**Verbs**

**Big Bear Banter for EAL pupils who are New to English in P1 - 3**

E A L H i g h l a n d

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 **General information**

* These activities are for small group work (6 max) and will last about 20 minutes. It is expected that they would be

 repeated approximately 2/3 times in the same week

* All the activities can be used in different topics (see suggestions in the following pages)
* You can include non-EAL pupils who can benefit from this session – including good role models or pupils who find

 language difficult

* Use any combination of the following activities, but flashcards are useful to establish vocab in the first session.

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| --- | --- | --- | --- | --- |
| **Flashcard Topic** | **Vocabulary** | **Structures** | **Books****Story Visuals** | **Games****Songs/Rhymes with visuals** |
| **Verbs**<http://www.mes-english.com/flashcards/files/verbs1_cards.pdf> | walk, run, read, play, sleep, write, talk, listen, jump, drink, eat, open, close | 1. Can you read? No, I can’t read. Yes, I can read.
2. Mime the card and see if the other can guess.
 | **From Head to Toe** by Eric Carle | **Verbs Bingo**<http://www.mes-english.com/flashcards/files/verbs1_bingo.pdf>Copy Me Copy Me |

* Encourage literacy by playing games like bingo (reading or writing) as pupils cover this work in class eg P1s: numbers

**At the start of every session**

1. Say hello to each child and use the pupils’ names. Introduce yourself.
2. Encourage good sitting, good looking, good listening by modelling the visuals/gestures that are used in class
3. Show your materials and get the pupils’ interest with facial expression eg looking interested, excited etc “What are we going to do today? Colours!”
4. Use lots of praise for any participation or attention given

**ACTIVITY ONE: Using Flashcards**

Try to use real objects or toys whenever possible. The purpose is to learn the names of the cards as a guessing game,

then to build on that using the structures below.

* *![C:\Users\pfenton\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\CQNMNSNO\MC900088884[1].wmf]()*Place 8 cards face up and name them. Ask the pupil to repeat them. If you feel the pupil is good at remembering a name, turn the card over. Continue until all cards are upside down. (Use fewer cards if the pupil struggles)
* Pick the cards up face down and ask the pupil to choose one – keeping it a secret (mime shh!)
* Guess the card the pupil has eg Bear? Gorilla? Turtle? Encourage the pupil to say No! each time till you guess correctly and then Yes!
* Another pupil/ you take a card and the pupil guesses.
* Once the pupil can say the single word easily, move on to using structures listed below.

NB: All these flashcards have follow up activities on the <http://www.mes-english.com/> website eg board games, worksheets, videos etc.

**ACTIVITY TWO: Using Stories**

Read the story book to the children. You may not feel you need to read the story word for word, but focus on what the pupils understand. Remember to:-

* Repeat the language while pointing to the pictures to help understanding.
* Use actions and facial expressions to illustrate the meaning of the words.
* Ask simple questions about each page. (What colour is the dog? (Extend: Black or white?) Yes, the dog is white.) If no response, you can ask pupils to engage by pointing to characters, asking them to turn the page etc.

**ACTIVITY THREE: Using songs/rhymes**

* Use visuals to encourage understanding - many are available from <http://www.sparklebox.co.uk> and <http://www.twinkl.co.uk>
* Clap to the beat or do other sequence of actions with hands, arms etc. such as touching your elbows and then your shoulders.
* Agree on a word to miss out and then if successful add another word to miss you could clap or use another action in the gap

 (eg Ten ………. Bottles, hanging on a wall)

* Take turns with the words saying one word each going round a circle (if confident)
* Repeat the song/rhyme faster, slower, louder, quieter
* March round the class stamping to the beat while saying the rhyme or singing the song

For additional resources please see ‘Overview’ sheet.