

ETpedia

Young learners

500 ideas for English teachers of young learners

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10
Years of
ETpedia

2024 marks the 10-year anniversary of the launch of *ETpedia*! In that time, 6500 practical tips and ideas have been shared across 12 different titles. Each title in the *ETpedia* series is divided into units containing 10 bite-sized tips and ideas to give you real practical help with planning and preparing for your lessons. To celebrate the 10-year anniversary, we are sharing 10 collections of ideas across 2024!

Here, you can explore 10 practical ideas from *ETpedia Young Learners*, which brings together everything you need to know to teach young learners, aged 5-12. Enjoy 10 ideas from across the book below!

10 Ideas

Unit 12: **10** tools for managing behaviour in the young learner classroom

9. Behaviour passport

Make a behaviour passport for each child in which you can stamp good behaviour visas. Classroom stamp sets are available online. Include different types of visa pages in your passport: a sharing visa, a tolerance visa, a turn-taking visa, etc. Share the passport with the children's parents and involve them in setting up rewards for their child's good behaviour. See the end of this sample for a template.

Unit 15: **10** ways to start and end lessons

7. 'What have you learned today?' discussion

Children love puppets. A fun way to end the lesson is to get the children to sit in a big circle and to encourage them to tell the class puppet what they can remember about that lesson. You can help them by referring back to the lesson objectives on the board. This is also a great way of finding out what your children enjoyed and getting feedback about your lesson.

Unit 22: **10** activities to do with songs and chants

8. Invent a verse and roleplay the song or chant

A nice, challenging post-listening activity is to have the class invent the next verse of the song. This activity can be done as a whole class, in groups or in pairs, depending on the characteristics of the class. The children can then prepare a performance of the song to present to parents or to teach to other children in the school. Children often feel empowered when they are asked to teach younger children.

Unit 26: **10** reasons to use stories and drama in the young learner classroom

10. Magical and fun

Perhaps the most important reason of all to use stories and drama activities in your classroom is the fact that stories and drama are fun. Everyone, regardless of their age or interests, loves a good story. Letting go and participating in a drama activity is an equally motivating experience.

Unit 30: **10** favourite drama activities

6. 'Feeling' dialogues

Make a set of 'feeling' flashcards (showing an image that represents a feeling, for example, a happy smiley face for the word 'happy' – see the end of this sample) and a set of mini 'feeling' cards – one for each child. Stick the 'feeling' flashcards on the board and drill the new vocabulary (see Unit 36). Mime the feeling and invite the children to guess which feeling it is. When the children are ready, swap roles by inviting a child to come up to the front and mime a feeling for the class to guess. Next, invent a short dialogue and drill it with the children. Distribute a mini 'feeling' card to each child and tell them to keep their feeling a secret. Invite the children to go round the class and say the dialogue you just drilled with the emotion on their mini 'feeling' card for other children to guess.

Unit 32: **10** popular arts and crafts activities

6. Puppets (finger puppets, paper bag puppets, lolly stick puppets)



Puppets are a great tool for encouraging children to try and speak English in class. Like masks, they give children a crutch to lean on, but they also allow children to speak without being worried about the mistakes they are making. They are also very teacher friendly as they allow you to correct the

mistakes without criticising the child: 'Oh dear, Mr Penguin must be very tired today. Mr Penguin, did you forget that we say *I am hungry* and not *I are hungry*? You need some rest and a big bear hug!' By giving children this type of feedback, you are correcting the character represented by the mask and not the child behind it.

See the see the end of this sample for instructions on how to make some simple finger puppets.

Unit 38: **10** activities for the topic of ANIMALS AND PETS

9. Animal peg



Use this simple arts and crafts activity to make a classroom management tool to help you check who is in class every day. Children decorate a wooden peg by drawing their favourite animal on it, colouring it in and writing their name on it. As soon as the children arrive in class every day, they take their peg and

attach it to a class attendance board so you can see who is in class. You can also use the pegs to give them permission to go to the toilet.

Unit 44: **10** activities for the topic of SCHOOL

6. Spelling bee

Spelling bees are a motivating way to encourage children to work on and improve their spelling. Give the children a list of 8–10 words to learn.

The children practise writing the words at home. On the day, divide the children into groups and ask them to decide the order in which they will take their turns. Give each group a different word to spell from the list. The first child repeats the word aloud, spells it, and then says the word aloud again. If the child spells it correctly, their group earns a point. Then the next child in each group takes a turn. The group with the highest score is the winner.

Unit 47: **10** evaluation tips for the young learner classroom

9. Promote self-assessment

Introduce a culture of 'learning to learn' in your classroom by making self-assessment a regular part of learning. Remember that children will need to be trained to self-assess objectively, so invest time in teaching them what success looks like. Base self-assessment worksheets around 'can do' statements, for example, 'I can sing the Body Song'. Take time to think carefully about the language of your 'can do' statements. If they are in the learners' first language, children will easily be able to understand them. If they are in English, the language used will have to be simple and familiar for the children.

Unit 48: **10** ways to record children's progress and give feedback

4. Teacher journal

When you teach various classes every day, it is easy to confuse the things that happen in one class with what happens in the next. To avoid this, try keeping a small teacher journal. Reserve the last two minutes of your lesson for the children to pack up and clean the classroom. Use that time to write a quick note about anything or any child that stood out in class that day. This will allow you to have detailed and objective feedback to give to stakeholders about every lesson.

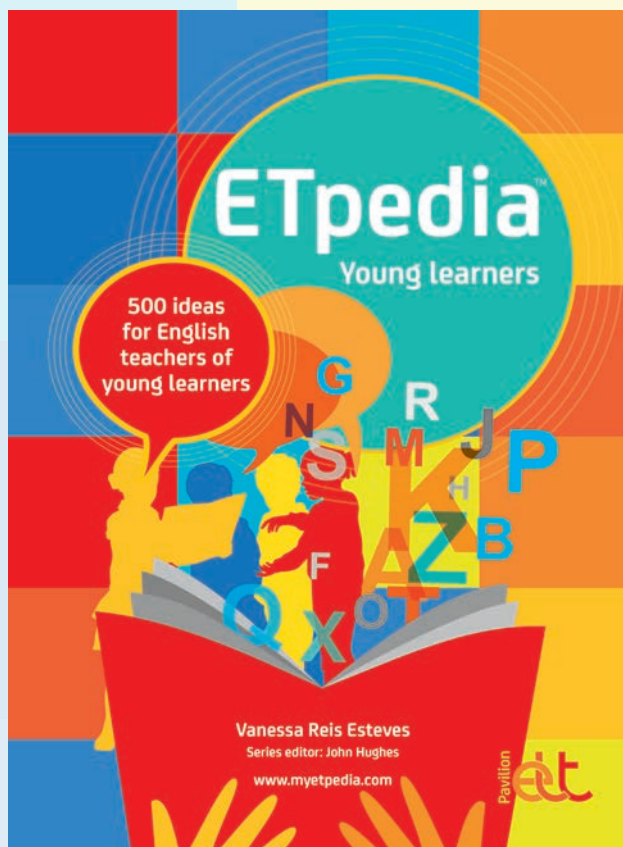
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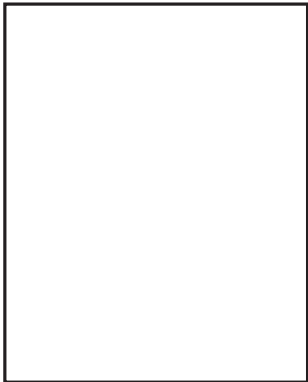
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Unit 12, point 9: Behaviour passport

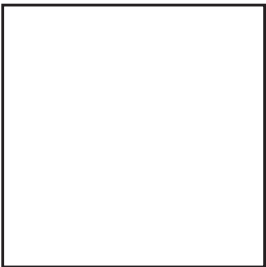
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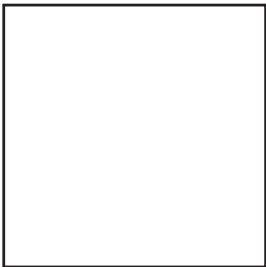
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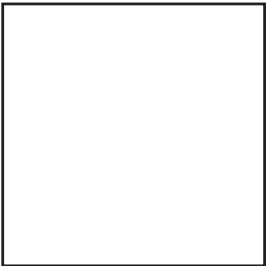
Visa: improving behaviour



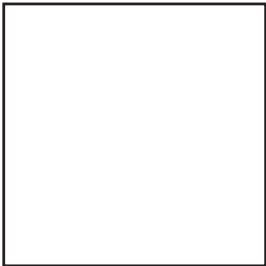
Visa: improving behaviour



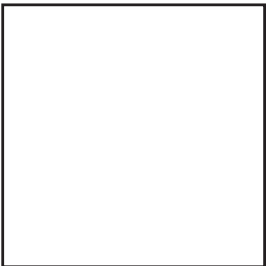
Visa: good behaviour



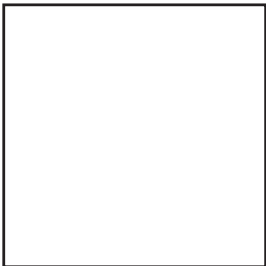
Visa: good behaviour



Visa: excellent behaviour

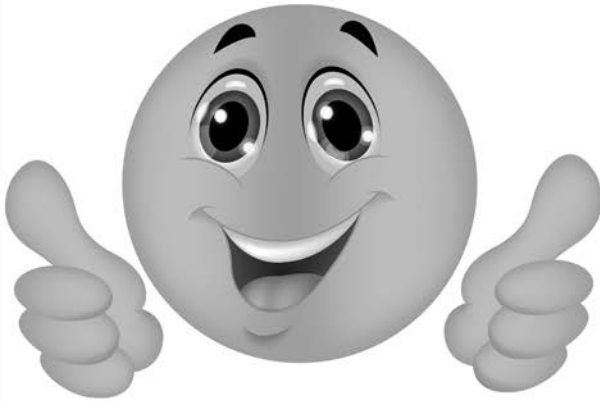


Visa: excellent behaviour



Unit 30, point 8: 'Feeling' cards

A full colour version of this material is available at <https://www.myetpedia.com/appendix-materials/>



happy



sad



angry



excited

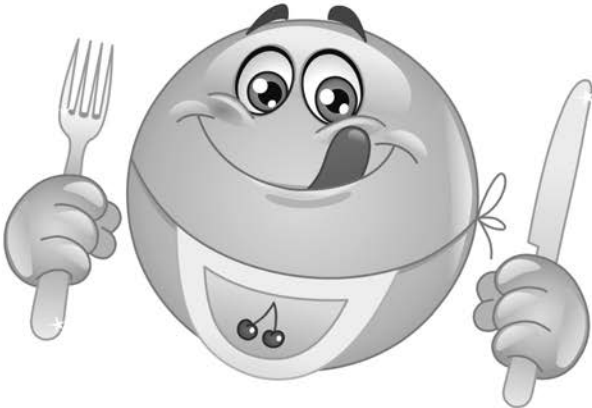


worried



tired

Unit 30, point 8: 'Feeling' cards



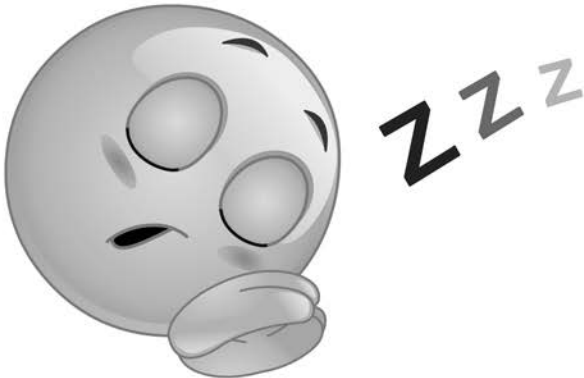
hungry



hot



cold



sleepy

Unit 32, point 6: Finger puppets

A full colour version of this material is available at <https://www.myetpedia.com/appendix-materials/>



Materials needed:

1. old rubber gloves
2. ribbon/wool for the hair
3. plastic eyes
4. permanent markers and glitter glue to decorate the puppets
5. bits of old fabric for the clothes
6. liquid glue to stick on the decorations

Instructions:

1. Take the rubber glove and cut the fingers at the base.
2. Make the hair and stick it on. Glue on the eyes and the clothes. Allow the glue to dry.
3. Draw the eyes and mouth with the glitter glue or permanent markers and allow to dry.
4. Decorate the clothes with glitter glue.