

Teaching English to young children with Learning English with Bobby 1.

All the teachers who have used a foreign language when teaching young children know that it is great fun but needs a lot of work. Learning English with Bobby -books have been designed to help teachers' work.

The book helps you to teach English to children in a way that resembles the way they have learned their mother tongue. The book shows how to familiarise children with English language as a normal part of a school day. English can be used when teaching any school subject. The amount of the foreign language is gradually growing and it is integrated in teaching different school subjects. At first in the class and in the book there is little English text. Only after the children have learned to read and write well enough their first language they start to read and write English.

Repeated phrases

Teaching is more lucid and more concise than when it is carried out in the students' mother tongue, and same concepts are brought up several times in different manners. Sometimes it may be difficult for a struggling or a young learner to understand teaching, which is given through a foreign language, but if the teacher uses familiar, repetitious routines and structures of instruction, he or she can predict what will happen next. When the phrases are gradually getting more versatile children learn to communicate with each other and with the teacher in situations often repeated.

Songs, games and stories

When teaching children in a foreign language it's important that the teaching is illustrative and concrete. Phrases and expressions related to the school day, repeated day after day, form an important part of the teaching, as do games, songs, stories and nursery rhymes, which are all efficient means of learning new words and phrases. In addition, what has been learned is repeated in many different ways in songs, games, stories, comic strips etc. For instance, "Simon says" and "What's missing" -games give also for shy children opportunities to show what they have learned. Children also practise phrases with each other when

e.g. playing shopping or acting with finger puppets or glove puppets.

Children start to speak English early

In the beginning of the first school year teaching is quite teacher-centred. When starting the school children need a lot of teacher's help. When teaching through a foreign language this is even more the case. Gradually the students become more active as their language skills improve. However, during the very first school-weeks children start to practise simple questions and answers with each others: "What's your name?", "How old are you?" or give each other instructions such as "Colour three apples yellow." It's important for the development of children's language skills that they have from the very beginning of the first school year opportunities to practise speaking English in a positive and approving environment. When speaking with another child in the buzz of other children's voices also shy students have the courage to speak.

The teacher should try to invent many different ways to activate the students. Children like simple tasks such as moving around the classroom and asking the same question again and again. A good way to check every now and then what children have learned is to stand by the door when they are leaving home asking each of them e.g. "What's your favourite colour?"

Choose the tasks that are best for your class

Teacher's Book gives you practical instructions how to teach your students. In addition, there are stories and exercises related to the stories for you to photocopy to your students. Furthermore, you find in Teacher's Book songs, timetable for the class, instructions for craft works etc. Choose the tasks that are best for your class and best meet their needs.

Wishing you and your students a pleasant year learning English with Bobby

Tuula Merisuo-Storm

Bobby

Any Teddy Bear can act as Bobby in the class. With Bobby you can teach the phrases of this book and practise them with your pupils. When the children meet Bobby for the first time, you can tell them that Bobby came to our class because he likes to spend time with children. He comes from England and therefore only understands English language. Consequently, we have to speak English to him.

Bobby is a good means to show the pupils that now we use English language. They learn very easily that when the teacher has Bobby in his or her hands everyone talks only English.

Later when the children have learned more English they can in turns take Bobby home for a visit. Also there they should only speak English to him. After the visit the children write, draw or tell what they did at home with Bobby. I have noticed that this is an exceptionally fine experience for the children. They take Bobby to their hobbies and they talk with him and introduce the family members to him. However, before the visits you should discuss with the pupils what they are allowed to do with Bobby. They should take good care of him so that he doesn't get dirty. That means that they cannot take him with them when they are playing outside. You can also say that they cannot sleep with him.

A SONG:

Where is Bobby (tune: Brother John)

Where is Bobby?
Where is Bobby?
Here I am. Here I am.
How are you today, sir?
Very well I thank you.
Run away, run away!

At the beginning of the song keep Bobby behind you. When you sing "*Here I am*" Bobby comes in view. Then you ask him "*How are you...*" and Bobby answers "*Very well...*" After that he disappears again.

When the children have learned the song one of them can come and do your part with Bobby.



red, blue, white



This is my book



At first the children write their names on the line. Above the line there is a picture of Bobby. He has the flag of the United Kingdom in his hand. One of the pupils may know which country the flag is from.

Tell the children that now Bobby shows us how to colour the flag. Show – or let Bobby show – a red card and say: *“This is red.”* *“Take a red pencil in your hand.”* Show simultaneously what they should do and repeat the instruction. Repeat the same instruction until all the children have understood it. Then show the red part in the flag and say: *“Colour this stripe red.”* When saying this move your hand like you were colouring the stripe of the flag in

the book. In a little while one of the pupils understands what you mean and the others follow his or her example. The other stripes are coloured the same way.

You need

- The flag of the United Kingdom or a picture of it
- a red, a blue and a white card (size A5 or A4)

If you have postcards or other pictures from England show them to children. That gives them an opportunity to have a glimpse of Bobby's home country.

Children's Book Page 3

brown

In the morning say "Good morning children / boys and girls." Teach the children to answer "Good morning Mrs/Mr/Miss..."

Song: Good morning to you (tune: Happy birthday to you)

Good morning to you,
Good morning to you,
Good morning dear children,
Good morning to you,

Good morning to you,
Good morning to you,
Good morning Mrs / Mr /Ms / Miss...
Good morning to you.

On this page we learn how to greet other people in Bobby's words "Hello...". Read the phrase and repeat it several times with Bobby. Speak in turns as yourself and as Bobby using the other's name in the sentence.

After that Bobby says it to a pupil and helps him or her to answer correctly. This is repeated with several pupils. In the end Bobby says his phrase to all pupils and they answer simultaneously.

When you show the empty line in some pupils' books and add their name in the sentence "Write here..." every pupil near them soon realizes that his or her name should be written on the line in the balloon.

In the same manner try to make them understand the next sentence: "Draw your picture here". Make gestures that one does when drawing. If you feel that everyone does not understand, you may ask someone to explain in your mother tongue what should be done.

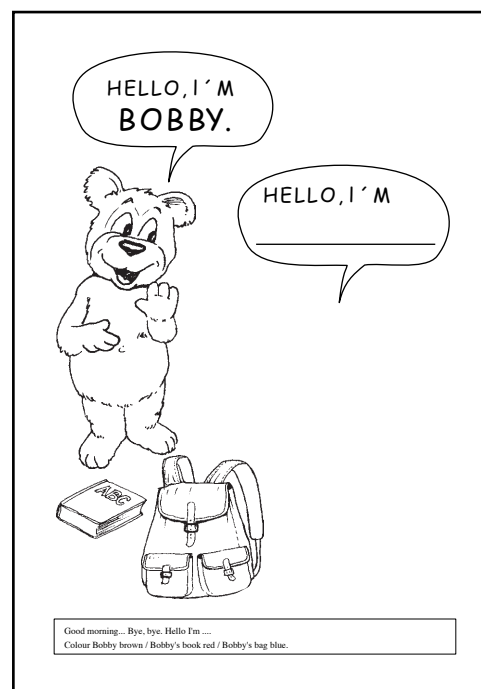
Repeat again the colours learned last time with the red, blue and white cards. "What is this colour?". If the pupils don't understand the question, help them: "Is it red? Or is it blue?" etc. The new colour is brown.

The picture on this page is coloured using the same method as when colouring the flag on page 1. Now you need a brown card also.

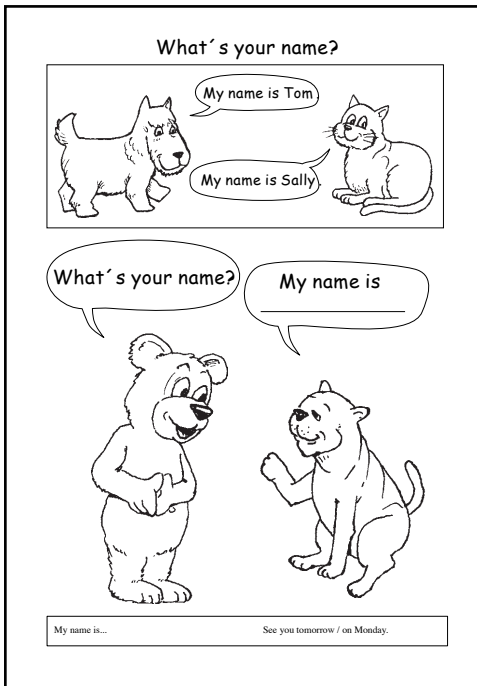
"Colour Bobby's book red."

"Colour Bobby's bag blue."

"Colour Bobby brown."



In the pupil's book there is a box with the new words and phrases learned on that page. In the teacher's book there are traditional English songs and nursery rhymes. Sing them several times also later on. The tunes of the songs are in the last pages of the teacher's book.



This page teaches the children to introduce themselves. The question “*What’s your name?*” and the answer “*My name is ...*” are learned in the same way with Bobby as was done on page 3. After that the pupils ask their peers their names.

In addition, the words “*cat*” and “*dog*” become familiar on this page. Use cat and dog picture cards when teaching these words. “*This is a dog.*” “*This is a cat.*”

You can also show toy animals. Then show again the pictures and ask: “*What is this?*”

Show the dog’s picture in the book and say: “*The dog says: My name is Tom.*”

Repeat this with the cat.

Now show Bobby’s picture and say: “Bobby asks the dog: What’s your name?”

Ask the children; “Is his name Bill – or is his name Tim – or is his name Larry?” The children choose one name. Write it on the blackboard and show the line in the book and say: “The dog says: My name is Bill (Tim, Larry). Write his name Bill here.”

A GAME: The children walk around in the classroom. When the teacher knocks or gives some other signal they stop and ask the nearest pupil his or her name.

Lastly repeat all the colours that have been taught and the words “*cat*” and “*dog*” with the picture cards.

When the children leave for home, say to each other: “Bye bye” and “See you tomorrow” or “See you on Monday”.

At the top of the teacher’s book there’s a box with the new words to be learned on the page. They show you also that when teaching this page you need pictures of a cat and a dog.

Children's Book Page 5

one, two, three, four, five,
six, seven, eight, nine, ten

When all the children know the numbers 1–10 in their own language, you may teach them also in English. Many pupils may already know some them. From the very beginning you should pay attention to the pronunciation, because many children may have learned to pronounce them incorrectly.

Start the lesson by saying the numbers on the top of the page 5. Use also number cards. Repeat them several times.

Singing songs with numbers is an efficient tool for learning the numbers. Teach your pupils the song "Numbers". The first part of the song is easy to learn. Gradually the children learn also the second part of it.

After singing the song write one number on the blackboard and ask the children: "What number is this?" Repeat this with all the other numbers. Don't ask them from 1 to 10 but out of order.

Lastly the pupils try to find all the numbers from the maze. They colour them according to the teacher's instructions: "Where is number one?" "Colour number one red." etc. To help the children to understand use colour cards and number cards.

Children's Book Page 6

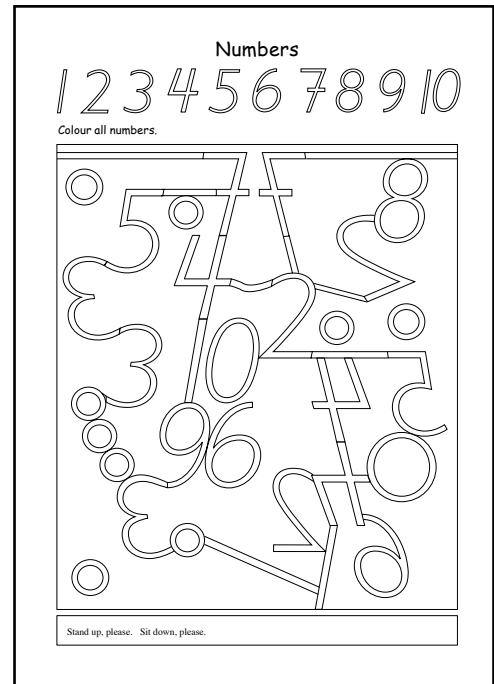
apple, pencil, Teddy bear

Children love to count in English. Show or let Bobby show all kinds of things and ask: "How many pencils/ books etc. do I have?"

When it is time to start working with the book, take your book in your hand and say: "Take your books, please." Do the same with coloured pencils etc.

On the page 6 there are apples, pencils, and Teddy bears. Show the children a picture of an apple: "This is an apple." Ask e.g.: "How many apples are in this box?" Count them aloud with the children. Then the children write the right number in the box. The words *apple*, *pencil* and *Teddy bear* are also learned.

Show and teach pencil and Teddy bear the same way. Every time when the book has new words, collect the cards with corresponding pictures for the children to see. At the end of the lesson the names of the new subject are repeated. The next day you may ask what has stuck in their memory.

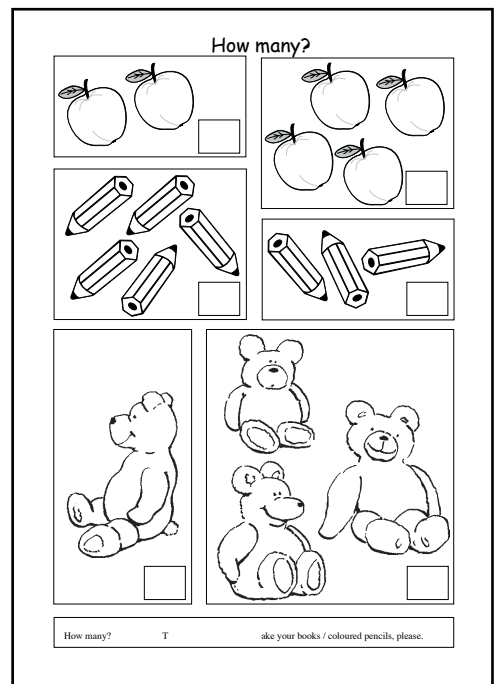


A SONG

Numbers

One, two, three, four, five,
once I caught a fish alive.
Six, seven, eight, nine, ten,
then I let it go again.

Why did you let it go?
Because it bit my finger so.
Which finger did it bite?
This little finger on the right.



Children's Book Pages 28-29

walk, run, jump, sit, fly, sing, play

Now you need some help from Bobby the bear, Show how he walks and say: "Bobby can walk." Then all look at the first picture, where Bobby walks. Say: "In this picture Bobby says: I can walk." Then ask children: "Can you walk?" When children say yes, "Yes" is written in the little box under Bobby. Continue the same way with the help of Bobby. We cannot fly. That's why "No" must be written in the box of the last picture.

A RHYME:

Teddy bear, teddy bear dance on your toes,
Teddy bear, teddy bear touch your nose.
Teddy bear, teddy bear stand on your head,
Teddy bear, teddy bear go to bed.
Teddy bear, teddy bear wake up now,
Teddy bear, teddy bear make your bow

When reading the rhyme make Bobby do the right movements for the children to see. Then the children can do them too.

Sometimes one of the children can pretend to be the bear. Then he does, what the others tell him to.

A SONG:

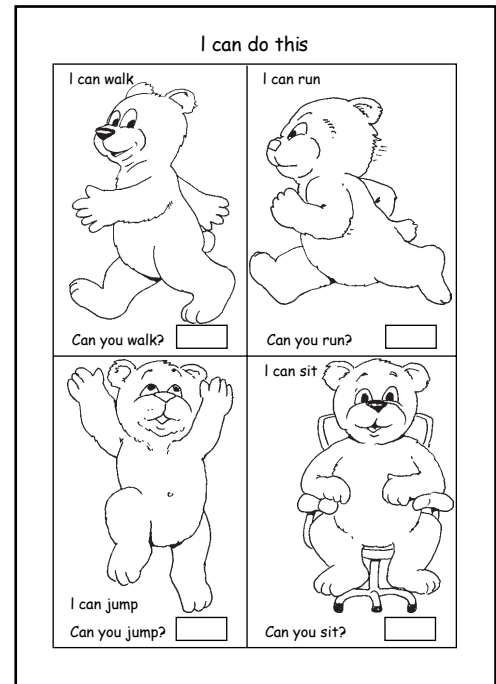
Five little ducks went swimming one day,
Over the hills and far away.
Mother duck said quack, quack, quack, quack.
But only four little ducks came back.

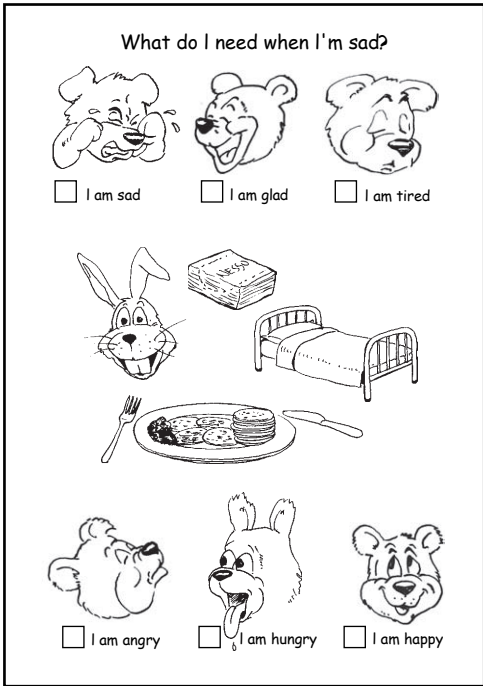
Four little ducks went swimming one day, etc.

Three little ducks went swimming one day, etc.

Two little ducks went swimming one day, etc.

One little ducks went swimming one day,
over the hills and far away.
Mother duck said quack, quack, quack, quack.
And five little ducks came swimming back.





In this spread we learn words connected to moods.

The children have certainly noticed Bobby's different moods on the cover of their books.

The teacher and the children make faces when doing the tasks of this spread.

You can also try to find pictures of different moods in books and newspapers or magazines. Comic books are excellent, because their pictures have originally been drawn to symbolize the atmosphere of the story.

In the middle of page 30 there are different things that Bobby might need in different situations. Try to think what could console sad Bobby; what he needs when he is tired etc.

On the right hand page is a gorilla, whose moods children already can connect to the right words under Bobby's pictures. Let the children connect the words and then go through them together. When the words have become familiar to the children, they may show different expressions to each other. The others then guess, what each pupil shows.

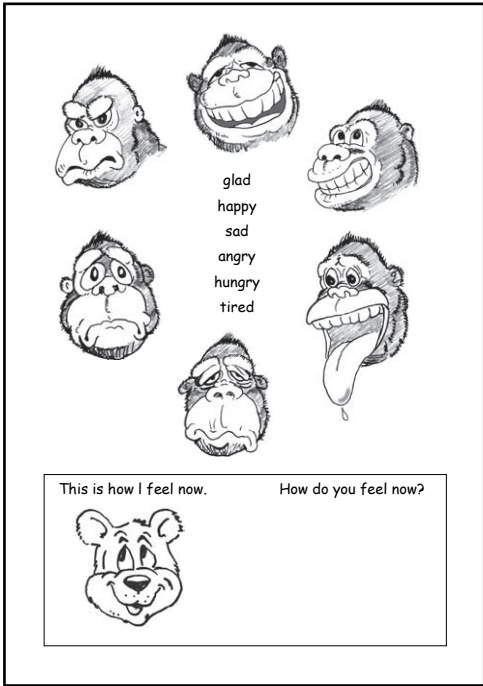
SONGS:

If you're happy and you know it,
Clap your hands (cap clap).
If you're happy and you know it,
Clap your hands (cap clap).
If you're happy and you know it,
And you really want to show it,
If you're happy and you know it,
Clap your hands (cap clap).

If you're happy ... stamp your feet.

If you're happy ... nod your head.

If you're happy ... do all three.



Little drops of water, Little deeds of kindness,
Little grains of sand, Little words of love,
Make a mighty ocean, Help to make earth happy,
And the pleasant land. Like the heaven above.

The fairy tale "The Musicians of Bremen" is suitable for reading after finishing this page. The fairy tale and the tasks to be photocopied are on pages 64-69 of this book.

Children's Book Pages 32-33

Halloween, ghost, pumpkin,
witch, bat, spider

Tell the pupils shortly about Halloween before working on these pages.

Halloween is on October 31st. The next day is All Saints' Day, earlier All Hallows' Day. The word Halloween comes from the words All Hallows' Eve.

The forefathers of the Irish, the Welch and the Scots of today and the Celts celebrated New Year on October 31st. They believed that ghosts moved among the living at that day. The townsmen made food all day and in the evening they dressed up and took the food to the ghosts in the outskirts of the town.

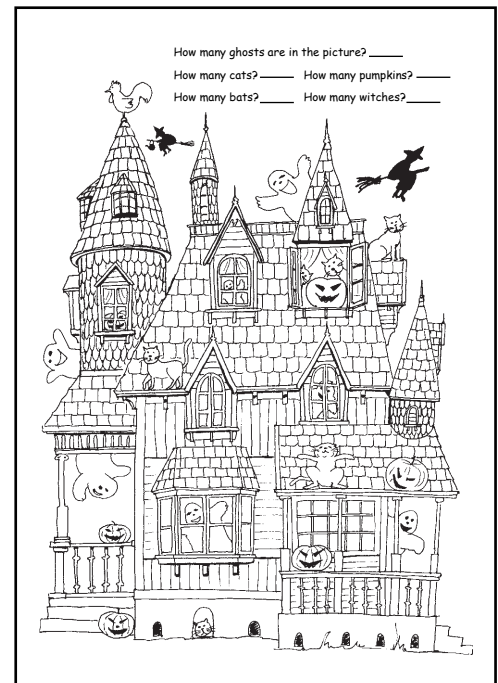
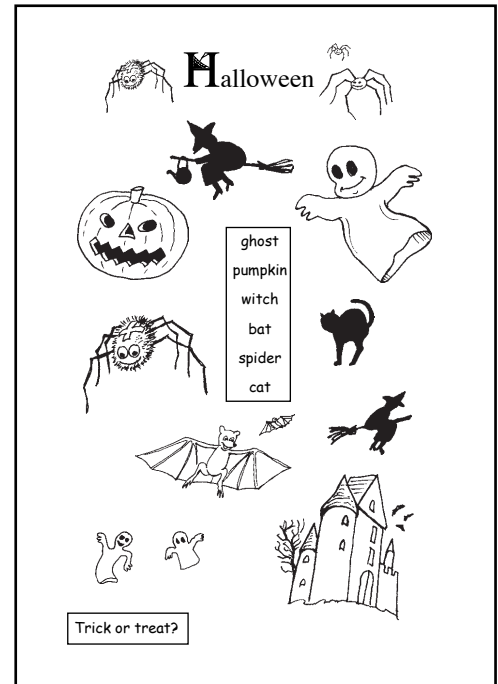
They hoped that then the ghosts would peacefully leave the town before midnight.

In the Christian era in Ireland Halloween became a children's feast. They dressed up like ghosts and wandered about in town from door to door begging sweets. Otherwise they would do a trick to the household. ("Trick or treat") When millions of Irish people emigrated to America in 1840s, they imported the tradition of Halloween there.

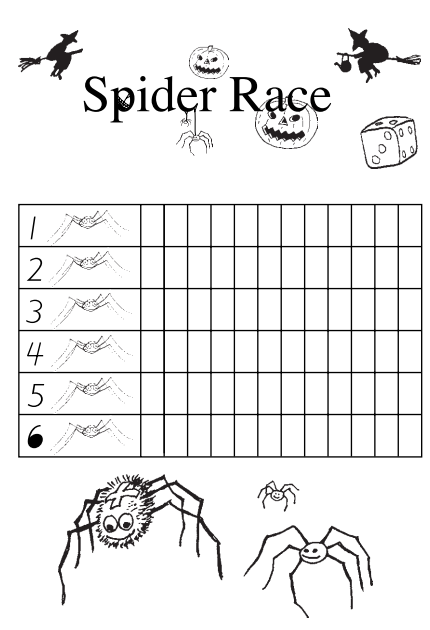
As Halloween originally was celebrated to expel the evil spirits from the town, all kinds of scary things, such as witches, ghosts, skeletons, monsters and black cats are its symbols. They are the most common Halloween dresses and houses and classrooms are decorated with their pictures. Besides black orange is another Halloween colour. A pumpkin represents it. Jack-o-lanterns are made of it.

On page 32 we get familiar with some Halloween words. Read them together and connect the right words to the corresponding pictures.

The words are repeated on page 33, where there is a picture of a ghost house. All ghosts, cats, pumpkins, bats and witches should be found and the number of them written on the lines.



Spider Race



The game board consists of a grid with 6 rows and 12 columns. The first column contains six numbered boxes (1-6), each with a small spider illustration. The remaining 11 columns are empty. Above the grid are illustrations of a witch, pumpkins, and a die. Below the grid are two larger spider illustrations.

Spider game is simple, but well liked among the in first graders. All the pupils can play it alone. Make them first guess, which spider will win the game and mark it with a tick. Every player needs a dice.

THE GAME:

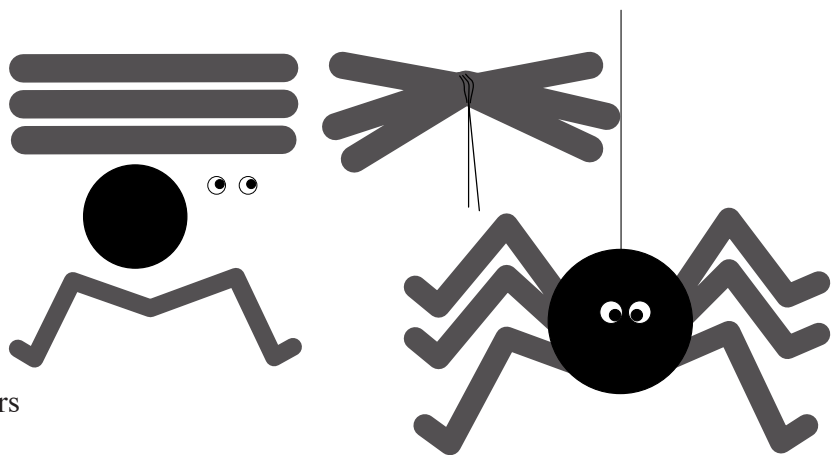
Throw dice. Colour the box next to the spider whose number the dice shows. It's easy the distinguish the points earned by individual spiders if you use a different colour for all the spiders. The spider whose all 12 boxes are coloured first is the winner. Was it the spider that you put your bet on?

HANDICRAFT:

A spider

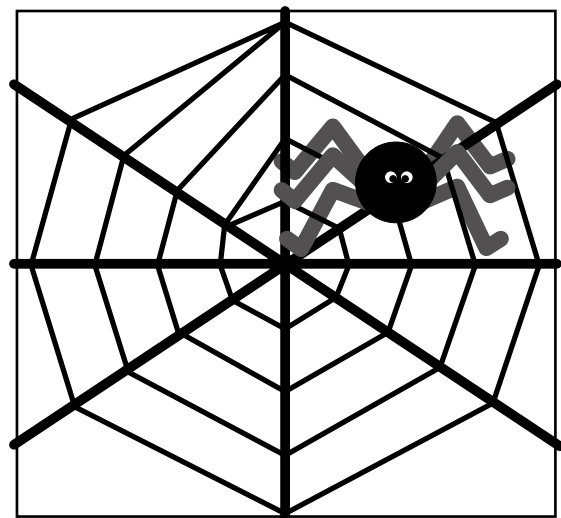
MATERIALS:

- a ball of clay or other modelling compound
- (silver-coloured) pipe-cleaner
- two small eyes
- cardboard
- thick and thin wool thread
- sewing cotton, needle and scissors
- glue, ruler and pencil



1. Cut the pipe-cleaner in three equal parts
2. Attach the parts to each other by tightening them together with sewing cord.
3. Glue the parts to the ball (look at picture)
4. Separate the ends of the pipe-cleaner an bend then to resemble knees and ankles.
5. Add glue with a match behind the eyes and attach them to the ball.
6. Dangle the spider from a sewing cotton or make it a net to sit on.

1. Draw diagonal lines on a piece of cardboard. Then draw a vertical and a horizontal line.
2. Glue thick wool on the drawn lines an let it dry.
3. Pass thinner thread with a needle under the thicker wool in for of an angular spiral.
4. At the end of the wool tie it to another piece of wool and hide the ends by gluing them by the thicker wool. Continue until the wool reaches the side of the cardboard.
6. Pass the spider's feet in the net.



Children's book pages 66-67

wood anemone, lily-of-the-valley, cowslip,
plant, flower, stem, leaf, root,
moon, water, soil, seed

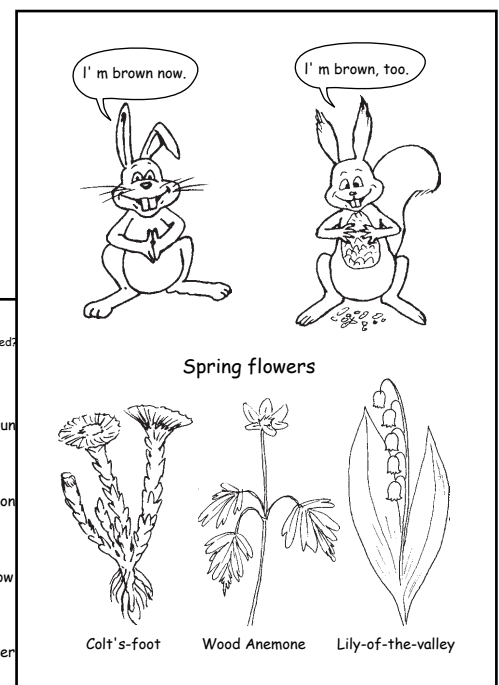
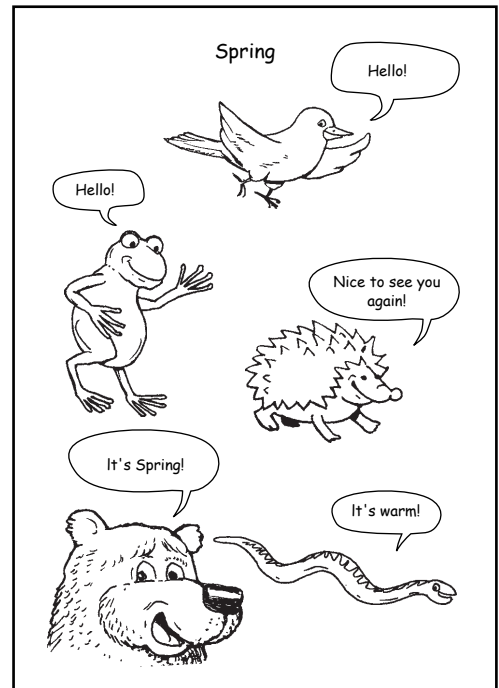
Before working on pages 68 and 69 you can watch the autumnal pages 22 and 23. What did the animals say then? The same animals have woken up now in spring and changed their colour again. Read to the children what the animals say now.

Also learn the names of the most common spring plants in English: *Colt's-foot*, *Wood Anemone* and *Lily-of-the-valley*. Practise them in the science lesson with the pictures. Colour the pictures with correct colours.

You may have learned already the parts of a plant in the science lesson and discussed what a plant needs to grow. Watch again pictures of different plants and learn the names of the parts, this time in English. Then match the pictures with the right names in the book.

Then choose those of the small pictures, which a plant needs to live and grow. Ask the children: "Does a plant need sun?" etc. Tick the correct little boxes by the small pictures.

In the last task on page 70 we wonder, what happens, when a seed is planted in the soil and watered. Ask the children to draw a picture, where the plants have germinated and grown. It would be great if you could test this by planting seeds.



Plant

What does a plant need?

sun

moon

snow

water

soil

Draw what happens next.

Children's book pages 71-73

numbers 11-20, square, rectangle, triangle, circle, oval

More numbers

11	12	13	14	15	16
eleven	twelve	thirteen	fourteen	fifteen	sixteen
17	18	19	20		
seventeen	eighteen	nineteen	twenty		

Colour shapes.

Which numbers are missing?

These pages teach us names of shapes and numbers.

On page 71 we practice numbers 11-20. Eleven and twelve we already know from the clock.

Let's first say the numbers several times all together and one by one. Then the shapes are coloured according to your orders. Draw a circle on the blackboard and say: "This is a circle. Colour circle with number 19 red." Do the same with the other shapes. The necklace of pearls lacks some numbers. Let the pupils fill them up and then tell which numbers they wrote in the empty circles.

Practice shape names with models cut of cardboards. Some of them are familiar from the previous page. Start with them. When the names of all the shapes have been practised, tell the children to colour the shapes at the top of pages 72 and 73 with the given colours.

Now the children try to find all the similar shapes and colour them with same colours. At last they count how many pieces there are of each shape and write down the numbers on the lines at the bottom of the pages.

Shapes

square
rectangle
triangle

How many squares, rectangles and triangles are in this picture?
Colour all square things red, rectangles blue and triangles yellow.

_____ squares _____ rectangles _____ triangles

A GAME:

"What's missing?" game can be played also with shapes. Pin up cardboard pieces of different shapes and colours on the wall and let the children watch them for a while. Then tell them to turn around and take off one of the shapes. When the children turn back they can try to guess which shape is missing.

circle
oval

How many circles and ovals are in this picture?
Colour circles green and ovals orange.

_____ circles _____ ovals

You may also group the figures by shape, colour or number.

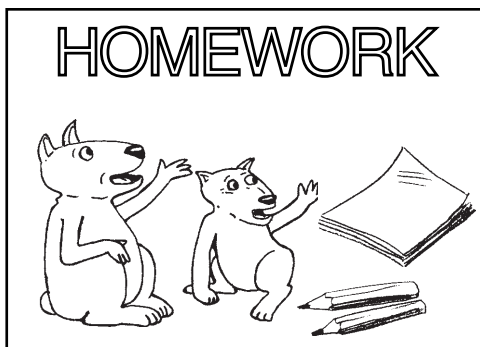
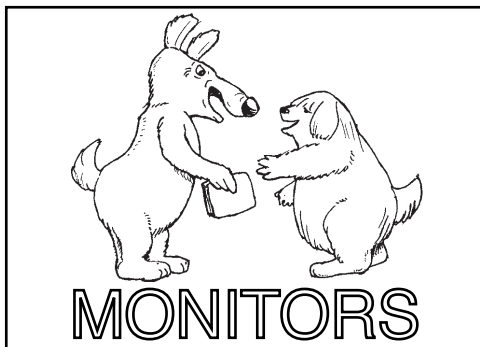
Timetable

A pictorial timetable is attached daily to the blackboard or the wall. It makes it easy for the children to follow the course of the day.

Colour or let the children colour the pictures and the word labels. Then glue them on a coloured cardboard. If covered with transparent sticker they will last several years. Mark group lessons with picture and text labels.

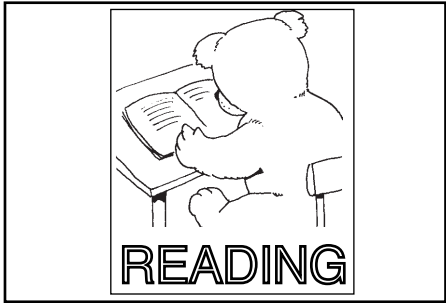
The lunch hour picture helps the children to understand the course of the day. Glue it's picture to a cardboard with different colour than the lectures.

PE is shortening for Physical Education and RE means Religious Education. Enlarge the pictures suitable to the size of your classroom.



MONDAY

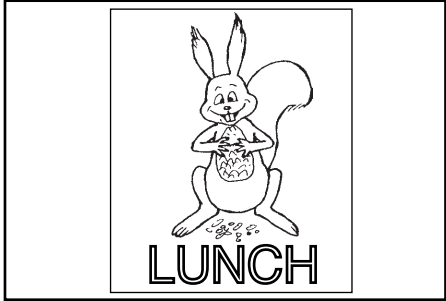
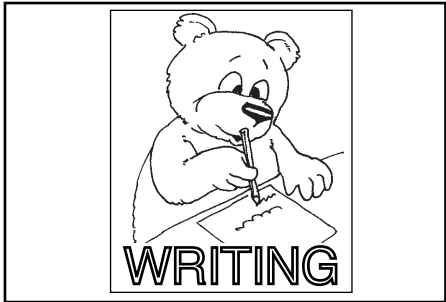
9 - 10



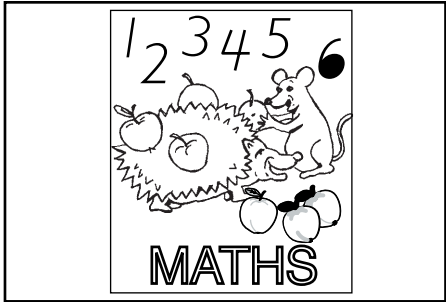
10 - 11



11 - 12



12 - 13



12 - 13

