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College of Humanities and Social Sciences

A Multisensory EFL Course for Very Young Learners in an Armenian Children Development

Center

A design project submitted in

partial fulfillment of the requirements for the degree

Master of Arts in Teaching English as a Foreign Language

By

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We hereby approve that this capstone

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A Multisensory EFL Course for Very Young Learners in an Armenian Children Development

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Master of Arts in Teaching English as a Foreign Language

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DEDICATION

I dedicate this design project to my friends: all the people who share my joys and sorrows with me. To all those who know how to devote themselves wholly and love unconditionally. This earthly pilgrimage becomes a fascinating experience because of you.

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Abstract

This project aimed to design a multisensory enriched English language course for young learners in an Armenian preschool development center. The course design was motivated by the pedagogy of the center and its need for a foreign language course that would mirror the rest of the academic curriculum and the teaching approaches adopted by the center. The initial idea was to take topics and activities that the young learners were exposed to in the center in their native language (Armenian) and deliver them in English. This way, the children would easily relate to the course content, dramatically contributing to the language learning overall success. To develop children's listening and speaking skills in English and other age-related non-linguistic abilities, the English language instruction included multisensory vocabulary presentations that incorporated pictures, videos, gestures, music, and rhythm. Other activity types enclosed in the course are action songs, arts and crafts, physical activities, and age-appropriate games. To develop the course, first needs and benchmark analysis had been conducted. Around twenty classes were taught to ten to fifteen five and six-year-old children in the piloting stage. The young learners were assessed through attendance monitoring, teacher checklists, portfolio for crafts, and post-test. At the end of the piloting stage, a survey was sent to parents, and an interview was conducted with the director of studies of the development center. The obtained results suggest that the course served its goals and was overall claimed to be an enjoyable and valuable experience for the young learners and other involved parties.

Keywords: Young learners, multisensory, English teaching.

CHAPTER ONE: INTRODUCTION

The current section briefly describes the background and setting of this design project. It also discusses the problem that was solved through this course design and its value for different stakeholders. Finally, the primary purpose of the project is explained.

1.1 Scope and Background

This course was piloted in a development center, which provides educational services from three to five years old children. It is the first sensory integration center in Armenia. The center creates a unique environment for children's versatile development. Applying the methods of sensory therapy, sensory training, art therapy, and snoezelen room, the center helps children discover their inner world and the world around them through their senses, develop comprehensively, and apply their experience and knowledge in a real-life context. One of the organization's main directions is professional services to children with mental, speech, and communication disorders that aim to help children overcome their developmental difficulties and be properly integrated into group lessons.

At the center, English is taught to children starting from four years of age. Inclusive children who have sufficient production of Armenian also take part in English classes. Among the main aims for including English language classes in the academic curriculum are the benefits of foreign language learning at a young age for neural activation in the brain and the fact that English is considered a medium for communication in the age of globalization.

1.2 Problem Statement and Significance

To teach English to preschoolers, the administration of the center cannot take just any English course designed for young learners because the English program has to be synchronized with the rest of the academic curriculum and mirror the center's approaches to

teaching. To ensure children's cognitive, social and emotional, speech and language, and fine and gross motor skill development, the center exposes children to various topics, using the best practices of various pedagogical approaches, which are discussed in more detail in the literature review section of this paper. Lessons in the center consist of multiple layers, including elements of sensory integration, physical activity, fine and gross motor skills development, active games, rhythmic, and logo rhythmic. Periodically some art-therapeutic techniques are also used. The alternative educational approach adopted by the center finds warm acceptance from parents and proves itself to be efficient, judging from the evidence of children's performance. Constantly searching for new ways to deliver even better service to their customers, the administration of the center decided to include foreign language classes in the program as well. Obviously, those also have to be delivered in a manner that matches the center's overall philosophy. The latter is the primary purpose of the current design project.

Besides the obvious benefits that the children, development center, and parents would gain from this project, multisensory instruction in part of a Universal Design for Learning, a well-known approach to curriculum design that helps teachers customize a curriculum to serve all learners, regardless of ability, disability, age, gender, or cultural and linguistic background. Also, accessing learning activities through multiple sensory modalities results in the activation of numerous brain regions, which increases the possibility of memory retention and more rapid and precise recall. In addition, a customized English course will allow the development center to deliver more varied services to its customers, resulting in higher client satisfaction and an increase in demand rates. Being taught English through this course, children will associate foreign language learning with an enjoyable experience, build some language skills, and thus be prepared to perform well at their primary school stage. Finally, parents will be happy to see their children develop competence in a widespread foreign language like English.

1.3 Purpose of the Project

The purpose of this project was to design an English language course for the children of a preschool development center, which reflects the center's pedagogy and teaching philosophy and is aligned with the rest of the academic curriculum. The main goal of the course was to build young learners' early English proficiency through developing their listening and speaking skills. The latter was done by encouraging young learners' simultaneous use of multiple senses in the learning process, which in turn ensures higher neural activity in the brain. A not less important purpose of this course was to develop a positive attitude towards foreign language learning, which will lay a solid foundation for children's further educational success. In addition to the abovementioned, the course aimed to enhance the development of young learners' social, emotional, and spatial skills.

CHAPTER TWO: LITERATURE REVIEW

Incorporating multisensory teaching strategies in foreign language instruction of young learners has been proven to have long-lasting positive effects on knowledge retention and recall (Andrä et al., 2020; Mavilidi et al., 2015; Morgan, 2019, Porter, 2016). Although multisensory pedagogy methods were formerly designed for children with language disabilities to teach them to read, write, and communicate (Gillingham & Stillman, 1997; Ngong, 2019), they are now widely used to teach kids who do not have such disorders (Morgan, 2019). Multisensory learning is information intake through at least two different sensory modalities (e.g., visual, auditory, and kinaesthetic-tactile) (Andra et al. 2020; Morgan, 2019; Shams & Seitz, 2008). When new information enters the brain from multiple channels, the neural pathways are strengthened to retrieve data more automatically (Buccino and Mezzadri, 2015; Rosborough, 2014; Paivio, 1986; Willis, 2008), which is particularly beneficial in learning to communicate in a foreign language. However, not all educators know that integrating activities that use different senses is not enough to claim that children get multisensory input. In addition, Magulod (2017) suggests that “multisensory instructional materials should be tested to identify their direct effect on the academic performance and motivation of learners” (p. 92). This review aims to look more closely at the essence of multisensory instruction and discover how it can be implemented in a preschool EFL classroom.

This literature review first discusses multisensory enrichment with a consideration of its benefits in an educational context. Then, it describes theories supporting multisensory enrichment, followed by the subsection on empirical research on the effectiveness of implying multisensory enrichment to teach a foreign language to young children. Finally, it analyzes English language courses for children that incorporate multisensory teaching strategies. This review establishes the conceptual basis for the current design project.

2.1 Multisensory Enrichment

Multisensory learning, also referred to as multimodal learning, in kindergarten through primary school children describes the process of obtaining new information through the use of different sensory modalities (such as sound, sight, smell, touch, self-motion, and taste) simultaneously (Andra et al., 2020; Morgan, 2019; Shams & Seitz, 2008). It is the usual way people learn a new skill or gain knowledge in everyday life. An example is when a child tries a vegetable for the first time and hears what it is called. In the suggested conditions, the information about a new object enters the brain through at least five sensory pathways, i.e., sight, touch, smell, taste, and sound. This redundancy of sensory modalities and storage regions increases the probability of retaining the information (Shams & Seitz, 2008; Willis, 2008). These apparent benefits of naturalistic learning can be integrated into the classroom setting to enable deep and precise learning.

Incorporating multisensory learning strategies into classroom instruction is known as multisensory enrichment (Andra et al., 2020; Repetto et al., 2017). Initially, multisensory teaching methods targeted children with speech and hearing disabilities to enable them to read, write, and orally communicate (Gillingham & Stillman, 1997; Ngong, 2019). However, nowadays, they are also widely and successfully used in developing the mental capacities of children that undergo normal development (Morgan, 2019). According to Gillingham & Stillman (1997), multisensory instruction creates a link between visual, auditory, and kinesthetic stimuli. In addition to these three dimensions, taste, smell, touch, and movement can also be used to obtain information from the outside world as parts of multimodal instruction (Andra et al., 2020). Some forms that multisensory enrichment can take in the classroom are action songs, action stories, vocabulary presentations with flash cards combined with gestures, and games (Andra et al., 2020; Mayer, 2014; Morgan, 2019; Sahlberg & Doyle, 2019; Silverman & Hines, 2009; Shams & Seitz, 2008; Willis, 2008). Studies of these

enrichment strategies have shown their efficacy in enhancing learning outcomes in different knowledge areas and, more particularly, in foreign language learning (Andra et al., 2020; Repetto et al. 2017) compared to more traditional instruction when input is perceived only by one sensory modality.

A growing body of research (Macedonia, 2015; Morgan, 2019; Shams & Seitz, 2008; Willis, 2008) comes to prove the advantages of multisensory input as opposed to unisensory. According to Willis (2008), accessing learning activities with multiple sensory connections to the information results in the activation of multiple brain regions, meaning that knowledge transit to memory storage happens along more than one pathway. This repetitiveness of input entering through different modalities raises the possibility of memory retention and more rapid and precise recall. In comparison, unisensory skill acquisition is considered to be less effective as it fails to tap into multisensory learning mechanisms that are at work in a naturally multisensory environment (Shams & Seitz, 2008).

In addition, multisensory enrichment caters to the needs of learners of different ages, learning styles, and levels of cognition (Gardner, 2011; Macedonia, 2015; Morgan, 2019; Ngong, 2019; Willis, 2008). It is suggested that multisensory learning fits people with different learning styles and even helps them build proficiencies in their nondominant learning strengths (Willis, 2008). Furthermore, it benefits people with learning disabilities, people with sensory integration challenges as well as young children with normal development in general (Gillingham & Stillman, 1997; Ngong, 2019).

2.2 Theories supporting multisensory enrichment

In a naturalistic setting, learning usually happens by the integration of more than one sensory modality. Thus, theories that shed light on the ways people learn, to more or less extent provide support for the implementation of multisensory learning strategies in the classroom context. The theoretical framework for this design project sets out ideas related to

children's cognitive development, scaffolding, multiple intelligences, and embodiment, which are discussed in more detail in this section.

2.2.1 Theories of Piaget, Bruner, and Vygotsky

The importance of implementing multisensory teaching approaches in young learners' foreign language classrooms can be explicated through theories by Piaget, Bruner, and Vygotsky that are considered fundamental in understanding children's learning and development. According to Piaget (1958), all children undergo four universal stages of development, namely sensorimotor, preoperational, concrete operational, and formal operational, in a fixed order. Yet different children proceed through those stages at different ages. Additionally, in Piaget's view, knowledge construction happens as a result of child's experimentation and communication with their surroundings (Piaget, 1965). The latter means that bodily experiences enable children to develop skills to learn concepts.

Like Piaget, Bruner (1960) also proposes stages of cognitive development, namely enactive, iconic, and symbolic. However, in contrast to Piagetian theory, he did not connect learning to stages of cognitive development and claimed that even very young learners could process complex information if the instruction is organized suitably:

"We begin with the hypothesis that any subject can be taught effectively in some intellectually honest form to any child at any stage of development" (p. 33).

Bruner (1960) illustrated that this could be achieved by applying a spiral curriculum when information is structured so that complicated concepts can be taught at a simplified level first and later on at more complex levels. This underlines the value of assuring all children's familiarity with the studied notion before proceeding to the next. Further, he highlights that various forms of presentation of a single concept may be more fitting for children of different ages and mental abilities than others. Besides, one of Bruner's central premises is that students are active learners who construct their own knowledge, with the teacher's role as that of a

facilitator of the learning process who helps a child develop skills through scaffolding. The latter “refers to the steps taken to reduce the degrees of freedom in carrying out some task so that the child can concentrate on the difficult skill she is in the process of acquiring” (Bruner, 1973, p. 19).

In his sociocultural theory, similar to Bruner, Vygotsky (1978) also views learning as a knowledge construction process that happens due to social interaction. By interacting with each other, more knowledgeable members of society help a child progress through their zone of proximal development (ZPD) to higher levels of understanding. According to Vygotsky, both physical and psychological tools are the means of mediation. However, he gives significance to psychological tools, particularly language and interaction (Lantolf, Thorne, & Poehner, 2015). The relevance of this theory to the current design project is that it highlights the significance of the learners' interaction with the environment, including the teaching/learning materials, more knowledgeable individuals like the teacher, using all sensory modalities to attain desired learning outcomes.

Considering the above mentioned theories (Bruner, 1973; Piaget, 1958; Vygotsky, 1978), it is necessary to employ multiple means of presenting concepts in a foreign language instruction because children of the same age may be at different stages of mental development. Also, children need a facilitative and practical learning environment for language activities, and by finding suitable forms of delivering the material, teachers will help children progress through the stages of learning. As multisensory approaches permit children to obtain knowledge in various ways, their implementation is crucial in facilitating development in general and foreign language learning in particular by providing instruments for the learners to connect to until the notion is entirely embraced.

2.2.2 Gardner's Theory of Multiple Intelligences

Another theoretical framework that can be used to look at multisensory enrichment and its potential benefits is Howard Gardner's theory of multiple intelligences (Gardner, 2011). Making use of more than one sensory modality at a time, multisensory instructional teaching techniques create equal opportunities for children with different learning strengths to absorb learning material. According to Gardner (2011), human mental capacity is differentiated into several modalities of intelligence, rather than being defined as a single, general ability. This suggests that every person has different areas of strengths and weaknesses in terms of their cognitive abilities and, consequently, the ways they learn. In his theory, Gardner distinguishes eight abilities that represent multiple intelligences

- linguistic-verbal: the aptitude for understanding and operating spoken and written communication;
- logical-mathematical: the aptitude for understanding and using reasoning and numeric symbols and operations;
- musical-rhythmic and harmonic: the aptitude for understanding and employing such concepts as rhythm, pitch, melody, and harmony;
- visual-spatial: the capacity to manipulate and orient in three-dimensional space;
- bodily-kinesthetic: the ability to control one's physical movements and handle objects effortlessly;
- naturalistic: the ability to discern and classify objects or phenomena in nature;
- interpersonal: the ability to understand and interact well with other individuals;
- and intrapersonal: the ability to understand and employ one's ideas, emotions, interests, and preferences.

While there are more intelligence types in Gardner's theory than those associated with the five senses, it clearly indicates the significance of senses in learning. In fact, some scholars

claim that incorporating a variety of sensory experiences in education activities promotes learning across intelligences and even allows students to improve their nondominant learning strengths (Macedonia, 2015; Morgan, 2019; Willis, 2008).

2.2.3 Embodiment Theory

Further, research shows that recognizing the connection between embodied language and multisensory techniques in language teaching approaches may assist youngsters in developing language skills and understanding linguistic concepts (Buccino and Mezzadri, 2015; Rosborough, 2014). Studies related to language embodiment claim that humans are sensory beings who communicate and absorb new concepts incorporating their bodies. In their article on embodiment and the process of language learning Giovanni Buccino and Marco Mezzadri (2015) state, what appears central to the embodied approach to language processing is the sensorimotor experience [...] to which specific language elements such as nouns, verbs, adjectives and words expressing emotional states refer. Experience is central both to language comprehension and language production (p. 200).

In his study on investigating the use of embodiment in an elementary English language classroom, Rosborough notes that “promoting an understanding of the role of corporeality in learning provides a deeper engagement in the meaning-making processes in educational settings” (p. 246, 2014). Also, according to Lakoff and Johnson (1999), within the embodied mind, the exact neural mechanisms that support the perception or bodily movement also play a vital role in its conception. This implies that the neural networks responsible for object perception, motion, and manipulation are also liable for conceptualization and reasoning. To sum up, from their physical experiences, the child can formulate the mastery of learning concepts. Consequently, considering these features in language teaching has the potential of boosting the absorption of learning material and the development of language skills.

2.2.4 Dual-Coding Theory

The effectiveness of multisensory teaching methods is supported by dual-coding theory (Paivio, 1986), which asserts the presence of distinct systems for coding verbal and nonverbal information. This theory explicates that when information is communicated verbally and nonverbally, these two systems sustain each other and enable more significant knowledge reproduction. For example, when learners pronounce vocabulary words that they heard, the information is processed verbally, whereas corresponding motions that are seen and then acted are coded nonverbally. Multimodal instruction may deliver more vigorous nonverbal input to children than when the learning material is introduced in static illustrations and enable children to utilize their nonverbal processing system more effectively to help their verbal processing of the suggested content.

2.3 Empirical Research on Effects of Multisensory Enrichment on Foreign Language Learning in the Young Age

The theories discussed in the previous section provide clear support for enriching the instruction with multisensory learning strategies. In this subsection, a few empirical studies on multisensory teaching and learning are investigated.

A few studies report clear benefits of enriched L2 vocabulary instruction in young learners' classrooms (Andra et al., 2020; Porter, 2016, Silverman and Hines, 2009). In the first study (Porter, 2016) the author investigated the effectiveness of combined gesture and picture enrichment in teaching formulaic chunks of a foreign language to children aged 4-7 compared to picture enrichment alone. This study asserts that multimodal instruction improves memorization of novel L2 utterances and further recall probability. According to the author, gesture-elaborated encoding accompanied by pictures and teacher-led presentation of language involves pupils in foreign language learning through enacting, rather than merely observing, which leads to the creation of additional memory pathways in the brain. At the

same time, Porter (2016) claims that enhanced elaboration alone is not enough to guarantee long-term learning. While semantically meaningful gestures serve as retrieval cues and create richer memory traces, refreshing covered material through repetition and retrieval practice over time is an inevitable part of long-term learning. An obvious limitation of this study is that it did not control how many times children repeated the formulaic utterances in each enrichment condition, suggesting that learning could well happen due to the amount of practice that participants were exposed to than the enrichment types themselves.

Andra et al. (2020) conducted an experimental study in a primary school foreign language classroom in Leipzig, Germany, to investigate the long-term effects of gesture and picture enrichment on eight-year-old children's L2 vocabulary retention. The results show that enriching vocabulary instruction with gestures or pictures enhanced L2 vocabulary learning compared with non-enriched learning in both short-term, when the participants were tested three days after learning, and more long period, where testing happened six months later. Based on the obtained results, the authors suggest that incorporating pictures or gestures into vocabulary learning tasks may enhance traditional primary school teaching strategies such as listening to verbal material.

In addition, Silverman and Hines (2009) found that multimedia-enhanced vocabulary instruction in pre-kindergarten through second-grade learners of English was more effective than traditional vocabulary instruction. In this study, to present the new vocabulary to children, read-aloud books and video presentations related to the content of books were used. Not only did learners in the intervention group show growth in knowledge of target words but also in general vocabulary knowledge. Based on this finding, the authors suggest that adding videos as one of the multiple means of information presentation stimulates different interpretive mechanisms in children to improve their meaning-making capacities. Further, the authors argue that there is a probability that only showing videos without the teacher's

direction to notice words in the video and scaffolding children's word learning by discussions of the words in the context of the video would not be as efficacious. Some limitations of this study are short duration and using wholly linguistic tasks to assess young learners' vocabulary learning (pictures and multiple-choice questions would be more appropriate).

2.4 Analysis of similar courses

This section discusses three English courses for young learners that integrate multisensory teaching strategies. Some insights from these courses informed the design of the current work. They are:

- Hooray! Let's Play! Second Edition A by Herbert Puchta, Günter Gerngross (2022);
- Power Pets 3 by Elizabeth Ruiz Burton-Brown, Lisa Uribe (2014);
- and Creativity and Fun Activities in English Preschool Classrooms. A design project by Armine Martirosyan (2018).

The main aim of all three courses is to develop young learners' English listening and speaking skills. Among some other goals are building interpersonal intelligence, enhancing critical thinking skills and creativity, and developing young learners' fine and gross motor skills. The language is presented in a meaningful context of themes that young learners can easily relate to in all three courses, laying a foundation for deeper learning. Some overlapping topics include home, food, nature, and animals.

In all three courses, lessons are divided into three to four sections of about ten to fifteen minutes each. However, activities like arts and crafts and some games are allowed for a longer time depending on students' interests and levels of engagement. The overall duration of classes ranges from thirty minutes up to one hour. Activities include action stories, action songs, arts and crafts, games, and others. None of the mentioned courses includes videos as a part of educational activities, which according to research, provides a rich context for language presentation (Silverman & Hines, 2009).

Every lesson of each course begins with an introductory activity (if not counting the greeting activity at the very beginning) that serves to present the theme of the lesson, review the previous language, or introduce new vocabulary. While in Power Pets and Armine Martirosyan's project, the presentation of the new vocabulary is predominantly done through flashcards, with the teacher naming words and asking children to repeat, Hooray! makes use of more senses by also incorporating semantically related gestures. There is no evidence of using rhythmic movements in the stage of vocabulary presentation in any of the courses, which is claimed to have an obvious potential of boosting preschool children's learning (Bhat & Srinivasan, 2013; Ghanayi Chemanabad & Kareshki, 2013).

No explicit assessment plans are presented in Hooray! and Power Pats. Nevertheless, from the lesson plans, it can be seen that assessment of children's learning includes paper-and-pencil-based activities and observations and monitoring by the teacher during the classes. Armine Martirosyan's project suggests five assessment tools: pretest, posttest, teacher checklist, attendance check, and collection of crafts.

The three courses are informed by the constructivism educational model, theory of multiple intelligences, communicative language teaching, multisensory enrichment, TPR, and others. Thus, they seem effective in teaching English to young learners. However, to meet the educational needs of the preschool development center for which the project was created, the choice of English course topics had to be made, taking into account the academic curriculum of the center. Additionally, better integration of senses into the information presentation stage was done by incorporating rhythmic body movements to enhance children's reception and recall of the information (Bhat & Srinivasan, 2013; Ghanayi Chemanabad & Kareshki, 2013) and video-materials (Silverman and Hines, 2009).

2.5 Conclusion

Theories by Piaget (1958), Bruner (1973), and Vygotsky (1978) provide complementary views on children's mental development and support ideas such as the implementation of multiple means of presentation of concepts, building of facilitative learning environment, and finding appropriate ways of material deliverance in foreign language young learners' classrooms. Further, the theories of multiple intelligences (Gardner, 2011), embodiment (Buccino and Mezzadri, 2015; Rosborough, 2014), and dual-coding (Paivio, 1986) argue for the convenience of physical experiences, different kinds of stimuli in boosting reproduction probabilities.

In addition, Andra et al. (2020), Morgan (2019), Mavilidi et al. (2015), and Silverman and Hines (2009) showed that young learners' educational performance significantly benefited from incorporating teaching activities that engage multiple senses to obtain the information and called for more implementations of multisensory teaching in early education programs. Incorporating pictures, videos, gestures, and rhythmic body movements during the stage of new concepts presentation allows children to make multiple connections to the learning process, resulting in better learning. This project aims to incorporate findings on the benefits of multisensory learning to create an English course for very young learners of an Armenian preschool development center.

CHAPTER THREE: PROPOSED PLAN AND DELIVERABLES

3.1 Needs Analysis

This course design was inspired by the pedagogy of a preschool development center located in Yerevan. The center applies the methods of sensory therapy, sensory training, art therapy, and snoezelen room to help children discover their inner world and the world around them through their senses, develop comprehensively, and apply their experience and knowledge in a real-life context. The language of instruction here is Armenian, which is the first language for most of the children in the center. English is taught as a foreign language and constitutes around seven per cent of the overall instructional input. The administration of the center could not use just any English course designed for young learners because the English program needed to be synchronized with the rest of the curriculum and reflect the center's pedagogy. So, this design project was initiated to fill this gap and assist the center in providing better services to its customers. The initial idea was to take topics and activities that the young learners were exposed to in their native language and conduct them in English so that the children are exposed to the new language in familiar contexts. This scaffolding was expected to foster comprehension and subsequent learning.

The goal of the needs analysis was to identify the development center's administration's preferences for classroom learning activities (dictated by the adopted methodology) and find out what topics and content the English course might be focused on. For this purpose, two tools were used: interviews with the academic director and observations of daily activities and routines. First, an interview was conducted with the director of the development center. The interview question can be found in Appendix A. This was followed by the observation of regular classroom activities and routines the children were involved in. For a more meaningful observation experience, several questions (see Appendix B) were

prepared in advance, which identified the areas of the main focus of the course designer.

Overall, ten to fifteen children were observed on four different occasions. After each observation, some findings and questions that arose were brought back to be discussed during the next interview session with the director. This circle repeated itself around four times, with more profound and insightful discussions every time.

During the four interviews with the main responsible person and decision-maker of the studies, the researcher's questions were addressed to identify the primary needs for the English course. The questions aimed to discover the development center's main philosophy and governing values, determine classroom activities that are widely used with the group of children from five to six, and identify expectations from the English course as a part of the educational program. The data collected during the interview sessions were analyzed to be aligned with the cognitive and foreign language learning theories to identify stakeholders' real needs. Among the main takeaways that informed the course design were:

- To focus on developing English listening and speaking skills of the young learners.
- To present the new concepts by involving multiple sensory connections to the input at a time.
- Use bilateral movement (simultaneous engagement of left and right body parts) during the presentation or confirmation stages of new information.
- Motivate learners through age-appropriate activities that meet their needs rather than material or grade rewards.
- Include a lot of age-appropriate games.
- A few children with specific mental conditions in the group would also benefit from multisensory instruction.

Observations of daily activities and routines were conducted following the previously designed observation checklist (see Appendix B). They aimed to discover the role of the

teacher in the classroom, the kinds of activities and materials used during the lesson, the young learners' preferences of activities, personal characteristics of each child, individual approaches to them by the teachers, and overall environment and space of the classroom. During the four observations it was revealed that the role of the teacher was that of knowledge constructor and facilitator, who made the children active participants in the learning process. The instructional materials included age-appropriate visuals and realia, many of which could be used during the English instructions as well. The overall environment was built upon respect for each other's personalities and agreed-upon classroom rules. In addition, it was positive and safe, providing children with multiple opportunities to make choices. The review of the literature, benchmark analysis, interviews and observations served as a ground for the course design and establishing course goals and outcomes that are presented in the following sections.

3.2 Course description

This course focuses on developing young learners' listening and speaking skills in English by promoting their simultaneous use of multiple senses in the learning process. At the beginning of every unit, it involves a multimodal presentation of new vocabulary that includes pictures, gestures, videos, and rhythm. It emphasizes the use of games, hands-on activities, action songs, and stories within the classroom - tools that help young children engage and interact confidently with English at their age level. Another essential aspect of this language course is to provide young learners with a positive experience of learning a foreign language. It is important to ensure that the children are in an environment where they can express themselves freely, not be shy, and thus gain confidence in a foreign language. The estimated duration of instruction is three months, including three meetings a week for about forty minutes each.

3.3 Goals and Outcomes

Table 1

Course Goals and Outcomes

Goals	Outcomes
Goal One: Develop young learners' listening and speaking skills.	1.1. Demonstrate recognition of formulaic expressions and other familiar phrases in an oral speech by performing appropriate actions.
	1.2. Use target vocabulary words and formulaic expressions in the context of classroom activities.
	1.3. Interact with peers by asking and answering simple questions on familiar topics using familiar phrases.
Goal Two: Encourage young learners' simultaneous use of multiple senses in the learning process to ensure higher neural activity in the brain.	2.1. Use visual, auditory, and kinesthetic-tactile sensory systems simultaneously to acquire new vocabulary.
	2.2. Sing and act out songs.
	2.3. Tell simple stories in English incorporating rhythmic body movements.
	2.4. Incorporate their fine and gross motor skills for task completion.
Goal Three: Enhance the development of young	3.1. Develop active listening skills through listening to peers and the teacher.

learners' emotional, social, and spatial skills.	3.2. Improve visuospatial perception through picture puzzles.
	3.3. Express their emotions and feelings in English through miming, artwork, and role-play.
Goal Four: Develop a positive attitude towards foreign language learning.	4.1. Play age-appropriate games, which require some language production.
	4.2. Create unit-related crafts.
	4.3. Engage in fun and creative activities.

3.4 Assessment Plan

Young learners' progress in this course was assessed with the help of four assessment tools: checklists of class activities, portfolios for crafts, attendance monitoring, and a final test (see Appendix D). During the lessons, the teacher used checklists that included the student learning outcomes (SLOs) for that lesson to observe and mark the learners' performance (see Appendix C). The games and activities were used to encourage oral language production and see whether the children can recognize formulaic expressions and other familiar phrases in an oral speech. Portfolios collected children's crafts, paper-and-pencil-based activities. The young learners were allowed to choose the works they wanted to be included in their portfolios regularly. During every class, the teacher marked on the attendance chart the young learners' attendance. It is important to receive continuous exposure to the language at this age, and frequent absences result in poor learning. At the end of the piloting a final test was conducted to check students' learning of some target vocabulary.

Table 2

Assessment Plan

Outcomes	Checklist of Class Activities	Portfolio	Attendance	Final Test
1.1. Demonstrate recognition of formulaic expressions and other familiar phrases in an oral speech by performing appropriate actions.	X	X	X	X
1.2. Use the target language in a meaningful context.	X			X
1.3. Interact with peers by asking and answering questions.	X		X	
2.1. Use visual, auditory, and kinesthetic-tactile sensory systems simultaneously to acquire new vocabulary.	X		X	
2.2. Sing and act out songs.	X	X	X	
2.3. Tell stories incorporating rhythmic body movements.	X	X	X	
2.4. Incorporate their fine and gross motor skills for task completion.	X	X		

3.1. Develop active listening skills through listening to peers and the teacher.	X		X	
3.2. Improve visuospatial perception through picture puzzles.	X	X	X	
3.3. Express their emotions and feelings with ease.	X		X	
4.1. Play age-appropriate games, which require some language production.	X		X	
4.2. Create unit-related crafts.	X	X	X	
4.3. Engage in fun and creative activities.	X		X	

3.5 Learning Plan

This course consists of five theme-based units, constituting about twenty hours of classroom instruction. Each unit is taught over three classes of forty minutes duration per week. After every two units, three revision classes are conducted, including one totally student-guided class and two teacher-led sessions.

Table 3

Learning Plan

Unit	Language Structures	Vocabulary	Multisensory Activities/Projects	In English, I can ...
#1: My Feelings	(David), catch! It's nice to see you. How do you feel? I'm (surprised). What's the feeling? Yes, it is. /No, it isn't. Are you (confused)?	Happy, sad, surprised, scared, angry, excited, confused; feeling; little kitty	- Mirror Me. - Guess the feeling. - Musical statues. - What's the feeling? - The Little Kitty game. - Mind Reader game - How does it make you feel? - Draw something that makes you	... say how I feel. ... ask my friends how they feel.

	Yes, I am/ No, I'm not.		feel happy.	
#2: My Body	Bingo! Point your finger (up). Touch your (nose). I see (two) little (eyes). It's a (hand).	Eye, ear, mouth, nose, tongue, chin, face; hand, finger, foot, knee, elbow, bottom; mirror;	- The One Little Finger song. - Simon says. - The Body parts matching game. - What do you see in the mirror? - My Special Face poem. - Find My Lie game - Draw what you see in a mirror. - Musical Body Parts. - Find a Foot or a Hand.	... name some of my body parts. ... sing the One Little Finger song. ... recite the Find a Foot or a Hand Rhyme.
Review 1	1st & 2nd units review			

<p>#3: My 5 Senses</p>	<p>What does it taste like? How does it smell? It smells good/bad! I can (see) with my (eyes) (the rainbow). True. False. I can (see) (a banana). The (lemon) is (sour). It's (hard).</p>	<p>see, hear, smell, taste, touch bubble gum, rose, sand, deer, rainbow, biscuit hard, soft, sweet, sour,</p>	<p>- What does it taste like? - How does it smell? - Guess what it is. - The 5 Senses Story. - My Five Senses Song. - Match the pictures to the senses. - True or False? - Draw what you can see, hear, feel, smell, and taste. - Mystery Bag.</p>	<p>...name my 5 senses. ... sing My 5 Senses Song. ...tell what I can do with each of my 5 senses</p>
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<p>#4: My Family</p>	<p>This is my (mommy). I love my (family). How's your (mommy)? Who's this? She's/He's (sad). The baby is (sad).</p>	<p>Daddy, mommy, brother, sister, grandpa, grandma, mama, papa, baby, me, family Shark, fish, bird, cow, dog, Swim, run</p>	<ul style="list-style-type: none"> - Who's this? - I Love My Family Song. - Memory game. - Finger Family song. - Draw a picture of your family. - Play Musical Statues. - Draw how your family members feel. - The Baby Shark Song. - Picture Puzzle - Zigzag Singing. - Change Animals. - Draw a shark family. 	<p>... say who's there in my family. ... sing The Finger Family Song. ... say how my family members feel. ... sing The Baby Shark Song.</p>
<p>Review 2</p>	<p>3rd & 4th units review</p>			

<p>#5</p> <p>Plant Parts</p>	<p>It's a (stem).</p> <p>(First), we have (a little seed).</p> <p>The farmer plants the seeds.</p> <p>It's time to eat.</p> <p>It's (red) and (blue).</p> <p>I (make) a (hole)</p>	<p>Seed, root, seedling, stem, leaves, flower, plant</p> <p>Sun, rain, farmer, vegetables</p> <p>dirt, hole, water</p>	<ul style="list-style-type: none"> - Roots or a stem? - How Does a Plant Grow Song. - Bean Growth Sequencing - Yes or No game. - Guess the drawing. - The Farmer Plants the Seeds Story. - The Farmer Plants the Seeds Song. - Draw a plant. - Plant a seed. - Parts of a Plant Worksheet. 	<p>... name the basic parts of a plant.</p> <p>... Sing The How Does a Plant Grow song.</p> <p>... Sing The Farmer Plants the Seeds song.</p>
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3.6 Deliverables

- Lesson plans,
- materials to deliver the lessons (e.g., flashcards, realia, audio recordings),
- crafts, and drawings produced by the young learners,
- activities checklists,
- attendance checklist,
- and final test.

3.7 Timeline of the project

The timeline for major steps in this project is the following:

- Needs analysis - October 2021.
- Literature Review - October 2021 - January 2022.
- Finalizing course goals, objectives, and assessment - November 2021 - March 2022.
- Proposal presentation - December 10, 2021.
- Designing the lesson plans - January - March 2022.
- Piloting the course - February - March 2022.
- Course evaluation - April 2022.
- Capstone Defense - May 5th, 2022.

CHAPTER FOUR: REFLECTIONS AND RECOMMENDATIONS

This course was designed to enhance English speaking and listening skills of young learners aged five and six of an Armenian preschool development center. In the piloting stage, classes were conducted three times a week for forty minutes with around ten to fifteen children.

Overall, twenty lessons were delivered, detailed plans of which can be found in the Appendix F.

Based on the evidence obtained from young learners' assessment tools, parental survey, the conversation from the academic director of the center, and the course designer's observations, this course effectively accomplished its primary goals. According to parental feedback and the final test results, it developed young learners' English speaking and listening skills. All ten parents who participated in the survey (See Appendix E) reported that their children have started using English words and expressions in their speech at home. Five of the parents even reported that those cases are often. The summary of one survey question results is presented below:

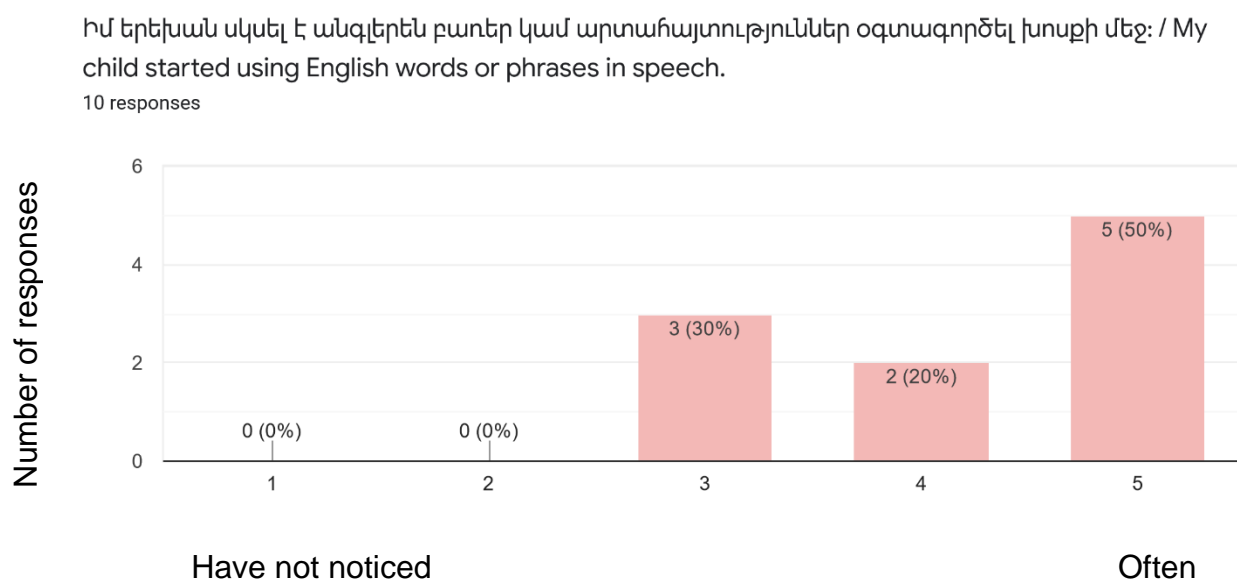


Figure 1. A bar chart of parental survey question three results summary.

Ten out of fourteen children participated in the final test (See Appendix D). Figure 2 shows the connection between the young learner's attendance and final test results. Of ten children who participated in the final test, those who attended at least twelve classes showed above average target vocabulary recognition and reproduction level. Two children who missed only one or two classes gave all correct responses. The worst result was ten out of seventeen; this child participated only in half of the classes.

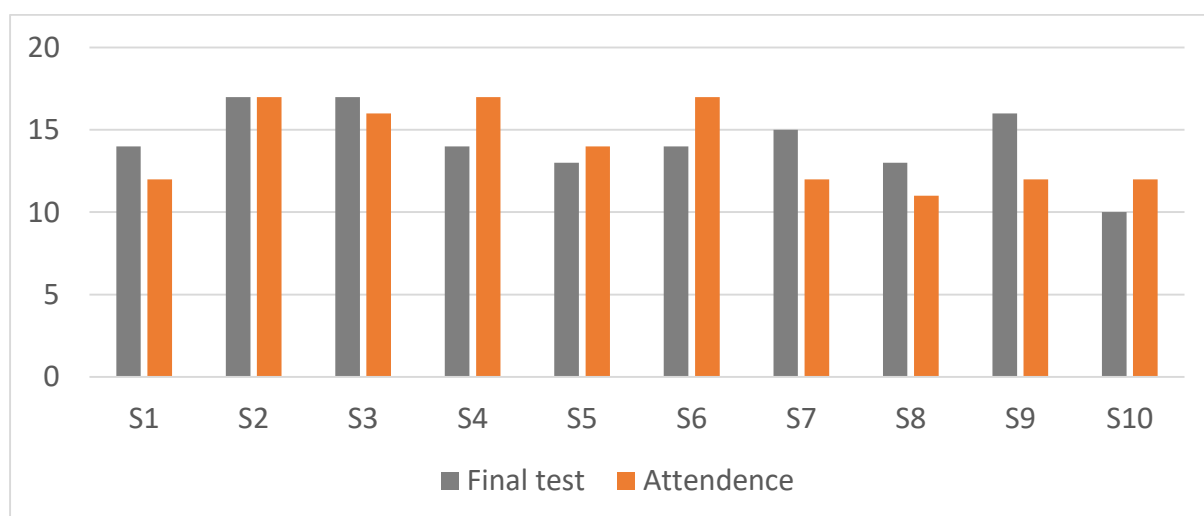


Figure 2. Young learners' final test and attendance results.

The course also served its purpose in developing a positive attitude towards English in children. In the conversation with the academic director of the center, she said that the multisensory approach this English course incorporated was the best of those so far conducted in the center. She also noted that the children became more motivated than previously, looking forward to participating in English classes. In addition, multisensory instruction fitted the needs of inclusive children and allowed the center to deliver varied services to its consumers.

Below are presented some other assessment tools results.

Checklist results:

In English, the children can...	David	Nane	Alice	Zara	Tatev	Zhirayr	Eva	Anahit	Lucy	Mary	Daniel	Nicole	Lily	Armen
Identify and name <i>happy, sad, confused, surprised, scared, mad, angry, excited</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Ask <i>How do you feel?</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tell how they feel: <i>I'm (surprised).</i>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Play the Little Kitty game	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tell how other people feel: <i>He's/She's (happy)/You're (happy).</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask <i>Are you (sad)?</i> Answer, <i>Yes, I am./No, I'm not.</i>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Identify and name <i>head, eye, ear, nose, mouth, chin, hand, tongue, foot, knee, elbow.</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Say what they see in the mirror on their face, e.g., <i>I see (one) little (nose).</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sing the One little finger song	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Tell how something makes them feel: <i>It makes me (happy).</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Figure 3. Activities checklist.

Crafts:



Figure 4. Samples of crafts.

4.1 Reflection on Project

Children are the world's most valuable resource and its best hope for the future.

John F. Kennedy

The education of even a small child, therefore, does not aim at preparing him for school, but
for life.

Maria Montessori

What are some lessons learned from this project design experience? What could have been done differently? Those are some questions this section addresses.

First, the implementation of this project showed that multisensory presentation of novel concepts is not just a fancy method promoted in the literature; it does work! It involves children entirely and makes them feel they are playing rather than studying. The latter is undoubtedly associated with something heavy to bear. At the same time, the piloting experience revealed that merely involving more than one sense is not enough to create a meaningful and effective learning experience for children. At the beginning of this project, the vocabulary presentation was done through pictures and semantically appropriate gestures, with the teacher pronouncing the words and having the children repeat them. However, over time it felt a bit boring and lacking meaningful context. Later, the vocabulary presentation was enriched with videos that demonstrated the meaning of the words. Also, the teacher started to pronounce new words musically, gesturing rhythmically with each syllable. These changes were to the point and added more enjoyment to the environment of English classes. It also contributed to long-term learning, as noticed later.

Another aspect that invested in the efficacy of this design project was giving the young learners opportunities to guide English classes. Initially, this idea was taken from the book "Let's children play" (Sahlberg & Doyle, 2019), where the authors discuss the importance of

children-guided play. Consequently, every six classes of this course were followed by a lesson where children were invited to decide what activities they wanted to do from the previously conducted ones. A direct citation of one student-participant shows how much they liked that idea, "The best day in the world!" Additionally, a few discussions were conducted with the learners on the purposes and benefits of English learning. Once in a while, they were asked whether they liked English and why they wanted to learn it. These sessions started with the teacher shortly sharing her reasons for loving English, and how it may help in life. Afterward, children shared their attitudes towards English and how they were using it in their daily lives (some cases included watching cartoons, listening to songs, while traveling to other countries). These sessions seemed to serve as means for becoming more enthusiastic about learning English and more motivated.

The piloting experience also revealed that some language structures included in the lesson plans were too ambitious for the targeted age group, and the number of activities in the lessons often was more than enough. In the first case, the language was revised and replaced with more simple and short utterances. In the second case, the number of activities in some lessons was reduced. This allowed for a more relaxed pace of the classes, as more time for each activity was allocated. The latter was critical for the hands-on activities that, if left uncompleted very often because of the lack of time, may fail to create a sense of accomplishment and success in young learners, particularly crucial at this age. If there is time left after completing all the activities, an optional activity was added to each lesson plan.

Furthermore, proper sequencing of activities is an essential component of lesson design. In the beginning stage of this project piloting, the presentation of novel words was followed by activities that checked whether learning happened or not. Some examples of such activities are asking students to point to the correct picture or saying a word and asking them to mime it. During the discussion sessions with the academic director of the center following

the class observations, feedback was received about the inappropriateness of such an approach and its possible withdrawal effects on children's confidence levels. The multisensory presentation of new vocabulary was suggested to be followed by confirmation activities. An example of the latter is showing a flashcard of an apple and asking whether that is an apple or a strawberry. By doing so, children are not demanded to reproduce the knowledge, which may be challenging and for some of them even threatening (they may be afraid of making mistakes), but to choose between two provided options, which places a lower burden on a child's cognition. Based on this data, some lessons were revised in terms of activity sequencing.

Classroom management is one of the most challenging aspects of teaching young learners. It was so in the piloting stage of the current project as well. Some resolutions to this challenge included implementing classroom rules, routines, and attention-getters. Overall, five rules were introduced in English that were learned through multiple repetitions and applications over time. The classroom management was also improved by integrating some routines for the beginning and end of the class, making a circle, asking to participate in an activity, and getting students' attention. For example, to avoid using disciplinary talk and calling on misbehaving learners too often, the learners were introduced to the concept of being soldiers, and as soon as they heard "One, two, three!" they had to stand still and tall and respond in a soldier-like manner "Eyes on me," looking at the teacher. It turned classroom management into a game where students tried to be attentive and do their best to perform well. Another effective strategy was choosing one child each time as a teacher assistant. Of course, this had to be one of them who would be careful and obedient from the beginning of the class, which highly motivated learners to self-discipline.

To close this reflection, let us return to the two citations provided at the beginning of this section. According to Kennedy (John F. Kennedy Presidential Library and Museum,

1963), the youngsters are the most valuable resource in the world and people on whom the humans future depends. In her turn, Montessori emphasized the importance of education as a tool that prepares children to face real-life challenges (Montessori, 1912). The current design project was an answer to the following question, "How can I contribute to the future of Armenia and show my love to my people?" Although like anything else on this Earth, this project also has a place for improvement, I consider it worth the effort and time I put into it to make my investment in the future of my country and humanity in general.

4.2 Recommendations

The following are some recommendations for English teachers planning to use this course with their young learners.

- Every lesson plan of this course usually includes visuals that need to be printed out or downloaded on an electronic device, so prepare for classes in advance.
- The content of the lesson plans in this course is built upon each other, so do not change the sequence of units or lesson plans but consider teaching them in the order suggested by the course developers, which you can find in the section on Scope and Sequence.
- Be flexible. If you feel some activities suggested in the lesson plans do not fit your young learners' needs, or they take more or less time than intended, accommodate or replace them.
- For this course to be successful, the teacher has to keep young learners' needs in mind and do their best to meet them. These include basic physical needs that children meet with the help of parents and caregivers before coming to classes and those that have to be addressed during classes, e.g., physical movement.
- Do not hesitate to use young learners' L1 when you need to explain something that requires higher language proficiency than your students have. At the same time, try to keep first language use to the minimum and encourage children to speak in English.

- Focus on creating an enjoyable atmosphere in your classes so that children associate foreign language learning with something pleasant and joyful to do. The choice of content and activities in this course is intended to help you to accomplish this goal. However, your attitudes and behaviors as a teacher are crucial.
- Make your students active participants in their learning process by asking their opinions on what activities they liked best after each class. It is also suggested that you conduct a class led by the children once in three weeks during the revision sessions, where your learners decide what activities they want to do. One way of doing that is first to brainstorm the activities you did during the previous two units and make a list of them. After that, children may vote and decide on two or three activities they want to do in that class. This also will help you make some idea of your students' preferences and consider them in your future teaching.
- Keep your learners motivated. This is obviously done through the choice of engaging and interesting activities for them and the positive environment in the classroom. However, you may want to go one step forward and, once in a while, conduct discussions in learners' L1 about the opportunities English may open for them. You may also tell them why you like English and how you use it, and ask them to share some ways they made use of English in their everyday life.

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Appendices

Appendix A:

Interview questions:

1. What approaches of teaching do you use?
2. Is there anything the learners prefer to do in the class?
3. How do you keep the learners motivated in the class?
4. How do you assess the young learners' achievement?
5. What listening activities do you think work best with the kids?
6. What speaking activities do you think work best with the kids?
7. What reading activities do you think work best with the kids?
8. What writing activities do you think work best with the kids?
9. What would you identify as the main challenges in the classroom? Why do you think so?
10. What kinds of topics do you think are of the most interest for the kids?

Appendix B

Observation questions:

1. What approaches of teaching are used in the lesson?
2. What activities are used during the lesson?
3. What materials are used during the lesson?
4. What is the role of the teacher in the class?
5. Are the learners actively involved in learning?
6. Are there any rules in the classroom?
7. Which activities are preferred by the young learners?
8. Is there enough space to conduct different activities?
9. What works?
10. What does not work?

Appendix C




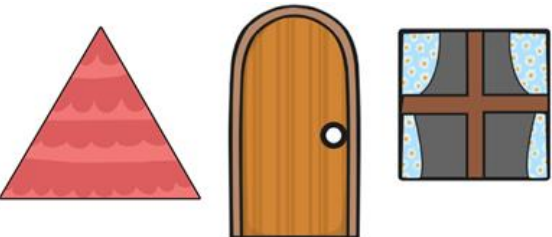




Classroom Activities Checklist

	Student 1	Student 2	Student 3	...	Student 15
SLO 1					
SLO 2					
SLO 3					

Appendix D

Final Test

Task 1. Find the right picture.

<p>1.1. Who is excited?</p> 	<p>1.2. Show me the finger.</p> 
<p>1.3. Show me grandma.</p> 	<p>1.4. Show me the window.</p> 
<p>1.5. Show me the sense of hearing.</p> 	<p>1.6. Show me the roots.</p> 
<p>1.7. Show me the shark.</p> 	<p>1.8. Show me the rainbow.</p> 

Task 2. Answer the question.



1. What is it (pointing to the house)?
2. Is the house made of bricks or wood?
3. How many windows are there?
4. Where's daddy?
5. Are they sisters or brothers (pointing to the two girls in the picture)
6. Are the sisters happy or angry?
7. What is it? (pointing to the rose bush)
8. What color are the flowers?
9. Where's the baby's nose?

Appendix E:

A Survey for parents - Link

<https://forms.gle/shod7V2pM8hTZWre6>

Իմ երեխայի անունն է... / My child's name is... *

Իմ երեխան տանը ոգևորությամբ պատմում է Սենսորիումի անգլերեն դասերի մասին: / My child enthusiastically tells about English lessons of the development center at home. *

1 2 3 4 5

Չեմ նկատել / Have not noticed Հաճախ / Often

Իմ երեխան սկսել է տանը անգլերեն երգեր երգել: / My child started singing English songs at home.

*

1 2 3 4 5

Չեմ նկատել / Have not noticed Հաճախ / Often

Իմ երեխան սկսել է անգլերեն բառեր կամ արտահայտություններ օգտագործել խոսքի մեջ: /
My child started using English words or phrases in speech. *

1 2 3 4 5

Չեմ նկատել/ Have not noticed Հաճախ/Often

Իմ երեխան սկսել է խնդրել, որ իր համար անգլերենով երգեր կամ մուլտեր միացնենք: / My
child started asking us to play songs or cartoons in English for him. *

1 2 3 4 5

Չեմ նկատել/ Have not noticed Հաճախ/Often

Ի՞նչ լրացուցիչ մեկնաբանություններ ունեք: / What additional comments do you have?

Appendix F

Lesson Plans and Materials

UNIT 1. LESSON 1: MY FEELINGS

Children’s learning outcomes:

- Identify and name some feelings.
- Ask each other how they feel.
- Express their feelings through mimicking.

Key words:

Happy, sad, surprised, scared, angry, excited, confused.

Productive language:

(David), catch!

It’s nice to see you.

1. Welcome the children.

- Tell children to make a circle. While making a circle, you may sing the Circle song (See Resource 1.1).
- Call on one child and say *Catch!* E.g., *David, catch!* Throw the ball to him. Have the child move to the center of the circle. The rest circle him and sing the Hello song (See Resource 1.1) using his name. Once done, have the child call on somebody else and throw the ball to them. Continue until everyone gets a turn.

2. Introduce the new vocabulary.

- Have children make a semicircle. Say: *Watch!* and cup your hands around your eyes. Play the first video (See

How do you feel?

I’m (surprised).

Receptive language:

Watch.

(Happy) or (surprised)?

How does she/he feel?

It’s time to go.

Activities:

Introduce the new vocabulary.

Play the Mirror Me game.

Play How does she/he feel?

Play Musical statues.

Materials:

Routine songs (See Resource 1.1)

Feelings videos (See Resource 1.2)

Feelings flashcards (See Resource 1.3)

Guess the feeling video (See Resource 1.4)

Whiteboard

Laptop

Ball

Resource 1.2). When the video stops, show the children the flashcard for “happy” (See Resource 1.3). Mime being happy and say: *I’m happy! Happy, happy, happy!* Get everyone chorus “happy” and show being happy with their faces.

- Continue doing the same steps for each vocabulary word.
 - Now show the children the “surprised” flashcard and ask: *Happy or surprised?* And have children shout out the right word.
 - Do the same with the remaining flashcards.
- 3. Play the Mirror Me game.**
- Divide the children into pairs. Have them sit in front of each other so that there are two circles: inner and outer.

- Explain that you will name some emotions and the outer circle children have to mime them, while their partners mirror everything they do.
- Start naming some emotions. Give children some time to mime and mirror it. If you feel the children do not remember the meaning of the word, show them the corresponding flashcard. Do the activity until they become confident recognizing and miming the feelings you say.

4. Play Musical statues.

- Have children stand in the center of the classroom.
- Explain and model the activity for them. Stick the feelings flashcards on the board so that everyone can see them and explain to children that they may choose either of the feelings to mime when you say: *Freeze*. Once all children stop dancing you will approach one of them, touch and ask: *How do you feel?* That child needs to act out the feeling and respond, *I'm (happy)*. After that, you swap the roles: you become a statue and the child becomes the leader.
- Now start the game. Play some music or an English song children have learned and have them move around. After a short time stop the music and say: *Freeze!* Approach one of the children and touch them. Ask: *How do you feel?* After getting a response, swap the roles.
- Continue the game until the children are interested.

5. (Optional) Play How does she/he feel?

- Have children make a semicircle. Say: *Watch!* and cup your hands around your eyes. Play the first fragment of the video (See Resource 1.4). As it finishes, ask the children: *How does she feel?* Encourage them to respond in a full sentence: *She's happy*.

- Continue the same with the rest of the video.

6. Sing the Goodbye song.

- Have children clean up the room before they go. While cleaning up, you may sing the Cleanup song (See Resource 1.1).
- Say: *It's time to go*.
- Have children make a circle and sing the Goodbye song (See Resource 1.1).

Resource 1.1: Routine songs - Link

<https://drive.google.com/file/d/1eek7BCSa63I8CwCsnbHA0qFqca0s3I8p/view?usp=sharing>

<https://www.youtube.com/watch?v=kGDjY0BiVAg>

Lyrics:**Hello song**

Hello, (name), hello (name), hello (name),
It's nice to see you!
Who's next?

<https://drive.google.com/file/d/1mO2mRXMJy4b5HPalnw2FBTa2l-S1xYoe/view?usp=sharing>

Make a circle song

Make a circle, make a circle,
One, two, three, four, five.

<https://www.youtube.com/watch?v=UQfvAlmr5g0>

Goodbye song

Goodbye, goodbye.
It's time to go.
Goodbye, goodbye.
I don't want to go.
See you later, alligator.
Bye bye bye, butterfly.
Goodbye!

Resource 1.2: Feelings videos - Link

<https://drive.google.com/file/d/1DAx4pUtEnpjekXvbnHA005XwYMIpn0Ta/view?usp=sharing>

<https://drive.google.com/file/d/13tXxJcIJxlCTPVH-So7IDkiU2EN90ToW/view?usp=sharing>

https://drive.google.com/file/d/197Fnh_IADxT1kBgisiYr5rDTBpAjq35C/view?usp=sharing

<https://drive.google.com/file/d/1RPsMq4zrvK4rAZ7WL265xyduE3siQ1aP/view?usp=sharing>

<https://drive.google.com/file/d/1VC2YPrPyRmOUI2a9EhoxnDLWgWZfJ2Im/view?usp=sharing>

<https://drive.google.com/file/d/1xOyTwwldTMxrDWcaoZVviNLRcVC1Jx0R/view?usp=sharing>

https://drive.google.com/file/d/1hd_7k51ryI96WlvMHDHJ8eF0RCjcx6w/view?usp=sharing

Resource 1.3: Feelings flashcards - Link

https://drive.google.com/file/d/1RPlptzFRkP4eZu9tDAsDvs_nWjRMv4Gg/view?usp=sharing



Resource 1.4: Guess the feeling - Link

<https://www.youtube.com/watch?v=dOkyKyVFnsS>

UNIT 1. LESSON 2: ARE YOU HAPPY?

Children's learning outcomes:

- Identify and name some feelings.
- Ask and answer closed-ended questions.

Key words:

Happy, sad, surprised, scared, angry, excited, confused, feeling, little kitty.

Productive language:

What's the feeling?
Yes, it is. /No, it isn't.

Are you (confused)?
Yes, I am/ No, I'm not.

Receptive language:

Make a semicircle.

Draw a feeling.

Activities:

Revise the feelings vocabulary.
Play What's the feeling?
Play the Little Kitty game.

Play the Mindreader game.
(Optional) Play Musical Flashcards.

Materials:

Routine songs (See Resource 1.1)
Feelings flashcards (See Resource 1.3)
Whiteboard and markers
Pencils and paper
Ball

1. Welcome the children.

- Tell children to make a circle. While making a circle, you may sing the Circle song (See Resource 1.1).
- Call on one child and say: *Catch!* E.g., *David, catch!* Throw the ball to him. Have the child move to the center of the circle. The rest circle him and sing the Hello song (See Resource 1.1) using his name. Once done, have the child call on somebody else and throw the ball to them. Continue until everyone gets a turn.

2. Revise the feelings vocabulary.

- Have children sit in a semicircle.
- Put the feelings flashcards (See Resource 1.3) in front of them.
- On a board, draw a circle with two eyes, a nose, and a smiling mouth. Ask, *What's the feeling?* As children respond in chorus, call on one of them to choose the correct flashcard and attach it to the board. Encourage them to mime the feeling on the flashcard and say, *I'm happy, happy, happy.*
- Do the same steps for other feelings.

3. Play What's the feeling?

- Invite one of the children to help you. On a piece of paper draw a smiling face and ask: *What's the feeling?* Give the child time to answer. If she/he guesses correctly, say: *Yes, it is.* Otherwise: *No, it isn't.* Now give a pencil and a piece of paper to the child and encourage him to draw a feeling and ask you, *What's the feeling?* As you respond, encourage him to give you feedback by saying, *Yes, it is. / No, it isn't.*
- Now divide the children into pairs and give each of them a pencil and piece of paper. Give them some time to draw and guess feelings. Observe and monitor.

4. Play the Little Kitty game.

- Have the children sit in a circle.
- Explain that one of them will be the Little Kitty and the rest will try to find out how he/she feels.
- Practice asking the Little Kitty how he/she feels. Say, *Little Kitty, Little Kitty, are you sad?* Do this in a rhythmic way stamping your feet with each word as though you are walking. Now encourage the children to join in with you.

Chorus for a few times, until the children get confident saying the sentence.

- Hang out a feeling flashcard (See Resource 1.3) to each child. For this activity, you will need two sets of feelings flashcards. It's preferable that the second set consists of mini flashcards. Keep one mini flashcard for you and sit in the middle of the circle. Say, *I'm the Little Kitty*. Pretend to hide your flashcard in a way that nobody sees what you have on it. Encourage one of the children to look at what feeling he has on his flashcard and ask you if you feel that way or not. E.g., *Little Kitty, Little Kitty, are you surprised?* If you have the same flashcard you respond, *Yes, I am*, and the child comes to replace you in the middle of the circle. Otherwise, you respond, *No, I'm not*, and turn to the next person in the circle to ask you. Every time a new Kitty comes to the middle, give him a chance to choose one card from the set of mini flashcards turned facedown.
- Play the game until everyone gets a turn.

5. Play the Mindreader game.

- Explain to the children that you will keep a feeling in mind, and they have to guess what it is by asking you questions, e.g., *Are you confused?* You respond, *Yes, I am/ No, I'm not*. Whoever guesses, goes next.
- Play until the children are interested.

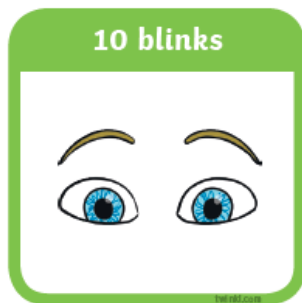
6. (Optional) Play Musical Flashcards.

- Place feelings flashcards (See Resource 1.3) in a circle all over the floor as far from each other as possible. Explain that children have to move when you turn on music and sit on one of the flashcards, when you stop it.

- Turn on the music or any English song that children have learned and get them to move around. After a short time pause the music and encourage the children each to sit on a flashcard. Say: *Stand up if you're sad*. Encourage the child who is sitting on that flashcard to stand up and come to the middle of the circle. Now, invite another child, say: *Stand up if you're excited*. When both children are in the middle of the circle, tell them some exercise to do, e.g., spin 3 times. If children are unfamiliar with the action words, show them flashcards for the actions (See Resource 1.5) or act out for them.
 - Continue until children are interested.
- ##### 7. Sing the Goodbye song.
- Have children clean up the room before they go. While cleaning up, you can sing the Cleanup song (See Resource 1.1).
 - Say: *It's time to go*.
 - Have children make a circle and sing the Goodbye song (See Resource 1.1).

Resource 1.5: Action cards - Link

https://drive.google.com/file/d/1c0nFMjCIofGFMMUEz32XW6ac40NSa85_/view?usp=sharing



UNIT 1. LESSON 3: IT MAKES ME SCARED!

Children's learning outcomes:

- Tell how something makes them feel.
- Express their emotions through art.
- Enhance their fine motor skills through pencil drawing.

Key words:

Happy, sad, surprised, scared, angry, excited, confused.

Productive language:

It makes me (scared).

Receptive language:

Listen.

How does it make you feel?

The sun makes me happy.

Draw something that makes you happy.

Activities:

Revise the feelings vocabulary.

Play How does it make you feel?

Draw something that makes you happy.

(Optional) Play Picture selection.

Materials:

Routine songs (See Resource 1.1)

Emotion Case Simulation videos (See Resource 1.6)

Musical compositions (See Resource 1.7)

How does it make to you feel cards (See Resource 1.8)

Whiteboard and markers

Crayons, pencils and paper

Ball

1. Welcome the children.

- Tell children to make a circle. While making a circle, you may sing the Circle song (See Resource 1.1).
- Call on one child and say **Catch!** E.g., **David, catch!** Throw the ball to him. Have the child move to the center of the circle. The rest circle him and sing the Hello song (See Resource 1.1) using his name. Once done, have the child call on somebody else and throw the ball to them. Continue until everyone gets a turn.

2. Revise the feelings vocabulary.

- Ask children to sit in a semicircle in front of a laptop or projector.
- Say, **Watch!** and cup your hands around your eyes. Play the first video (See Resource 1.6). Encourage the children to say how the people in the video feel, choosing from the three provided options.
- If the children are interested, play the second video for them (See Resource 1.6).

3. Play How does it make you feel?

- Ask children to sit in a circle. Say, **Listen!** And play the first musical composition (See Resource 1.7). After listening to it for a while, say, **It makes me sad.** Pretend to be sad.
- Now say the same sentence, doing bilateral movement along the way, e.g., you may move your hands like a robot. It is preferable to add some rhythm there or use a robot-like voice. Drill with children several times.
- Play the second composition. Listen to it and say, **It makes me happy.** Make a happy face as you say that. Repeat the same sentence with bilateral movement and rhythm, and have children follow you.
- Now have children close their eyes, play the rest of the compositions one by one for children to listen to, and ask them, **How does it make you feel?**
- Encourage children to move like a robot and respond in complete sentences like, **It makes me (scared).** After getting choral responses, call on individual children to share their feelings.

- After you have listened to all the compositions, call on one of the children and show him one of the flashcards (See Resource 1.8) and ask, *How does it make you feel?* Sharing feelings and emotions can be sensitive and take time for children, so wait patiently until they figure out what they feel and respond to you.
 - Continue the activity until children are interested.
- 4. Draw something that makes you happy.**
- Ask children to sit at the table. Draw a sun, show it to children, and say, *The sun makes me happy.*
 - Now, give out ¼ A4 pieces of paper per child and colored pencils or crayons.
 - Say, *Draw something that makes you happy.* Set a timer for one minute and place it in a way that children can follow. As time is over, ask a few children, What makes you happy? Help them with any vocabulary word that they do not know. It is okay if they respond in one word at this stage, e.g., a present or a teddy bear.
 - Do the same for sad, scared, and excited vocabulary words.
- 5. (Optional) Play Picture selection.**
- Lump together all the drawings that children did during the Activity 6 of this lesson. Have one child pick up a card and ask them, *How does it make you feel?* If you feel the children are confident enough, you may do this as a pair activity.
- 6. Sing the Goodbye song.**
- Have children clean up the room before they go. While cleaning up, you can sing the Cleanup song (See Resource 1.1).
 - Say: *It's time to go.*
- Have children make a circle and sing the Goodbye song (See Resource 1.1).

Resource 1.6: Emotions Case Simulation Videos - Link

Taken from:

1. <https://www.youtube.com/watch?v=rt4KogC98WI>
2. <https://www.youtube.com/watch?v=RN4fIb5292M>

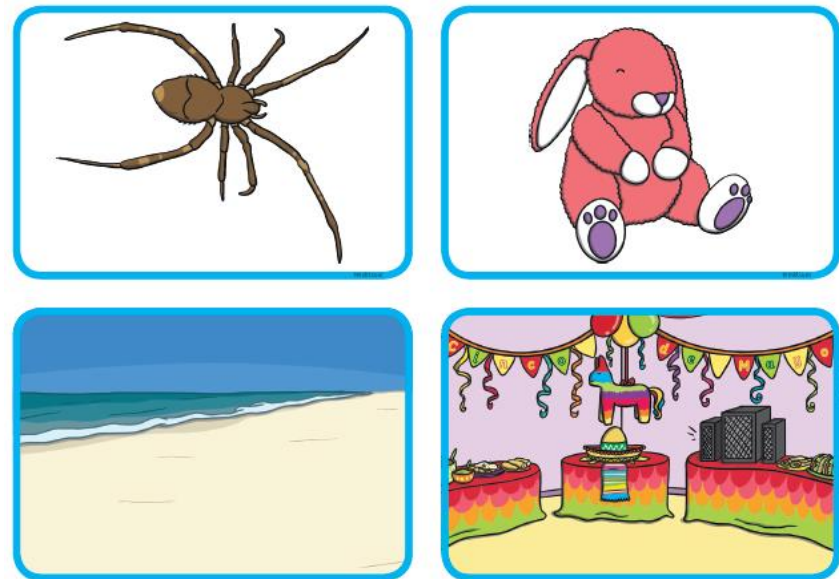
Resource 1.7: Music - Link

1. https://drive.google.com/file/d/1zhMGXt_GAITGi6xr5TeRHw0aEVkRrQ4j/view?usp=sharing
2. <https://drive.google.com/file/d/1JFEAiukdleKLv4N3mrGtUwQfo9saatNL/view?usp=sharing>
3. <https://drive.google.com/file/d/1OByfIh4k1KFN2U6B57Jq7IjOFR2OQCnu/view?usp=sharing>
4. https://drive.google.com/file/d/1BJfW9EgDb_fH0OHZ12BvbIGn0UKNbjrD/view?usp=sharing
5. https://drive.google.com/file/d/1BJfW9EgDb_fH0OHZ12BvbIGn0UKNbjrD/view?usp=sharing

6. https://drive.google.com/file/d/1CjRHI_srvlhASNmb92mTYKUvBLlvaedg/view?usp=sharing
7. <https://drive.google.com/file/d/1IpztG2KfYdO6rJFvsAxcZF1Iir5k31pw/view?usp=sharing>

Resource 1.8: How does it make you feel cards - Link

https://drive.google.com/file/d/1RPlptzFRkP4eZu9tDAsDvs_nWjRMv4Gg/view?usp=sharing





UNIT 2. LESSON 1: MY BODY PARTS

Children's learning outcomes:

- Identify and name some body parts.
- Sing the One Little Finger Song.
- Enhance their fine motor skills through drawing.

Key words:

Eye, ear, chin, mouth, finger, head, hand, nose, tongue

Productive language:

Bingo!

Point your finger (up).

Put it on your (chin).

Receptive language:

Simon says touch your nose!

Draw an ear!

Activities:

Introduce the body parts vocabulary.

Sing the One little finger song.

Play the Body parts matching game.

(Optional) Play the Simon says game.

Materials:

Routine songs (See Resource 1.1)

Body Parts Powerpoint Slides (See Resource 2.1)

Body Parts Flashcards (See Resource 2.2)

One Little finger Song (See Resource 2.3)

Disposable plates

Glue sticks

Laptop

Whiteboard and magnets

Colored pencils

Ball

1. Welcome the children.

- Tell children to make a circle. While making a circle, you may sing the Circle song (See Resource 1.1).
- Call on one child and say **Catch!** E.g., **David, catch!** Throw the ball to him. Have the child move to the center of the circle. The rest circle him and sing the Hello song (See Resource 1.1) using his name. Once done, have the child call on somebody else and throw the ball to them. Continue until everyone gets a turn.

2. Introduce the body parts vocabulary.

- Have everyone take a chair and make a semicircle. Say, **Look!** And show the first PowerPoint slide (See Resource 2.1). Encourage children to touch the body part which is circled on the picture (e.g. eyes on the first slide).
- Now show the “eye” flashcard (See Resource 2.2) and attach it to the board. Point to your eyes, blink, and say: **Eyes! Eyes,**

eyes, eyes. Have the children repeat after you, pointing to their eyes and blinking.

- Continue showing pictures and having children touch their body parts. Attach the flashcards on the board, name the body parts, and point to the body parts on your body. Encourage the children to copy the actions with you.

Actions you may use:

mouth - pretend to kiss

hands - wash your hands

tongue - stick out your tongue

ears - touch your ears

chin - tap your chin

nose - touch or rub your nose

3. Sing the One little finger song.

- Ask children to stand in a circle. While making a circle, you may sing the Circle song (See Resource 1.1).

- Play the song (See Resource 2.3) and mime the actions that are described in the song. If children are interested, you can sing the song a few times.
 - You may adapt the lyrics according to the body parts vocabulary you cover in this unit.
- 4. Play the Body parts matching game.**
- Take a piece of paper and a pencil. Pretend to give an instruction to yourself using your name: *(Name), draw an eye!* Follow your instruction.
 - Now give a piece of paper to one of the confident children and say: *Draw an ear!* Provide any help if needed.
 - Continue with the rest of the children until you have double pieces of drawings for each of the following body parts: eye, ear, hand, finger, chin, and nose.
 - Now take a disposable plate and stick one of the drawings to the inner side. Give the children more plates and encourage them to do the same with the rest of the drawings.
 - Put the plates face down into 3-4 rows on the floor. Mix up the plates by sliding them around the floor. Then turn over two of the plates. If there is a match, say: *Bingo!* And name the body part. If they are different, say: *No, sorry...* and turn them over back.
 - Now call on one of the children and say: *You try.* Encourage the child to turn over two of the plates and see whether they match or not. If they do, encourage them to say: *Bingo!* and name the body part.
 - Continue the game until the children are interested.
- 5. (Optional) Play the Simon says game.**
- Ask children to sit in a circle. Explain that when you say Simon says before the instruction, they have to do that. When

you only give instructions without saying “Simon says,” they do not do that.

- Model the game for the children. Say: *Simon says touch your nose!* and touch your nose. Now say: *Touch your head!* And do not follow the command.
 - Now play the game. Some suggested instructions are:
Point your finger up.
Point your finger down.
Touch your chin.
Blink your eyes.
Stand up.
 - When you feel children are confident to follow the instructions, choose some of them to lead the game.
- 6. Sing the Goodbye song.**
- Have children clean up the room before they go. While cleaning up, you can sing the Cleanup song (See Resource 1.1).
 - Say: *It's time to go.*
 - Have children make a circle and sing the Goodbye song (See Resource 1.1).

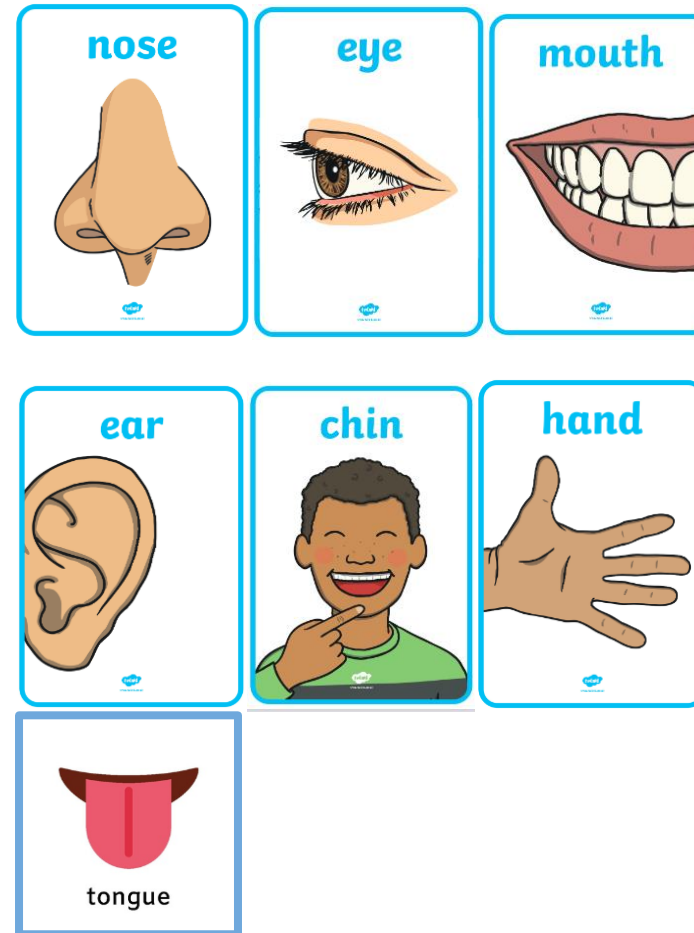
Resource 2.1: Body Parts PowerPoint Slides - Link

<https://docs.google.com/presentation/d/1i9iOG3avOPBnOzv7Y5wDqxp8ogTZziA9/edit?usp=sharing&ouid=107433926467597186587&rtpof=true&sd=true>



Resource 2.2: Body Parts Flashcards - Link

<https://drive.google.com/file/d/1x58DPySVzgmUtnz3hvcZzg6GuFJb-6me/view?usp=sharing>



Resource 2.3: One Little Finger Song - Link

Taken from: <https://www.youtube.com/watch?v=eBVqcTEC3zQ>

Lyrics:

One little finger, one little finger, one little finger.
Tap tap tap.
Point your finger up.
Point your finger down.
Put it on your head. Head!

One little finger, one little finger, one little finger.
Tap tap tap.
Point your finger up.
Point your finger down.
Put it on your nose. Nose!
One little finger, one little finger, one little finger.
Tap tap tap.

Point your finger up.
Point your finger down.
Put it on your chin. Chin!

One little finger, one little finger, one little finger.
Tap tap tap.
Point your finger up.
Point your finger down.
Put it on your mouth. Mouth!

One little finger, one little finger, one little finger.
Tap tap tap.
Point your finger up.
Point your finger down.

Put it on your ear. Ear!

One little finger, one little finger, one little finger.
Tap tap tap.
Point your finger up.
Point your finger down.
Put it on your eye. Eye!
Put it on your ear. Ear!
Put it on your mouth. Mouth!
Put it on your chin. Chin!
Put it on your nose. Nose!
Put it on your head. Head!
Now let's wave goodbye. Goodbye!

UNIT 2. LESSON 2: WHEN I LOOK IN A MIRROR

Children's learning outcomes:

- Sing the *One little finger song*.
- Tell what they see in a mirror on their face.
- Enhance their fine motor skills through drawing.

Key words:

Eye, ear, chin, mouth, finger, head, hand, nose, mirror, face.

Productive language:

I see (two) little (eyes).

1. Welcome the children.

- Tell children to make a circle. While making a circle, you may sing the Circle song (See Resource 1.1).
- Call on one child and say *Catch!* E.g., *David, catch!* Throw the ball to him. Have the child move to the center of the circle. The rest circle him and sing the Hello song (See Resource 1.1) using his name. Once done, have the child call on somebody else and throw the ball to them. Continue until everyone gets a turn.

2. Sing the One Little Finger Song.

- Quickly revise the body parts vocabulary by attaching them to the board (See Resource 2.2). Make sure to put the words in the same order as they appear in the song.
- Divide children into pairs. Explain that this time as they sing the song, they will point to their partner's body parts instead of theirs. Model it for them with one of the children.

Receptive language:

What's this?

Look in the mirror.

Draw your face.

Activities:

Sing the One little finger song.

Recite the My Special Face poem.

Play Find my lie

Draw what you see in a mirror.

(Optional) Play the Simon says game.

Materials:

Routine songs (See Resource 1.1)

Body Parts Flashcards (See Resource 2.2)

One Little finger Song (See Resource 2.3)

My special face poem (See Resource 2.4)

Whiteboard and magnets

Mirrors

Drawing paper

Colored pencils

Ball

- Play the song (See Resource 2.3) and do the actions that are described in the song.
 - You may adapt the lyrics according to the body parts vocabulary you cover in this unit.
- #### 3. Recite the My Special Face poem.
- Ask children to take a chair and sit in a circle. Show them a mirror. Ask: *What's this?* Elicit or pre-teach: *A mirror.*
 - Look at the mirror and slowly recite the poem (See Resource 2.4). While reciting, point to the appropriate parts of the body.
 - Hand out a mirror to each child. Tell them to look at a mirror and point to the body parts they will hear in the poem. Recite the poem. Help if you see the children are not sure where to point to.
 - Now, tell children that you will skip some parts of the poem and only point to the body parts, and they will have to reconstruct the exact line. Recite the poem, leaving out some phrases like *two little eyes and one little mouth.*

4. Play Find My Lie.

- Look at a mirror and say: *I see three little eyes.* Encourage children to correct you. They may say: *No, two little eyes.* Now say: *I see one big-big mouth.* And wait until the children correct you. Continue making false statements about what you see in a mirror on your face and have the children tell the true statements.
- Once the children are confident enough, take turns making false statements and have everybody else correct them. Continue until each child gets a turn.

5. Draw what you see in a mirror.

- Hand out a mirror to each child. Have them look in the mirror and name what they see, e.g., *I see two little ears.*
- Now, hand out a sheet of paper to each child. Have them draw on it whatever they see in the mirror.
- Point to the parts of drawings and ask: *What's this?*

6. (Optional) Play the Simon says game.

- Ask children to sit in a circle. Explain that when you say Simon says before the instruction, they have to do that. When you only give instructions without saying “Simon says,” they do not do that.
- Model the game for the children. Say: *Simon says touch your nose!* and touch your nose. Now say: *Touch your head!* And do not follow the command.
- Now play the game.
Some suggested instructions are:
Point your finger up.
Point your finger down.
Touch your chin.
Blink your eyes.

Stand up.

- When you feel children are confident to follow the instructions, choose some of them to lead the game.
- #### 7. Sing the Goodbye song.
- Have children clean up the room before they go. While cleaning up, you can sing the Cleanup song (See Resource 1.1).
 - Say: *It's time to go.*
 - Have children make a circle and sing the Goodbye song (See Resource 1.1).

Resource 2.4: My Special Face Poem**My Special Face**

Adapted by Jolanda Garcia, KidsSoup Inc.

When I look in a mirror I see my face,
And all of its parts are in their place.
I see two little ears and one little nose,
I see two little eyes and one little mouth.
When I look in the mirror, what do I see?
A wonderful and special me! (Give yourself a hug!)

Taken from: <https://www.kidssoup.com/activity/all-about-me-activities-crafts-and-lessons-plans>

UNIT 2. LESSON 3: FIND A FOOT

Children's learning outcomes:

- Recite the Find a foot or a hand rhyme.
- Enhance their fine motor skills through tracing scissors cutting task
- Enhance their gross motor skills.

Key words:

Hand, foot, knee, elbow, bottom, nose.

Productive language:

It's a (hand).

Touch your (nose).

Receptive language:

1. Welcome the children.

- Tell children to make a circle. While making a circle, you may sing the Circle song (See Resource 1.1).
- Call on one child and say *Catch!* E.g., *David, catch!* Throw the ball to him. Have the child move to the center of the circle. The rest circle him and sing the Hello song (See Resource 1.1) using his name. Once done, have the child call on somebody else and throw the ball to them. Continue until everyone gets a turn.

2. Play the Musical Body Parts game.

- Ask children to make a circle. Look over the set of flashcards from the Musical Body parts game (See Resource 2.5). Attach the flashcard for a hand to the board, and ask: *What's this?* Elicit *It's a hand.* Now say, *Touch your hand.* Encourage the children to touch their hands.

What's this?

Touch your (hand).

Trace.

Cut out.

Freeze.

Activities:

Play the Musical Body Parts game.

Play Find a Foot or a Hand.

Play Clean up and Freeze.

(Optional) Play Find My Lie.

Materials:

Routine songs (See Resource 1.1)

Musical Body Parts (See Resource 2.5)

Find a Foot or a Hand (See Resource 2.6)

Whiteboard and magnets

Colored construction paper (2 sheets per child)

Pencils

Scissors

Ball

- Continue with the rest of the flashcards (you may choose to use only some of them in the game). Pre-teach the new body parts to children incorporating actions, rhythm, and repetition.
 - Now have the children stand in the area where they can easily move around. Play some lively music (it can be a song the children have learned previously) and say, *Move!* After a while, stop the music, hold up and shout out one of the body parts, e.g., *Hand!* For whichever body part you hold up, children need to make sure that the body part is touching the floor.
 - Continue, making sure you use a range of body parts.
 - Now choose one of the children to be the teacher and give them a set of flashcards. Have them lead the game for a while. Continue until everybody gets a turn.
- #### 3. Play Find a Foot or a Hand.
- Hand out two sheets of colored paper, scissors, and a pencil per child. Say: *Look!* Take a sheet of paper, put your left

hand on it, and trace, saying: *Trace, trace, trace*. Encourage the children to do the same. Now, do the same for your right hand and encourage the children to trace their right hand. Say: *Cut out* and start cutting out the shapes. Encourage the children to follow you. On the back of each shape, stick a piece of double-sided tape. Have children stick their shapes wherever they want on the floor in the room.

- Now, take the second sheet of paper and put your foot on it. Say: *Trace, trace, trace*, and start tracing the shape of your foot. Encourage children to follow and trace their feet. Do the same for the other foot. Say: *Cut out* and start cutting out the shapes. Encourage the children to follow you. On the back of each shape, stick a piece of double-sided tape. Have children stick their shapes wherever they want on the floor in the room.
- Now, recite the first verse of the rhyme (See Resource 2.6) and do the actions. Encourage the children to join in with you.
- Go over the whole rhyme and do the actions.
- For the second time, recite the rhyme, leaving off words like *hop, hop, hop* or *stop, stop, stop*, and encourage children to say them.

4. Play Cleanup and Freeze.

- Turn on some lively music and say, *Clean up!* Encourage the children to tear the shapes from the floor and put them into the bin. After a while, stop the music and say: *Freeze!* Make sure everybody follows the command.
- Continue until there are no colored paper pieces on the floor.

5. (Optional) Play Find My Lie.

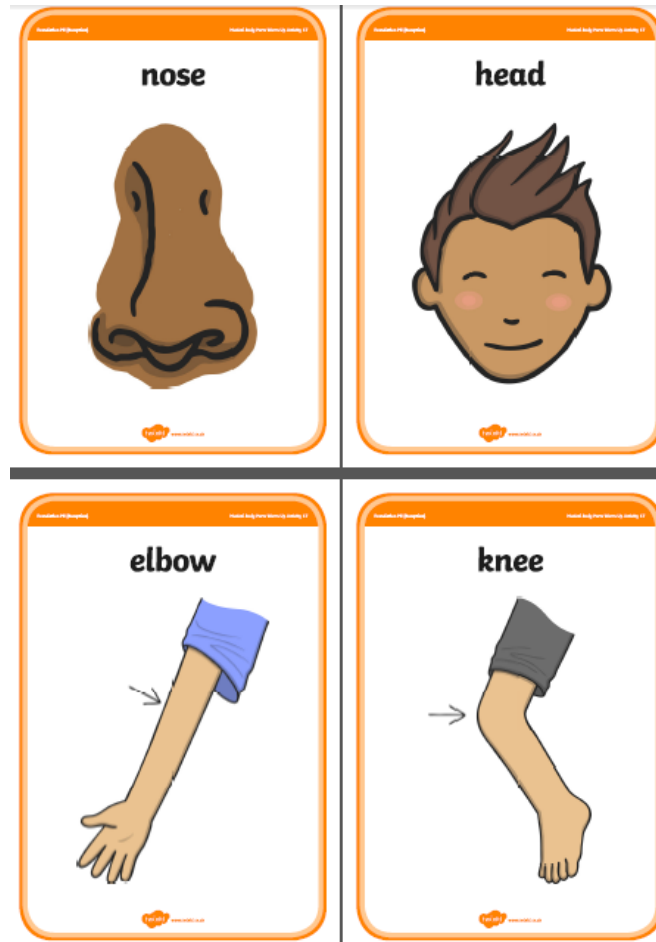
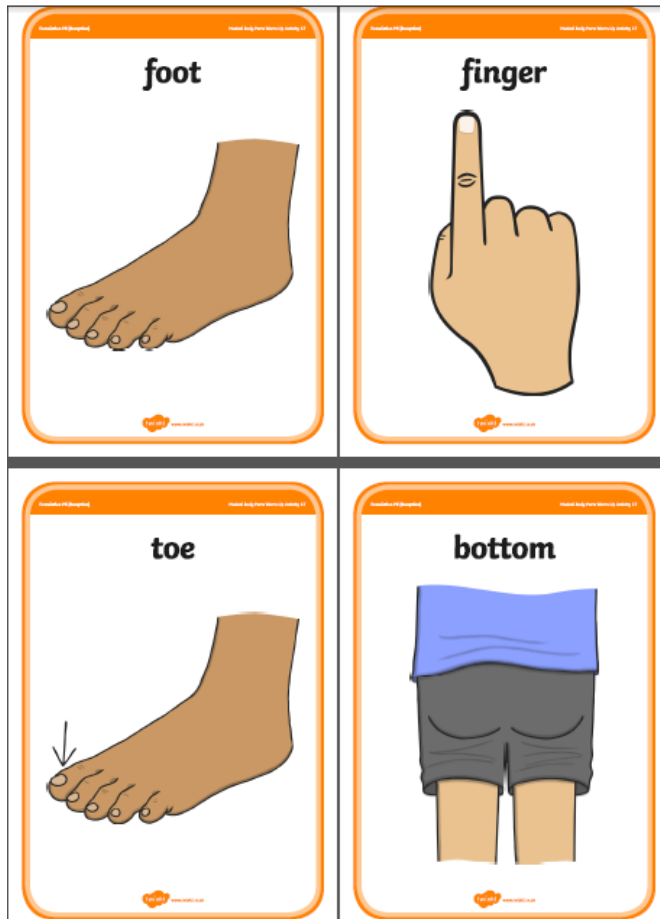
- Look at a mirror and say: *I see three little eyes*. Encourage children to correct you. They may say: *No, two little eyes*. Now say: *I see one big-big mouth*. And wait until the children correct you. Continue making false statements about what you see in a mirror on your face and have the children tell the true statements.
- Once the children are confident enough, take turns making false statements and have everybody else correct them. Continue until each child gets a turn.

6. Sing the Goodbye song.

- Have children clean up the room before they go. While cleaning up, you can sing the Cleanup song (See Resource 1.1).
- Say: *It's time to go*.
- Have children make a circle and sing the Goodbye song (See Resource 1.1).

Resource 2.5: Musical Body Parts - Link

https://drive.google.com/file/d/19VNGZU4cndSOE_F9eysSpm8j9u1_xFi/view?usp=sharing



Resource 2.6: Find a Foot or a Hand Rhyme

Find a Foot or a Hand

Original Author Unknown

Find a foot and hop, hop, hop.

When you're tired, stop, stop, stop.

Turn around and count to ten.

Find a foot and hop again.

Find a foot and hop, hop, hop.

When you're tired, stop, stop, stop.

Jump on both feet and count to ten.

Find a foot and hop again.

Find a foot and hop, hop, hop.

When you're tired, stop, stop, stop.

Run in place and count to ten.

Find a foot and hop again.

Find a foot and hop, hop, hop.

When you're tired, stop, stop, stop.

Touch your toes and count to ten.

Find a foot and hop again.

Taken from: <https://www.kidssoup.com/activity/all-about-me-activities-crafts-and-lessons-plans>

REVIEW 1. LESSON 1. CHILDREN-GUIDED LESSON

1. Welcome the children.

- Tell children to make a circle. While making a circle, you may sing the Circle song (See Resource 1.1).
- Call on one child and say *Catch!* E.g., *David, catch!* Throw the ball to him. Have the child move to the center of the circle. The rest circle him and sing the Hello song (See Resource 1.1) using his name. Once done, have the child call on somebody else and throw the ball to them. Continue until everyone gets a turn.

2. Brainstorm activity ideas.

- Tell children today they will decide what they want to do in English class. Explain that they can choose any activity from those you did together during the last two weeks. Ask children to take turns sharing about their preferable activity. Write down the ideas on the board. Once everybody has shared, read each activity name and ask children to vote for one of them. Conduct the activities that most of the children want to do.

3. Sing the Goodbye song.

- Have children clean up the room before they go. While cleaning up, you can sing the Cleanup song (See Resource 1.1).
- Say: *It's time to go.*
- Have children make a circle and sing the Goodbye song (See Resource 1.1).

REVIEW 1. LESSON 2

Note: This lesson plan is tentative. Depending on the activities children chose to do last class, you may use different activities in this lesson from those provided in the current plan.

Children's learning outcomes:

- *Sing the One little finger song.*
- *Tell what they see in a mirror on their face.*
- *Express their feelings with ease.*
- *Enhance their fine motor skills through drawing.*

Key words:

Eye, ear, chin, mouth, finger, head, hand, nose, mirror, face, happy, sad, excited, angry, confused, surprised.

Productive language:

It makes me (sad).

1. Welcome the children.

- Tell children to make a circle. While making a circle, you may sing the Circle song (See Resource 1.1).
- Call on one child and say: **Catch!** E.g., **David, catch!** Throw the ball to him. Have the child move to the center of the circle. The rest circle him and sing the Hello song (See Resource 1.1) using his name. Once done, have the child call on somebody else and throw the ball to them. Continue until everyone gets a turn.

2. Sing the One Little Finger Song.

You see (two) little (eyes).

Receptive language:

What's this?

Draw an ear!

How does it make you feel?

Stand up if you're sad.

Activities:

Sing the One little finger song.

Play How does it make you feel?

Play Find my lie.

Play the Body parts matching game.

(Optional) Play Musical Flashcards.

Materials:

Routine songs (See Resource 1.1)

Body Parts Flashcards (See Resource 2.2)

One Little finger Song (See Resource 2.3)

Musical pieces (See Resource 1.7)

How does it make you feel cards (See Resource 1.8)

Feelings flashcards (See Resource 1.3)

Action cards (See Resource 1.5)

Whiteboard and magnets

A device to play audio files

Mirror

Drawing paper

Colored pencils

Ball

- Quickly revise the body parts vocabulary by attaching them to the board (See Resource 2.2). Make sure to put the words in the same order as they appear in the song.
 - Divide children into pairs. Explain that this time as they sing the song, they will point to their partner's body parts instead of theirs. Model it for them with one of the children.
 - Play the song (See Resource 2.3) and do the actions that are described in the song.
 - You may adapt the lyrics according to the body parts vocabulary you cover in this unit.
- #### 3. Play How does it make you feel?

- Ask children to sit in a circle. Say, *Listen!* And play the first musical composition (See Resource 1.7). After listening to it for a while, say, *It makes me sad*. Pretend to be sad.
 - Now say the same sentence, doing bilateral movement along the way, e.g., you may move your hands like a robot. It is preferable to add some rhythm there or use a robot-like voice. Drill with children several times.
 - Play the second composition. Listen to it and say, *It makes me happy*. Make a happy face as you say that. Repeat the same sentence with bilateral movement and rhythm, and have children follow you.
 - Now have children close their eyes, play the rest of the compositions one by one for children to listen to, and ask them, *How does it make you feel?*
 - Encourage children to move like a robot and respond in complete sentences like, *It makes me (scared)*. After getting choral responses, call on individual children to share their feelings.
 - After you have listened to all the compositions, call on one of the children and show him one of the flashcards (See Resource 1.8) and ask, *How does it make you feel?* Sharing feelings and emotions can be sensitive and take time for children, so wait patiently until they figure out what they feel and respond to you.
 - Continue the activity until children are interested.
- 4. Play Find My Lie.**
- Look at a mirror and say: *I see three little eyes*. Encourage children to correct you. They may say: *No, two little eyes*. Now say: *I see one big-big mouth*. And wait until the children correct you. Continue making false statements about

what you see in a mirror on your face and have the children tell the true statements.

- Once the children are confident enough, take turns making false statements and have everybody else correct them. Continue until each child gets a turn.
- 5. Play Musical Flashcards.**
- Place feelings flashcards (See Resource 1.3) in a circle all over the floor as far from each other as possible. Explain that children have to move when you turn on music and sit on one of the flashcards, when you stop it.
 - Turn on the music or any English song that children have learned and get them to move around. After a short time pause the music and encourage the children each to sit on a flashcard. Say: *Stand up if you're sad*. Encourage the child who is sitting on that flashcard to stand up and come to the middle of the circle. Now, invite another child, say: *Stand up if you're excited*. When both children are in the middle of the circle, tell them some exercise to do, e.g., spin 3 times. If children are unfamiliar with the action words, show them flashcards for the actions (See Resource 1.5) or act out for them.
 - Continue until children are interested.
- 6. (Optional) Play the Body parts matching game.**
- Use disposable plates you prepared in lesson 1 Unit 2 or prepare new ones following the instructions in the Unit.
 - Put the plates face down into 3-4 rows on the floor. Mix up the plates by sliding them around the floor. Then turn over two of the plates. If there is a match, say: *Bingo!* And name the body part. If they are different, say: *No, sorry...* and turn them over back.

- Now call on one of the children and say: *You try*. Encourage the child to turn over two of the plates and see whether they match or not. If they do, encourage them to say: *Bingo!* and name the body part.
- Continue the game until the children are interested.

7. Sing the Goodbye song.

- Have children clean up the room before they go. While cleaning up, you can sing the Cleanup song (See Resource 1.1).
- Say: *It's time to go*.
- Have children make a circle and sing the Goodbye song (See Resource 1.1).

REVIEW 1. LESSON 3

Note: This lesson plan is tentative. Depending on the activities children chose to do last class, you may use different activities in this lesson from those provided in the current plan.

Children's learning outcomes:

- Ask each other how they feel.
- Express their feelings with ease.

Key words:

Eye, ear, chin, mouth, finger, head, hand, nose, mirror, face, happy, sad, excited, angry, confused, surprised.

Productive language:

1. Welcome the children.

- Tell children to make a circle. While making a circle, you may sing the Circle song (See Resource 1.1).
- Call on one child and say: *Catch!* E.g., *David, catch!* Throw the ball to him. Have the child move to the center of the circle. The rest circle him and sing the Hello song (See Resource 1.1) using his name. Once done, have the child call on somebody else and throw the ball to them. Continue until everyone gets a turn.

2. Play the Little Kitty game.

- Have the children sit in a circle.
- Explain that one of them will be the Little Kitty and the rest will try to find out how he/she feels.
- Practice asking the Little Kitty how he/she feels. Say, *Little Kitty, Little Kitty, are you sad?* Do this in a rhythmic way stamping your feet with each word as though you are

Little Kitty, are you surprised?

You see (two) little (eyes).

Receptive language:

Simon says touch your nose!

Touch your hand.

Activities:

Play the Little Kitty game.

Play the Musical Body Parts game.

Play the Simon says game.

(Optional) Play Find my lie.

Materials:

Feelings flashcards (See Resource 1.3)

Musical Body parts cards (See Resource 2.5)

Whiteboard and magnets

Mirror

Ball

walking. Now encourage the children to join in with you.

Chorus for a few times, until the children get confident saying the sentence.

- Hang out a feeling flashcard (See Resource 1.3) to each child. For this activity, you will need two sets of feelings flashcards. It's preferable that the second set consists of mini flashcards. Keep one mini flashcard for you and sit in the middle of the circle. Say, *I'm the Little Kitty*. Pretend to hide your flashcard in a way that nobody sees what you have on it. Encourage one of the children to look at what feeling he has on his flashcard and ask you if you feel that way or not. E.g., *Little Kitty, Little Kitty, are you surprised?* If you have the same flashcard you respond, *Yes, I am*, and the child comes to replace you in the middle of the circle. Otherwise, you respond, *No, I'm not*, and turn to the next person in the circle to ask you. Every time a new Kitty comes to the middle, give him a chance to choose one card from the set of mini flashcards turned facedown.

- Play the game until everyone gets a turn.
- 3. Play the Musical Body Parts game.**
- Ask children to make a circle. Look over the set of flashcards from the Musical Body parts game (See Resource 2.5). Attach the flashcard for a hand to the board, and ask: *What's this?* Elicit *It's a hand.* Now say, *Touch your hand.* Encourage the children to touch their hands.
 - Continue with the rest of the flashcards (you may choose to use only some of them in the game). Pre-teach the new body parts to children incorporating actions, rhythm, and repetition.
 - Now have the children stand in the area where they can easily move around. Play some lively music (it can be a song that the children have learned previously) and say, *Move!* After a while, stop the music, hold up and shout out one of the body parts, e.g., *Hand!* For whichever body part you hold up, children need to make sure that the body part is touching the floor.
 - Continue, making sure you use a range of body parts.
 - Now choose one of the children to be the teacher and give them a set of flashcards. Have them lead the game for a while. Continue until everybody gets a turn.
- 4. Play the Simon says game.**
- Ask children to sit in a circle. Explain that when you say Simon says before the instruction, they have to do that. When you only give instructions without saying “Simon says,” they do not do that.
 - Model the game for the children. Say: *Simon says touch your nose!* and touch your nose. Now say: *Touch your head!* And do not follow the command.
 - Now play the game.

Some suggested instructions are:

Point your finger up.

Point your finger down.

Touch your chin.

Blink your eyes.

Stand up.

- When you feel children are confident to follow the instructions, choose some of them to lead the game.
- 5. (Optional) Play Find My Lie.**
- Look at a mirror and say: *I see three little eyes.* Encourage children to correct you. They may say: *No, two little eyes.* Now say: *I see one big-big mouth.* And wait until the children correct you. Continue making false statements about what you see in a mirror on your face and have the children tell the true statements.
 - Once the children are confident enough, take turns making false statements and have everybody else correct them. Continue until each child gets a turn.
- 6. Sing the Goodbye song.**
- Have children clean up the room before they go. While cleaning up, you can sing the Cleanup song (See Resource 1.1).
 - Say: *It's time to go.*
 - Have children make a circle and sing the Goodbye song (See Resource 1.1).

UNIT 3. LESSON 1: FIVE SENSES VOCABULARY

Children’s learning outcomes:

- Identify and name 5 senses.
- Use their fine skills.
- Ask and answer open-ended questions.

Key words:

See, hear, smell, taste, touch.

Productive language:

What does it taste like?

It smells good/bad!

How does it smell?

Receptive language:

It tastes like a banana.

Make a semicircle.

Activities:

Introduce the 5 senses vocabulary.

Play What does it taste like?

Play How does it smell?

(Optional) Play Guess what it is.

Materials:

Routine songs (See Resource 1.1)

5 senses videos (See Resource 3.1)

5 senses flashcards (See Resource 3.2)

Emoji chart (See Resource 3.3)

How to make a mystery box (See Resource 3.4)

Different food items

Blindfold

Scent bottles with different smells

A box with armholes

Different objects

Laptop

Whiteboard and magnets

Pencils

Ball

1. Welcome the children.

- Tell children to make a circle. While making a circle, you may sing the Circle song (See Resource 1.1).
- Call on one child and say *Catch!* E.g., *David, catch!* Throw the ball to him. Have the child move to the center of the circle. The rest circle him and sing the Hello song (See Resource 1.1) using his name. Once done, have the child call on somebody else and throw the ball to them. Continue until everyone gets a turn.

2. Introduce the 5 senses vocabulary.

- Have children make a semicircle. Say, *Watch!* and cup your hands around your eyes. Play the first video (See Resource 3.1). When the video stops, show the children the flashcard for “see” (See Resource 3.2). Point to your eyes and say in a musical way, *See! See, see, see.* Get everyone to chorus “see” and point to their eyes.

- Continue with the rest of the vocabulary words.
- Now show the children the “see” flashcard and ask, *See or hear?* And have children shout out the right word.
- Do the same with the remaining flashcards.

3. Play What does it taste like?

- Before the class, prepare some food that children can name in English (e.g., an apple, a pear, a banana, chocolate, cheese, an orange). Cut them up into small pieces.
- Ask children to make a circle. Show the food you have on your plate and elicit their names from the children.
- Now, cover your eyes with a blindfold. Take a piece of banana and put it into your mouth. Ask, *What does it taste like?* And respond back to yourself, *It tastes like a banana.* You may use different voices as though you are having a teacher-student dialogue.
- Practice saying *What does it taste like?* in chorus with a lap - two claps - a lap - a clap - rhythm.

- Then, choose one child to cover his eyes. Give him a piece of food to taste. Encourage the rest to ask in chorus, *What does it taste like?* and let the child respond.
- Continue the last step until everybody gets a turn.

4. Play How does it smell?

- Before the class, prepare a few scent bottles. Put inside things that have a strong smell like vanilla, cinnamon, vinegar, and coffee.
- Ask children to sit in a circle on the floor.
- Take one of the bottles, squeeze it a little bit, and smell. Depending on whether you like the scent or not, make an appropriate facial expression and say, *It smells good/bad!* On the chart (See Resource 3.2), color in one of the emojis in the first line (sad or happy).
- Practice saying *How does it smell?* in chorus with a shoulder shrunk - two claps - touching the nose rhythm.
- Now, give out the charts and pencils to the children. Have them take turns smelling the scent bottles. Every time, ask in the chorus, *How does it smell?* and encourage children to respond, *It smells good/bad!*
- Continue until everybody gets a turn.

5. (Optional) Play Guess what it is.

- Before the class, make a mystery box (See Resource 3.4). Put inside things that children know how to name in English (e.g., a lemon, scissors, a glue stick, a lollipop, a stick, a mobile phone).
- Have children sit in a semicircle on the chairs.
- Show the children the box and put it on the table in front of the children so that they cannot see the objects through the armholes.

- Start touching the objects in the box with a curious facial expression. Say, *I think it's a lemon*, and put the thing out for children to see whether you were right or not.
- Now invite children one by one to touch things and guess what they are.
- Continue until everybody gets a turn.

6. Sing the Goodbye song.

- Have children clean up the room before they go. While cleaning up, you can sing the Cleanup song (See Resource 1.1).
- Say: *It's time to go.*
- Have children make a circle and sing the Goodbye song (See Resource 1.1)

Resource 3.1

1. <https://drive.google.com/file/d/1WPoDHooprgzmrhjJTk6mifeD82yZynP4/view?usp=sharing>
2. https://drive.google.com/file/d/1gwyAK0dS2CXZj6t71cv4jUzlgSH_vUmu/view?usp=sharing
3. <https://drive.google.com/file/d/1MOx0mCnTs3QVVzQa7IFSZ41ewsYxmjnr/view?usp=sharing>
4. <https://drive.google.com/file/d/1gU0xx68Qhc5khqRKTchFQws6MP5Di5s9/view?usp=sharing>
5. <https://drive.google.com/file/d/1VEd-UHdUZrjIEHc-9m9vBtbsg88ITNRQ/view?usp=sharing>

Resource 3.2

Resource 3.3

<p>Smells good 😊</p> <p>Smells bad ☹️</p>	
😊	☹️
😊	☹️
😊	☹️

Resource 3.4

<https://www.youtube.com/watch?v=XeJHu3LhZaQ>

UNIT 3. LESSON 2: I HAVE 5 SENSES

Children's learning outcomes:

- Sing and act out My 5 Senses song.
- Complete a picture matching activity.
- Tell what they can do with each of their 5 senses.

Key words:

See, hear, smell, taste, touch, bubble gum, rose, sand, deer, rainbow.

Productive language:

I can (see) with my (eyes) (the rainbow).
It smells good!

True./False.

Receptive language:

What can I see with my eyes?

Match.

Activities:

Revise the 5 senses vocabulary.

Read the 5 Senses story.

Sing the My Five Senses song.

Match the pictures to the senses.

(Optional) Play true or false?

Materials:

Routine songs (See Resource 1.1)

The 5 Senses story (See Resource 3.5)

Deers' call recording (See Resource 3.6)

My 5 Senses song (See Resource 3.7)

Worksheet (See Resource 3.8)

Fragrant flower

Sand tray

Laptop

Pencils

Ball

1. Welcome the children.

- Tell children to make a circle. While making a circle, you may sing the Circle song (See Resource 1.1).
- Call on one child and say **Catch!** E.g., **David, catch!** Throw the ball to him. Have the child move to the center of the circle. The rest circle him and sing the Hello song (See Resource 1.1) using his name. Once done, have the child call on somebody else and throw the ball to them. Continue until everyone gets a turn.

2. Revise the 5 senses vocabulary.

- Attach the 5 flashcards (See Resource 3.2) to different walls in the classroom.
- Say, **Hear!** and run to the wall on which it is attached and touch it with your hands.
- Now name another sense and encourage children to run and touch it. Continue until children are confident in finding the right senses.

- You may invite confident children to name words for others to find.

3. Read the 5 Senses story

- Before the lesson, attach a rainbow image high to a wall in the classroom.
- Ask children to sit in a semicircle in front of the laptop.
- Start reading the story (See Resource 3.5). After each page, encourage the children to participate with actions:
Page 2 - Point to their five senses and name them.
Page 3 - pretend they are chewing bubble gum and say **yummy bubble gum.**
Page 4 - give children a fragrant flower to smell (you may use an artificial flower with a floral perfume smell). Encourage children to say, **It smells good** as they smell the flower.
Page 5 - Encourage children to look at the rainbow image on a wall.
Page 6 - play deers' call recording (See Resource 3.6) for children to listen to.

Page 7 - give children a sand tray to touch.

4. Sing the My 5 Senses song.

- Play the song video (See Resource 3.7) and encourage children to watch, and listen to it.
- Play the song for the second time and encourage children to listen and point to or show the appropriate body parts and mime some objects:
rainbow - stretch arms in the air
deer - put two fingers on the head
rose - make a cup with the hands
sand - pretend holding sands.
- Now, ask children to stand in a circle. Play the song for the third time and encourage children to act out and sing. If children are interested, you may play the song one more time.

5. Match the pictures to the senses.

- Ask children to sit at the table. Give out a worksheet (See Resource 3.8) to each child and colored pencils. Ask, *What is this?* pointing to the first picture on the right (ice cream). Elicit, *Ice cream*. Continue to revise the rest of the words in the worksheet.
- Now, ask, *What can I see with my eyes?* As children respond, draw lines from the pictures they are naming to the sense of sight.
- Encourage children to match the rest of the senses to correct pictures. Observe and monitor.
- In the end, ask a few children what they can do with each of their senses and let them respond by looking at their worksheets. If there is time, you may do it also as a pair activity.

6. (Optional) Play True or False?

- Tell children that you will say what you can do with your senses. If they think what you say is correct, they put their thumbs up and say, True. Otherwise, they point their thumbs down and say, False. In that case, they have to correct you and say the right statement.
- Start playing the game. Some examples of false statements are:
I can see with my ears.
I can touch with my eyes.
I can see with my hands.

7. Sing the Goodbye song.

- Have children clean up the room before they go. While cleaning up, you can sing the Cleanup song (See Resource 1.1).
- Say: *It's time to go.*
- Have children make a circle and sing the Goodbye song (See Resource 1.1)

Resource 3.5



Resource 3.6

<https://drive.google.com/file/d/1GtOKcmZmR360a0aYhHOfkHvnw-Un78Ts/view?usp=sharing>

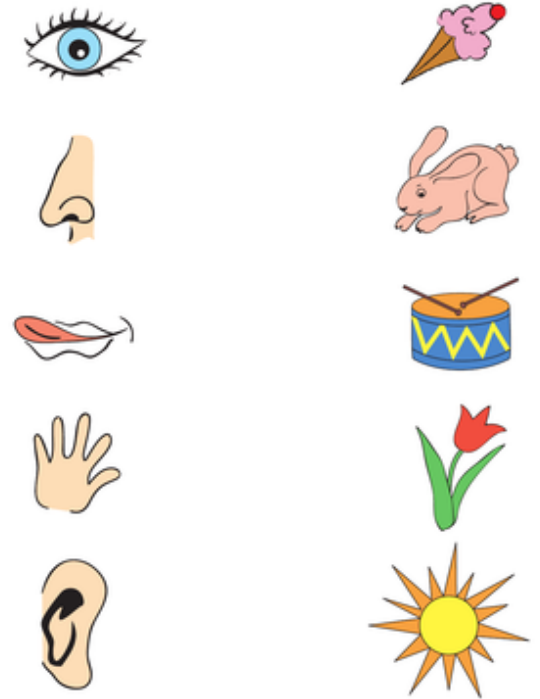
Resource 3.7

https://drive.google.com/file/d/1uz1AQYzR9EtNNdcDHgQkC7ygQ9ZD4_ZA/view?usp=sharing

Resource 3.8

My Five Senses

Match the pictures to the correct senses.



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UNIT 3. LESSON 3: IT'S SWEET!

Children's learning outcomes:

- Sing and act out My 5 Senses song.
- Improve their fine motor skills by drawing different objects.
- Tell what they can do with each of their 5 senses.

Key words:

See, hear, smell, taste, touch, hard, soft, sweet, sour, biscuit.

Productive language:

I can (see) (a banana).
The (lemon) is (sour).
It's (hard).

Receptive language:

Draw (a line).
What can you see with your eyes?
How does the biscuit taste?
Is it (hard) or (soft)?
Touch something (soft).

Activities:

Sing the My 5 Senses song.
Introduce the new vocabulary.
Draw what you can see, hear, feel, smell, and taste.
(Optional) Play Mystery Bag.

Materials:

Routine songs (See Resource 1.1)
My 5 Senses song (See Resource 3.7)
5 senses dice (See Resource 3.9)
Lemon
Biscuit
A piece of wood
Soft toy
Laptop
A4 sheets and colored pencils
A bag and a few objects
Ball

1. Welcome the children.

- Tell children to make a circle. While making a circle, you may sing the Circle song (See Resource 1.1).
- Call on one child and say **Catch!** E.g., **David, catch!** Throw the ball to him. Have the child move to the center of the circle. The rest circle him and sing the Hello song (See Resource 1.1) using his name. Once done, have the child call on somebody else and throw the ball to them. Continue until everyone gets a turn.

2. Sing the My 5 Senses song.

- Play the song from the previous lesson (See Resource 3.7) and encourage children to join in with the actions and the song.

3. Introduce the new vocabulary.

- Ask children to sit in a circle on chairs.
- Take a little slice of a lemon and put it in your mouth. Make an appropriate facial expression and say, **The lemon is sour!** Now, give each child a little slice of a lemon. Let them try and ask them, How does the lemon taste? Encourage them to respond, **The lemon is sour.**
- Now, show children biscuits. Put a little piece in your mouth, taste it and say, **The biscuit is sweet!** Then, give each child a little piece of biscuit. Let them try and ask them, **How does the biscuit taste?** Encourage them to respond, **The biscuit is sweet.**
- Ask the children:
Is a banana sweet or sour?
Is a watermelon sweet or sour?
Is a kiwi sweet or sour?
Is an orange sweet or sour?
Is chocolate sweet or sour?

Listen to the children's responses.

- Now, take something soft, e.g., a toy or a scarf. Touch it and say, *It is soft*. Give it to children to pass in a circle, touch, and say, *Soft*.
- Take something hard, e.g., a piece of wood or a stick. Touch it and say, It's hard. Give it to children to pass in a circle, touch, and say, *Hard*.
- Say, *Touch something soft*, and encourage children to find something soft in the classroom and touch it. Now say, *Touch something hard*, and encourage children to find something hard in the classroom and touch it.

4. Draw what you can see, hear, feel, smell, and taste.

- Ask children to sit at the table. Give out a piece of paper to each child and colored pencils. Say: *Draw a line from the top to the bottom*, and show drawing a line in the middle of your paper so that it divides the page in two parts. Then say, Draw a line from left to right and show drawing two lines so that at the end you have 6 equal rectangles on your sheet of paper.
- Now, point to the first rectangle and say, *Draw one thing that you can see with your eyes*. Say, I can see with my eyes, the sun, and draw the sun in the first rectangle on your sheet. Encourage children to draw their things. Observe and monitor.
- As children finish their drawings, call on confident children and ask, *What can you see with your eyes?* Encourage them to respond, *I can see (a banana)*.
- Do the same process for the other four senses.
- You may conduct the same activity using the 5 senses dice (See Resource 3.9) to indicate what sense you will draw next.

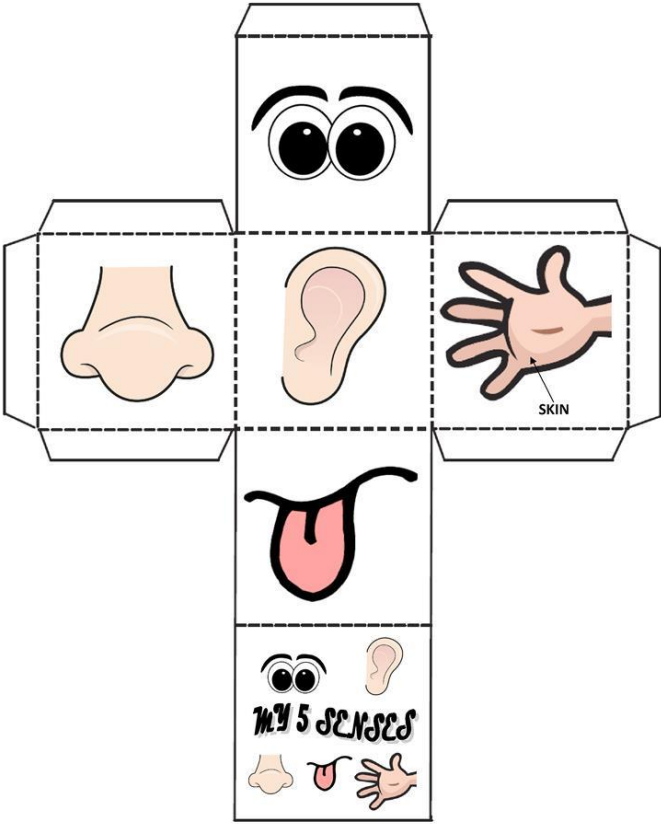
5. (Optional) Play Mystery Bag.

- Show children a bag. Say, *It's a mystery bag*. If they do not know what "mystery" means, explain in their L1. Before the class, put inside the bag things that children know how to name in English (e.g., a lemon, scissors, a glue stick, a lollipop, a stick, a mobile phone).
- Sink your hands into the bag, choose one thing and describe it, e.g., *It's hard, it's yellow, and it's sour*. Let the children guess what the object is.
- Choose a confident child to choose one thing from the bag and describe it to the peers. Help with leading questions if needed, e.g., *Is it hard or soft?*
- Continue until there is time.

6. Sing the Goodbye song.

- Have children clean up the room before they go. While cleaning up, you can sing the Cleanup song (See Resource 1.1).
- Say: *It's time to go*.
- Have children make a circle and sing the Goodbye song (See Resource 1.1).

Resource 3.9



UNIT 4. LESSON 1: FAMILY VOCABULARY

Children's learning outcomes:

- Identify and name some family members.
- Introduce who is there in their families.
- Develop active listening skills.

Key words:

Daddy, mommy, brother, sister, grandpa, grandma, me, family.

Productive language:

This is my (mommy).
I love my (family).

Receptive language:

Is this your (mommy) or your (grandma)?

Draw your family.

Who's this?

Who's she/he?

Here you are.

What's your (daddy's) name?

Activities:

Introduce the family vocabulary.

Play Who's this.

Sing the I Love My Family song.

Draw a picture of your family.

(Optional) Play the Memory game.

Materials:

Routine songs (See Resource 1.1)

Family members slideshow (See Resource 4.1)

I love my family song (See Resource 4.2)

Draw a picture of your family activity sheet (See Resource 4.3)

Family members flashcards (See Resource 4.4)

A4 sheets of paper

Colored pencils

Laptop

Ball

1. Welcome the children.

- Tell children to make a circle. While making a circle, you may sing the Circle song (See Resource 1.1).
- Call on one child and say **Catch!** E.g., **David, catch!** Throw the ball to him. Have the child move to the center of the circle. The rest circle him and sing the Hello song (See Resource 1.1) using his name. Once done, have the child call on somebody else and throw the ball to them. Continue until everyone gets a turn.

2. Introduce the family vocabulary.

- Ask children to take a chair and make a semicircle. Say: **Look!** and show the first PowerPoint slide (See Resource 4.1). Say: **This is my family.** Go to the second slide and say: **This is my daddy.** Raise your arms and pretend to be strong. Say: **Daddy, daddy, daddy,** slightly moving your arms up and

down with every syllable. Encourage children to mime and repeat the word after you.

- Go to the third slide and say: **This is my mommy.** Hold your hands together down and mime being a bit shy. Say: **Mommy, mommy, mommy,** slightly swaying from right to left with every syllable. Encourage children to mime and repeat the word after you.
- Now repeat daddy and mommy, making the gesture for them and encouraging the children to say the words.
- Continue showing pictures and having children mime the actions and repeat the words after you. After each new word, revise all the previous ones with gestures.
Actions you may use:
brother - one arm up, mime being strong
sister - mime wearing a skirt
grandpa - mime having a beard
grandma - mime tying a headscarf

3. Play Who's this?

- Show children the flashcard for mommy and ask, *Is it my mommy or my grandma?*
- Now show the flashcard for daddy and ask, *Is it my grandpa or my daddy?*
- Continue until children are confident to name the family vocabulary words.

4. Sing the I love my family song.

- Ask the children to stand in a circle. While you are making a circle, you may sing the Circle song (See Resource 1.1).
- Sing the song (See Resource 4.2) and mime the actions for each word in the song.
- Now have the children join in with you.
- For the third time, say *Shhh...* and encourage the children to sing quietly. Then sing with a bit louder voice, and finally with a very loud voice.

5. Draw the picture of your family.

- Hand out the activity sheets (See Resource 4.3) and colored pencils, saying, *Here you are*. Say: *Draw your family*.
- Give the children some time to complete their drawings. Meanwhile, observe and monitor. Point to people in their drawings and ask: *Who's this?* Encourage them to reply: *This is my (mommy)*. Ask: *What's your mummy's name?* Encourage children to say their family members' names.
- When children complete their drawings, divide them into pairs. Tell them to introduce their families to their partner as you did at the beginning of the class. Explain that you will ask each child about their partner's families, so they have to listen carefully to their partner. Monitor and help.

6. (Optional) Play the Memory game.

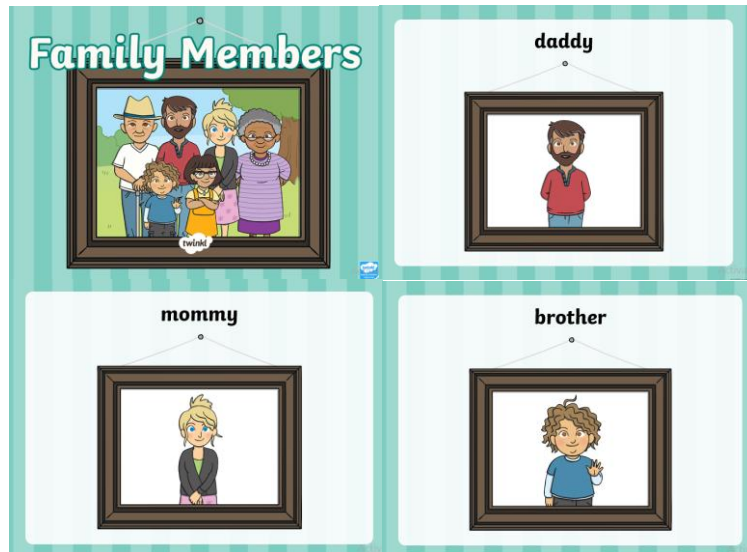
- Prepare 2 sets of family mini flashcards (See Resource 4.4). You may also use flashcards from different vocabulary sets that children have covered in the past.
- Put the flashcards on the floor face down. Invite one child to flip over a flashcard and ask: *Who's this?/What's this?* Encourage him to name the flashcard and look for the pair. If the pictures match, Say: *Bingo!* Otherwise: *No, sorry*. Invite the next child to try.
- Continue until children are interested.

7. Sing the Goodbye song.

- Have children clean up the room before they go. While cleaning up, you may sing the Cleanup song (See Resource 1.1).
- Say: *It's time to go*.
- Have children make a circle and sing the Goodbye song (See Resource 1.1).

Resource 4.1: Family members PowerPoint slides - Link

<https://docs.google.com/presentation/d/1QZduU21CG5Jg-kGOsYc8izIiQoWIYonU/edit?usp=sharing&oid=107433926467597186587&rtpof=true&sd=true>

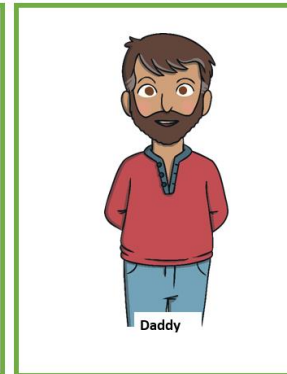
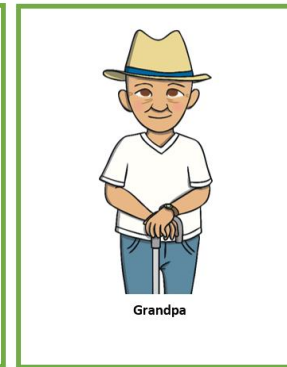
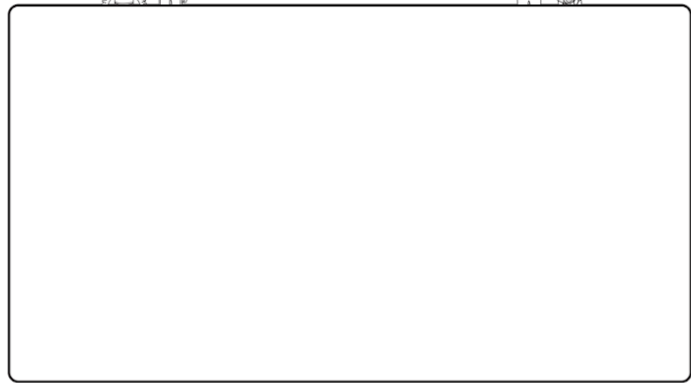


Resource 4.2: I Love My Family Song - Link

<https://drive.google.com/file/d/1H3qfVxI1lf1IO5erQ1MVovb5f0Uyok7W/view?usp=sharing>

Resource 4.3: Draw a picture of your family activity sheet - Link

My Family
Draw a picture of your family.



Resource 4.4: Family flashcards - Link

<https://drive.google.com/file/d/1ZdDfBXCbiAlfoGNt2Aebn8hGnF7HzeTP/view?usp=sharing>



UNIT 4. LESSON 2: HOW'S YOUR MOMMY?

Children's learning outcomes:

- Sing the Finger Family Song.
- Tell how their family members feel.
- Express their feelings through drawing.

Key words:

Daddy, mommy, brother, sister, grandpa, grandma, family, baby.

Productive language:

This is my (mommy).

She's/He's (sad).

Receptive language:

This is the daddy finger.

How's the daddy finger?

Who's this?

How's she/he?

Activities:

Revise the family vocabulary.

Sing the Finger Family song.

Draw how your family members feel.

(Optional) Play Musical Statues.

Materials:

Routine songs (See Resource 1.1)

The Finger Family Song (See Resource 4.5)

Blank Faces Worksheet (See Resource 4.6)

A4 sheets of paper

Colored pencils

Laptop

Ball

1. Welcome the children.

- Tell children to make a circle. While making a circle, you may sing the Circle song (See Resource 1.1).
- Call on one child and say *Catch!* E.g., *David, catch!* Throw the ball to him. Have the child move to the center of the circle. The rest circle him and sing the Hello song (See Resource 1.1) using his name. Once done, have the child call on somebody else and throw the ball to them. Continue until everyone gets a turn.

2. Revise the family vocabulary.

- Ask children to take a chair and make a semicircle. Ask: *Who's this?* and make the action for daddy (see the previous lesson plan). Elicit: *Daddy!*
- Continue until you revise all family vocabulary words from the previous class. If the children hesitate to say who that is you are miming, show them the appropriate flashcard.
- Now give a turn to each child to mime one word from the family vocabulary for others to guess.

3. Sing the Finger Family song

- Show the children your right thumb and say: *This is the daddy finger.* Encourage the children to show you their right thumbs. Start singing (See Resource 4.5) the first verse of the song, wiggling your finger.
- Now show your right index finger and say, *This is the mommy finger.* Encourage the children to show you their right index fingers. Sing the second verse of the song, wiggling your finger.
- Continue with the rest of the fingers:
 - Right middle finger - brother
 - Right ring finger - sister
 - Right pinky finger - baby
 - Left thumb - grandpa
 - Left index finger - grandma
- Now sing: *Daddy finger, daddy finger, how are you?* And mime having a sad face. Ask: *How's the daddy finger?*

Encourage the children to answer: *Sad!* Continue singing the verse with: *I am sad, I am sad, What about you?*

- Now sing: *Mommy finger, Mommy finger, how are you?* And mime one of the emotions the children have covered in Unit 1. Have them guess the feeling and sing the verse with it.
- Continue with the rest of the fingers miming a range of emotions.

4. Draw how your family members feel.

- Ask the children to sit at the table. Place worksheets (See Resource 4.6) on the table so each child may take more than one.
- Take one of the sheets and draw a sad face. Say: *This is my mommy. She's sad.* Now, tell children to choose one blank face and draw the face parts in their places, so that it can be seen how that person feels.
- As children complete their drawings, point to them and ask: *Who's this? How's she/he?* Continue until children are interested.

5. (Optional) Play Musical Statues.

- Have children stand in the center of the classroom.
- Explain that you are going to play Move and Freeze. When you say: *Move*, they will move in the room. As soon as you say *Freeze*, they have to stand as still as statues. The child you choose has to act out a family member, and others have to guess what family member that is (e.g., mommy, daddy, baby, sister).
- Now start the game. Play some music or an English song children have learned and have them move around. After a short time stop the music and say *Freeze!* Approach one of

the children and touch them. Encourage the child to act out one of the family members for others to guess. After getting a response, swap the roles.

- Continue the game until there is time.

6. Sing the Goodbye song.

- Have children clean up the room before they go. While cleaning up, you may sing the Cleanup song (See Resource 1.1).
- Say *It's time to go.*
- Have children make a circle and sing the Goodbye song (See Resource 1.1).

Resource 4.5: Finger Family Song - Link

<https://www.youtube.com/watch?v=G6k7dChBaJ8>

Lyrics:

Daddy finger, daddy finger,
How are you?
I am fine, I am fine,
What about you?

Mommy finger, mommy finger,
How are you?
I am fine, I am fine,
What about you?

Brother finger, brother finger,
How are you?
I am fine, I am fine,
What about you?

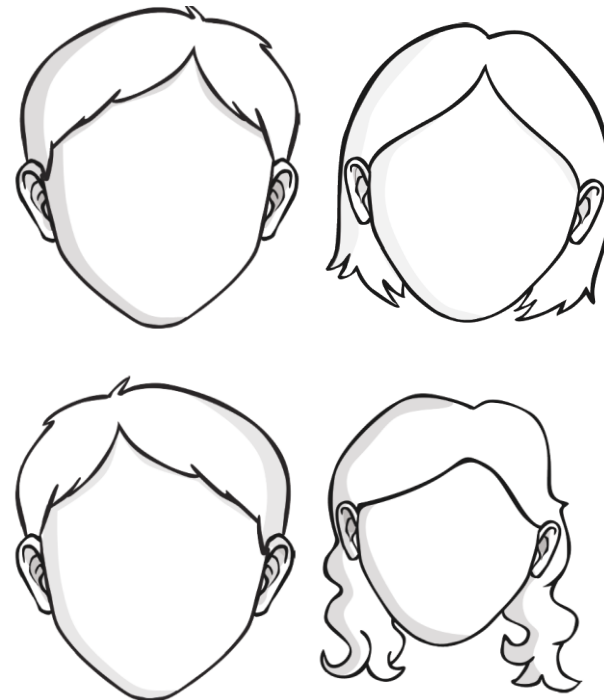
Sister finger, sister finger,
How are you?
I am fine, I am fine,
What about you?

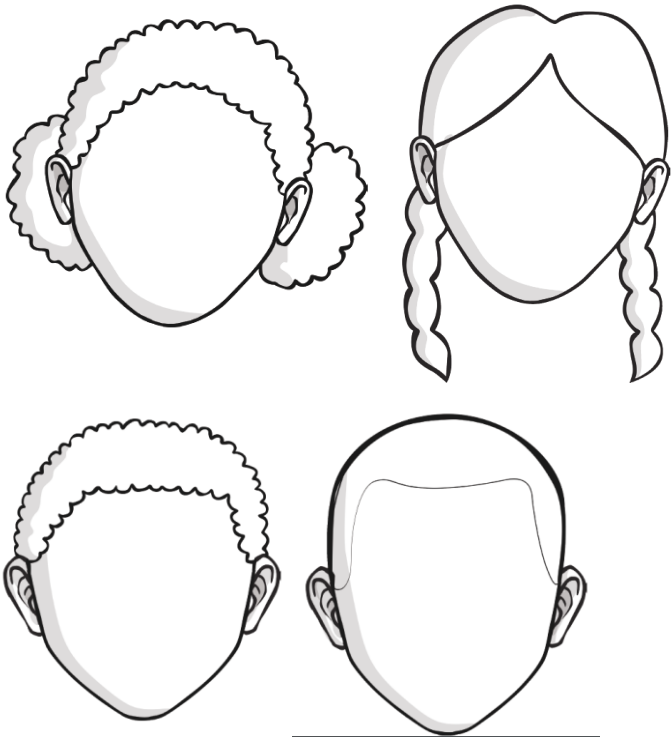
Grandpa finger, grandpa finger,
How are you?
I am fine, I am fine,
What about you?

Grandma finger, Grandma finger,
How are you?
I am fine, I am fine,
What about you?

Resource 4.5: Blank Faces Worksheets - Link

<https://drive.google.com/file/d/1q-oghJRfkXVe7n3CWAdjmCRPASY9wVHi/view?usp=sharing>





UNIT 4. LESSON 3: BABY SHARK

Children's learning outcomes:

- Sing the Baby Shark Song.
- Solve a picture puzzle.

Key words:

Papa, mama, grandpa, grandma, baby, shark, fish, swim.

Productive language:

This is (the baby shark).

The baby is (sad).

Receptive language:

1. Welcome the children.

- Tell children to make a circle. While making a circle, you may sing the Circle song (See Resource 1.1).
- Call on one child and say *Catch!* E.g., *David, catch!* Throw the ball to him. Have the child move to the center of the circle. The rest circle him and sing the Hello song (See Resource 1.1) using his name. Once done, have the child call on somebody else and throw the ball to them. Continue until everyone gets a turn.

2. Sing the Baby Shark Song.

- Play the song video (See Resource 4.7) and encourage children to watch, and listen to it.
- Play the song for the second time and encourage children to listen and do actions for each family member (for actions See Resource 4.8).
- Now, ask children to stand in a circle.

Who's this?

How's (the daddy shark) feeling?

Activities:

Sing the Baby Shark Song.

Solve the puzzle.

Perform Zigzag Singing.

Change Animals.

(Optional) Draw a shark family.

Materials:

Routine songs (See Resource 1.1)

The Baby Shark Song (See Resource 4.7)

Baby Shark song gestures (See Resource 4.8)

Picture puzzle (See Resource 4.9)

Zigzag singing flashcards (See Resource 4.10)

A4 sheets of paper

Colored pencils

Laptop

Ball

- Play the song for the third time and encourage children to act out and sing. If children are interested, you may play the song one more time.
- #### 3. Solve the puzzle.
- Divide children into pairs. Give each pair a set of puzzles (See Resource 4.9) from the Baby Shark song (you need to cut them up in advance). Allow some time for children to solve their puzzles.
 - Point to the solved pictures and ask: *Who's this?* Elicit: *Baby shark/mommy shark/daddy shark* and so on.
 - Now, exchange the puzzle sets among the pair and let them try to solve one more time. Continue until children are interested.
- #### 4. Perform Zigzag Singing.
- Stick the flashcards from the song (See Resource 4.10) on the walls all around the classroom in mixed order as far away from one another as possible.

- Explain that children have to sing and act out the song as usual but only next to the picture they are singing about. For example, if they are singing about mommy shark, they have to run to the corner with the mommy flashcard.
 - Play the song and get children to move around, sing and act out the song.
5. **Change Animals.**
- Ask children to sit in the circle on the floor. Show them a bird flashcard and say: *A bird*. Mime flying with your arms, encouraging children to repeat the word after you. Now, sing the Baby Shark song with a bird instead of the shark.
 - Do the same for a dog, cow, and cat.
 - Continue until there is time.
6. **(Optional) Draw a shark family.**
- Ask children to sit at the table. Hand out drawing paper, colored pencils and crayons. Tell children to draw the baby shark family.
 - Point to their drawings and ask: *Who's this? How's she/he feeling?*
7. **Sing the Goodbye song.**
- Have children clean up the room before they go. While cleaning up, you may sing the Cleanup song (See Resource 1.1).
 - Say: *It's time to go.*
 - Have children make a circle and sing the Goodbye song (See Resource 1.1).

Resource 4.7: The Baby Shark Song - Link

<https://www.youtube.com/watch?v=GR2o6k8aPII>

Lyrics:

Baby shark, doo doo doo, doo doo doo doo doo.
 Baby shark, doo doo doo, doo doo doo doo doo.
 Baby shark, doo doo doo, doo doo doo doo doo.
 Baby shark.

Mama shark, doo doo doo, doo doo doo doo doo.
 Mama shark, doo doo doo, doo doo doo doo doo.
 Mama shark, doo doo doo, doo doo doo doo doo.
 Mama shark.

Papa shark, doo doo doo, doo doo doo doo doo.
 Papa shark, doo doo doo, doo doo doo doo doo.
 Papa shark, doo doo doo, doo doo doo doo doo.
 Papa shark.

Grandma shark, doo doo doo, doo doo doo doo doo.
 Grandma shark, doo doo doo, doo doo doo doo doo.
 Grandma shark, doo doo doo, doo doo doo doo doo.
 Grandma shark.

Grandpa shark, doo doo doo, doo doo doo doo doo.
 Grandpa shark, doo doo doo, doo doo doo doo doo.
 Grandpa shark, doo doo doo, doo doo doo doo doo.
 Grandpa shark.

Hungry sharks, doo doo doo, doo doo doo doo doo.

Hungry sharks, doo doo doo, doo doo doo doo doo.
 Hungry sharks, doo doo doo, doo doo doo doo doo.
 Hungry sharks.

Little fish, doo doo doo, doo doo doo doo doo.
 Little fish, doo doo doo, doo doo doo doo doo.
 Little fish, doo doo doo, doo doo doo doo doo.
 Little fish.

Swim away, doo doo doo, doo doo doo doo doo.
 Swim away, doo doo doo, doo doo doo doo doo.
 Swim away, doo doo doo, doo doo doo doo doo.
 Swim away.

Swim faster, doo doo doo, doo doo doo doo doo.
 Swim faster, doo doo doo, doo doo doo doo doo.
 Swim faster, doo doo doo, doo doo doo doo doo.
 Swim faster.

Swim faster, doo doo doo, doo doo doo doo doo.
 Swim faster, doo doo doo, doo doo doo doo doo.
 Swim faster, doo doo doo, doo doo doo doo doo.
 Swim faster.

Swim faster, doo doo doo, doo doo doo doo doo.
 Swim faster, doo doo doo, doo doo doo doo doo.
 Swim faster, doo doo doo, doo doo doo doo doo.
 Swim faster.

Safe at last, doo doo doo, doo doo doo doo doo.
 Safe at last, doo doo doo, doo doo doo doo doo.
 Safe at last, doo doo doo, doo doo doo doo doo.

Safe at last.

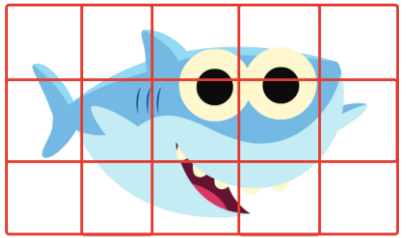
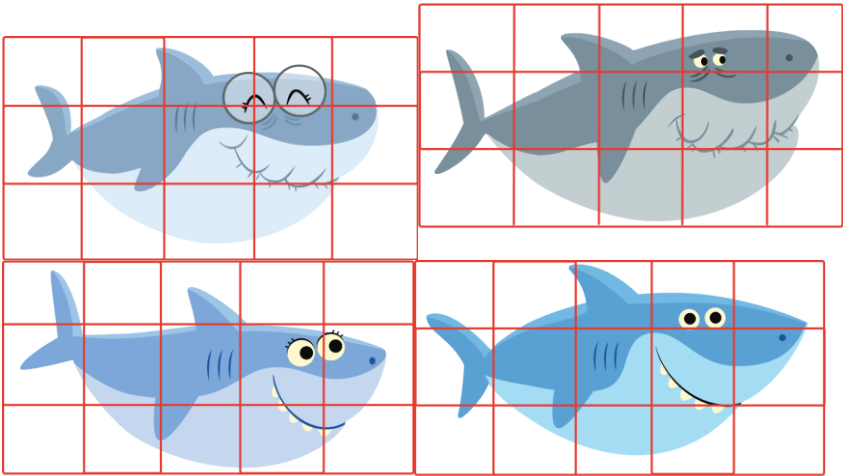
Bye bye sharks, doo doo doo, doo doo doo doo doo.
Bye bye sharks, doo doo doo, doo doo doo doo doo.
Bye bye sharks, doo doo doo, doo doo doo doo doo.
Bye bye sharks. Bye bye sharks.

Resource 4.8: The Baby Shark Song gestures - Link

<https://www.youtube.com/watch?v=FA-19JmgEHO>

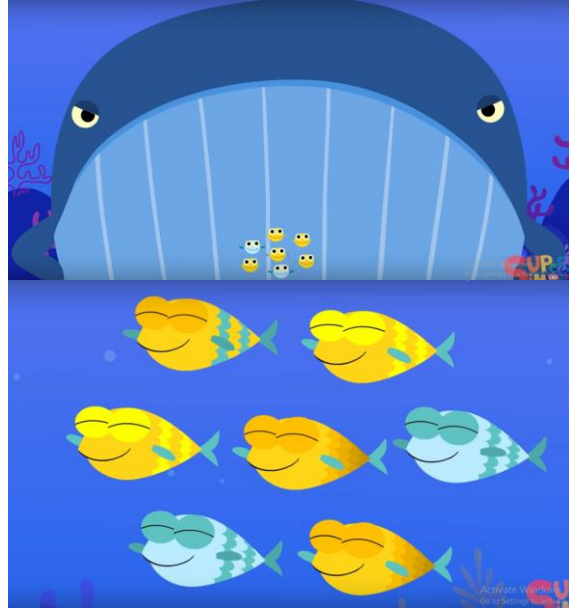
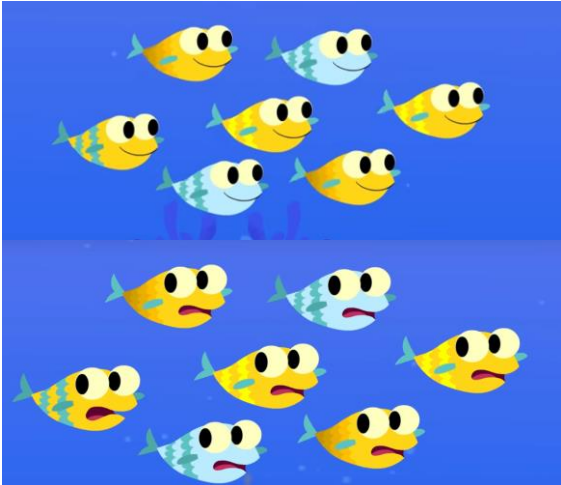
Resource 4.9: Picture Puzzles

<https://drive.google.com/file/d/1cNUKck-yfhHup-qxVAovntxXI4MzLPHk/view?usp=sharing>



Resource 4.10: Zigzag Singing Flashcards





REVIEW 2. LESSON 1: CHILDREN-GUIDED LESSON

1. Welcome the children.

- Tell children to make a circle. While making a circle, you may sing the Circle song (See Resource 1.1).
- Call on one child and say *Catch!* E.g., *David, catch!* Throw the ball to him. Have the child move to the center of the circle. The rest circle him and sing the Hello song (See Resource 1.1) using his name. Once done, have the child call on somebody else and throw the ball to them. Continue until everyone gets a turn.

2. Brainstorm activity ideas.

- Tell children today they will decide what they want to do in English class. Explain that they can choose any activity from those you did together during the last two weeks. Ask children to take turns sharing about their preferable activity. Write down the ideas on the board. Once everybody has shared, read each activity name and ask children to vote for one of them. Conduct the activities that most of the children want to do.

3. Sing the Goodbye song.

- Have children clean up the room before they go. While cleaning up, you can sing the Cleanup song (See Resource 1.1).
- Say: *It's time to go.*
- Have children make a circle and sing the Goodbye song (See Resource 1.1).

REVIEW 2. LESSON 2

Note: This lesson plan is tentative. Depending on the activities children chose to do last class, you may use different activities in this lesson from those provided in the current plan.

Children's learning outcomes:

- *Sing the Finger Family Song.*
- *Tell how their family members feel.*
- *Express their feelings through drawing.*

Key words:

Daddy, mommy, brother, sister, grandpa, grandma, family, finger, happy, sad, angry, scared, hear, taste, see, touch, taste.

Productive language:

*True.
False.*

This is my (mommy).

She's/He's (sad).

I think it's a lemon

Receptive language:

I can (see) with my eyes (a song).

How's the daddy finger?

This is the mommy finger.

Who's this?

How's she/he?

Activities:

Play True or False?

Play Guess what it is.

Sing the Finger Family song.

Draw how your family members feel.

(Optional) Play Musical Statues.

Materials:

Routine songs (See Resource 1.1)

Finger Family Song (See Resource 4.5)

How to make a mystery box video (See Resource 3.4)

Blank Faces Worksheet (See Resource 4.6)

A box with armholes

Different objects

Colored pencils

Ball

1. Welcome the children.

- Tell children to make a circle. While making a circle, you may sing the Circle song (See Resource 1.1).
- Call on one child and say *Catch!* E.g., *David, catch!* Throw the ball to him. Have the child move to the center of the circle. The rest circle him and sing the Hello song (See Resource 1.1) using his name. Once done, have the child call on somebody else and throw the ball to them. Continue until everyone gets a turn.

2. Play True or False?

- Tell children that you will say what you can do with your senses. If they think what you say is correct, they put their thumbs up and say, True. Otherwise, they point their thumbs

down and say, False. In that case, they have to correct you and say the right statement.

- Start playing the game. Some examples of false statements are:

I can hear with my ears chocolate.

I can see with my eyes a song.

3. Play Guess what it is.

- Before the class, make a mystery box (See Resource 3.4). Put inside things that children know how to name in English (e.g., a lemon, scissors, a glue stick, a lollipop, a stick, a mobile phone).
- Have children sit in a semicircle on the chairs.

- Show the children the box and put it on the table in front of the children so that they cannot see the objects through the armholes.
- Start touching the objects in the box with a curious facial expression. Say, *I think it's a lemon*, and put the thing out for children to see whether you were right or not.
- Now invite children one by one to touch things and guess what they are.
- Continue until everybody gets a turn.

4. Sing the Finger Family song

- Show the children your right thumb and say: *This is the daddy finger*. Encourage the children to show you their right thumbs. Start singing (See Resource 4.5) the first verse of the song, wiggling your finger.
- Now show your right index finger and say, *This is the mommy finger*. Encourage the children to show you their right index fingers. Sing the second verse of the song, wiggling your finger.
- Continue with the rest of the fingers:
Right middle finger - brother
Right ring finger - sister
Right pinky finger - baby
Left thumb - grandpa
Left index finger - grandma
- Now sing: *Daddy finger, daddy finger, how are you?* And mime having a sad face. Ask: *How's the daddy finger?* Encourage the children to answer: *Sad!* Continue singing the verse with: *I am sad, I am sad, What about you?*
- Now sing: *Mommy finger, Mommy finger, how are you?* And mime one of the emotions the children have covered in

Unit 1. Have them guess the feeling and sing the verse with it.

- Continue with the rest of the fingers miming a range of emotions.
- 5. Draw how your family members feel.**
- Ask the children to sit at the table. Place worksheets (See Resource 4.6) on the table so each child may take more than one.
 - Take one of the sheets and draw a sad face. Say: *This is my mommy. She's sad*. Now, tell children to choose one blank face and draw the face parts in their places, so that it can be seen how that person feels.
 - As children complete their drawings, point to them and ask: *Who's this? How's she/he?* Continue until children are interested.
- 6. (Optional) Play Musical Statues.**
- Have children stand in the center of the classroom.
 - Explain that you are going to play Move and Freeze. When you say: *Move*, they will move in the room. As soon as you say *Freeze*, they have to stand as still as statues. The child you choose has to act out a family member, and others have to guess what family member that is (e.g., mommy, daddy, baby, sister).
 - Now start the game. Play some music or an English song children have learned and have them move around. After a short time stop the music and say *Freeze!* Approach one of the children and touch them. Encourage the child to act out one of the family members for others to guess. After getting a response, swap the roles.
 - Continue the game until there is time.

7. Sing the Goodbye song.

- Have children clean up the room before they go. While cleaning up, you may sing the Cleanup song (See Resource 1.1).
- Say *It's time to go.*
- Have children make a circle and sing the Goodbye song (See Resource 1.1).

REVIEW 2. LESSON 3

Note: This lesson plan is tentative. Depending on the activities children chose to do last class, you may use different activities in this lesson from those provided in the current plan.

Children's learning outcomes:

- Sing and act out *My 5 Senses* song.
- Sing and act out *The Baby Shark Song* .
- Ask closed-ended questions.

Key words:

See, hear, smell, taste, touch, bubble gum, rose, sand, deer, rainbow, baby, mama, papa, grandma, grandpa, shark, fish.

Productive language:

I can (see) with my (eyes) (the rainbow).

It's (hard)

Is it hard or soft?

Receptive language:

It's a mystery bag.

Activities:

Sing the My Five Senses song.

Perform Zigzag Singing.

Play Mystery Bag.

(Optional) Solve the puzzle.

Materials:

Routine songs (See Resource 1.1)

My 5 Senses song (See Resource 3.7)

Baby Shark Song (See Resource 4.7)

Picture puzzles (See Resource 4.9)

Zigzag Singing Flashcards (See Resource 4.10)

Bag

Different objects

Laptop

Ball

1. Welcome the children.

- Tell children to make a circle. While making a circle, you may sing the Circle song (See Resource 1.1).
- Call on one child and say *Catch!* E.g., *David, catch!* Throw the ball to him. Have the child move to the center of the circle. The rest circle him and sing the Hello song (See Resource 1.1) using his name. Once done, have the child call on somebody else and throw the ball to them. Continue until everyone gets a turn.

2. Sing the My 5 Senses song.

- Play the song video (See Resource 3.7) and encourage children to watch, and listen to it.
- Play the song for the second time and encourage children to listen and point to or show the appropriate body parts and mime some objects:

rainbow - stretch arms in the air

deer - put two fingers on the head

rose - make a cup with the hands

sand - pretend holding sands.

- Now, ask children to stand in a circle. Play the song for the third time and encourage children to act out and sing. If children are interested, you may play the song one more time.

3. Perform Zigzag Singing.

- Stick the flashcards (See Resource 4.10) from the song (See Resource 4.7) on the walls all around the classroom in mixed order as far away from one another as possible.
- Explain that children have to sing and act out the song as usual but only next to the picture they are singing about. For example, if they are singing about mommy shark, they have to run to the corner with the mommy flashcard.

- Play the song and get children to move around, sing and act out the song.
- 4. Play Mystery Bag.**
- Show children a bag. Say, *It's a mystery bag*. If they do not know what “mystery” means, explain in their L1. Before the class, put inside the bag things that children know how to name in English (e.g., a lemon, scissors, a glue stick, a lollipop, a stick, a mobile phone).
 - Sink your hands into the bag, choose one thing and describe it, e.g., *It's hard, it's yellow, and it's sour*. Let the children guess what the object is.
 - Choose a confident child to choose one thing from the bag and describe it to the peers. Help with leading questions if needed, e.g., *Is it hard or soft?*
 - Continue until there is time.
- 5. (Optional) Solve the puzzle.**
- Divide children into pairs. Give each pair a set of puzzles (See Resource 4.9) from the Baby Shark song (you need to cut them up in advance). Allow some time for children to solve their puzzles.
 - Point to the solved pictures and ask: *Who's this?* Elicit: *Baby shark/mommy shark/daddy shark* and so on.
 - Now, exchange the puzzle sets among the pair and let them try to solve one more time. Continue until children are interested.
- 6. Sing the Goodbye song.**
- Have children clean up the room before they go. While cleaning up, you can sing the Cleanup song (See Resource 1.1).
 - Say: *It's time to go*.
 - Have children make a circle and sing the Goodbye song (See Resource 1.1)

UNIT 5. LESSON 1: PLANT PARTS

Children's learning outcomes:

- Identify and name the parts of a plant.
- Sing and act out the *How Does a Plant Grow* song.
- Develop their gross motor skills.

Key words:

Seed, root, seedling, stem, leaves, flower, plant.

Productive language:

*It's a (stem).
(First), we have (a little seed).*

Receptive language:

Cut out.

Glue.

Are they (roots) or (leaves)?

What do we have first?

What's next?

Activities:

Introduce the new vocabulary.

Play Roots or stem?

Sing the How Does a Plant Grow song.

Complete the Bean Growth Sequencing Worksheet

(Optional) Play the Yes or no game.

Materials:

Routine songs (See Resource 1.1)

A poster of a plant (See Resource 5.1)

Plant Parts videos (See Resource 5.2)

Plant parts flashcards (See Resource 5.3)

Gestures video (See Resource 5.4)

The How Does a Plant Grow song (See Resource 5.5)

The Bean Growth Sequencing Worksheet (See Resource 5.6)

Roots, stem, leaves, seeds, flower

Laptop

Glue sticks and scissors

Ball

1. Welcome the children.

- Tell children to make a circle. While making a circle, you may sing the Circle song (See Resource 1.1).
- Call on one child and say *Catch!* E.g., *David, catch!* Throw the ball to him. Have the child move to the center of the circle. The rest circle him and sing the Hello song (See Resource 1.1) using his name. Once done, have the child call on somebody else and throw the ball to them. Continue until everyone gets a turn.

2. Introduce the new vocabulary.

- Have children make a semicircle. Attach the poster of a plant (See Resource 5.1) to the board. Say, Look! It's a plant. Say, *Watch!* and cup your hands around your eyes. Play the first video (See Resource 5.2). When the video stops, show the children the "seed" flashcard (See Resource 5.3). Pretend that

you are holding a seed with your thumb and point finger, and say in a musical way, *Seed! Seed, seed, seed*, slightly moving your hand along the way. Get everyone join in doing the action and saying the word.

- Continue playing the videos, showing flashcards, gesturing and pronouncing the words. See some suggested actions for each word in Resource 6.4.
 - In the end, ask children to stand up. Tell them to pretend they are plants. Name different plant parts and encourage children to show them to you.
- ### 3. Play Roots or stem?
- Show children a few leaves. Ask, *Are they roots or leaves?* Encourage them to shout out the correct answer.
 - Continue, showing roots, stems, flowers, seeds and providing children with two options to choose the correct answer.

- Continue until children are confident in identifying and naming plant parts.

4. Sing the How Does a Plant Grow song.

- Play the song video (See Resource 5.5) and encourage children to watch, and listen to it.
- Play the song for the second time and encourage children to listen and do actions for each plant part that they learned in the beginning of the class.
- Now, ask children to stand in a circle.
- Play the song for the third time and encourage children to act out and sing. If children are interested, you may play the song one more time.

5. Complete the Bean Growth Sequencing Worksheet

- Before the class, separate the worksheet (See Resource 5.6) into two parts following the dotted lines.
- Show children the part of the worksheet with the bean growth stages. Point to pictures and ask, *What's this?*
- Give out the worksheets and ask children to cut out the four pictures.
- Ask, *What do we have first?* Elicit, *A seed.* Glue the picture into the first square of the worksheet.
- Now, give out the worksheets with empty squares and ask children to glue their pictures in the correct order.
- Point to a part of children's worksheets and ask *What do we have first? What's next?*

6. (Optional) Play the Yes or no game.

- Show children you are mixing the plant parts flashcards (See Resource 5.3) in your hands, so that neither of you knows their order.

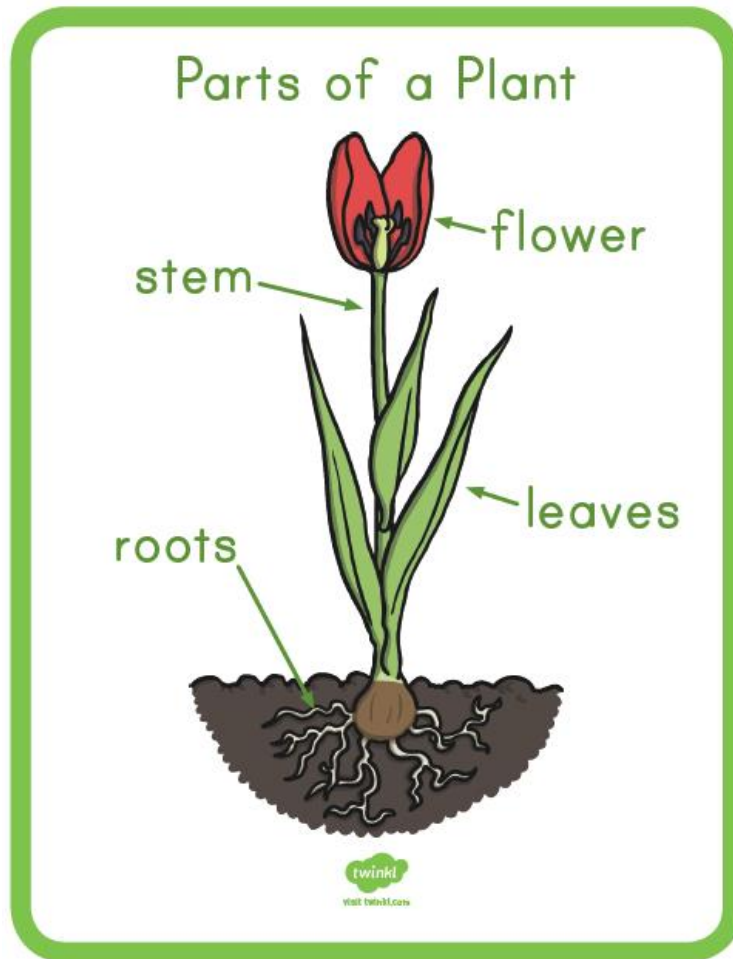
- Hold the flashcards above your head so that children can see what card is there but you cannot.
- Point to the flashcard and ask, *Is it a flower?* Encourage the children to respond *Yes, it is/No, it isn't* depending on what flashcard you are pointing to.
- Repeat this with other flashcards.

7. Sing the Goodbye song.

- Have children clean up the room before they go. While cleaning up, you may sing the Cleanup song (See Resource 1.1).
- Say: *It's time to go.*
- Have children make a circle and sing the Goodbye song (See Resource 1.1).

Resource 5.1: Parts of a Plant Poster - Link

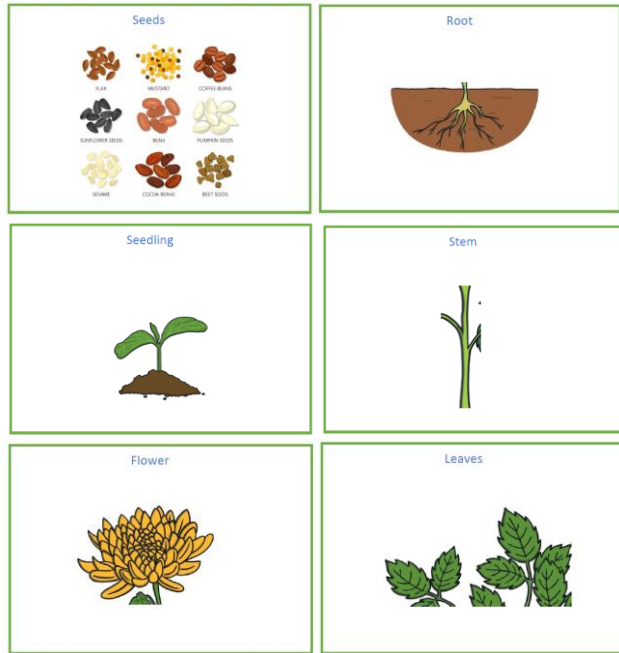
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**Resource 5.2: Gesture video - Link**

1. <https://drive.google.com/file/d/1a2poFajzZTUogH1FERuYCP7zfaCNOM-d/view?usp=sharing>
2. https://drive.google.com/file/d/1Hu5TX0CMsrdNZ1neIFYbHA_AnK8scdA5/view?usp=sharing
3. <https://drive.google.com/file/d/1hhZ0fJoEatC54s5wWxa3qidgyo1OT0f0/view?usp=sharing>
4. https://drive.google.com/file/d/1Ra3bT2mxd61z7qFogbjwMyYLksHccAh_/view?usp=sharing
5. https://drive.google.com/file/d/1vZ0LWYfzHh8eP_LrOKtkL6iGnybShzuV/view?usp=sharing

Resource 5.3: Plant Parts flashcards - Link

<https://drive.google.com/file/d/18RR4AREo0ds597dIO4rxIVIT1CtG97G9/view?usp=sharing>



Resource 5.4: Gestures video - Link

https://drive.google.com/file/d/1VHqE-5N4h6XWuiXx6rd_Tlo6GRyL5jDR/view?usp=sharing

Resource 5.5: How Does a Plant Grow song - Link

https://www.youtube.com/watch?v=nrz3WM3x_HA

Lyrics:

First you have a little seed,

First you have a little seed,
Little seed, little seed,
First you have a little seed.

Next the seed grows a root,
Next the seed grows a root.
Next a seed, next a seed,
Next a seed and then a root.

Next you have a seedling,
Next a little seedling,
First a seed, then a root,
Then a little seedling.

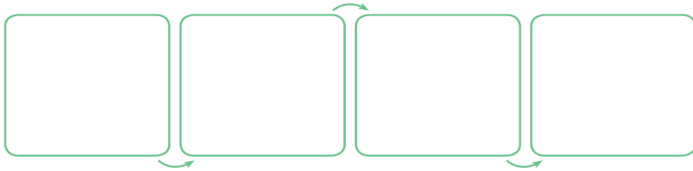
Next you have a full grown plant,
Stem and leaves, a full grown plant.
First a seed, then a root,
Then a seedling now a plant.

Resource 5.6: Bean Life Cycle Cut-Outs - Link

https://drive.google.com/file/d/1JECcDCrjqOn1P_NZIQFG7NyrgzAXzNfo/view?usp=sharing

Bean Life Cycle Cut-Outs

Can you put the pictures in the right order?



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UNIT 5. LESSON 2: THE FARMER PLANTS THE SEEDS

Children's learning outcomes:

- Tell and act out the Farmer Plants the Seeds story.
- Sing and act the Farmer Plants the Seeds song.

Key words:

Seed, root, seedling, stem, leaves, flower, plant, farmer.

Productive language:

It's a (flower).

The farmer plants the seeds.

It's time to eat.

Receptive language:

What's this?

What's next?

Activities:

Revise the plant parts vocabulary.

Guess the drawing.

Read the Farmer Plants the Seeds story.

Sing the Farmer Plants the Seeds song.

(Optional) Draw a plant.

Materials:

Routine songs (See Resource 1.1)

The Farmer Plants the Seeds Story (See Resource 5.7).

The Farmer Plants the Song (See Resource 5.8)

Laptop

Drawing paper

colored pencils

crayons

Ball

1. Welcome the children.

- Tell children to make a circle. While making a circle, you may sing the Circle song (See Resource 1.1).
- Call on one child and say *Catch!* E.g., *David, catch!* Throw the ball to him. Have the child move to the center of the circle. The rest circle him and sing the Hello song (See Resource 1.1) using his name. Once done, have the child call on somebody else and throw the ball to them. Continue until everyone gets a turn.

2. Revise the plant parts vocabulary.

- Ask children to sit in a circle on chairs.
- Attach the plant parts vocabulary flashcards to the board.
- Mime one of the vocabulary words and ask, *What's this?* Encourage the children to point to or shout out the correct word. Repeat for a few words.
- Invite confident children to mime the words for others to guess.

3. Guess the drawing.

- Divide the board into four parts. Divide the class into four groups. Ask a representative from each group to come to the board.
- Whisper to them that they have to draw a flower. Ask the groups to identify the drawings: *What's this? It's a flower.* Give the flower flashcard to the child whose group answered correctly first.
- Repeat the activity with other plant parts vocabulary words. The group with the most cards wins.

4. Read the Farmer Plants the Seeds story.

- Ask children to sit in a semicircle in front of the laptop.
- For the first time, display the pictures and read the story (See Resource 5.7) for the children only to listen to. For the second time, read the story and mime alongside. Encourage the children to join in with you. Some suggested actions are:
Page 1 - pretend spreading seeds to left and right

Page 2 - join in two hands above the head

Page 3 - mime falling rain with your fingers

Page 4 - join two hands like in prayer

Page 5 - give claps

Page 6 - pretend digging

Page 7 - pretend eating

Now, ask children to stand in a circle. Tell the story and do the actions for each line. Before moving to the next line, ask children: *What's next?*

5. Sing the Farmer Plants the Seeds song.

- Play the song video (See Resource 5.8) and encourage children to watch, and listen to it.
- Play the song for the second time and encourage children to listen and do actions that they learned in the story for each part.
- Now, ask children to stand in a circle.
- Play the song for the third time and encourage children to act out and sing. If children are interested, you may play the song one more time.

6. (Optional) Draw a plant.

- Ask children to sit at the table. Hand out drawing paper, colored pencils and crayons. Tell children to draw a plant with a root, stem, leaves and flower.

7. Sing the Goodbye song.

- Have children clean up the room before they go. While cleaning up, you may sing the Cleanup song (See Resource 1.1).
- Say: *It's time to go.*

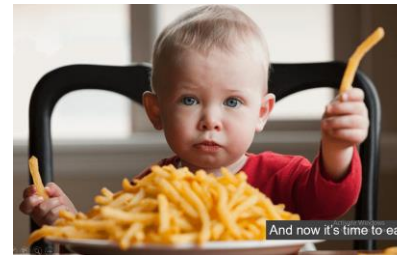
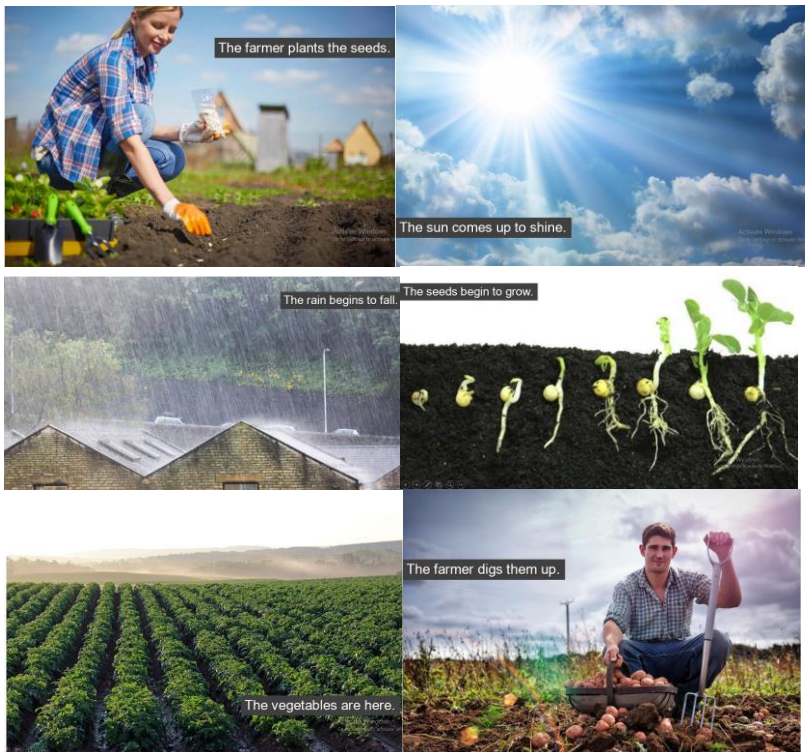
- Have children make a circle and sing the Goodbye song (See Resource 1.1).

Resource 5.7: The Farmer Plants the Seeds Story

Link:

<https://docs.google.com/presentation/d/1r0RHuSDpdZqE6vwvmskaiStzATjAzI7Q/edit?usp=sharing&oid=107433926467597186587&rt=pof=true&sd=true>

Story cards:



Resource 5.8: The Farmer Plants the Seeds

Link:

https://www.youtube.com/results?sp=mAEB&search_query=The+Farmer+Plants+the+Seeds

Lyrics:

The farmer plants the seeds,
The farmer plants the seeds,
Hi, Ho, the Dairy-O
The farmer plants the seeds.

The sun comes out to shine,
The sun comes out to shine,
Hi, Ho, the Dairy-O
The sun comes out to shine.

The rain begins to fall,
The rain begins to fall,
Hi, Ho, the Dairy-O
The rain begins to fall.

The seeds begin to grow,
The seeds begin to grow,
Hi, Ho, the Dairy-O
The seeds begin to grow.

The vegetables are here,
The vegetables are here,
Hi, Ho, the Dairy-O
The vegetables are here.

The farmer digs them up,
The farmer digs them up,
Hi, Ho, the dairy-O
The farmer digs them up.

Now it's time to eat,
Yes, now it's time to eat,
Hi, Ho, the Dairy-O
Yes, now it's time to eat!

UNIT 5. LESSON 3: I PLANT A SEED

Children's learning outcomes:

- Sing and act out the *How Does a Plant Grow* song.
- Follow instructions to plant a seed.
- Develop their fine motor skills.

Key words:

Seed, root, seedling, stem, leaves, flower, plant, dirt, hole, water.

Productive language:

*It's (red) and (blue).
I (make) a (hole)*

Receptive language:

1. Welcome the children.

- Tell children to make a circle. While making a circle, you may sing the Circle song (See Resource 1.1).
- Call on one child and say *Catch!* E.g., *David, catch!* Throw the ball to him. Have the child move to the center of the circle. The rest circle him and sing the Hello song (See Resource 1.1) using his name. Once done, have the child call on somebody else and throw the ball to them. Continue until everyone gets a turn.

2. Sing the *How Does a Plant Grow* song.

- Play the song from the first lesson of this unit (See Resource 5.5) and encourage children to join in with the actions and the song.

3. Plant a seed.

Color the parts of a plant.

Make a hole in the dirt.

Cover the seeds with dirt.

Activities:

*Sing the *How Does a Plant Grow* song.*

Plant a seed.

*Complete *Parts of a Plant* Worksheet.*

*(Optional) Play the *Yes or No* game.*

Materials:

Routine songs (See Resource 1.1)

Plant parts flashcards (See Resource 5.3)

*The *How Does a Plant Grow* song (See Resource 5.5)*

*The *Parts of a Plant* Worksheet (See Resource 5.9)*

Plastic bottles

dirt

water

seeds

Laptop

Glue sticks

Colored pencils

Ball

- Before the class, cut off the tops of the plastic bottles leaving a 4 to 6 cm base. Fill them with dirt.
- Distribute the bottles with dirt and the seeds. Show a seed and ask: *What's this?* Elicit: *A seed!* Say: *Make a hole in the dirt* and show them how to do that. Now, say: *Put three seeds in the hole.* Wait until children complete the task and then move to the next one: *Cover the seeds with dirt.* Now tell them to water the seeds every two days. Find a sunny place to put the plants for seven days.
- As you plant the seeds, with each step make children to say an appropriate line of the following poem:

*I make a hole,
I plant a seed,
I water it,
I give it light,
It starts to grow.
I'm happy now.*

- When the seeds germinate, show it to children and together name the parts of their plants.
- 4. Complete Parts of a Plant Worksheet.**
- Before the class, cut to pieces Part 1 of the worksheet (See Resource 5.9).
 - Show children the cut out parts of a plant and tell them to color the pieces and glue them to the corresponding places on Part 2 of the worksheet. Observe and monitor.
 - Point to the parts of the completed worksheet and ask: *What's this?* Let children name the parts of the plant that they have on their worksheets. Ask what color is each part. Encourage to respond: *It's red and blue.*
- 5. (Optional) Play the Yes or No game.**
- Show children you are mixing the plant parts flashcards (See Resource 5.3) in your hands, so that neither of you knows their order.
 - Hold the flashcards above your head so that children can see what card is there but you cannot.
 - Point to the flashcard and ask, *Is it a flower?* Encourage the children to respond *Yes, it is/No, it isn't* depending on what flashcard you are pointing to.
 - Repeat this with other flashcards.
- 6. Sing the Goodbye song.**
- Have children clean up the room before they go. While cleaning up, you may sing the Cleanup song (See Resource 1.1).
 - Say: *It's time to go.*
 - Have children make a circle and sing the Goodbye song (See Resource 1.1).

Resource 5.9: Plant Parts Worksheet - Link

[https://drive.google.com/file/d/1GWwj9y3AClokSAhbB0WR7MI9f
DTOqWgO/view?usp=sharing](https://drive.google.com/file/d/1GWwj9y3AClokSAhbB0WR7MI9fDTOqWgO/view?usp=sharing)

