NATIONAL GEOGRAPHIC
LEARNING
See How it's Done:
Teaching a Young Learner Lesson
Presented by Jair Félix

# Jair Félix

Jair Félix is a National Geographic Learning Senior ELT Academic Consultant for Latin America. He has a B.A. in TEFL from Universidad Autónoma de Sinaloa in Mexico and a Post-Graduate Degree on Teachers' Development from The College of St. Mark & St. John, Plymouth, UK. Jair has been involved in language teaching and teacher training for over 23 years and has conducted workshops on various topics such as lesson planning, discourse analysis for language teachers, action research, educational technologies, and 21st century skills, among others. Jair also holds a Diploma in Teaching English for Specific Purposes (DipTESP) and the E-Tutoring Certificate from the British Council. He is a frequent presenter at ELT conferences throughout Latin America.

# Imagine…

- Before talking about how to teach young learners, try to get into the mind of a child by imagining yourself when you were six years old.
- Take a deep breath, close your eyes, and picture yourself when you were six years old.

# Your day as a six-year-old…

- As a six-year-old child, what was your typical day like from start to finish?
- Who did you interact with most often—parents, siblings, grandparents, friends?
- What activities did you do at home?
- Did you often go to the park, beach, field, forest, or other location?
- What was your favorite part of the day, and why?
- What was your least favorite part of the day, and why?

# A teacher's ability to understand and respond to students' feelings is called…….:

1. *sympathy*
2. *rapport*
3. *empathy*
4. *trust*

# Young Learners

- Are energetic and spontaneous
- Don’t like to sit still for long periods of time
- Have relatively short attention spans

- Can be easily distracted
  - But are curious and will pay attention if the topic is interesting or if the activity is engaging.

Although these characteristics can make teaching Young Learners challenging and even difficult at times, they can also make the Young Learner classroom joyful and rewarding.

By using developmentally appropriate activities that cater to their learning profiles, you will keep Young Learners active and engaged.

# Effective teaching begins with a lesson plan

A lesson is like a road trip that requires a map: the final destination or goal cannot be reached without carefully planning each stop along the way.

A lesson plan is the map.

The steps in a lesson plan help learners reach lesson objectives, which are the final destination of the trip teachers and students are taking together, **successfully**.

# Stages of a Lesson

A good lesson plan includes six basic steps recognized as the standard for effective language instruction: ***Warm Up***, ***Present***, ***Practice***, ***Apply***, ***Extend***, and ***Wrap Up***.

# Warm Up

These activities create interest and excitement about the topic and prepare learners for the new language input. They help EFL students switch over from their native language to English, prompt them to remember material from earlier lessons, and build students' confidence about what they know.

**What would you do?**

Topic: Animal habitats

Unit 5

# Animal Habitats

In this unit, I will . . .
- name animal habitats.
- say what animals look like.
- talk about animal homes.

## Look and circle.

1. This is a _____.
   a. gorilla  b. hippo  c. panda

2. He's holding a _____.
   a. leaf  b. fruit  c. toy

Silverback gorilla, Democratic Republic of the Congo

# Warm Up

- **Preteach** Say *Today we're going to talk about animal habitats. A habitat is the place where an animal lives.* Hold up Flashcards 87–100 one at a time. Say the word on each card. Have students repeat after you.

- Say *Let's talk about our habitat. Our classroom is a kind of habitat. Think about inside and outside.* Ask *How does our habitat feel? Is it hot or cold? Is it wet or dry? How does our habitat look?*

# Warm Up: Video 1

# Present

You should take time during this step to provide meaningful listening and reading input.

Activities should require the use of the four skills in order to reliably check students' comprehension.

You should always provide multiple activities to present and check comprehension of language to support and ensure children's learning.

# Vocabulary

Help Young Learners develop vocabulary through a variety of activities that encourage communication.

Present vocabulary items in chunks that are thematically related through meaningful contexts, and then recycle them several times in different activities and across different program components.

# Active Vocabulary

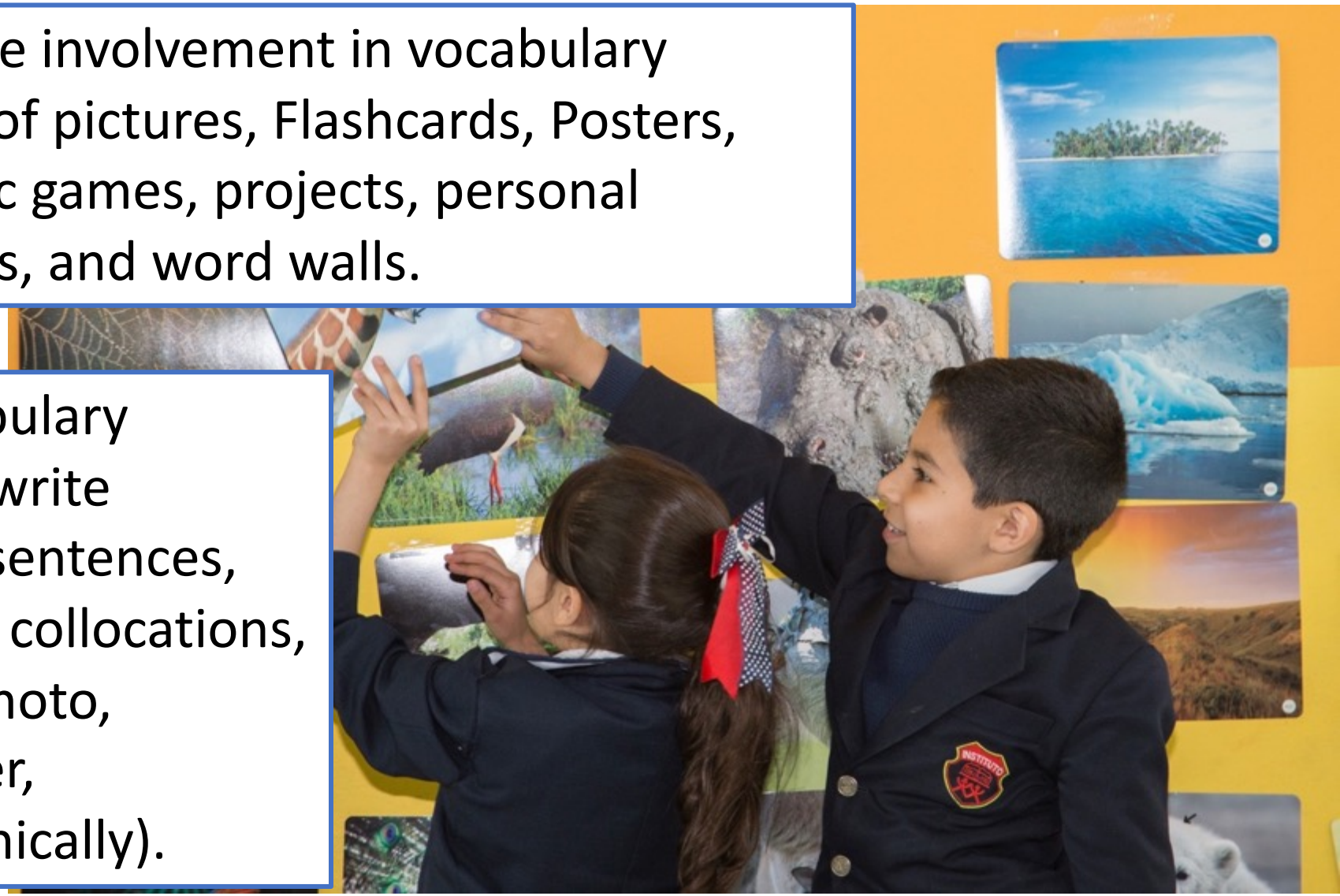
Active vocabulary consists of words necessary to understand and talk about the unit theme, as well as high-frequency, high-utility items used in real communication relevant to the world of the student.

For younger learners, many items are related to the same concepts they are exploring in their first language, such as colors, shapes, and numbers.

For older learners, vocabulary items are related to their own lives (habits, chores, likes and dislikes), to their relationships (as family members, as friends, as members of the community), and to their studies at school (science, health, language arts, social studies, sports).

# Encourage Student Involvement

Encourage students' active involvement in vocabulary learning through the use of pictures, Flashcards, Posters, arts and crafts, kinesthetic games, projects, personal dictionaries, word mobiles, and word walls.



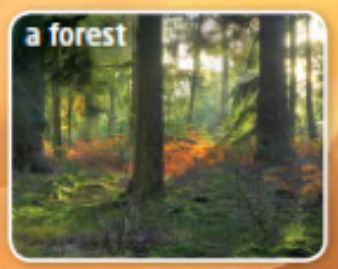
Have students keep vocabulary notebooks in which they write definitions, use words in sentences, develop word maps, note collocations, and build word groups (photo, photograph, photographer, photographic, photographically).

## VOCABULARY 1

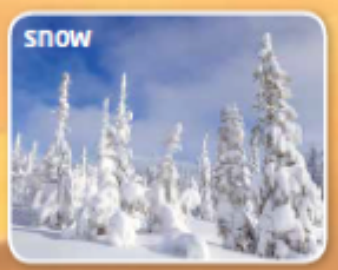
**1** **Listen and read.** TR: 5.1

**2** **Listen and say.** TR: 5.2

We all need a place to live. We live in houses or apartments in our neighborhood. Animals and plants have a place to live, too. This place is called their habitat.




a desert



**3** **Work with a partner.** Ask and answer.

Tenere Desert, Niger

## Present

- Say *Now open your books to page 80. Look at the photos. These photos show different habitats.* Point to each photo and read the vocabulary term aloud. Have students repeat.

- Ask questions to help students describe the photos, for example, *What grows in a forest?* (trees) *Is ice hot or cold?* (cold) *Where's the hive in the photo on page 81?* (in a tree) Then turn off the lights and say *It's dark in here!* Turn the lights back on. Ask *What habitats are dark?* (a cave, underground)

- Point to the web, the hive, and the nest. Ask *What animal lives in a web? in a hive? in a nest?* (spider, bee, bird) *Are these habitats big or small?* (small) Point to the cave and the forest. Ask *Is this habitat big or small?*

- **Recycle** Ask *What habitats feel cold?* (ice, snow) *What habitat feels dry?* (a desert) *What habitats feel wet?* (wetlands, a rain forest, mud) *What habitat feels sticky?* (a web)

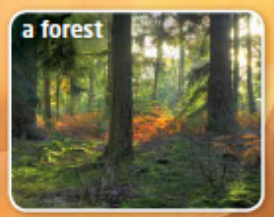
# Vocabulary: Video 2

## VOCABULARY 1

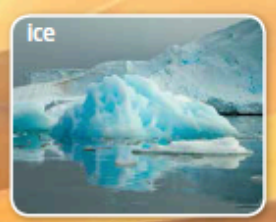
**1** **Listen and read.** TR: 5.1

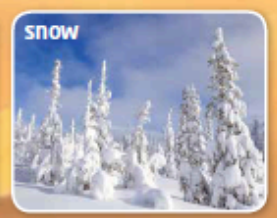
**2** **Listen and say.** TR: 5.2

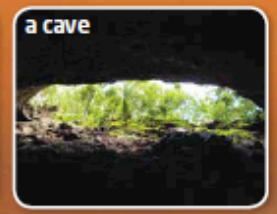
We all need a place to live. We live in houses or apartments in our neighborhood. Animals and plants have a place to live, too. This place is called their habitat.



a desert






**3** **Work with a partner.** Ask and answer.

Tenere Desert, Niger

# Grammar

Present grammar in age-appropriate, meaning-based ways.

Because their analytical skills are not yet fully developed, younger learners gain little from analyzing forms and memorizing rules the way many adults do. They benefit more by seeing many repetitions of a target grammar point in different meaningful contexts, and by using grammar as unanalyzed “chunks” that help them communicate.

# Grammar

Show target points in meaningful sentences that students can use as models for language production.

As learners age and develop cognitively, invite them to notice certain language features and think about how they function.

The oldest learners can keep personal grammar reference notebooks in which they have a page for each grammar point, with examples of form, meaning, and use.

They can also record their most frequent errors and write a corrected version of each one in their notebooks.

## GRAMMAR 1

***Why... ? Because ...*** TR: 5.4

**Why** does a giraffe have a long neck? **Because** it eats leaves at the top of trees.
**Why** don't you like penguins? **Because** they look silly, and they can't fly!

### 1 Match.

1. Why do jaguars have spots?

a. Because they eat meat.

2. Why does a polar bear cover its black nose?

b. Because they need to hide in the trees.

3. Why do crocodiles have sharp teeth?

c. Because it can't fly, and it needs to run fast.

4. Why does an owl have big eyes?

d. Because it wants to hide in the snow.

5. Why does an ostrich have long legs?

e. Because it needs to see at night.

### 2 Read the answers. Then write a question with *why* for each answer.

1. _____

Because they catch insects in them.

2. _____

Because they lay their eggs and raise their babies in them.

3. _____

Because they need a place to keep their honey.

4. _____

Because we need a place to stay warm and safe.

### 3 Ask and answer. Talk about these animals. Work with a partner.

elephant monkey parrot penguin spider

## Warm Up

- **Activate prior knowledge** Say *Let's talk about the weather.* On the board, draw three pictures: a sun with flowers blooming below it, a cloud and rain, and a snowman. Point to the sun and ask *When it's sunny and flowers are growing, is it usually hot or cold outside?* (hot) Point to the rain cloud and ask *What does this picture show?* (rain) *When we can make a snowman, is it hot or cold outside?* (cold)

## Present

- Write *Because* on the board. Say *We use* because *to talk about why something is or why something happens.*
- Say *Now let's talk about animals!* Say *I like tigers because they're beautiful.*
- Write the following question and answer on the board: *Why do I like tigers? Because they're beautiful.*
- Write *Why?* in large print on one side of a note card. Write *Because* in large print on the other side of the note card. Hold up the *Why?* side and read aloud the question on the board. Then flip the card to the *Because* side. Say the answer *Because they're beautiful.* Have students repeat after you.
- Say *Now it's your turn. Think about an animal you like. Think about why you like it.* Give students a minute or two to think of an answer. Then ask a student *What animal do you like?* Hold up the *Why* notecard. Ask *Why do you like (elephants)?* Give the card to the student and have him show the *Because* side to the class. Have the student use *because* to answer the question.

- Say *Open your books to page 84. Let's listen to sentences with* why *and* because. Point to the Grammar box and say *Listen to the sentences.* Play **TR: 5.4.**

# Grammar: Video 3

## GRAMMAR 1

***Why... ? Because ...*** TR: 5.4

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**1 Match.**

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**2 Read the answers.** Then write a question with *why* for each answer.

1. _____
   Because they catch insects in them.

2. _____
   Because they lay their eggs and raise their babies in them.

3. _____
   Because they need a place to keep their honey.

4. _____
   Because we need a place to stay warm and safe.

**3 Ask and answer.** Talk about these animals. Work with a partner.

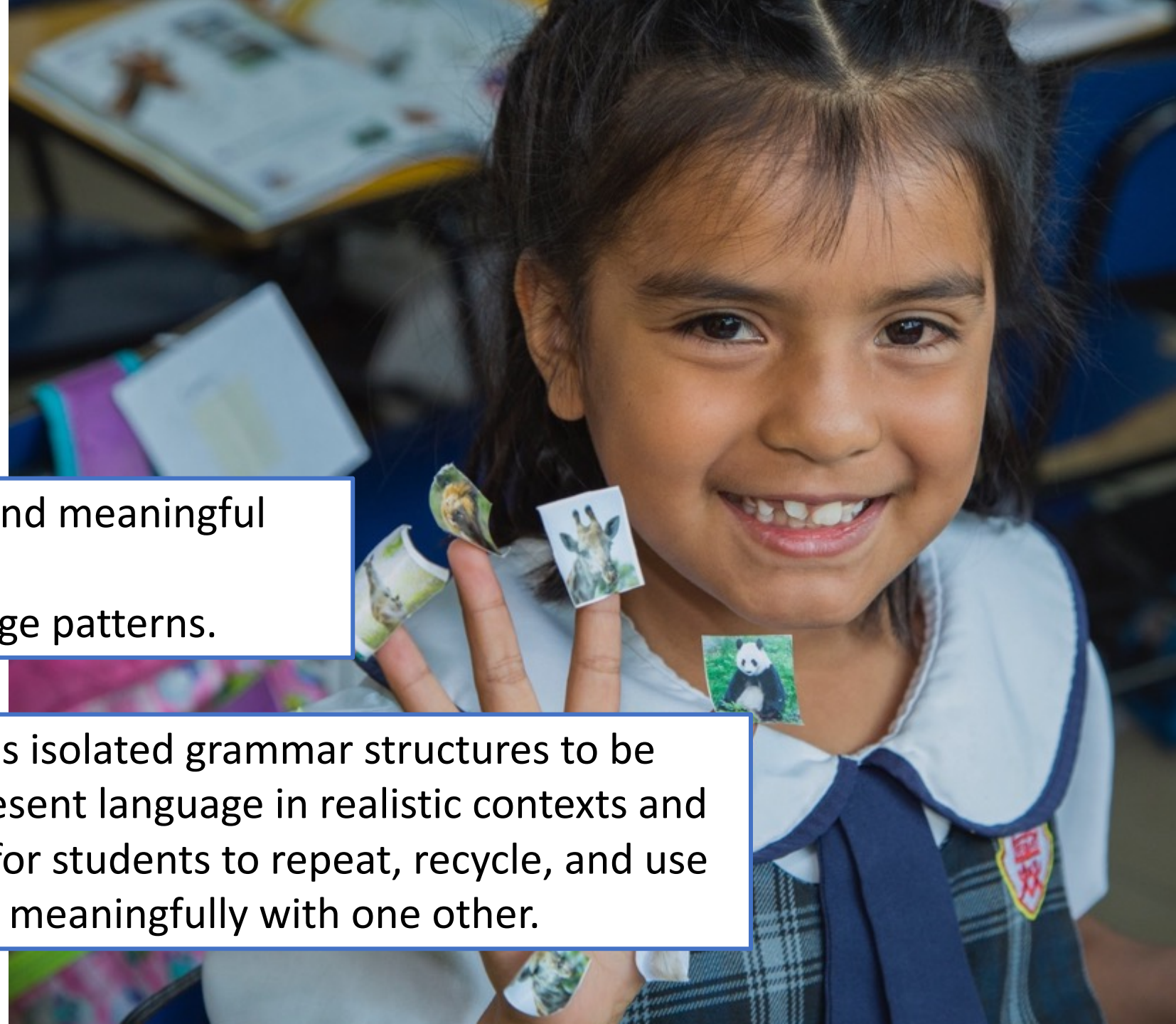
elephant monkey parrot penguin spider

# Successful Activities

Activities for Young Learners should above all be meaningful and purposeful.

Engaging students in authentic and meaningful contexts helps them
recognize and remember language patterns.

Instead of presenting language as isolated grammar structures to be analyzed, teachers do well to present language in realistic contexts and provide plenty of opportunities for students to repeat, recycle, and use English in order to communicate meaningfully with one other.



Activities are supported and scaffolded

Activities are active and hands-on

Activities are enjoyable and interesting

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A special thank you to IBIME in Mexico!

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