

Building English Fluency in the Primary Classroom

With the New Everybody Up

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**What can we do to help our young learners become
fluent English speakers and global thinkers?**

Classroom Management Rhyming Chants



Find a Friend chant by K. Kampa and C. Vilina

Find a friend, find a friend before I can count to ten.

1-2-3-4-5-6-7-8-910!

T: Hands on top.

Ss: That means STOP!

T: 1-2-3 Eyes on me!

Ss: 1-2 Eyes on you!

We Did It

Celebration Chant by K. Kampa and C. Vilina

We did it! We did it! We did it today!

We did it! We did it!

Hip hip hooray!

Bloom's Revised Taxonomy

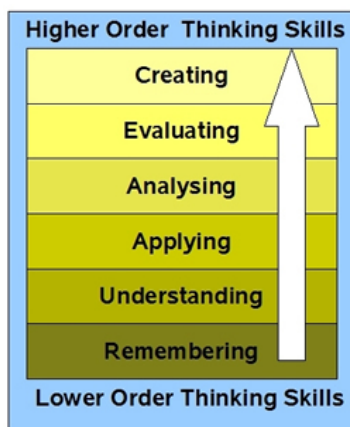


image: Oxford University Press

LOTS:

Lower Order Thinking Skills

Remember: list, name, recognize

Understand: explain, compare

Apply: use, solve, organize

HOTS:

Higher Order Thinking Skills

Analyze: categorize, investigate
compare/contrast

Evaluate: critique, prioritize

Create: design, construct, invent,
improve

Building Fluency Through Vocabulary

Activity One:

Learning Intention: Show understanding of animal vocabulary in various ways
(from Everybody Up 1, Unit 6 Animals) (Post-it notes)

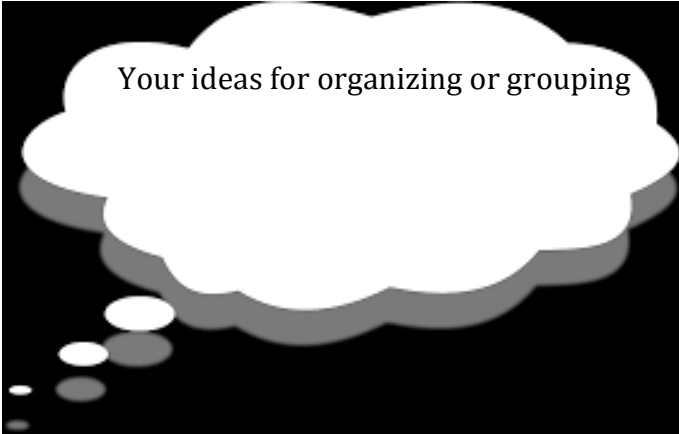
monkey, elephant, tiger, bear, kangaroo, penguin

How can you organize the animals?

Organize
ABC order of the words
smallest to biggest

How can you group the animals?

Group
syllables in the words



Activity Two:

(from Everybody Up 2, Unit 8: School Subjects)

Learning Intention: Identify and explain.

1. Write which subject(s) might use each item.

Science Art Math Music Social Studies PE

globe _____	slide whistle _____
jump rope _____	paint brush _____
magnifying glass _____	ruler _____
newspaper _____	triangle _____

2. Ask classmates to choose their favorite subject, and sign their name in the box.

Student A: *What's your favorite subject? Please sign your name in the chart.*

Student B: *My favorite subject is _____. What's your favorite subject?*

Science Art Math Music Social Studies PE

3. Visual Graphic: Stand by the picture card of your favorite subject

Building Fluency Through Grammar Activities

Learning Intention: Select frequency adverbs based on personal experience.
(from *Everybody Up 3, Unit 6 Helping Out*)

1. Write one of the six chores on your card.

sweep the floor	wash the car
take out the garbage	clean the bathroom
vacuum the carpet	water the plants

2. Say your chore, adding a *frequency adverb* based on your own experience.

Student A: What's your chore?
 Student B: I ***always*** sweep the floor.
 I ***usually*** clean the bathroom.
 I ***sometimes*** take out the garbage.
 I ***never*** water the plants.



Student B: What's your chore?
 Student A: I

3. Then trade cards with a partner.
 Students A and B: Let's trade!

Building Fluency Through Stories (from *Everybody Up 3*)

Building Fluency Through CLIL Activities

(from *Everybody Up 4, Unit 3, pp. 30-31: Camouflage*)

Video: TED Talk: Shapeshifting Octopus, amazing camouflage

Listen. Fill in the chart.				
snake	lizard	tiger	in the snow	on a rock
spider	bird	in the grass	in the leaves	on a flower

	1	2	3	4	5
What is it?	snake				
Where is it?	in the leaves				
Same shape?	no				
Same color?	yes				

A: What does the **snake** look like? B: It's the same **color** as the **leaves**.

A: What does the _____ look like? B: It's the same **shape/color** as the _____.

Building Fluency Through Skills Activities

Phonics ->Reading, Writing, Listening, and Speaking
(*Everybody Up 6, Skills, p. 42*)

Building Fluency Through Projects

(*Everybody Up 6, p. 43*)

Make a Needs and Wants Poster.

See reproducibles

Students work in small groups to:

- compare and contrast needs versus wants
- think about additional needs and wants
- rank needs and wants
- create a poster or presentation sharing the group's ideas.

Building Fluency Through Music and Movement

Take a Break,

from Everybody Up 6, Unit 3, p. 29, CD 1,#46

Singing, singing, singing, I've been singing all morning.
Dancing, dancing, dancing, I've been dancing all afternoon.
You must be tired. I sure am.
You should take a break. I think you're right.

Walking, walking, walking, I've been walking all morning.
Running, running, running, I've been running all afternoon.
You must be tired. I sure am.
You should take a break. I think you're right.

How will YOU build fluency with your young learners?