



## APPInep E-Newsletter no. 10—March 2018—Winter

### From the editor's desk...

In this Winter issue of the e-Newsletter Art takes a special interest.

Anna Pires gives the reader ideas for using learners as resources for promoting students' communicative needs.

Milita Bucho explains brilliantly how one can make art a powerful choice to use in class.

Dila Gaspar presents us some crafts activities to use in class and Chris shares a very simple game to be used in primary but also with kindergarten children.

Finally, there is a new Projects Corner where special Portuguese projects may stand out.

You are always welcome to join us, to share your wonderful ideas and your teaching practices!

Carla Rocha

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#### • Articles corner:

*Learners as Resources* by Anna Pires

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## Learners as Resources

As a YL teacher, I think we tend to neglect the communicative needs of our children.

Course books tend to assume a lot about Young Learners, but quite often I find that the language and topics covered in course books do not meet the communicative needs of my learners. Just to give you an example, here are some sentences taken from YL course books that I have worked with:

It's windy, let's sail our boat.

Are the socks behind the sofa?

I can see a hen.

Put the crocodile on the tree.

The language is fun but how useful is it for our students when we want to encourage them to communicate? When would they ever have a real need to use this language? I am not saying that we should get rid of course books, but perhaps rethink how we use them and ensure that we enable students and encourage them to bring their own life and stories into the classroom. Let's look at two examples.

### 1. Our Neighbourhood

When introducing the unit on "House" to a group of 6-7 year olds, I tell students to imagine they all live on the same street and I get them to draw their houses on the board. Depending on number of students, I either get them to come up at the same time to draw their houses or bring them up in groups. If you have a large group, you can use mini-whiteboards (A3 size), which you can make yourself. I like having them draw at the same time because they learn how to share space, which helps with community building in the classroom.

Once their "neighbourhood" is complete, each

child then comes up to the board and, with teacher support, describes his/her house to the rest of the group – It's big/small; I live in a flat/house; colours; house number etc.

We find out a lot about each other's' houses and, by the time we move onto the course book, I have a clear idea of how I can use the course book to help them talk about the things that are important to them.



### 2. Stories from the Learners

Children always have so many stories they want to share with the teacher and the class, but that can be tricky when they don't have the linguistic resources to do it in English.

Do we let them tell the story in their L1 or do we just tell them "Sorry, but we have work to do in English"? This has always been a dilemma for me.

One day, one of my YL insisted on telling a story and I just let him tell it in Portuguese because I knew there was no way I could stop him, and it actually turned out to be a fascinating story.

## Learners as Resources (cont.)

Here's a simplified version:

*This story happened to Diogo's parents a long time ago. In fact, this was before Diogo was born and even before Diogo's parents got married. One day Diogo's dad gave mum a present. He gave her a beautiful puppy. A few days later, they went to Diogo's grandparents' house. The dog loved going there because it had a big garden. The dog was running on the grass when suddenly another animal appeared. It was a snake! The dog looked at the snake and the snake looked at the dog....and they attacked each other at the same time. The dog bit the snake and the snake bit the dog. They both died.*

Once he told the class the story, I decided to use it as a lesson.

So, I told the class that I wanted to re-tell the story in English to an older group of students, but they had to help me practise because I wasn't sure I had the facts right. I re-told the story but made some deliberate mistakes with key words that I was sure they knew in English, i.e. instead of "puppy", I said "kitten", and the children corrected my mistakes.

The following lesson, I brought some flashcards of the main events of the story and key words in the story. Students went up to the board to order the events and then match the words to the pictures.

Afterwards, we re-told the story over and

over again.

As homework, I had the kids tell the story to their parents.

We should always bear in mind that we teach the learner and not the course book.

Assessing what students want to know about a topic is extremely useful in helping us find ways to adapt the course book to meet our learners' needs and giving them a chance to tell their stories in their L1 can be a valuable resource to then work with these stories in English.



**Anna Pires | APPI member B7329  
International House Braga/ Porto Editora**

# Storytelling corner

## Every colour is Perfect

### *The Artist Who Painted a Blue Horse, by Eric Carle*

We've all come across children who always make the same type of drawings, using the same colours.

Some children even discourage their classmates when they paint their works with unusual colours.

I recently came across a child that would not allow his friend to use blue on a face and immediately thought of reading them "The Artist Who Painted a Blue Horse" by Eric Carle.



This brilliant picture book tells us of a young artist who starts by painting a blue horse running under a yellowish sky, then continues to paint animals like a red crocodile, a yellow cow, a purple fox and so on.

This beautiful book presents us much more than just naming animals and colours.

Eric Carle's work is an open invitation to the art world, encouraging children in a simple way to be creative and freely express themselves.

At the end of the book, Eric tells us of the first time he saw the forbidden work of Franz Marc who painted Blue Rider and once more he spices our curiosity.

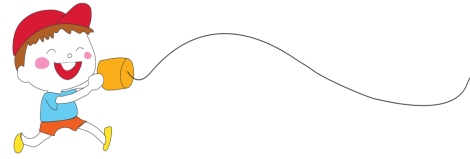
After the story most of the children felt brave enough to paint animals with odd colours, a few chose to keep using the expected colour for each animal, but now they know they're free to be creative.



Milita Bucho | APPI member B7260 |  
Agrupamento de Escolas de Ponte de Sor/  
Projeto  
Kiitos@21stCenturyPreschools | Ponte de Sor

## In the classroom...

### Crafts for Festivities



These are two crafts which can be used for Father's Day and for Easter.

Remember to 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 (e.g. I've got... a tail/ grey whiskers/ white fur/ 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!

### Father's Day



#### Material:

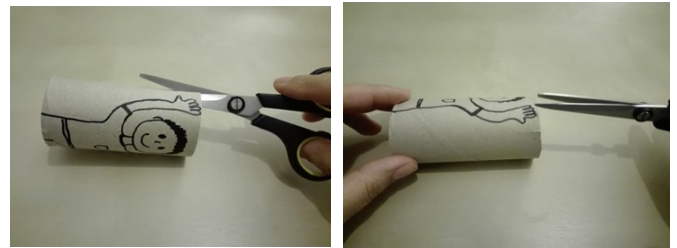
- Toilet paper roll
- Small rectangle of cardboard
- Scissors

#### Procedure:

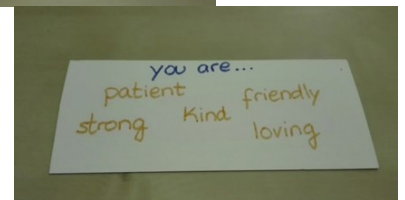
1. Ask students to draw themselves on the toilet paper roll with their arms up. Alternatively, students can bring a photo from home and glue it on the roll.



2. Cut 1cm slits on each side of the toilet paper roll (see picture).



3. Write 'Happy Father's Day' on one side of the card. On the back write words about their dads.



4. Slide the cardboard into the slits on top. Students can then present their dad to the class!



## Crafts for Festivities (cont.)



### Easter Bunny

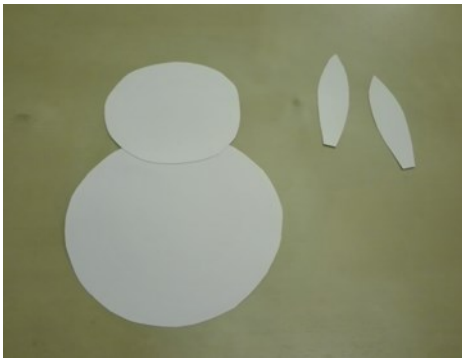


#### Material:

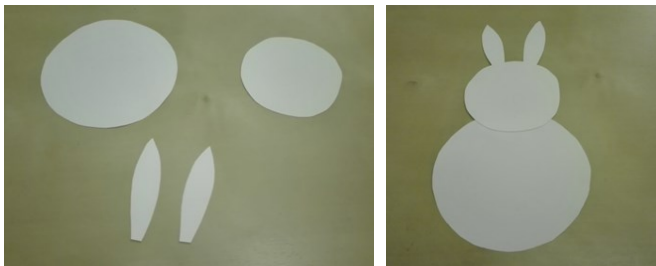
- 1 A5 white cardboard
- 2 googly eyes
- Scissors
- Glue

#### Procedure:

1. Draw a big circle, a small circle and two long ears on the white cardboard and cut them.



2. Glue the small circle on top of the big circle, and the ears on top of the small circle.



3. Cut out/ hole punch two circles, big enough to put your fingers through them.



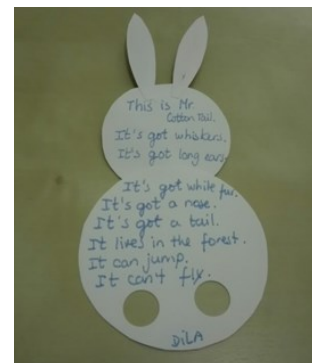
4. Glue the googly eyes.



5. Draw the whiskers.



6. Students can write sentences about their bunny and present it to the class. This puppet could also be used with Easter songs/ rhymes.



## Game



### Ducks and Dogs!

This is a simple throwing game that can serve as a phonological awareness raising activity for primary learners of any age.

We will need:

- toy plastic ducks
- toy plastic dogs
- a rubber shower mat
- a cardboard box
- a box lid or tray

We place the shower mat one or two metres from the box. The first student to play stands on the mat, which basically serves as a place marker for them, with the tray of animals within easy reach.

The teacher calls out 'a duck' or 'a dog'. The player then picks up what they think they have heard. If the teacher nods confirmation that they have heard correctly, they try to throw the animal underarm into the box. If the teacher shakes their head, the student picks up the correct animal then throws.

The element of game here is a) in hearing and picking up the right animal and b) in getting the toys into the box.

How many throws each player gets and whether a score is kept will depend upon the logistics of your class although I would recommend that whenever you can get away with it, playing for playing's sake - without points, winners and most importantly losers - is preferable.

This activity works the difference between the vowel sounds /ʌ/ and /ɒ/ and the

consonants /k/ and /g/.

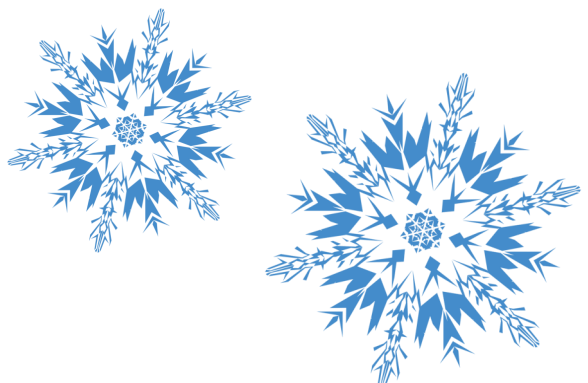
To extend the range of phonemes worked you can also sometimes say 'two ducks' or 'three dogs' which will introduce the sounds /s/ and /z/ as well.



Ducks and dogs eagerly waiting to be thrown!

If you do not have plastic toys available, then online images of the animals can be printed off and taped to either ping pong balls or balls of screwed up scrap paper. In this way other pairs of words with similar but contrasting sounds can also be chosen and worked.

Chris Roland | ELI Seville | Seville



## Projects Corner...



**Kiiitos@21st Century Preschools is an early second language learning (ESLL) project, which aims to promote a High-quality Early Childhood Education, in Portugal and in other European Countries, connecting different pedagogical approaches to support children's global development, preparing and equipping them for the 21st century challenges.**

**Teachers and researchers from the partnership team will develop an integrated approach to improve ESLL (Early Second Language Learning), Music Learning and 21st Century Skills in Early Childhood Education.**

Kiiitos partners joined in for their 3rd transnational meeting, this time in Tarnow, Poland on the 15th and the 16th of November. There were 20 participants from Poland, Turkey, Italy and Portugal.

The coordinator of the project (Município de Ponte de Sor) opened the meeting and presented the Kiiitos mascot. Kiiitos is one of the several resources that were designed to help teachers, preschool children and the APPI trainer, Vanessa Esteves.



We've also had the opportunity to know a bit more about the Polish education system regarding English (or another foreign language).

Ewa Żybura has given all the partners some information about it. English has become compulsory since 5 years old. Moreover until 2020 the Polish government will train the preschool teachers to be able to teach English in preschool in a natural way within the class. We visited a kindergarten school in Tarnow and we were able to participate in

a music and an English lessons.

Carla Rocha also shared with the colleagues several activities as an example of the integrated approach used to teach English in preschool, in Ponte de Sor (Portugal).

She gave examples of the way routines are carried on and what they cover in terms of vocabulary. Through repetition, children are able to take over the role of the teacher and then talk about the day of the week, month, weather and season, but also retell what they had for lunch, thus covering a lot of vocabulary.

Another part of the presentation covered the way the learning areas and free play are explored using English to communicate. Carla also gave examples of transition rhymes used between activities and how they are used. One of the examples was:

***I like coffee***

***I like tea***

***I like Maria***

***And Maria likes me***

A child starts the rhyme nominating another child to say the rhyme. After that the first child can stand up and chooses the learning area she/ he wants to go to.

These are just some of the ideas Carla Rocha shared with all the partners.

It was a very pleasant meeting where knowledge was shared and collaborative work was done.

See you all very soon!

**Sónia Ferreirinha | APPI member B6144 | APPIforma**

**Carla Rocha | APPI member B7216 | Agrupamento de Escolas de Ponte de Sor/ Projeto Kiiitos@21st Century Preschools | Ponte de Sor**



## A quick reminder...

The Annual APPI Conference is just around the corner.

Come and join us for three days of learning and sharing.

We will be waiting for you!!!



**TEACHING EFFECTIVELY, TEACHING AFFECTIVELY**

**32nd Annual Conference**

➤➤➤ Aveiro, Portugal  
27th — 29th April 2018

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APPInep Committee:

**Daniella Costa**                      **Dila Gaspar**  
**Sónia Ferreirinha**                **Velma Costa**

E-Newsletter Editor: **Carla Rocha**

## Teacher Training

### APPIforma Primary accredited courses

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

#### APPIforma courses

[Technology in the YL English classroom](#) (25h - 1 u.c.)

Dates: 10<sup>th</sup> April – 8<sup>th</sup> June

Trainer: Susana Oliveira

Venue: Plataforma Moodle APPI

English teachers (*grupos de recrutamento* 120 e 220)

[Congresso Anual APPI: 'Teaching Effectively, Teaching Affectively'](#) (25h – 1 u.c.)

Dates: 27<sup>th</sup>, 28<sup>th</sup>, 28<sup>th</sup> April

Trainers: national and international trainers

Venue: Mélia Ria Hotel & SPA e Centro Cultural e de Congressos - AVEIRO

English teachers (*grupos de recrutamento* 120, 220, 330)

[The play way: drama activities for Young Learners](#) (25h - 1 u.c.)

Dates: to be confirmed

Trainers: Elisabeth Costa

Venue: Helen Doron Aveiro – AVEIRO

English teachers (*grupos de recrutamento* 120 e 220)

#### APPI /APEI Day

["Early language learning" - práticas partilhadas de inglês na educação pré-escolar](#)

Dates: 12<sup>th</sup> May

Venue: Escola Secundária D. Dinis – Lisboa

English teachers and preschool teachers

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

The APPIforma CPD programme is being updated every three months.

