This winter I have participated in the Continuing Professional Development Programme for Primary EFL Teachers – Theme-Based Instruction in Teaching English to Young Learners in Novi Sad.

I come from Belgrade but as soon as it was announced by ELTA that this seminar would be held I decided to join. I never regretted it. The presenters were excellent (Zorica and her team) and the teacher-fellows were great.

We had the seminar for two days during one weekend and at the end of the second day we were to choose the colleague who we were to complete the mutual project with. I did it with Zeljka Ljubišić from Novi Sad. We only had one phone call and had our conversation through mails afterwards.

We were to present the Unit containing four lessons on the third day of the seminar after a month. Each lesson was to be prepared and described in following:

- students’ age, grade, and proficiency level
- the language skills we were to focus on
- list of target language structures
- list of objectives for the students
- list if everything the teacher needs to implement the lesson
- the source of materials being used
- warm-up, presentation and practice activities
- evaluation – how the teacher will assess if students had met the objectives for the lesson
- follow-up activity and the explanation of the connection to the next lesson

At the end of each presentation of the team of two teachers all the participants filled in the checklist which helped greatly in correcting the mistakes if there were. The checklist contained the following categories:

a.) concerning the thematic unit
- the content is interesting
- the content is relevant to learners’ life
- the unit builds on what learners know and leads to increased knowledge
- the activities are varied and appeal to different learning styles/Multiple intelligences
- the content fits the English syllabus for the grade
- the content fits the grade curriculum (connects to other school subjects)

b.) concerning the presentation/teachers
- communication and teamwork
- teaching TU lesson
- materials (creativity and innovativeness)
- presenting

Here I will show the unit plan of four lessons which we did. The topic is Summer time – at the beach. I enclose the presentation, too - hoping it will help others to use it in their practices.

Please find the lesson plan and the presentation in this document. To download PowerPoint presentation go to this link
https://docs.google.com/presentation/d/1j3OLXUsLixYy8FAv-3wyKk14bGk_kpKedNslq-2__ko/edit?usp=sharing

****

Gorica Kostić has been to ELTA Conferences four times. She graduated at the Faculty of Philology in Belgrade, Serbia. Now She works at Primary School Marija Bursać, Belgrade.

As she has been working for years with children from 7 to 14 she has mingled with the gallery of characters, trying to meet their needs, create new strategies, support children with special educational needs and develop an inclusive learning approach without labeling them.

She is also involved very much in drama work.

She has passed the training for Forum Theatre that belonged to the Programme for Prevention of Violence in schools, and successfully trained several generations of kids and together with them had performances being invited by the UNICEF and UNODC. She also conducted the Program for Empowerment of Families supported by American Educational Program. She passed the training Socially Responsible Theatre, too.

She has completed the Trainer Development Course in British Council.
<table>
<thead>
<tr>
<th><strong>Teachers</strong></th>
<th>Željka Ljubišić and Gorica Kostić</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Place and Date</strong></td>
<td>Novi Sad 7th March, 2015</td>
</tr>
<tr>
<td><strong>Theme</strong></td>
<td>It's summer time - At the beach</td>
</tr>
<tr>
<td><strong>Student Profile</strong></td>
<td>Young learners, ages 6 and 7, in their first year of English (Grade I)</td>
</tr>
<tr>
<td><strong>Language Objectives</strong></td>
<td>Grammar: Introducing action verbs, modal verb CAN abilities - affirmative, Present Continuous Tense first and third person singular, revising numbers. Vocabulary: items connected to the summer, sea and beach.</td>
</tr>
<tr>
<td><strong>Content Objectives</strong></td>
<td>- to introduce beach and summer vocabulary - to develop listening skills in English - to learn to listen to classical music - to identify beach nouns and verbs and develop recognition of objects - to personalize using Present Continuous Tense - to develop imagination and curiosity - to revise sea animals - to revise numbers - to think critically by identifying and continuing a sequence - to develop hand coordination and make beach hands and a poster</td>
</tr>
<tr>
<td><strong>Language Skills</strong></td>
<td>Listening: - listen to classical music - listen to a story with a tiger - listen to a number song Speaking: - talk about sea animals and repeat what you hear - talk about things you take to the beach - talk about you can do and repeat what you hear - talk about what you are doing at the beach - ask what is in the mystery bag - ask and answer what is missing</td>
</tr>
<tr>
<td>Warm-up</td>
<td>Play the video. Tell children to listen to the Beethoven 5th symphony and to repeat the names of the sea animals when they hear them. Play the video again pause after each word and ask Is it a fish? It develops listening skills. Children repeat individually or chorally. Children learn through auditory rhythms and they are nature smart connected to the environment.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
| Presentation | Tell the children they are going to learn the words they will need when they go to the beach. Ask them to tell you in the children’s own language what they take to the beach. Introduce the game Mystery bag: it is enjoyable, full of practice and supported with realia. It relates content to children’s real life. 
Tell children they are going to put beach items in the mystery bag and you are going to say a word and they should repeat them. After a while they go one after another and do it themselves, you just help. They create confidence. There is lots of repetition. 
It develops imagination and curiosity. 
They all want to practice, promise them they will do it again next class. |
<p>| Materials | Video clips, realia, scissors, colored paper, different materials for making a poster |
| Source | You Tube, home |</p>
<table>
<thead>
<tr>
<th>Practice</th>
<th>Change the activity and the pace. Tell children you are going to put items on your desk. Tell them to remember the items. Tell them you are going to play a game What’s missing? Divide them in 2 groups, point a leader. Tell them to close their eyes, you remove one item, then they open their eyes and whisper the leader the missing word and the leader shouts the missing item.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application</td>
<td>These two games helped them to draw in their notebooks the items they take to the beach- those from the Mystery bag and What’s missing together with the sea animals and the beach environment. Suggest them to do it drawing a hand and drawing items on it those they remembered, which will be a preparation for their homework.</td>
</tr>
<tr>
<td>Assessment</td>
<td>When they hear the word and repeat it correctly say Well done and suggest them to draw a star (the best mark) in their notebooks. If they can’t repeat do it yourself again and ask them to do it again.</td>
</tr>
<tr>
<td></td>
<td>Count the items from the bag and score how much they know. Count the points.</td>
</tr>
<tr>
<td></td>
<td>Count the points for each of the two groups for What’s missing game.</td>
</tr>
<tr>
<td></td>
<td>Give them stars for drawings in their notebooks.</td>
</tr>
<tr>
<td></td>
<td>Self-assessment: they draw smiles: I know the beach items.</td>
</tr>
<tr>
<td>Follow-up</td>
<td>Give them the flash cards to show each other the items. It encourages social interaction.</td>
</tr>
<tr>
<td>Warm-up</td>
<td>Play the video. Children watch the video and recognize some of the sea animals from the previous class.</td>
</tr>
</tbody>
</table>
| **Presentation** | Children watch the video again, but this time they are focused on the verbs from the video. They mime the actions and say the verbs starting with: I can.

Teacher introduces some additional verbs and corresponding moves, referring to beach activities and children mime and repeat.

They say the following sentences:
- I can swim.
- I can jump.
- I can eat.
- I can dive.
- I can make a sand castle.
- I can splash. |
| **Practice** | Children practice the sentences. Teacher says the sentence and children need to repeat it and show the corresponding movements.

One of the children can take the role of the teacher and say the sentences. |
| **Application** | Children play the game Simon Says. They need to listen carefully and react immediately. Teacher monitors. |
| **Assessment** | Children complete the handout titled What I take to the beach. They need to circle the objects they take to beach and say them in English.

Teacher shows the movement and children should guess the action and say the corresponding sentence. |
<p>| <strong>Follow-up</strong> | Children need to draw their favorite activity. |</p>
<table>
<thead>
<tr>
<th>Warm-up</th>
<th>Ask children to draw their favorite Disney character. Ask them to add the beach and to put in their drawing the items they remember and to show some action verbs like splash, swim, etc. They learn through scaffolding by a teacher.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation</td>
<td>They learn through new contexts and use repetition and recycling in order to understand new structures and use them correctly. Show them a pps with Mickey Mouse and let them relate what they did with the presentation. Tell them to add what they want. Read them: He is splashing the water…and the items and let them point and repeat them. Explain them in their own language that this is their own beach in the classroom. Point to their notebooks and say Beach! Language is highly contextualized, authentic and the children are highly motivated. Grammar is in context – through story. The approach is learning-centered, they are active, the context is interesting and meaningful, the children actively participate</td>
</tr>
<tr>
<td>Practice</td>
<td>Children learn by doing so suggest them to personalize it by changing it from He is swimming. to I am swimming. using Present Continuous Tense. Ask children What are you doing? They repeat individually. they like they can go together to the beach and do it together: We are swimming. They repeat chorally. Encourage children to come closer and point to the fish and ask Is it a fish? The class responds Yes, it is. Ask them to point to a fish and ask Is a starfish? The class responds No, it isn’t. It is very interesting and motivating.</td>
</tr>
<tr>
<td>Application</td>
<td>Tell children that they are going to play Pretending game. Explain them that they are going to pretend that they are swimming and the others are going to guess. The first child who guesses correctly can come to the board and act out the next action verb. If the class cannot guess whisper to somebody to continue the game</td>
</tr>
<tr>
<td>Assessment</td>
<td>Arrange the children’s drawings on the board and praise them Well done! Give them stars when they use Present Continuous Tense, and when they correct their peers (peer- assessment). Give them smiles when they guess the mime from the story. Assess the dictation as peer assessment.</td>
</tr>
<tr>
<td>Follow-up</td>
<td>Progress check: Listen and color. Say an item and say the color of it. Don’t say more than 2-3 words.</td>
</tr>
<tr>
<td>-----------</td>
<td>------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Warm-up</td>
<td>Play the video and tell the children to repeat the numbers.</td>
</tr>
<tr>
<td>Presentation</td>
<td>Play the video again and tell the children to pay attention to animals, objects and actions they have learnt in the previous classes.</td>
</tr>
<tr>
<td>Practice</td>
<td>Children say what they have seen on the video. The need to use English and they need to remember other related items.</td>
</tr>
<tr>
<td>Application</td>
<td>The class is divided into groups. Each group needs to make a poster. The posters are 3D. Students use pebbles, watercolors.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Teacher shows the poster of each group and students name the objects on posters.</td>
</tr>
<tr>
<td>Follow-up</td>
<td>Teacher can arrange It’s summer time exhibition in the classroom or in the hall of school. Posters and sea hands are shown on the exhibition.</td>
</tr>
</tbody>
</table>
It’s summer time

Project for Theme-Based Instruction in Teaching English to Young Learners Seminar

Gorica Kostić
Željka Ljubišić
It's summer time

Introduction

https://www.youtube.com/watch?v=5zkiaeVLOac
It's summer time

Mystery bag

- suncream
- sunglasses
- goggles
- hat
- shorts
- swimsuit
- shovel
It’s summer time

Mystery bag

stage 1
It’s summer time

What’s missing?

stage 1
It’s summer time

What’s missing?
It’s summer time

Action verbs

• [https://www.youtube.com/watch?v=hA3ClzoslBo](https://www.youtube.com/watch?v=hA3ClzoslBo)

• Revision of sea animals
It’s summer time

Action verbs

• I can swim.
• I can jump.
• I can eat.

• I can dive.
• I can make a sand castle.
• I can splash.
It’s summer time

Action verbs

• revision (items from mystery bag)

-What do I take to the beach?

Circle the objects you take to the beach.
It’s summer time

The Story

• Power point presentation
  - Present Continuous
  - Personalization
The sun is shining.
He is splashing the water.
He is swimming in the sea.
The Mickey Mouse is diving.
He is making a sandcastle.
He is eating an ice cream.

He is drinking a juice.
What are you doing?
It’s summer time

stage 4

General revision

• revise numbers https://www.youtube.com/watch?v=_jxzZMw89qY
It's summer time

General revision

• Making a poster
It’s summer time

General revision
It’s summer time

HOMEWORK

stage 4
It’s summer time
Look what we’ve made
It’s summer time

Look what we’ve made
It’s summer time
Look what we’ve made