ▶ I ...
- ▶ What else did you do?
- ▶ I also ...

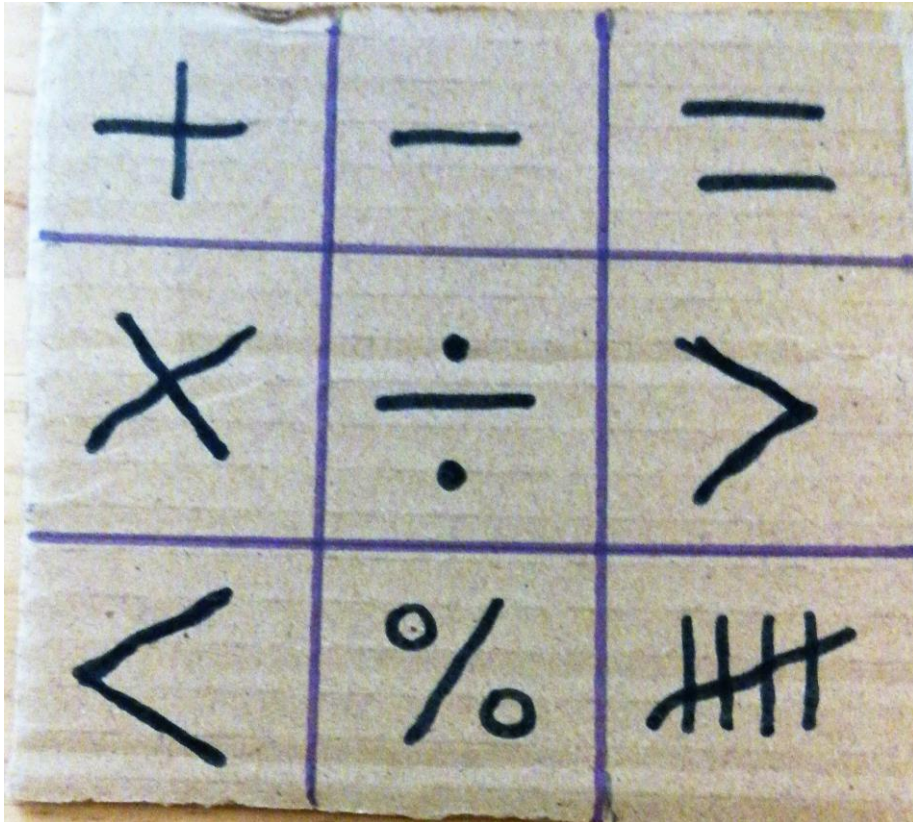




## Talking boards reflections ...

- ▶ What are you proud of today?
- ▶ Today I have been ...
- ▶ Can you tell me more about it ...





## Talking boards maths theme ...

- ▶ What symbol is this?
- ▶ This is a ...
- ▶ Does it have another name?
- ▶ It is also a ...
- ▶ Can you write a number sentence with it?
- ▶ Can you read the number sentence?





- ▶ **Talking about our environment - the weather, the time, what's happening where we are, local geography, festivals**

...

# THE BEANBAG GAME

- ▶ What's your name? **My name is...**
- ▶ How are you, today? **I'm ...**
- ▶ Where do you live? **I live in ...**
- ▶ What's the weather like? **The weather is ...**
- ▶ What's your favourite food? **My favourite food is ...**
- ▶ What are you doing? **I'm ...**



What have  
you done today?  
We have... I have...

made

washed

decorated

built

dr

ped

measured

eaten

## Activity language

- ▶ Vocabulary and functional language needed to take part in an activity e.g. a simple science experiment.



# Activity language

Engaging activity

+

language modelling  
and practice

=

meaningful language  
learning

# Activity language

## Making play dough language functions

Tense/form	Questions/orders	Responses	Ingredients	Equipment	Verbs	Sequencing language	Adjectives/adverbs	Prepositions
Future: going to	What are we going to do?	We are going to ...	flour salt	bowl mug	make get	First ... Next ...	more less	in on
Present continuous	What are you doing?	I'm ...ing.	lemon colouring oil	spoon knife fork rolling pin cutter	put add pour drop cut squeeze mix sprinkle knead roll	Now ... Finally ...	hot sticky dry wet top half clean together a little a lot	up down
Present perfect	What have you done?	I have + past participle						
Present simple	What do we need?	We need ...						
	What is this? Is this ok?	This is a ... Yes, it is. No, it isn't.						
Imperative	Put the ... in the ... Take some ...	Like this?						
Exclamations		Wow! That's great!						





# #ecochoice

## Reduce Reuse Recycle

- ▶ We find alternatives to plastics recycling and reusing items wherever possible



- ▶ **We make most of our materials and resources with the children. This is highly motivating and gives relevance and context to the language we teach.**

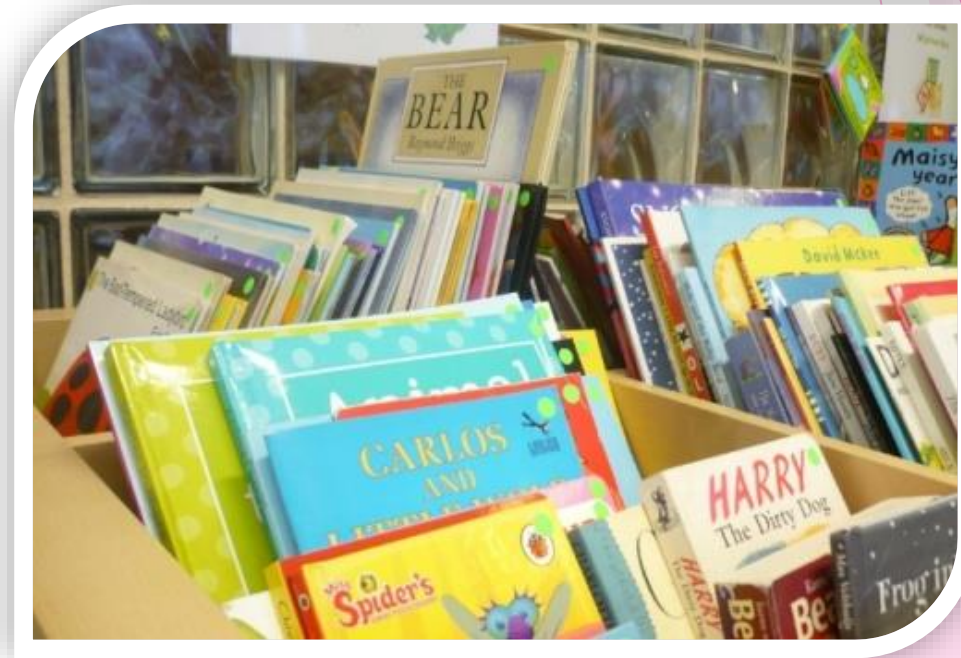


# Story language



There are so many reasons to use stories:

- ▶ Promotes reading
- ▶ Rich vocabulary experiences
- ▶ Great models for language patterns
- ▶ Fantastic sound and rhythm practice
- ▶ Great to explore verbs
- ▶ Lots of cross curricular opportunities
- ▶ Encourages active listening
- ▶ Inspires discussion
- ▶ Wonderful visuals
- ▶ **Engaging for both children and teachers**



# Storytelling



- ▶ We use a lot of storytelling because it allows the teacher to **simplify the language** of a story while **keeping interest** with content.
- ▶ You can focus on **specific language** and make it **more repetitive**.
- ▶ Children can **interact** with the story on many levels.
- ▶ It's a great **cooperative** activity.
- ▶ You can also add more **sensory elements** like visuals, movement and sound.



# 4 things story chant

**Pig, house, wolf, blow!  
Pig, house, wolf, blow!**

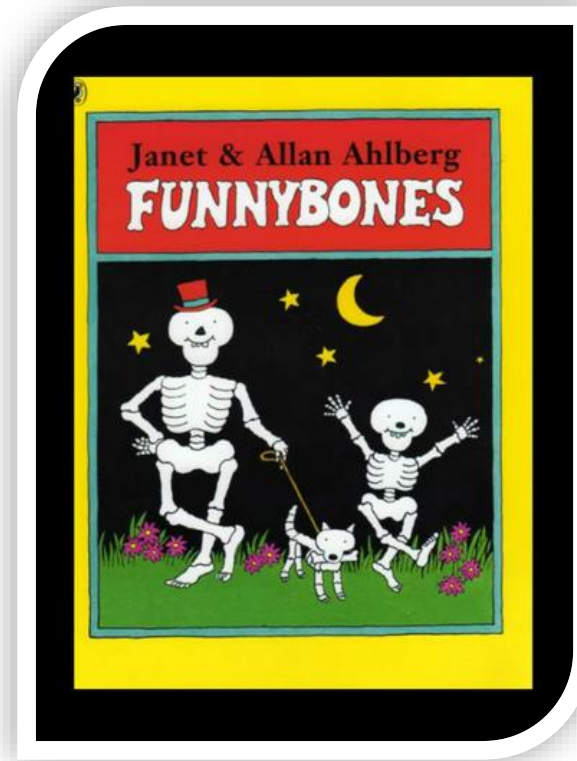
**The pig is little!  
He builds a house!  
The wolf is big!  
He blows the house down!**



# 4 things preposition chant

Up, down, through, along!  
Up, down, through, along!

Up the stairs,  
Down the stairs,  
Through the door,  
Along the Street!



# Have a go at your own 4 things chant

- ▶ Decide an **action** to go with the four words.
- ▶ Write a **sentence** for each word - be aware of the number of syllables/rhythm of the sentences so they flow well.
- ▶ Remember **PRACTICAL** teaching requires **PRACTICAL** planning!



