***![C:\Documents and Settings\Usuario\Configuración local\Archivos temporales de Internet\Content.IE5\SJMD739R\MCj02152270000[1].wmf]()Elephants, I like elephants!***

***NOTE:*** The following activities are prepared for the “***INTERNET4YOUNGLEARNERS”*** session at EVO 2010 (January – February) webinars, but they can be used by any person if s/he mentions all the sources provided here.

*These activities are meant to be for 7-9 year old kids; however, these activities can be adapted to any age group.*

*7-9 year old kids are capable of beginning to be logical and analytical, ask questions, read and write still minimal in L1, develop confidence to express themselves and develop knowledge of the world around them (1)*

*Kids always love animals so I think that one of the best way to teach new content, especially the one / ones I want to teach, is through animals. Also, kids love songs! So… what better way to keep introducing new content if it’s not with songs? During one chat session with Sandra Rogers (moderator at this session), we both agreed that songs are a unique and fantastic way to teach new vocabulary, structures, among others. I teach a lot with songs and my students love singing and dancing along.*

*As I work with NLP (Neurolinguistic Programming) I always try to include activities with the 3 learning channels and I have done so here, too.*

*This lesson will take some classes; you decide how many according to the amount of time you devote with your kids and how well you are with the syllabus.*

*This is way I decided to include a song for this requested activity.*

***OBJECTIVES***

To teach CAN / CAN’T; WILD / DOMESTIC ANIMALS; ACTION VERBS

***ACTIVITIES***

* Show your students “THE ELEPHANT SONG”, by Eric Herman <http://www.youtube.com/watch?v=yihq8BIhL9c> (You will find the lyrics after at the end of this lesson)
* Make your students feel confident with the song, the animals; ask questions related to colors, sizes, etc. Review “LIKE / DON’T LIKE” by asking them what animal/s they like – don’t like.
* Classify those animals into WILD and DOMESTIC ones by using COLOR CODING. I used ***GREEN for wild*** and ***RED for domestic.***
* Once they are confident with this classification, go outside your classroom if space is available (I have a great green patio outside my classroom) and work with a TPR (Total Physical Response) activity. Before coming to class, at home you will have to prepare a set of flashcards with the animals mentioned in the song. So now, show the cards to your students. Whenever you show a **WILD** animal, they will have to **clap hands**; whenever you show a **DOMESTIC** animal, they will have to **stamp feet**. Be ready for too much noise!! If / when they get confused you can separate them from the group. The last one to stay is the winner.
* Go back to the song. Tell your students what these animals do. I always do the mimicry as I love acting, but if you don’t, then… you will have to find a way!
* A lot of repetition is needed at this stage as your students will not remember all the words. I taught only three (3) or 4 (four) at a time.
* Again, go back to the patio and play “Simon says” using these same action verbs.
* Now it’s high time to start with the “grammar point”. I want to teach CAN / CAN’T. First of all, I show faces, a happy and a sad one. They mean “YES” and “NO”. When I show HAPPY it means CAN; when I show SAD it means CAN’T. I devote plenty of time here as they need to learn the concept of ability and then the pronunciation. So… take your time.
* Play time again! As my patio is enormous, I make them stand on one line right in the middle of the patio. 1) We play “JUMP” (my invention). Whenever they listen CAN, students have to jump to the RIGHT; whenever they listen CAN’T, they have to jump to the LEFT. You have to be very clear with the pronunciation! I play tricks sometimes as I mention other words or I keep saying the same word 3 or 4 times so when they listen to the new one, they fail and lose. As they are losing, they are going out and again, the last one to stay is the winner. 2) We play “Simon Says” again. But this time I add body movements. For example: If I say “Simon says cats purr” students have to do the action; but if I say “Simon says cats bark” students have to freeze. It’s a bit complicated but I love it and students too as they get confident!!
* Before coming to class prepare 2 sets of cards. One with pictures of animals and other with actions. You have to have the same quantity. Ex: cats – purr; dogs – bark; fish – swim, etc. (you have 6 cards already, 3 for each set). In class, group your students in a circle around a table. Distribute 2 (depends on the number of students and cards you have made) cards per student and play “PIGGY GOES”. It’s a really funny game. Students will have to have their cards on their hands without showing them. Each time you say “PIGGY GOES”, they will have to pass around one card to the next partner (you can do it clockwise or the other way round). When a student finds the matching pair, s/he has to shout “PIGGY” and put one hand in the middle of the table. The rest of the students also have to put their hands on top of this student’s hand. The last one to put it loses and is out. On the board, you have to write the names of your students and as long as they lose, you start writing the letters P I G G Y When students have all those letters written under their names, they do an extra activity or game, they sing or whatever comes to your mind or to the rest of the students’ minds (be careful as some students are very shy and won’t perform anything).
* Now it’s time for the “SUPER CLUE” game. This time you will have to prepare a set of animal flashcards and bring them to class. You need one student to sit in front of the class facing their peers. You will be standing behind this child and you will show one flashcard (you can put it above her/his head so s/he doesn’t see it). The rest of the class will see it and will have to give “clues” to this student so s/he can guess the animal. I always write the headings plus the structure to be used on the board so it’s easy for them. For example: Color (it is…); Physical (it is… / it has…); It can… / can’t…; It’s wild / domestic.
* Finally, I go to the course book and I teach what I have to from there. By this time, students are confident with the CAN / CAN’T structure; WILD / DOMESTIC classification and ACTION VERBS.
* If you want, you can recycle or introduce the “OLD MACDONALD SONG”.
* I don’t use Old MacDonald song as I love “THE RHINO SONG” <http://www.youtube.com/watch?v=QOvIot-i6rY> with this song, you can review wild animals, Africa settings, parts of the body and many other things you want or simply, ENJOY AND SING ALONG!!

***LYRICS***

***![C:\Documents and Settings\Usuario\Configuración local\Archivos temporales de Internet\Content.IE5\9JNAM3UD\MCj02342800000[1].wmf]()The Elephant Song by Eric Herman***

Elephants, I like elephants.
Elephants, I like elephants.
I like how they swing through trees,
Monkeys, I like monkeys.
I like how they swim in the ocean
Fish, I like fish.
I like how they scratch at fleas and sniff at trees and bark at the mailman
Gotta like dogs.
Curled up on the windowsill purring, and chasing mice
Cats, I like cats.
I like how they say, Cock-a-doodle-doo!
Roosters, I like roosters.
I like how they gallup and trot
Horses. I like horses.
I like how they reach into beehives for the honey
Bears. I like bears.
I like how they jump up high to catch a fly and sit on a lilypad
Gotta like frogs.
Running through a maze for some cheese
Mice, I like mice, I like how they say, Oink! Oink! Oink!
Piggies, I like piggies.
I like how they hop and eat carrots
Bunnies. I like bunnies.
I like how they stomp through the jungle with their big gray trunks
Elephants, I like elephants.

***THE RHINO SONG***

I know, everybody knows

You got one tail, four feet, twelve toes

Mr Rhino look what grows

Two big horns on the tip of your nose

Now you got three friends, Mr Rhinoceros

Elephant, buffalo and hippopotamus

You got two bad eyes, but you’re not deaf

And in Africa and in Asia there’s not many of you left

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Mr Rhino, everybody knows

You got one tail, four feet, twelve toes

Mr Rhino look what grows

Two big horns on the tip of your nose

Five, six seven makes a herd

And on your back rides a white tick bird

Eight, nine ten you weigh a ton

But you’re fast as a zebra when you’re on the run

Chorus

Brambles and nettles you love to crunch

With your many many teeth you munch and munch

You’re the one and only, but sure as you’re born

Bigger and better than a unicorn

Chorus

***RESOURCES***

* Children’s development

<http://www.onestopenglish.com/section.asp?sectionType=listsummary&catid=59462&docid=153652> (1)

* The Elephant song <http://www.youtube.com/watch?v=yihq8BIhL9c>
* The Rhino song <http://www.youtube.com/watch?v=QOvIot-i6rY>
* My own web site <http://scribd.com/Teacher_Maria_Ines> (you are more than welcome to visit it)

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