



APPInep E-Newsletter no. 9—October 2017—Autumn

Welcome words

CHEERS, Cristina and Helena! WELCOME, Carla, Daniella, Dila, Sónia and Velma!

We always regret to see someone of the small but committed APPInep family go: Cristina Bento and Helena Soares were two outstandingly resourceful 'APPIneppers'. It is on behalf of the APPI board that I thank them very much for their talent and dedication to helping make APPInep work steadily. Cheers, Cristina and Helena!

It is also a time to welcome someone else to the Team: Carla Rocha, Daniella Costa, Dila Gaspar, Sónia Ferreirinha and Velma Costa have taken up the challenge to go on with the task of keeping APPInep and its action a reference for the eyes of the VYL teachers and teachers of English at large. On behalf of the APPI board our Thanks and Very Best wishes. Welcome, Carla, Daniella, Dila, Sónia and Velma!

Alberto Gaspar

From the editor's desk...

I am really thankful for embracing this new challenge of being the new APPInep e-Newsletter editor.

In this new extended issue of the e-Newsletter there will be new sections and we do hope to bring some novelty in the future. In order to achieve this new aim we hope to count with the APPI members! Your suggestions, your experiences will be welcomed.

As editor, I will do my very best to succeed in this endeavour and to please those who have trusted me.

Carla Rocha

In this APPInep e-Newsletter:

• Articles corner:

A is for ... by Paula de Nagy

Let's play, play and play! Part 4 by Cristina Bento and Sónia Ferreirinha

Collaborative activities through eTwinning by Clara Chambel

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• In the classroom:

Crafts for festivities: Halloween cat and Christmas tree by Dila Gaspar

• Reflection time

• Teacher Training



A is for...

Practical ideas for the classroom inspired by the letters of the alphabet

Here are some simple, tried and tested ideas which can be adapted for most age groups and levels.

B is for ...Buddies

Type of learners: good for A2 learners; confident readers and writers.

Involves writing a short sentence and encourages learners to memorise meaningful language.

Write up a sentence such as **B is for Buddies**.

Get learners to brainstorm at least 15 words starting with B.

Then build up a sentence such as **My best buddy is a brilliant, beautiful, and bountiful individual**.

Lower levels might produce something like: **My best buddy is beautiful and wears blue**.

Then, drill the sentence a few times so learners memorise it.

Next lesson, re-elicite the sentence and drill it again.

Keep adding sentences with different letters of the alphabet. You will need to decide what is appropriate for the age group and level.

Other ideas

My favourite food is fish – it's fantastic when it's fried.

My favourite animal is an ant, etc.

You could encourage learners to work in groups so that they write the sentence on their own and then drill their peers.

F is for fingers

Type of learners: any age group, any level

Make sure all the learners can see you.

Hold up one hand, palm upwards.

Use your other hand to mime: walking.

As you mime, say '*show me walking*' so learners can see what you want.

Once they've got the idea, just keep adding instructions, e.g.:

Show me walking

Show me jumping

Show me dancing etc.

Once learners have understood what you want, they can give each other instructions. Higher level learners will obviously use more sophisticated language.

J is for jewels – The jewellery box

Type of learners: any age group, any level

Whenever you have a few minutes at the end of a lesson, review new vocabulary and ask learners if the word/expression was special.

If they agree, then write it on a card (lower level learners can draw it), and put it in a special box.

The words in the box are then associated with 'jewels' and being special.

The 'jewels' can be used for all sorts of purposes such as: activities for early finishers; review activities, etc.

Note: Using a vocabulary box is nothing new. However, making it into a 'jewellery box' (which YLs can decorate) might make the use of the box more exciting.

Paula de Nagy | International House Torres Vedras|Lisbon



Let's play, play and play!

Part 4

The game playing language

When playing games, the language we use is very much the same. In this case, repetition becomes essential not only to promote understanding of the activity but also allows the students to join in without fear.

Here is a list of possible GENERAL game playing language:

Now we'll play a game in which...

Guess what is missing.

Jumble the letters.

A point for this team.

Well done!

You've won!

Try again!

You can do better!

Help each other.

Throw the dice.

Whose turn is it?

It's my/your turn.

Spin the spinner/roll the die-dice

Find the matching pair.

Who can explain the rules?

Listen to your partner's instructions.

Here's our tip: be consistent. Before the year starts, decide what game language you're going to use and stick to it. If you always use the same language, students will gradually start using it correctly.

In this issue, we're going to share the game **Running Race**.

This game works with any topic you're teaching but it's particularly fun for children when they're learning clothes. Make sure

you collect all the props you need (old clothes, your clothes, your children's clothes, etc) and flashcards of the clothes you selected.

Like we mentioned in part 2 of this article, instructions need to be clear for students:

- Divide the class in groups of 5;
- Two groups play at a time;
- Place a box for each group with all the clothes they need;
- For each group, assign roles (The model, the captain – that receives and transmits the information; and the runners – that collect the clothes and dress up the model).
- Confirm the roles by asking what they are and what they're doing throughout the game;
- Call the captains and show them a flashcard;
- The captains return to the runners and tell them (in English) what piece of clothing they need to collect from the box;
- Runners collect the piece of clothing from the box, run back to model and dress him/her up;
- Captain returns to the teacher to see another flashcard.

Game continues until the model is fully dressed. The winning team is the one that dresses the model correctly and in first place.

Keep in mind: promote play and the joy of learning.

**Cristina Bento | APPI member B 4353 |
Agrupamento de Escolas Padre Alberto Neto
| Queluz
Sónia Ferreirinha | APPI member B 4808 |
APPI**



Collaborative activities through eTwinning



Starting a school year provides us an opportunity to participate in new projects. I was lucky to collaborate in the etwinning project “Postcards to Georg” in 2016-2017. A primary school teacher in charge of a class in Agrupamento de Escolas de Montemor-o-Novo invited me to help the pupils with some activities they came up with. It was great to see how such a project and a dedicated group of teachers can bring together intercultural awareness, tolerance, the use of technology and English for real purpose. The students had to communicate in English since there were several foreign partners (Georg is a teddy bear whose brothers were sent to different countries) exchanging virtual postcards and participating in collaborative activities.

Here are just a couple of activities in which I collaborated and that can be used with any class as long as you have internet access:

Creating an advent calendar

This is an activity that we are not very used to but it is very popular in other countries and students really enjoy it. You can find an online tool here: <https://adventmyfriend.com/>. You can choose images and videos or you can make your own and upload them. Each group of pupils choose a few days and upload their work. Pupils can sing a song, recite a poem, make a video or a drawing. Just use your imagination!

Writing comics

There are several sites such as <http://www.makebeliefscomix.com/> that allow you to create your comic strip by choosing characters, objects, backgrounds and talk balloons. Then you can collect all the strips and create an e-book.

Building a snowman

If you teach in a place where it never snows, you and your pupils can still build a snowman. Copy the Google slides “Build a snowman” template (<http://www.controlaltachieve.com/2016/12/build-snowman.html>). There you can find a blank snowman to which you can add eyes, mouths, hats, arms, hair and other items. After building their snowman, pupils can describe it.

You do not need to join an etwinning project to use these ideas: you can do it with another Portuguese school in a language exchange project or you can just do it with some of your classes as long as you do not forget that collaborating means completing tasks together and being co-authors.

**Clara Chambel | APPI member B 6419 |
Agrupamento de Escolas Luísa Todi | Setúbal**



Storytelling corner

Room on the Broom

This set of activities is based on the book / film “Room on the broom”, by Julia Donaldson and is intended to be used with year 4, to revise ordinal numbers, prepositions and other vocabulary. It’s a great story for Halloween, but it can be used anytime.

1. Start by eliciting vocabulary. Ask the students to match the words and the pictures. Give each student a flashcard or a wordcard and ask them to find their match. Alternatively, you can prepare a matching exercise on a worksheet.



2. Show this picture and ask your students to complete the following sentences:

The ____ is first.

The witch is ____

The ____ is third.

The dog is ____



3. Show different pictures for your students to describe using prepositions. Ask questions, such as “Where is the witch?”, “Is the cat near the dog?”. Alternatively, you can practice the use of prepositions by asking students to put the flashcards used in 1 in

different positions and describe how they arranged them (eg. “The dragon is near the bow.”). You can also prepare a gap-fill exercise on a worksheet.



The witch is ____ the broom.



The wand is ____ the cauldron.

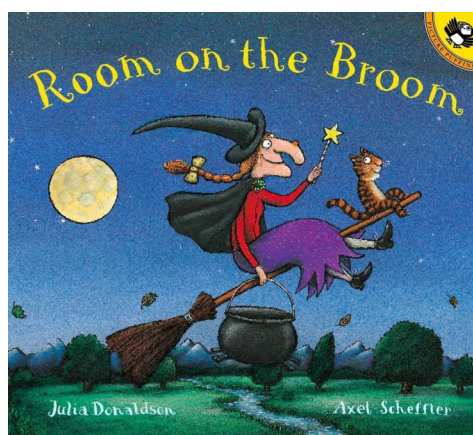


The cat and the witch are ____ the tent.



The dog is ____ the bird.

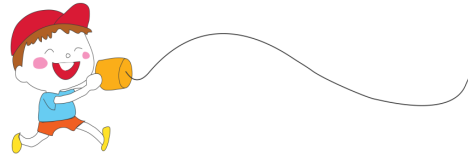
4. Play the film “Room on the broom” (<https://vimeo.com/192151597>) and enjoy this wonderful story!



Helena Soares | APPI member B 6446 | Agrupamento de Escolas Poeta António Aleixo | Portimão

In the classroom...

Crafts for Festivities

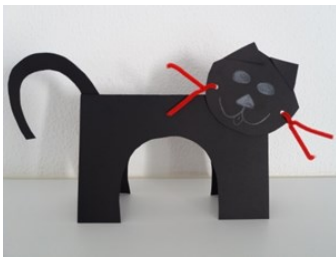


These are two crafts you can make with your students for Halloween and Christmas.

Remember have your example ready to show students the end product and do one at the same time as the class, so that students understand and visualise what they are supposed to do. Give clear and simple instructions, one step at a time. And don't forget to encourage students to use classroom language throughout the activity

and praise them when they do so. For the writing component, write a model on the board and elicit all the language students need to complete the sentences (eg. I've got... a tail/ red whiskers/ a black body/ paws...). After students write their sentences, give them a couple of minutes to practise reading them out loud. Then, they are ready to present their work to the class!

Halloween black cat



Material:

- 1 A4 black cardboard
- 1 pipe cleaner cut in half
- Scissors
- Glue
- Hole punch

Procedure:

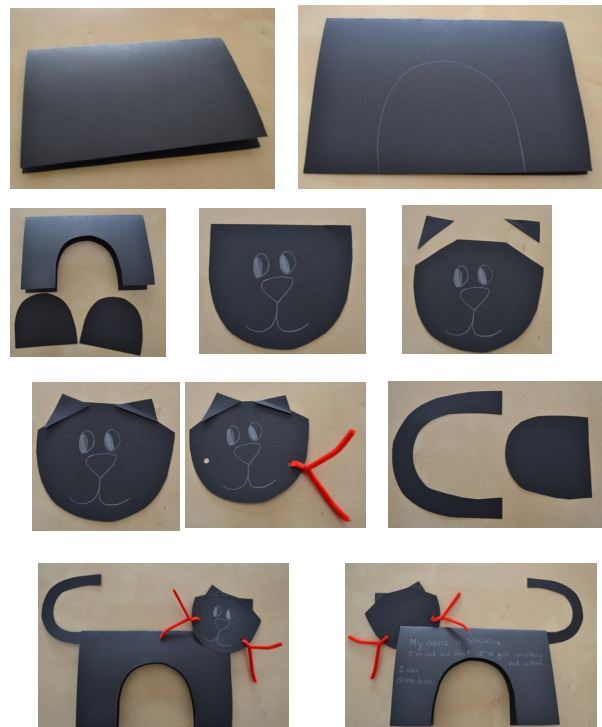
1. Fold the paper in half vertically.
2. On the bottom of the page, draw an arch.
3. Cut it, so that you have two semi-circles.
4. On one draw the eyes, nose and mouth of the cat.
5. Cut two triangles on the top. Glue them so that they stick out like the cat's ears.
6. Hole punch two holes on either side of the semicircle. Put a pipe cleaner through it and twist it so that it stays in place. These will be

the whiskers of you cat.

7. Cut the other semi-circle into the shape of a tail.

8. Glue the head and the tail on both tops of the folded paper.

9. Students can name their cat and write sentences about it in the back. Then, they can present it to the class!





Christmas tree

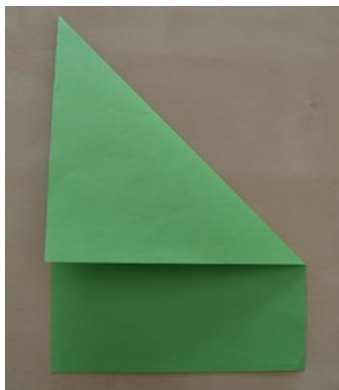


Material:

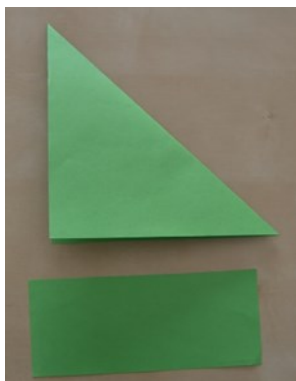
- 1 A4 sheet of green paper
- Scissors
- Colouring pencils /felt tip pens

Procedure:

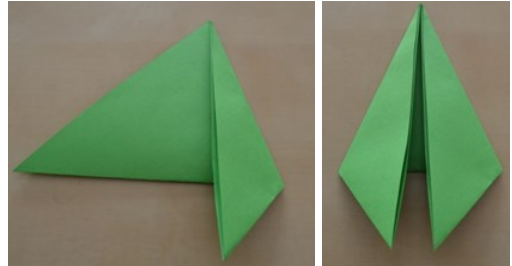
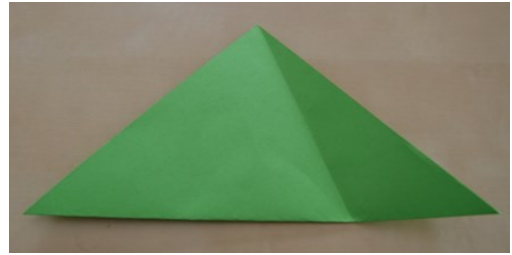
1. Fold the paper from the top to the side, so as to make a triangle.



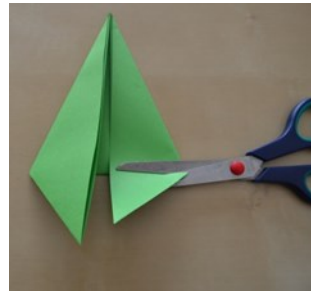
2. Cut the bottom of the paper.



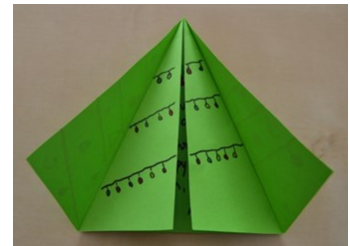
3. With the triangle facing you, fold the sides down joining them in the middle.



4. Cut the paper at the bottom, so that you create a triangle (Christmas tree shape).

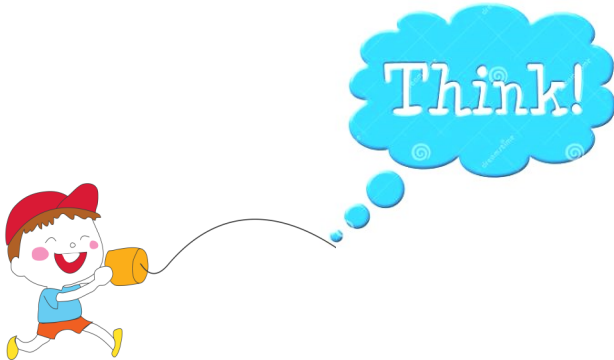


5. Colour and decorate your Christmas tree. Inside, you can write a message.





Reflection Time...



How are teachers dealing with the 5th grade learners with two years of English?

You are kindly invited to share your experience and thoughts on dealing with these level 3 learners.

Please send your contribution to:

appinep.appi@gmail.com

Thank you very much.

Teacher Training

APPIforma Primary accredited courses

APPIforma has a list of accredited courses aimed to develop the Young Learners and Very Young Learners teachers' skills:

- Teaching English to Young Learners
- Bringing CLIL into the Classroom
- Storytelling with Young Children
- The play way: drama activities for Young Learners
- Spice Up your Students' Speaking Skills
- Technology in the Young Learner classroom
- Stories in the language classroom
- Teaching English: Primary Essentials
- Metodologia do Ensino de Língua Estrangeira – Contar histórias

For more information about these courses please access APPI's website: <http://www.appi.pt/appiforma/cursos-appiforma/>

The APPIforma CPD programme for 2018 will be available in mid December.



Keep your APPI membership fee updated so that you receive all publications and have access to all teacher training sessions and webinars. Thank you.

APPInep Committee:

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