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UNIVERSIDAD ESTADAL  
PENÍNSULA DE SANTA ELENA



# WHERE MY ENGLISH JOURNEY BEGINS

A basic guide of neurosensorial stimulation activities for kids.



for ages 3 - 7

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Where my English Journey Begins

A Basic Guide of Neurosensorial Stimulation Activities for Kids

Julieta Verónica Limones Borbor, Sara Dolores González Reyes, Eliana Geomar León Abad

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**Where my English Journey Begins**  
**A Basic Guide of Neurosensorial Stimulation Activities for Kids**

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This booklet is the result of collaboration, service, and a shared passion for innovative and inclusive learning. There are several photos that were taken from the web, only for pedagogical purposes. We do not claim ownership of any of the visual content. We also thank the staff of INCYT, for their attention and help in the edition and production process of this resource.



# INTRODUCTION

This booklet offers a selection of activities and interactive games created to help very young learners develop their English skills. Through playful experiences, children will be able to build vocabulary and strength communication. Each activity is based on sensory learning principles and has been designed to promote cognitive, motor, and language development in an enjoyable environment.

Educators will find this resource very useful to create meaningful and age-appropriate English learning experiences. Although neurosensorial stimulation is gaining attention in early childhood education, Ecuador presents limited research regarding its role in language learning.

Traditional teaching methods often fail to consider how sensory input supports language development. Therefore, this booklet introduces a creative and informed approach that uses multisensory strategies to increase engagement and improve language retention among the young learners.

# Prologue

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This booklet has been created as a guide for teachers interested in introducing English in a creative and playful way to children aged 3 to 7 years. The booklet is divided into four units that focus on developing specific skills, promoting active participation in early classrooms and fostering a positive teaching and learning process.





# UNIT 1

# Motor Skills



# Gross Motor Skills

Gross motor skills are important to reinforce at an early age since they aid in coordination, health, and overall development in children.

Through activities directly related to methods such as TPR (Total Physical Response), Game-Based and Kinesthetic learning, students will be able to learn basic English vocabulary through physical movement, experience and active participation.



**Suggested Age:**  
5-7years old.

# Animal fitness challenge

## Objectives:

- Integrate physical activity with language learning.
- Increase listening comprehension while executing instructions.
- Improve motor skills and coordination

## Content

Vocabulary related to animal movement.

## Activity

- Vocabulary activation and listening skills
- Basic animal identification.
- Physical movement and teamwork reinforcement
- Feedback and personal opinions

## Instructions

- Create a series of animal-inspired physical challenges.
- Instructions and demonstration.
- Demonstrates the movement to the children.
- Students complete the physical challenges by mimicking the movements of the animals.
- After each movement stop to ask: What animal was just mentioned? o Did you have a hard time recognizing the animal?
- Activity Reflection





## Activity phases



### Phase 1: Introduction to the activity (5 min)

The teacher will introduce the game, explaining that the students will move as different animals. Flashcards will be used to represent the animal and the activity to be performed.

Review of the vocabulary of both animals and the movements to be used in the game.

The teacher will demonstrate the movement, making sure the students understand what they have to do, e.g.: Jump like a frog 7 times! or Flap your arms like a bird!



### Phase 2: Implementation of the activity (12min)

- The students will listen carefully to the instructions and then imitate the movement of the animal following the teacher's instructions.
- The challenges can vary in duration and intensity, from a set number of repetitions ("jump 10 times") to moving around the classroom (run like a cheetah from one side to the other, walk backwards like a crab, crawl like a snake on the floor).



### Phase 3: Reflections (3 min)

After finishing the activity the students and the teacher gather in a circle to talk and share a while. Ask questions about their experience:

1. How did they like the activity?
2. What was your favorite activity?
3. What animal with its activity would you like to see next?





**Suggested Age:**  
3–5 years old.

# Animal dance party

## Objectives:

- Understand and use animal related action verbs
- Follow English instructions through TPR
- Boost coordination, rhythm, and auditory memory

## Content

Vocabulary related to animals and action verbs

## Activity

- Visual and Movement Engagement
- Vocabulary Activation
- Interactive Song Activity
- Review and Personal Response



## Instructions

- Warm-up
- Pre-listening: Play the “Hi5 Animal Dance” song.
- Teacher leads the dance.
- Students follow and imitate.
- Pause between verses to ask: “What did we just do?” or “Who jumped?”
- Cool-down & Reflection



# Activity phases

## MATERIALS

A speaker  The Hi-5 Animal Song  Flashcards



### Step 1: Gather and Get Excited (2 min)

Get all the children to stand in a circle. Say something like: “Today, we’re going to dance like animals! Are you ready to jump, stomp, and crawl?”



### Step 2: Play the Song and Start Dancing (3–5 min)

Start the song. Dance along with the music, using big, clear movements (like jumping, crawling, spinning, etc.) that match the animals mentioned in the lyrics.

### Step 3: Copy the Movements (10 min)

Encourage children to copy your actions as you move. You can say: “Let’s jump like frogs!”

Repeat the actions together and make it playful.

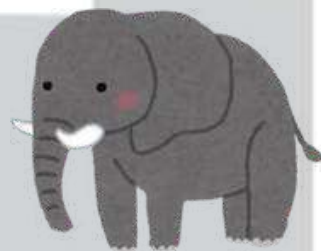


### Step 4: Pause and Ask (During the Song)

From time to time, pause the song and ask simple questions: “Who is crawling now?” “What are we doing?” Let them answer and continue dancing.

### Step 5: Cool Down and Reflect (5 min)

Sit in a circle again and show flashcards of the animals used. Ask: “Which animal did you like dancing like the most?” “Can you show us that move again?”





# Tell me how you get around and I will tell you who you are

## Objectives:

- Integrate physical activity with language learning.
- Improve listening comprehension through simple instructions.
- Develop coordination and motor skills.

## Content:

Vocabulary related to animal movement

## Activity

- Vocabulary activation and listening practice.
- Basic identification of animals and their movements.
- Imitating animal movements for active learning.
- Team work

## Instructions

- Create a track or free space in the classroom or playground. Place cards or pictures of animals in different seasons.
- Demonstrate the movement of an animal (e.g. jumping like a frog).
- Children move like animals and identify them by their sounds.
- Create circuit-type challenges (e.g., run like a horse → jump like a rabbit → fly like a bird).
- After each movement, ask: "What animal did you just act like?" "Was it easy or hard to recognize it?"
- Gather the group in a circle to reflect: Which animals did they remember best?

# Activity phases

## Phase 1:

Form a small group with your classmates and together you will go to different stations that the teacher organized.

## Phase 2:

At each station you will see the image of an animal. Look closely at the image to understand how the animal moves.



## Phase 3:

When you reach each station, you will imitate the movement of the animal you see, such as running like a horse, jumping like a frog, or climbing like a monkey. Use your whole body to move like that animal would.



## Phase 4:

When you finish with an animal, you will go to the next station and repeat the movement of the next animal. You will do this until you complete the whole circuit.

## Phase 5:

At the end of the circuit, you will meet with your group to talk about how each animal moves, whether they are fast or slow, where they live and how they use their bodies.

# The speedy color grab



**Suggested Age:**  
5-7 years old.

## Objectives:

- Understand & use color names.
- Follow English instructions (TPR).
- Boost coordination, rhythm, & auditory memory.
- Promote teamwork & quick thinking.



## Content

- Colors vocabulary (red, blue, yellow and green).
- Action verbs (hands up, turn around, jump).

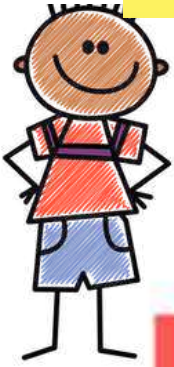
## Activity

- Warm-up activity.
- Game set up: "Team Huddle & Rules"
- Main activity: "Grab & Score"
- Reflection: "Team Tally & Cheer"

## Instructions

- The teacher will lead a warm-up, calling out simple English actions for students to imitate.
- Students will form teams around hula hoops with colored balls, and the game objective will be explained.
- The teacher will call a series of movement commands, and then shout a color.
- The first team to grab the correct ball gets a point, and the teacher will ask questions to review.
- Teams will count their points/balls, and everyone's efforts will be celebrated.

# Activity phases



## Materials:

- Hulahoops(1 per team/pair)
- Coloredballs (variouscolors)
- Designated collection zones (baskets/areas)



### Step 1: Vocabulary Activation (3-5 mins)

- Teacher calls out simple English actions (e.g., "Hands up!", "Jump!").
- Students repeat and imitate movements.

# 1

### Step 2: Distributed Materials (2 mins)

- 2. Form teams (3-4 students) around hula hoops.
- Place colored balls inside each hoop.
- Explain objective: Grab correct color after movements for a point.

### Step 3: Start the Game (5-7 mins)

Teacher calls a series of movement

- commands (e.g., "Hands up, turn around!").
- Students perform movements.
- Teacher shouts a color (e.g., "Blue!").

# 3



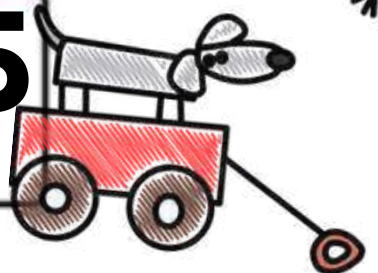
### Step 4: Winner Review (5-8 mins)

- 4. First team to grab the correct ball gets a point.
- Teacher asks: "What did we just do?" or "Who grabbed the [color] ball?".
- Repeat rounds.

### Step 5: Replay or Closure of the Game (5 mins)

- Teams count points/balls.
- Celebrate all efforts.
- Briefly class discussion with the children.

# 5






**Suggested Age:**

7 years old.

# Healthy food sensory race



|                                 |   |
|---------------------------------|---|
| <p><b>Objective</b></p>         | <p>Students will be able to identify healthy and unhealthy foods through multisensory exploration, while developing vocabulary related to food categories, colors, and tastes.</p>  |
| <p><b>Language Focus</b></p>    | <ul style="list-style-type: none"> <li>• Vocabulary of healthy and unhealthy food, sensory descriptions (soft, hard, sweet, salty, etc.).</li> <li>• Food categories and colors.</li> <li>• Development of gross motor skills.</li> <li>• Integration of senses (touch, sight, hearing).</li> </ul>   |
| <p><b>Teaching Approach</b></p> | <p>Multisensory learning and TPR. The interaction can be individual, in pairs, or in groups.</p>  |
| <p><b>Materials</b></p>         | <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Real food samples (fruits, healthy snacks)</li> <li>• Sensory bins with objects that are food shaped.</li> <li>• Hula hoops representing each stage.</li> <li>• Dice with food pictures</li> <li>• Stickers as rewards.</li> <li>• Background music.</li> </ul>  |
| <p><b>Instructions</b></p>      | <ol style="list-style-type: none"> <li>1. Explain the rules.</li> <li>2. Place the hula hoops on the floor.</li> <li>3. Each hula hoop will represent a station where children will be able to touch, smell, or see different foods during the race.</li> </ol>   |



# Game phases

## Phase 1: Sensory Exploration

- Children walk slowly through the stages. At each station, they explore foods through touch, smell, and sight
- Teacher guides: "Feel this apple. Is it smooth or bumpy?" "Smell this orange. What does it remind you of?"
- Children categorize foods into "makes me strong" vs "just for treats" baskets



## Phase 2: Movement Challenge

- Players roll the dice and identify the food shown
- If healthy food: take 2 steps forward doing "strong" movements (marching, jumping)
- If unhealthy food: take 1 step back doing "careful" movements (tiptoeing, slow motion)

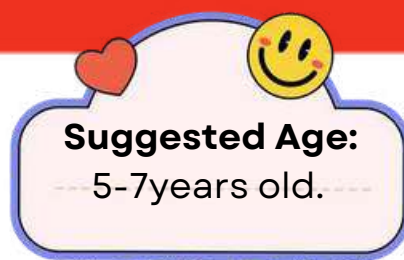


- Include balance challenges: walk on line while carrying plastic fruits

## Phase 3: Sensory Integration

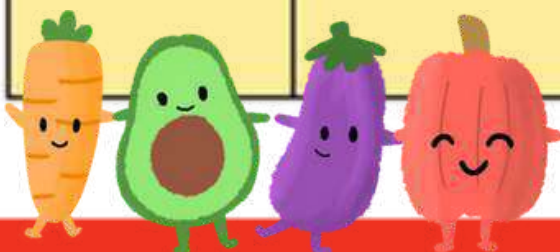
- Final station requires children to match foods by multiple senses.





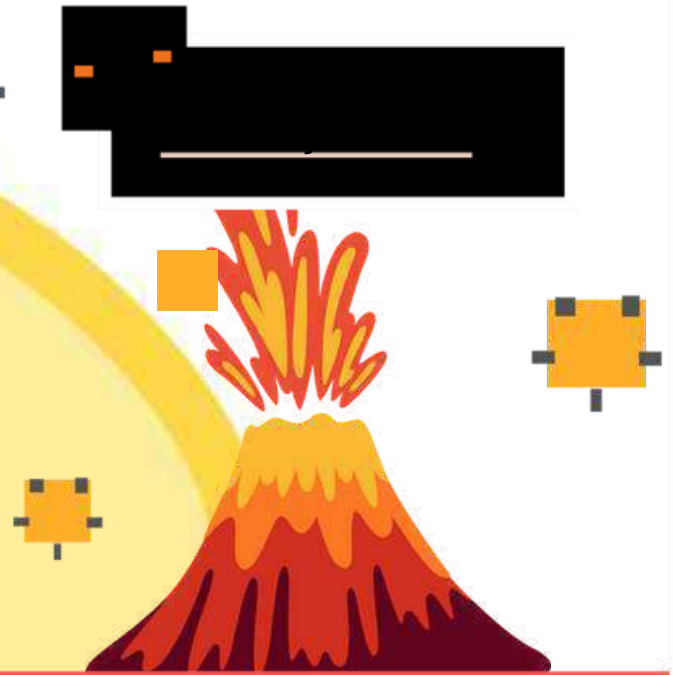
# Vegetables relay race

|                          |   |
|--------------------------|---|
| <b>Objective:</b>        | By the end of this activity, the student will develop gross motor skills, coordination and agility, improve teamwork and learn the vocabulary and pronunciation of vegetables in English.   |
| <b>Language focus</b>    | Vocabulary: Vegetables<br>Cognitive skills: attention, coordination, memory.  |
| <b>Teaching approach</b> | Cooperative learning, TPR, communicative approach.  |
| <b>Materials</b>         | <ul style="list-style-type: none"> <li>• A variety of vegetables</li> <li>• basket buckets</li> <li>• cones or markers</li> </ul>   |
| <b>Instructions:</b>     | <ol style="list-style-type: none"> <li>1. The teacher will teach the children the vocabulary and pronunciation of each vegetable and they will repeat, then divide the class into 2 equal groups and make two columns.</li> <li>2. The teacher will explain the game and its rules: there will be a bucket full of vegetables 2 meters away.</li> <li>3. The first child in the line must run to grab a vegetable and then say the name of the vegetable in English and run back to his column so that his classmates can pass the vegetable until he reaches the last child who must run to leave the vegetable in an empty basket.</li> <li>4. When the last child has already left the vegetable in the empty basket the first child can go out again for another vegetable.</li> <li>5. The team that first manages to run out of vegetables in the basket wins.</li> </ol> |



# The floor is lava

- **Language Focus:** Action and color vocabulary.
- **Skill Focus:** Gross motor skills.
- **Estimate time:** 25 minutes
- **Teaching Approach/Method:** Vocabulary improvement. Experiential learning
- **Interaction:** Whole class.



## Preparation

Use soft objects like pillows or cushions to prevent injuries. Use tape to mark lava zones and place large colored papers around the space for visual engagement.



Figure 1: Children playing "The Floor is Lava."

## Instructions

1. Set up the class with soft objects (pillows or cushions) as "safe islands".
2. Use tape to create "lava zones" and mark boundaries.
3. Place large colored papers around the room to reinforce color vocabulary.
4. Start the game by announcing, "The floor is lava!" and have the children move to a safe area.

5. Give instructions in English, such as "Jump to the island" or "Don't touch the lava!" 6. Encourage students to identify and respond to vocabulary related to colors and actions using body movements. 7. While a student performs an action, say the verb and ask: "Are you jumping?", "what are you doing?" 8. End the game with a fun phrase such as, "The floor is lava, but now we stop!" to finish the activity.








**Suggested Age:**  
7 years old.

# Head, knee, pizza!



|   |   |
|---|---|
| <p><b>Objective</b></p>   | <p>Students will be able to quickly identify and touch different body parts while discriminating between healthy and unhealthy foods through rapid response games.</p>  |
| <p><b>Language Focus</b></p>  | <ul style="list-style-type: none"> <li>• Vocabulary: Body parts (head, knee, shoulder), healthy or unhealthy foods, verbs (touch, point).</li> <li>• Neurosensory development: tactile and auditory discrimination.</li> <li>• Motor skills: Gross coordination, bilateral coordination, reaction time.</li> </ul>  |
| <p><b>Teaching Approach</b></p>   | <p>This activity integrates multisensory learning with physical movement to enhance memory retention and sensory processing. It can be adapted for individual, pair, or group work to develop social skills and collaborative learning.</p>   |
| <p><b>Materials</b></p>  | <p><b>Sensory:</b></p> <ul style="list-style-type: none"> <li>• Body part flashcards.</li> <li>• Sensory pizza (disc with weight and texture).</li> <li>• Stamps or stickers to identify the body.</li> <li>• Markers</li> </ul> <p><b>Visual and auditory:</b></p> <ul style="list-style-type: none"> <li>• Visual body chart with textures.</li> <li>• Bell or buzzer.</li> <li>• Music with different rhythms.</li> <li>• Illustrated cards of food and body parts.</li> <li>• Visual timer.</li> </ul> <p><b>Movement:</b></p> <ul style="list-style-type: none"> <li>• Yoga mats or mats.</li> <li>• Balance discs or therapeutic balls (optional).</li> <li>• Colorful ribbons to track movements.</li> </ul>  |
| <p><b>Instructions</b></p>  | <ol style="list-style-type: none"> <li>1. Prepare the classroom with the mats.</li> <li>2. Create the “magic pizza” to use later.</li> <li>3. Give the children body part stickers.</li> </ol>   |

# Game phases

## Phase 1: Body Awareness Warm-up

- Children explore their bodies using different touches (gentle patting, rubbing, tapping)
- Teacher guides: "Find your knees and give them a gentle squeeze" Practice slow, mindful touching while naming body parts.



## Phase 2: Basic Game

- Teacher calls out body parts only: "Touch your head!" "Touch your knees!"
- Children respond by touching the correct body part.
- Celebrate every attempt with positive reinforcement

## Phase 3: Advanced Game

- Introduce the pizza element: "When I say 'pizza,' reach for the magic pizza!"
- Mix body parts with food calls: "Head!" "Shoulder!" "Pizza!" "Apple!" (healthy = reach for pizza)
- Add complexity: "Cookie!" (unhealthy = freeze like a statue)
- Include cross-lateral movements: "Touch your right knee with your left hand!"



## Scenario 1:

- Teacher: "Touch your head!" (shows picture card)
- Emma pats her head with both hands, feeling the texture of her hair
- Teacher: "Great! Now touch your knees!"
- Emma bends down and squeezes her knees, noticing how they feel bumpy
- Teacher: "Pizza time!" Emma reaches for the weighted sensory pizza and gives it a hug

## Phase 4: Sensory Integration Challenge

- Children close eyes and identify body parts through touch only
- Add movement: "Hop to your pizza!" "Crawl and touch your toes!"





# Alphabet relay race

## Objectives:

1. Recognize and pronounce the letters of the alphabet.
2. To improve students' speaking and memory through physical engagement.
3. Develop teamwork skills while having fun.

## Content:

1. Alphabet letters (A-Z)
2. Alphabetical order
3. Basic pronunciation of letters

## Activity

The activity consists of a relay race where children collect alphabet cards and then put them in order. The interaction is in teams.




## Instructions

1. Place the alphabet cards in a pile far from the teams.
2. Explain the rules: one student at a time runs, grabs a card, and brings it back.
3. Teams collect the letters and try to arrange them in alphabetical order.
4. First team to complete the alphabet correctly wins.
5. Review the order and pronunciation as a whole class.

# Game Phases

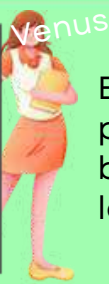


## MATERIALS

 Alphabet cards  Baskets or bins  Space for run/blankets

### Preparation

Place a full set of alphabet cards in a pile on the opposite side of the classroom or play area. Put a basket or bin near each team's starting point.

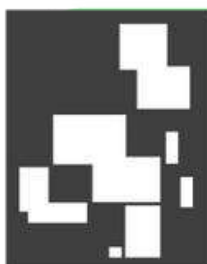


### Introduction (2 mins)

Explain the rules briefly: each student will run to the pile, pick one card, and return it to place in their team's basket. The goal is for teams to collect and arrange the letters of the alphabet in the correct order.

### Team Formation (3 mins)

Divide the class into small teams of 3 to 5 students. For very large classes, form more teams with fewer students.



### The Race (10 mins)

The children take turns playing, running to pick up a card and returning, then giving the turn to the next player. Together they put the cards in alphabetical order.

### Winning & Review (5 mins)

The first team to complete the alphabet in the correct order wins. Check their sequence before declaring the winner. Then, review the full alphabet with the class, focusing on correct pronunciation and spelling.



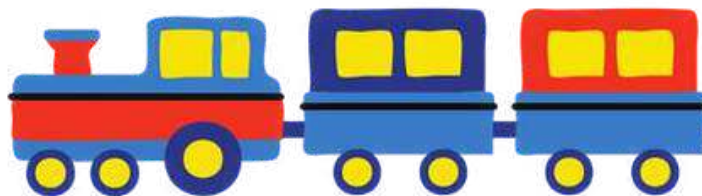


VROOO M!



# Sound & movement transportation journey

|                           |   |
|---------------------------|---|
| <b>Objective:</b>         | Students will be able to identify transportation sounds while demonstrating body movements, developing auditory discrimination and transportation vocabulary through multisensory games.  |
| <b>Language Focus:</b>    | <ul style="list-style-type: none"> <li>• Vocabulary: Transportation sounds , movement verbs</li> <li>• Neurosensory development and auditory discrimination.</li> <li>• Motor skills: Gross coordination, rhythm and timing, spatial awareness, bilateral coordination.</li> </ul>  |
| <b>Teaching Approach:</b> | Kinesthetic learning and sensory integration. The interaction could be individual, in pairs, or groups.   |
| <b>Materials:</b>         | <p><b>Sensory Materials:</b></p> <ul style="list-style-type: none"> <li>• Audio system with transportation sound effects</li> <li>• Vibrating cushions for engine sensations</li> <li>• Textured movement cards showing transportation actions</li> <li>• Weighted sensory scarves for "wind" effects</li> <li>• Tactile steering wheels, handlebars, and controls</li> </ul> <p><b>Visual and auditory Materials:</b></p> <ul style="list-style-type: none"> <li>• Large transportation images.</li> <li>• Visual rhythm cards matching transportation beats</li> <li>• Timer with visual countdown</li> </ul> |
| <b>Instructions</b>       | <ul style="list-style-type: none"> <li>• Divide the classroom into various transportation zones, with cushions, pictures, and toys.</li> <li>• The activity can include vehicle controls such as toy steering wheels.</li> <li>• Prepare audios with sounds of different means of transport.</li> </ul>   |



# Game phases

## Phase 1: Sound Recognition Training

- Children sit in circle with eyes closed, listening to transportation sounds Teacher plays sounds while children identify and categorize
- Introduce body movements: "When you hear a car, pretend to steer"
- Introduce partner activities: one child makes sound, partner demonstrates movement
- Introduce challenges: groups work together to create transportation "choreography"
- Final challenge: individual challenges: groups work together to create transportation "choreography"
- Final challenge: individual challenges: groups work together to create transportation "choreography"



Rough road

Smooth highway

## Phase 3: Complex Integration Challenge

- Multi-step sequences: hear sound → identify vehicle → move to zone → demonstrate action Add memory component: remember sequence of 3 different transportation sounds Team
- Introduce challenges: groups work together to create transportation "choreography"
- Final challenge: individual challenges: groups work together to create transportation "choreography"
- Final challenge: individual challenges: groups work together to create transportation "choreography"

## Phase 2: Active Movement Response

- Children sit in circle with eyes closed, listening to transportation sounds Teacher plays sounds while children identify and categorize
- Introduce body movements: "When you hear a car, pretend to steer"
- Introduce partner activities: one child makes sound, partner demonstrates movement
- Introduce challenges: groups work together to create transportation "choreography"
- Final challenge: individual challenges: groups work together to create transportation "choreography"



# Let's learn about animals

## LANGUAGE FOCUS:

Vocabulary Acquisition (Farm animals and their sounds: cow - "moo", pig - "oink", chicken - "cluck", sheep - "baa", horse - "neigh").

## SKILL FOCUS:

Listening, Speaking, Observation, Comprehension, and Gross Motor Skills (during the "Animal Parade").

Identify (in flashcards), associating (animal with sound and movement), and comparing (big/small sounds - optional).

## TEACHING APPROACH:

Active Learning through Multisensory and Play-Based Activities, incorporating songs, games, and movement.



## INTERACTION:

Individual or small groups activity.

## PREPARATION:

- Prepare the space for the "Animal Parade."
- Use flashcards with farm animals.
- Prepare audio recordings with animal sounds.
- Have materials such as stuffed animals, puppets, or animal headbands ready.



Estimated time: 25 minutes

## INSTRUCTIONS:

- The class begins with an animal song.
- Flashcards and audio recordings are used to help the children recognize the animals.
- The children must imitate the sounds.
- For the animal parade, the children choose the headband or stuffed animal they like the most and dance in a circle with the teacher.
- At the end, they parade representing each animal.





**Suggested Age:**  
3-6 years old.

# Singing and dancing

**Language Focus:** Vocabulary about animals.

**Skills Focus:** Listening, speaking and gross motor skills.

**Teaching Approach:** Total Physical Response (TPR).

**Interaction:** Whole group activity.

**Resources:** Songs, a music player, and flashcards with lyrics or the vocabulary needed.



## Instructions:

1. Introduce a short song with simple vocabulary and actions related to animals.
2. Demonstrate the choreography slowly, then practice together as a group.
3. Play the music and encourage all students to sing and move along with the rhythm.
4. Encourage each child to participate by doing movements and saying the words.
5. Repeat the activity until all students have had a chance to engage with confidence.





# Fine Motor Skills

This unit includes hands-on, multisensory activities and

dynamics related to Play-Based and Kinesthetic Learning. They seek to integrate the English language and work on children's fine motor skills.

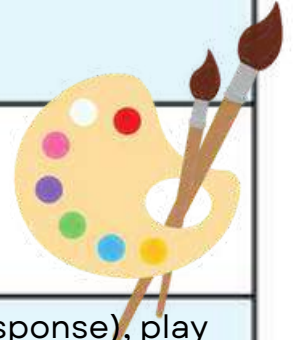
Engaging in tasks that increase their fine motor control is crucial for young learners. Moreover, if we combine this with encouragement to learn English, the language acquisition process will be easier.

# Creative painting kids



**Suggested Age:**  
5 years old.

|  |  |
|--|--|
| <b>Objective</b>   | <p>By the end of this activity, children will have improved their hand-eye coordination and creativity through guided drawing and coloring. They will also have learned the color vocabulary.</p>  |
| <b>Language Focus</b>  | <ul style="list-style-type: none"> <li>• Vocabulary related to colors.</li> <li>• Fine motor skills.</li> <li>• Hand coordination and visual perception</li> </ul>   |
| <b>Teaching approach</b>   | <ul style="list-style-type: none"> <li>• Hands-on activity, TPR (Total Physical Response), play based learning.</li> </ul>   |
| <b>Materials</b>   | <ul style="list-style-type: none"> <li>• Sheets of paper</li> <li>• Crayons, colored pencils, or temperas.</li> <li>• Printed or drawn outlines of objects (optional)</li> </ul>   |
| <div data-bbox="140 1326 432 1574" data-label="Image"> </div> <p data-bbox="180 1619 400 1653"><b>Instructions:</b></p> <div data-bbox="19 1686 453 2076" data-label="Image"> </div> | <ol style="list-style-type: none"> <li>1.The teacher prepares basic sketches or asks students to draw simple shapes or objects (e.g., a sun, a house, a tree).</li> <li>2.The teacher introduces the colors using crayons, colored pencils, or tempera paints. To enhance association, ask students to touch, smell, and repeat aloud. In addition to asking questions like "Can you find the red crayon?"</li> <li>3.Ask the child to color within the lines, using their favorite colors.</li> <li>4.Encourage them to name the colors as they color the objects. "This is a red apple."</li> <li>5.Allow creative freedom while guiding them to stay within the lines and develop control and coordination.</li> <li>6.Display the finished work in the classroom to build student confidence.</li> <li>7.Optionally, play soft music in the background to encourage relaxation during the activity.</li> </ol> |



25  
MINUTOSSuggested Age:  
4-6 years old.

# Treasure hunt: Find the colors!

**Language Focus:** Color vocabulary (red, blue, yellow, green, etc.)

**Materials:** Small colorful objects (toys, paper, fabric), flashcards with colors, a treasure box with small prizes.

**Teaching Approach:** TPR (Total Physical Response), and game-based learning with movement and speaking.

**Skill Focus:** Listening, speaking, color recognition, fine and gross motor skills.

**Thinking Focus:** Recognizing colors, recalling vocabulary, following instructions

**Interaction:** Pair or group activity with teacher support

## Preparation:

- Hide colorful objects around the classroom or play area.
- Prepare color flashcards (red, yellow, blue, green, etc.)
- Decorate a small box as the “treasure box” and fill it with small colorful prizes.
- Make sure the space is safe for movement

## Steps:

- Show each flashcard and say the color name clearly: “This is red. This is blue.”
- Let children repeat the color names with you.
- Say a simple instruction: “Find something yellow!”
- Children walk and search for an object of that color.
- When they find it, they come to you and say: “I found a yellow paper!”
- Repeat the game with other colors and let different children participate.
- At the end, ask children to find the “treasure box.”
- Each child opens the box, chooses a small item, and says its color: “It is green!”





25  
min



Suggested Age:  
4-6 years old.

# Body part puzzle

**Language Focus:** Body parts.

**Materials:** Human body puzzles (cutouts with removable parts).

**Teaching Approach:** Play-based learning with tactile support.

**Skill Focus:** Speaking, listening, teamwork, fine motor.

**Thinking Focus:** Whole-part recognition and vocabulary usage.

**Interaction:** Pair or group activity with teacher guidance and peer support.

## Preparation:

- Print and create body puzzles using materials such as cardboard or foam.
- Flatten the cardboard for greater durability.
- Create a model puzzle for demonstration purposes.



## Steps:

Warm up: Song

- Eyes look; ears listen. Lips are closed, hands are still, feet are silent. You should try it. Listen well, listen well. Join in pairs to complete the activity, for example: "Where do we place the legs?", "Are the arms in the right place?" The teacher can intentionally place a piece incorrectly and encourage students to correct the mistake, saying: "No, that's not the arm!" or "Yes, that's correct!" Production: Children must pronounce correctly the parts of the body. Each child points to a part and says its name out loud (e.g., "This is the nose.")
- 
- 





**Suggested Age:**

2-5 years old.

# Fishing numbers

**Language Focus:** Numbers 1-10 in English

**Materials:** Paper fish with numbers (1-10), fishing rods (sticks with string and magnets or Velcro), and one large container or box.

**Teaching Approach:** Total Physical Response (TPR) and hands-on play.

**Skill Focus:** Counting, fine motor skills, oral production, listening comprehension.

**Thinking Focus:** Recognizing numbers, matching spoken and written numbers, and following instructions.

**Interaction:** Whole class movement with individual turns; small group or pair work with teacher support.

**Preparation:**

- Prepare 10 colorful fish with numbers (1-10) written clearly on each one
- Place the fish in a large box or container
- Create simple fishing rods (use safe materials)
- Make sure there is space for children to move and play safely
- Practice counting from 1 to 10 with the class before starting

**Steps:**

- Warm-up: count and give instructions using your hands and voice.
- The teacher will give a command such as: I have four five. Let's count!
- All together: One, two, three, four!
- Show both hands so that the student can identify which numbers are being counted: How many fingers are there now?
- The children respond according to what they observe, for example: Ten!
- Then they need to count together from 1 to 10: One, two, three... ten!
- Encourage faster repetition with clapping or jumping to make the activity more fun.
- Main activity: fishing game.
- The children take turns using the fishing rod to catch a fish from the box.
- When they catch a fish, they say the number: It's number five!
- Help the children with pronunciation if necessary.
- The teacher gives an instruction with the number: Can you jump three times? Can you clap five times?
- The child performs the action given by the teacher.
- Continue until all the children have had a turn.



1

6

3

4

2



**Suggested Age:**

5-7years old.

# Animal jigsaw

**Skills Focus:** Listening (identification of animal sounds and names.) Speaking (repetition.) Fine motor and cognitive skills.

**Teaching approach/Method:** Kinesthetic/tactile learning + TPR (Total Physical Response).

**Interaction:** Work in pairs.

## Preparation

The tutor should provide each student with a complete puzzle. Children can be paired to work together. Each student or group should then assemble the puzzle.



**Estimated Time: 25 min.**



## Objective

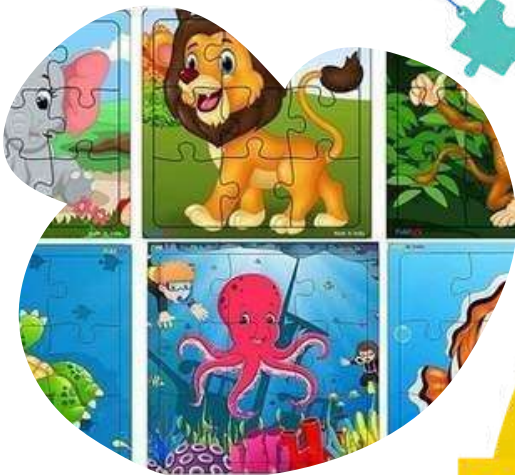
Introduce animals vocabulary with mime and sounds and ensure that all children actively participate in the activity.

## Instructions

1. Divide the class into pairs and give them a puzzle.
2. Begin the lesson with a short introduction and explains how the activity works.
3. Each puzzle reveals the figure of a familiar animal, one that they will probably recognize from their everyday lives.
4. Encourage students to identify the completed animal figure.
5. To reinforce recognition, the tutor can say the animal's name aloud and children must repeat after them.

## Materials

- Animal puzzles per group
- Visual aids or flashcards with animal images



 **Suggested Age:**  
3-5 years old.

# My favorite shape



**Estimated time:** 30 minutes

**Language Focus:** Vocabulary about shapes (circle, square, triangle, rectangle)

**Skills Focus:** Listening, speaking and fine motor skills.

**Teaching Approach:** Use visuals, physical modeling, and interactive game

**Interaction:** Whole class interaction and small groups work.

## Preparation:

Organize the class into four small groups and prepare a spinner with shape names or images. Also, create a vocabulary list with words like: shape name, edges, corners, objects

## Instructions:

1. Show real objects that resemble geometric shapes (e.g., a ball for a circle, a book for a rectangle). Discuss their name, edges, and corners in simple terms.
2. Spin a spinner to assign a shape to each group.
3. Each group will use playdough to create the assigned shape.

## Materials:

- Playdough, shape cards and images
- Spinner with shape options
- Real-life shape objects (ball, book, slice of pizza)
- Vocabulary chart
- Stickers for rewards

4. Each group comes to the front with their playdough shape.

Encourage them to say:

- "This is a triangle."
- "It has 3 sides and 3 corners."

5. Game: Spin the spinner and choose a group to give verbal clues. The rest of the class guesses the shape.





**Suggested Age:**  
5-7 years old.

# Ice painting

**Estimated time:** 30 minutes

## Language Focus:

The vocabulary should be simple and repetitive. Structures such as “What color is...,” “Cold,” “Ice,” and “Paint” are appropriate.

## Skills Focus:

Fine motor skills (grabbing the ice cube).  
Sensory exploration (feeling the coldness of the ice and observing its color).  
Creativity and artistic expression.  
Prioritizing observation and understanding of physical changes (melting).

## Teaching approach/Method:

Experiential learning.

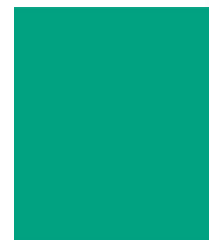
## Interaction:

Individually or in small groups to share colors or discuss their creations.



## Materials

- Ice cube trays. Food coloring in various bright colors. Water.
- Thick paper or cardboard (to prevent it from tearing easily when wet). Small containers for liquid
- food coloring (optional, to facilitate mixing). or
- Provide individual trays help plastic tablecloths to protect the work surface.
- Cloths or towels to clean up spills.



## Preparation

- Fill the ice cube trays with water.
- Add a few drops of food coloring to each ice cube tray (you can mix colors in some of them).
- Freeze the ice cube trays for at least 2-3 hours or until they are completely solid.
- Prepare the paper and protect the work surface.

## Instructions

1. Explain to the children that they are going to paint with colored ice. Ask them what they know about ice (it is cold, it melts).
2. Give each child a piece of paper. Place the colored ice cubes on trays or directly on the table (with protection).
3. Encourage children to experiment and explore with different colors and movements to improve their motor skills.
4. While the children are painting, explain how the heat from their hands and the environment can cause the ice to melt and leave color on the paper. Mention that ice changes from a solid to a liquid (water).
5. Observe together the drawings that are being created and how the colors mix as the ice melts. Ask them how the ice feels to the touch, what colors they are using, and what is happening to the ice.
6. Collect the melted ice and drawings. Clean up any spills.

## Objective

Children will explore different colors and how temperature has a significant effect while painting with melted ice cubes, learning about the change in the state of water, in this case from solid to liquid.



# Foam clouds

## Preparation

- Gather all the necessary materials: shaving foam, water, a clear jar and food coloring. Fill the clear jar with water to about three-quarters full. Make sure you have a clean work area suitable for the activity.



## Objective

Guide children through the process of observing the “rain” process and explain to them how rain forms and how the rain process works in nature. Facilitate discussion about clouds and the water cycle.

- **Estimated Time:** 30 minutes
- **Language Focus:** Vocabulary related to weather and water (cloud, rain, water, color).
- **Skills Focus:** Fine Motor Skills (squeezing the foam, adding drops of color) and observation skills.
- **Teaching Approach:** Experiential learning with real objects.
- **Interaction:** Individual task with teacher support, encouraging group discussion about observations.



Foam Clouds

### Materials

- Shaving foam
- Water
- A transparent bottle
- Food coloring

### Instructions

- Fill the clear jar with water.
- Add a layer of shaving foam on top of the water, simulating clouds.
- Allow the children to add drops of food coloring on top of the shaving foam.
- Watch as the dye seeps through the foam and “rains” down into the water, explaining the process of rain formation..



# Sensory wind walk

Estimated time: 30 minutes

**Language Focus:** Vocabulary (wind, spin, blow, turn, fast, slow)

**Skills Focus:** Fine Motor Skills

**Teaching approach:** sensory play and hands-on exploration.

**Interaction:** Whole class interaction, small groups.

## Preparation

Cut paper into strips or shapes to throw and blow to clear a space to explore with Paper pinwheels.

## Instructions

1. Introduction: Teach vocabulary (wind, spin, turn, blow, whirl, fast, slow). 2. Demonstration: Demonstrate how strips of paper and ribbons move in front of a fan or in the wind outside. 3. Craft: Children will create simple paper windmills or wind catchers to take home and learn a little more about the topic. 4. Exploration and play: Children will use a fan or, in other cases, the wind in the playground to observe how the windmill reacts to different wind forces.

## Objective

Students will explore how wind moves various lightweight paper materials, which will help them learn and identify vocabulary with wind and texture.

## Materials

- Fans or ventilators
- Various types of paper: tissue paper, construction paper scraps, pieces of recycled paper.
- Light objects: feathers, colored ribbons.
- Paper strips or paper "sheets"
- Paper pinwheels.



**Suggested Age:**  
6-7years old.

# Weather sensory bottles

Estimated time: 30 min.

**Language Focus:** Vocabulary related to weather (sunny, rainy, snowy, cloudy)

**Skills Focus:** Fine motor and cognitive skills.

**Teaching approach/Method:**

Multisensory, play-based learning (aligned with Total Physical Response).

**Interaction:** Small groups (children can pass and share bottles, discuss.)

## Preparation

It is essential to gather clear plastic bottles and other materials needed for the activity, such as food coloring, glitter, weather-related toys, and educational cards associated with the activity.

## Instructions

1. Students pre-fill the bottles with different combinations of water, food coloring, and baby oil.
2. Add glitter and toy figures to represent each weather type (e.g., blue water and snowflakes = snowy).
3. They have to seal the bottles with glue or tape to prevent spills.
4. The teacher should prepare vocabulary flashcards or posters for reference.
5. With each sensory bottle, the teacher says the weather word it represents. and let children repeat.

## Objective

Students will explore different types of weather using hands-on sensory bottles, which will help them learn and identify vocabulary related to weather and the topic.

## Materials

- Clear plastic bottles, water, baby oil, glitter
- Food coloring (blue, yellow, white)
- Small plastic weather figures (snowflakes), flashcards.



**Suggested Age:**

3-5 years old.

# My favorite fruit

**Estimated time:** 30 minutes

**Language Focus:** Vocabulary about fruits (apple, banana, grape, pineapple, orange)

**Skills Focus:** Listening, speaking and fine motor skills.

**Teaching Approach/Method:** Hands-on learning with sensory materials

**Interaction:** Whole class and small group work (4 groups)

## Instructions:

1. Teach basic vocabulary using the fruit cards. Show real fruits or toys and have children touch them, look at them and describe them: "What color is it?", "Is it soft or hard?", "Is it sweet or sour"
2. Spin the spinner to assign a fruit to each group.
3. Create the fruit with plasticine. Prepare a short description (name, color, texture, taste).
4. Each group presents their fruit model to the class.
5. Use the wheel so that groups can guess the fruits based on clues.
6. Review and practice the pronunciation of the vocabulary and reward participation.

## Objective

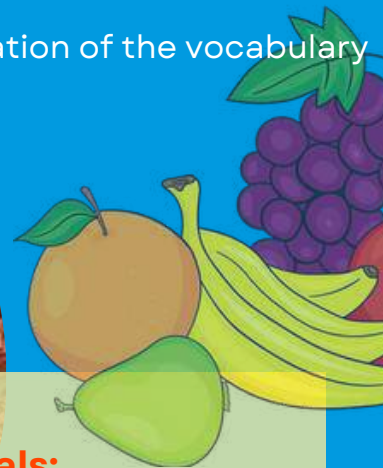
Students will learn and describe basic fruit vocabulary through an interactive game.

## Preparation:

Create a spinner with fruit names or pictures and bring it to class. Create four small groups. Each group must present a fruit using plasticine. Provide the materials.

## Materials:

- Plasticine
- Fruit spinner
- Fruit images and name cards
- Vocabulary list (simplified with visuals)
- Real or plastic fruit
- Stickers or rewards





**Suggested Age:**

3-5 years old.



# Fishing

"20-25 minutes"



**Focus:** Basic greeting vocabulary, ( hello,hi,goodbye) and language short social phrase.

**Skills focus:** fine motor coordination( Fishing with the rod), listening and speaking pronunciation.

**Thinking to focus:** Based on remembering greeting vocabulary learner and association in everyday situations, for example, saying "hello".

Hellow!

**Teaching approach:** Encourage participation and interaction through play, movement, and repetition so that children respond with gestures. **Interaction:** This activity is done by the children and the group leader who will take turns fishing for the words. **Preparation:** We'll make cardboard fish and attach paper clips to each one. Then, we'll write greetings on each fish. We'll prepare a "fishing pole" with a stick, a string, and a ribbon at the end. We'll clip the fish to hook them, and we'll use blue cambric fabric to simulate the sea.

Wow

**Instructions:** Greet the children with a "Hello!" or "Good morning!" in a charismatic way, playing fun greeting music. Practice the words or phrases of the greeting as a group. **Activity: Fishing for greetings:** Show the activity by beginning a demonstration of using the fishing rod to catch the word and invite the students to do the activity. When they catch a fish, they will show it to the group. The teacher will show them how to say the word, for example: "You caught a fish! Hello!", and the children will repeat the phrase in groups with gestures.

Hellow



Hi

OMG

ok

Bye

Hi!

THANKS



# Activity phases

## Phase 1

### Prepare the cards:

Place all the uppercase and lowercase letter cards face down on a table or the floor.



## Phase 2

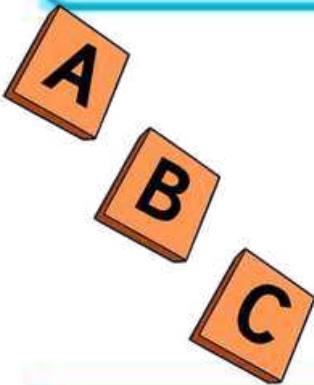
### Explain the game:

Briefly show the children how to flip two cards and try to find a matching pair (example: A and a).

## Phase 3

### Start the game:

- Let the children take turns. Each child flips two cards.
- If the letters match (uppercase + lowercase), they keep the pair and take another turn.
- If not, they turn the cards back over, and the next child plays.



## Phase 4

### Continue playing:

Play until all pairs are found. Encourage children and help them when needed.

## Phase 5

### Celebrate and review:

- At the end, celebrate everyone's participation.
- Ask each child to say their favorite letter or a word that starts with one of the letters they matched.



# Colorful rainbows

## Language Focus:

Color Vocabulary (red, orange, yellow, green, blue, indigo, violet/purple) and Basic Sentence Structures (e.g., "It is [color]", "The rainbow has [color]", "I see [color]").



## Skill Focus:

Speaking, Listening, Identifying, Describing, Fine Motor Skills (arranging strips, drawing, writing - depending on age), and Collaborative Skills (working in pairs).



## Thinking to Focus:

Identify colors, describe the order of colors represented in a rainbow, understand the concept of sequence, and gain clarity on the topic of creative expression.

## Teaching Approach:

Learning through creative play, hands-on experience, visual aids, and participatory and collaborative activities.

## Interaction:

Whole class (introduction, wrap-up), and pairs (group activity, creative extension).

## Preparation:

- First, prepare strips of colored paper (red, orange, yellow, green, blue, indigo/purple) of similar length and width for each pair of children. It is important to have backup strips in case of an emergency.
- Cut out a large, simple rainbow-shaped template from a large sheet of paper for the demonstration.
- Gather crayons, markers, colored pencils, or any other materials that can be used for coloring for the creative activity.
- Optional: Have images or real objects that represent each color ready (e.g., a red apple, a yellow banana, a green leaf).
- Optional: Have glue on hand for the pair activity if you want the strips to be glued together.

## Estimated time: 25 minutes



## Instructions:

- Show the class the large rainbow template.
- Ask them if they have ever seen a real rainbow. Encourage a brief discussion about their experiences.
- Ask them to name the colors they see in the rainbow (in their native language first, if helpful).
- Teach them the color names in English while pointing to each color on the template and saying the name clearly. Repeat each color name a few times. -
- Optional: Show real objects or pictures of each color as you introduce the vocabulary.



**Suggested Age:**  
5-6 years old.

# What is the color? – Song Time

**Language Focus:** Colors in English (red, blue, yellow, green)

**Materials:** Color flashcards, a simple song (live or recorded), open space.

**Teaching Approach:** Visual Recognition, TPR (Total Physical Response), and interactive learning through music.

**Skill Focus:** Listening, speaking, memory, rhythm, motor skills.


**Thinking Focus:** Recognizing and naming colors.

**Interaction:** Teacher-student interaction, group participation.

## Preparation:

- Prepare large color flashcards
- Choose or create a simple color song
- Practice the song before the class
- Create a safe area where children can move

## Steps:

- Show a flashcard and say the color: "Red!"
- Children repeat: "Red!"
- Continue with more colors
- Start singing this simple song (use claps or a soft beat):  "What's the color? What's the color? Is it red? Is it blue? (Point to a flashcard)

Tell me now – what do you see?" 

- Point to a flashcard while singing
- Children guess and say the color: "It's blue!"
- Let children move, clap, or dance when they hear a color
- Repeat the song to practice all colors





# What animal is it?

**Suggested age:**  
3-6 years old

**“20-25 minutes”**

**Language focus:** vocabulary about different animals (cat, dog, lion, elephant, monkey etc..) and phrases “it is a.....” **Skills focus:** Gross motor skills, fine motor skills, listening comprehension animal names. **Thinking to focus:** Relate sounds or movements by using touch, sight, and hearing to identify animals. **Teaching approach:** Learning through multi-sensory play focused on engaging the senses (touch, sight, sound), repetition, and teacher modeling to reinforce vocabulary and encourage participation through interaction. **Interaction:** In this activity the group guide interacts, motivating the children with animal sounds, gestures and applause. **Instructions:** We begin with a formal greeting and then practice vocabulary with the children by showing them animal flashcards: cow, pig, duck, sheep, and horse, and repeating the names. We'll need animal toys, adding movements and sounds. The children will identify the animal while blindfolded. **Activity: Match the Animals with sounds.** Once the vocabulary has been introduced and practiced, we blindfold the children and give them a toy animal that they can recognize by touch and sound, for example, a lion. The child will touch the toy and, upon hearing the sound, have to tell me what animal it is?. Once this activity is complete, we repeat the vocabulary with the other children in the class.





**Suggested Age:**

4-6 years old.

# Catch the fruit

"25 minutes"

- **Language focus:** Vocabulary related to fruits (apple, banana, orange, strawberry, grapes, etc.), simple sentences ("I like...", "This is a...", "Catch..."), fruit colors.
- **Skills focus:** Listening comprehension, oral expression, gross motor skills (catching, throwing), following directions.
- **Thinking to focus:** Associate and memorize.
- **Teaching approach:** Remember the vocabulary learned through role play.
- **Interaction:** Whole-group play with teacher guidance.
- **Preparation:** Bring pictures of common fruits and prepare a soft ball to pass. Set up a safe space where children can sit in a circle or stand in a manageable area.

## Instructions:

Show each card or picture of fruit, then name the fruit and encourage the children to repeat after you. Example: The teacher says, "This is an apple," and the children respond together, "Apple!" The teacher says, "An apple is red," and the children respond together, "Red." Repeat with different fruits and colors so that the children recognize and identify the vocabulary used. Vary the pace and volume to keep the children's attention.

Review all the fruits in this way so that the children become familiar with the vocabulary and their listening skills improve.

## Activity:

- Show the children a soft ball and explain that it is the "magic fruit ball." When they catch it, they must say the name of the fruit.
- Giving an example: Start by passing the ball to a child and saying, "Catch the grape!".
- The child catches the ball and says "Grape!" Then, they pass the ball to you or another child, saying the name of another fruit.
- Once the children understand the game, begin saying the name of a fruit while passing the ball to a child.
- The child repeats the fruit name aloud and then passes it to another child or the teacher.
- Encourage the children to speak loudly and clearly as they repeat the fruit names.





## UNIT 2

# Language Skills

During this unit, children will learn about how to create short sentences and pronounce simple words. Furthermore, they will practice listening to others, and will use English to comprehend others through songs, stories, and games. Pupils gain confidence in speaking English, thanks to these activities.

# Animal trivia

|                       |   |
|-----------------------|---|
| <b>Age</b>            | 3-6 years.  |
| <b>Objective</b>      | Practice the vocabulary of animals by identifying their names in card pictures. |
| <b>Content</b>        | Vocabulary related to animals and their habitats.                               |
| <b>Strategy</b>       | Active learning and Game-Based Learning.  |
| <b>Method</b>         | Cooperative Learning, Communicative Language Teaching (CLT) and Gamification.   |
| <b>Technique</b>      | Classification, Work in groups, Oral production.                                |
| <b>Skill Focus</b>    | Listening and Speaking.   |
| <b>Language Focus</b> | Vocabulary (Animals and habitats).<br>Clear and correct pronunciation.          |

**Description of the activity:** In groups of five, students will engage in dynamic, interactive learning about the habitats of many animals.

## Materials:

- Questions about animals and their environments on cards..
- Sheet to record responses.

## Instructions: Procedure:

- Groups of 5 will be formed. Each team will answer 6 questions. These questions will refer to the habitat of each animal. For example, “What animal lives at home and is very playful?”, and students should answer “the dog”. The team with the most correct answers will win.
- 

**Evaluation:** Exit tickets

# Roleplay: Fruit and vegetable market

|                       |  |
|-----------------------|--|
| <b>Age</b>            | 3-6 years. Identify fruits and vegetables using simple   |
| <b>Objective</b>      | expressions in<br>pEnragclitsihc,i nsgu ctuhr nass o“fl swpaenetc..h.” a“nHde rteh ey u<br>vocabulary. Vocabulary related to fruits and vegetables.<br>Common expressions to ask for and offer products. |
| <b>Content</b>        | Game-Based Learning.<br>Comunicative Language Teaching (CLT) and Cooperative   |
| <b>Strategy</b>       | Learning.<br>Listening and Speaking. Vocabulary (Fruits and vegetables).   |
| <b>Method</b>         | Communicative interaction.<br>Expressions:   |
| <b>Skill Focus</b>    |  |
| <b>Language Focus</b> | <ul style="list-style-type: none"> <li>• “Can I have a/an...?”</li> <li>• “I want a/an...”</li> <li>• “Thank you.” / “You’re welcome.”</li> </ul>  |

## Materials:

- Flashcards about fruits and vegetables.
- Tables
- Bags or shopping basket.
- Play money.

**Description of the activity:** Students simulate a market in the classroom, using roles of sellers and buyers to exchange fruits and vegetables.

## Procedure:

- Students will be divided into two groups: sellers and buyers, recreating a market.
- Each vendor will have a “stall” with different fruits or vegetables assigned by flashcards.
- Buyers will use English expressions to ask for what they want and use fake money to simulate the purchase.
- Sellers will respond using the appropriate phrases.
- Switch roles so everyone practices both sides of the dialogue.

**Evaluation:** Checklist (Direct Observations)

# Food movement

|                       |  |
|-----------------------|--|
| <b>Age</b>            | 3-6 years. Through movement, introduce and reinforce   |
| <b>Objective</b>      | words connected to food, encouraging active engagement in English, creativity, and listening comprehension.          |
| <b>Content</b>        | Vocabulary related to fruit and vegetables.<br>Instructions<br>Multisensory learning, Active learning and Game-Based |
| <b>Strategy</b>       | Learning.<br>Total Physical Response (TPR), Communicative Language   |
| <b>Method</b>         | Teaching (CLT) and Cooperative Learning..<br>Mnemonics, Group work, Guided demonstration and Oral production.        |
| <b>Technique</b>      | Listening and Speaking (Pronunciation). Vocabulary (Fruits and vegetables).  |
| <b>Skill Focus</b>    | Expresiones e instrucciones:   |
| <b>Language Focus</b> | “Pretend to eat a/an...”<br>“Peel the...”<br>“Take a big bite of the...”   |

## Materials:

- Illustrated cards or list of food names and actions
- Upbeat music

**Description of the activity:** This activity combines learning vocabulary related to food with body movement and motor expression. Through music, gestures and games, children will imitate actions such as eating an apple or peeling a banana.

## Instructions:

### Procedure:

- Present the vocabulary using flashcards or pictures. Assign and explain an action for each food. Model the action and ask students to imitate it. Play music and say the food out loud (e.g., pretend to eat an apple); children will perform the actions or mime the food clearly and children will say the name out loud. Progressively increase the speed. Repeat with different foods and actions, increasing the speed as students get more comfortable.
- 
-

# Warm up: food race

|                       |  |
|-----------------------|--|
| <b>Age</b>            | 3-6 years.   |
| <b>Objective</b>      | Learning how to pronounce words correctly and using visuals to identify foods.<br>Encourage interaction between peers and active participation by creating brief, simple paragraphs. |
| <b>Content</b>        | Vocabulary related to fruit and vegetables.<br>Simple expressions.   |
| <b>Strategy</b>       | Multisensory learning, Active learning and Game-Based Learning.<br>Communicative   |
| <b>Method</b>         | Language Teaching (CLT) and Cooperative Learning.<br>Group work, Mnemonics, and Didactic game.   |
| <b>Skills Focus</b>   | Listening and Speaking.<br>Vocabulary (names of fruits and vegetables)   |
| <b>Language Focus</b> | Expressions: "It's a/an...", "I like...", "Yummy!"   |

## Materials:

- Cards with colorful images of food.
- Ample space to move around.

**Description of the activity:** The teacher will say the name of a food, the leader of each team will choose the card corresponding to the food. After that, the child will make a mime related to the corresponding food and make a short sentence with the food (example: It's an apple, I like bananas).

## Instructions:

- Children will be divided into small groups
- The teacher will call out the name of a food item (e.g., "banana").
- One representative per group runs to the cards placed on a table or on the floor and chooses the corresponding picture.
- The child then performs a mime related to that food (e.g., peeling a banana or eating an apple).
- Finally, he/she says a short sentence using the vocabulary learned, such as, "It's a banana. I like bananas!"
- The game is repeated with other foods and other children.

# Animal card games

|   |   |
|---|---|
| 3-6 years   | Argse.  |
| Practice the vocabulary of animals by identifying their names by observing pictures.<br>Vocabulary about animals. |   |
| <b>Content</b>  | Active learning and Game-Based Learning.                                      |
| <b>Strategy</b>   | Cooperative Learning and Gamification.  |
| <b>Method</b>   | Role rotation, Work in groups, Oral production.                               |
| <b>Technique</b>  | Listening and Speaking.   |
| <b>Skill Focus</b>  | Vocabulary (Animals).   |
| <b>Language Focus</b>   | Associating images with animal names.<br><br>Clear and correct pronunciation. |

## Materials:

- Cards with animal images.

**Description of the activity:** Students in groups will compete in the classroom for getting the highest number of cards by trying to guess the animal's names in English.

## Procedure:

- Students will be divided into groups.
- A stack of cards will be placed in the center of the classroom.
- One student from each group will choose a card and say the name aloud. (In the second round, the student in the group should be someone else.)
- If the answer is correct, the student will keep the card in his or her group. If not, the card will go back in the pile.
- The next group will repeat the process until all groups have participated.
- There will be as many rounds as necessary until the stack runs out.
- Once finished, the group with the majority of cards, wins.

# Animal bingo

|                       |  |
|-----------------------|--|
| <b>Age</b>            | 3-6 years.   |
| <b>Objective</b>      | Identify several animal names in English by linking the spoken word to the appropriate picture |
| <b>Content</b>        | Vocabulary related to animals.   |
| <b>Strategy</b>       | Active learning and Game-Based Learning.   |
| <b>Method</b>         | Gamification.  |
| <b>Technique</b>      | Individual work, Classification, Repetition, Auditory association feedback.                    |
| <b>Skill Focus</b>    | Listening comprehension.   |
| <b>Language Focus</b> | Vocabulary (Animal names).   |

## Materials:

- Bingo cards with animal figures.
- Tokens or cards with only the name of the animal written on them
- A bag to randomly draw the cards out of
- Markers, crayons or pencils for students to mark on their cardboard

**Description of the activity:** Students should recognize the name of an animal they hear and match it to its image on the cardboard. As the names of the animals are mentioned at random, the children should pay attention, identify the corresponding image and mark it.

## Instructions:

- Distribute bingo cards displaying various animal images to every student.
- Sort the cards with just the animals' written names on board.
- A card will be randomly selected, and the animal's name will be read out without any illustrations.
- After paying close attention, students will circle the image of the animal they believe best fits the given name.
- The game is won by the first student to correctly circle and finish all of the images on their card.

**Evaluation:** Checklist

# Don't drop it

|   |   |
|---|---|
| <b>Age</b>  | 3-6 years.  |
| <b>Objective</b>                                      | Reinforce animal vocabulary by remembering animal's names in a short period of time in English.<br>Vocabulary related to animals. |
| <b>20 Monitoranttenheogtry<br/>Skceillh Fnoicques</b> | Active Learning and Game-Based Learning.<br>Cooperative Learning and Gamification.  |
|   | Reinforcement, friendly competition and feedback.   |
|   | Listening and Speaking.   |
|   | Vocabulary (Animal names).  |
|   |   |
| <b>Language Focus</b>                                 | Clear and correct pronunciation.  |

## Materials:

- A round object (a ball)

**Description of the activity:** In order to foster creativity and long-term memory, students rotate a ball among themselves and quickly say an animal's name in English.

## Instructions:

- Students will sit around the classroom in a circle. Teacher will give one student the ball. Students will hand the ball among their classmates as the teacher sings "Tingo, Tingo, Tango" Whoever has the ball when teacher says "tango" is the one who must say the name of an animal as quickly as possible (If the ball is dropped or the ball's holder does not say anything, he/she will be eliminated). The student who remains last, wins.
- 

**Evaluation:** Checklist

# Dance to the rhythm of food

|                       |  |
|-----------------------|--|
| <b>Age</b>            | 3-6years.  |
| <b>Objective</b>      | Recognize different meals in English by linking each word to a movement to enhance pronunciation and strengthen listening comprehension. |
| <b>Content</b>        | Fruits and vegetables recognition and pronunciation songs.   |
| <b>Strategy</b>       | Multisensory learning, Active learning and Game-Based Learning.<br>Total Physical Response (TPR).  |
| <b>Method</b>         | Repetition, Mnemonics, Guided demonstration, and feedback.   |
| <b>Technique</b>      | Listening and Speaking (Pronunciation).  |
| <b>Skill Focus</b>    | Vocabulary (Fruits and vegetables).  |
| <b>Language Focus</b> | Listening comprehension.<br>Clear and correct pronunciation.   |

## Materials:

- Flashcards about fruits and vegetables.
- Upbeat music.

**Description of the activity:** In time with a song, students will identify and pronounce the names of fruits and vegetables while making certain motions.

## Procedure:

- The teacher will play an upbeat song that the children can easily move to. The teacher will do a demonstration where he/she will associate a movement for each food (for example: Jump for “apple”, Swing arms for “banana”, Twist for “pizza”, and Squat for “broccoli”). Students will receive a card with a fruit or vegetable on it. While music plays, the teacher will call out a food word, and the student with that card will perform the corresponding movement and say the word aloud.
-

# Articles race with food vocabulary

|                       |   |
|-----------------------|---|
| <b>Age</b>            | 3-6 years.  |
| <b>Objective</b>      | Introduce the basic use of “a” and “an” with food names by Pasrosomcoeiaintectiti nuligrs te pcsomwipthre thheen csoionre a by forming short sentences.<br>Food vocabulary. |
| <b>Content</b>        | Indefinite articles.<br>Multisensory learning, Active learning and Game-Based Learning.   |
| <b>Strategy</b>       | Communicative Language Teaching (CLT) and Cooperative Learning.   |
| <b>Method</b>         | Group work and Didactic game.<br>Listening and Speaking.  |
| <b>Technique</b>      | Vocabulary (food).  |
| <b>Skill Focus</b>    | Clear and correct pronunciation.  |
| <b>Language Focus</b> |   |

## Materials:

- Cards with food images
- Cards with colorful “a” and “an”.

**Description of the activity:** Students will physically match the food with the correct articles. The teacher will name a food and students will run to pick up the card with the corresponding picture and place it next to the correct article card (“a” or “an”).

## Procedure:

- Place the large “a” and “an” cards on opposite sides of the playing area.
- Distribute the food picture cards in the center.
- Divide students into two teams lined up behind a starting point.
- The teacher will call out a food item (e.g., “apple!”).
- The first student in each team will race to find the card with the correct food picture and place it next to the correct item. If it is correct, the team earns a point. If incorrect, the next player can try again.
- Repeat with new foods until all the vocabulary has been practiced.

# Rolling the dice



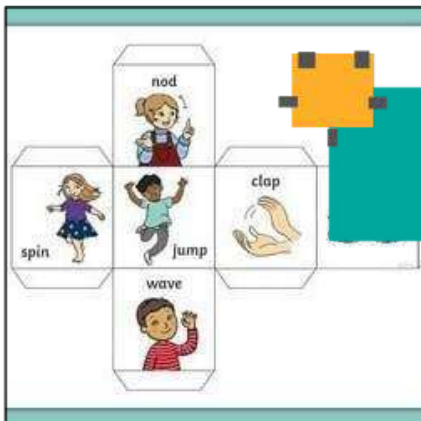
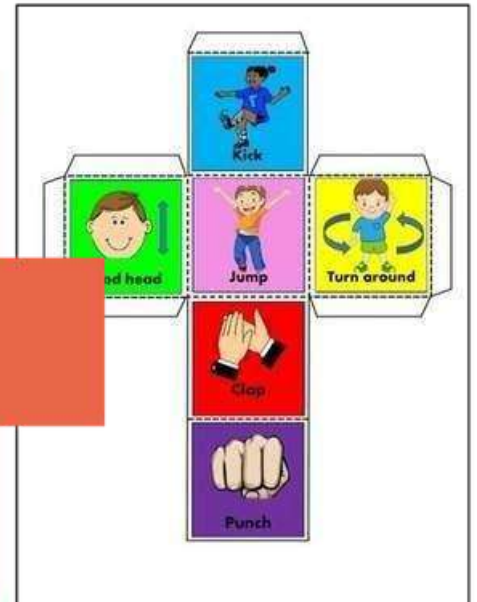
## Elemental keys:

- **Language Focus:** Action vocabulary.
- **Skill Focus:** Listening and speaking.
- **Estimate time:** 30 minutes.
- **Teaching Approach:** Vocabulary improvement.
- **Interaction:** Whole class.
- **Preparation:** Make students form a line. Each student will take turns rolling the die provided by the teacher. The student will perform the action shown on the top face of the die.

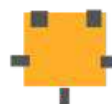


## Instructions

1. Create a dice with fun actions for children to learn vocabulary.
2. Begin the class with a short introduction. Roll the dice yourself and perform the action as an example; walk, jump, crawl, etc.
3. The



4. While the student performs the action, say the verb and ask, for example; Do you like walk?
5. Encourage the other students in the class to repeat the activity as the child does.



# Catchy song!

**Language Focus:** Vocabulary, according to the song (e.g. body parts, emotions, animals, actions).

**Skills Focus:** Listening, speaking (repeating words and phrases.)

**Teaching Approach/Method:** Total Physical Response (TPR) and Audio-lingual Method.

**Interaction:** Whole class participation.

## Materials:

- Recording of the song (audio or video).
- Speaker or player.
- Posters showing parts of the body

## Preparation:

Choose a simple, repetitive song related to a specific theme (e.g., animals, body parts, actions, colors).

## Examples:

- "Head, Shoulders, Knees and Toes."

Ensure the audio equipment is working and ensure audio equipment is working.



**Estimated Time: 25 minutes**



**Suggested Age:**  
3-6 years old.

## Objective

To model a song clearly, guiding the children's actions with the music, and to accompany the vocabulary and key phrases, creating a motivating environment.

## Instructions

1. Show children pictures of body parts like head, shoulders, knees, and toes.
2. Play the song with a fun rhythm. ("Head, Shoulders, Knees and Toes" as an example).
3. First, the tutor sings the song alone. Then, children sing along.
4. While singing, help children point to the correct body parts on the pictures and on themselves.
5. Add more parts like eyes, ears, mouth, and nose in the next verse.
6. Repeat the song various times so students learn the words and movements.



# Alphabet fishing game



## Objectives:

- To help 3-6 year olds reinforce alphabet letter recognition.
- Develop pronunciation skills, basic vocabulary and word association.
- Encourage learning through active and collaborative play.

## Content

- English alphabet letters.
- Words beginning with each letter.

## Activity

- Recognize the letters of the alphabet and pronounce a word that starts with them. learning
- Encourage through group projects and active engagement.

## Instructions

1. Preparation: Set up the letters and prepare the magnetic rods (3 min)
2. Explanation of the game: Tell the children that they are going to 'fish' for letters (5 min).
3. Game: Children take turns to fish for a letter (10min ).
4. Review the letters and words learned. They can write them down or draw a related picture (5min ).



## Materials:



Alphabet letters with paper clips



Fishing rods with magnets



Box, blue cloth or container as a 'pond'.



Sheets and coloured pencils



### Preparation:

Letters with paper clips will be placed inside the pond (it can be a box, a blue cloth or a container). The reeds will have a magnet on the end to catch the letters. The group will watch while the teacher organises everything and explains the rules.

### Introduction:

The teacher will explain to the students that they will become little letter fishermen. They will use a rod with a magnet to fish for letters that will be inside a "pond" prepared in the classroom.



**Development:** Every pupil takes a turn fishing in the pond for a letter. After that, they pronounce the letter's name and an English word that starts with it out loud. They can ask their classmates or the teacher for assistance if they need it.

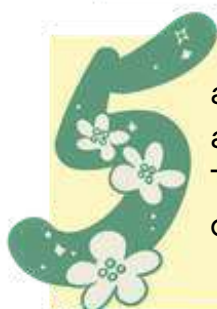


### Group work:

While one partner plays, the others watch, listen and can contribute ideas if necessary. A supportive and shared learning environment is promoted.



**Closing and revision:** Finally, students will select one or two letters and illustrate an English word that begins with those letters. In addition, they can write it beside the drawing in their notebook. Their learning is visually and meaningfully reinforced by this creative exercise.



# Veggie quest



**Suggested Age:**  
3-6 years old.



|                          |  |
|--------------------------|--|
| <b>Objective:</b>        | <ul style="list-style-type: none"> <li>Expand vocabulary related to vegetables.</li> <li>Develop language and listening skills.</li> <li>Promote concentration, teamwork, and cooperation.</li> </ul>  |
| <b>Language focus</b>    | Vocabulary, veggie.  |
| <b>Teaching approach</b> | Games-Based Learning.  |
| <b>Materials</b>         | <ul style="list-style-type: none"> <li>Masking tape.</li> <li>Pictures of vegetables.</li> <li>Sheets with riddles or clues (one sheet per group, with two clues each).</li> </ul>   |
| <b>Instructions</b>      | <p>Teacher Preparation:</p> <ul style="list-style-type: none"> <li>Hide the vegetable pictures in safe places around the classroom or playground.</li> <li>Write a sheet of clues per group with two clues, each one related to a hidden vegetable.</li> <li>To begin the game, divide the class into groups of three to five pupils.</li> <li>Distribute a clue sheet to every group.</li> </ul> <p>Preparation:</p> <ul style="list-style-type: none"> <li>The teams have to figure out the clues and look for the vegetables that are buried. They are required to provide the vegetable they have discovered to the teacher together with the matching clue.</li> </ul> <p>Verification:</p> <ul style="list-style-type: none"> <li>The teacher checks if the vegetable matches the clue.</li> <li>If correct, it is placed in a container.</li> </ul> <p>Winners:</p> <ul style="list-style-type: none"> <li>The first group to find the two correct vegetables and the clues wins the game.</li> </ul> |





# Musical transportation classification celebration

|                           |   |
|---------------------------|---|
| <b>Objective:</b>         | <p>Students will be able to classify transportation types through musical and rhythmic experiences while developing auditory processing, categorical thinking, and gross motor coordination through structured musical activities that integrate transportation vocabulary and movement patterns.</p>   |
| <b>Language Focus:</b>    | <ul style="list-style-type: none"> <li>• Vocabulary Rhythm recognition, sound discrimination, and musical pattern identification are examples of auditory talents. Cognitive abilities include pattern recognition, sequential memory, and classification and categorization.</li> <li>• Neurosensory development includes bilateral integration, rhythmic coordination, and auditory processing.</li> <li>•</li> </ul>   |
| <b>Teaching Approach:</b> | <p>Teaching Method: This activity combines musical education with transportation education to enhance memory retention through rhythm and melody. It promotes group participation while accommodating various learning styles and sensory preferences.</p>  |
| <b>Materials:</b>         | <p>Musical Instruments:</p> <ul style="list-style-type: none"> <li>• Rhythm instruments that mimic noises from transportation</li> <li>• Melodic instruments for songs about transportation</li> <li>• Props for creating sound recorded music and songs with a transportation theme</li> <li>• A portable sound system with controls for volume</li> </ul> <p>Physical Resources:</p> <ul style="list-style-type: none"> <li>• A sizable classification chart featuring tactile components</li> <li>• Picture cards using musical symbols for transportation</li> <li>• Scarves with texture for activities involving movement</li> <li>• Beat indications and visual rhythm patterns</li> <li>• Props for sensory movement</li> </ul> |
| <b>Instructions</b>       | <ul style="list-style-type: none"> <li>• Using three different sensory zones (land, water, and air), make a sizable classification chart.</li> <li>• Install stations for musical instruments with arrangements inspired by transportation.</li> <li>• Create songs for transportation that use tactile and visual signals.</li> <li>• Provide sensory limits and unobstructed areas for movement activities.</li> <li>• Prepare playlists with the right loudness and test all audio devices.</li> </ul>   |



**Suggested Age:**  
3-6 years old.



## Game phases:

### Phase 1: Musical Transportation Exploration

- Introduce transportation songs with corresponding movements and instruments
- Children explore making transportation sounds with various instruments
- Introduce transportation through games: "Land vehicles play drums, water vehicles shake maracas"
- Develop group rhythm patterns representing different transportation types



### Phase 2: Interactive Classification Through Music

- Play transportation sound guessing games with musical responses
- Children move to different areas based on transportation categories heard in songs
- Create class transportation orchestra with instrument assignments by vehicle type
- Integrate size and speed concepts through tempo and volume variations

### Phase 3: Transportation Musical Celebration

- Groups perform transportation songs with coordinated movements and instruments
- Create original transportation rhythms and sound patterns
- Final performance combining all learned transportation categories with music
- Assessment through individual demonstration of transportation classification through musical response





**Suggested Age:**

3-6 years old.




# Veggie pair-up

|                                 |   |
|---------------------------------|---|
| <p><b>Objective:</b></p>        | <p>By the end of this activity, students will be able to identify different vegetables. They will also enhance their visual association, attention, memory, and fine motor skills through a collaborative and dynamic matching game.</p>  |
| <p><b>Language focus</b></p>    | <ul style="list-style-type: none"> <li>▪ Vegetables Vocabulary</li> <li>▪ Listening comprehension</li> <li>▪ Oral production (speaking in short phrases)</li> <li>▪ Cognitive skills: attention, memory, coordination.</li> </ul>   |
| <p><b>Teaching approach</b></p> | <ul style="list-style-type: none"> <li>▪ Game-based learning</li> <li>▪ Kinesthetic and visual learning</li> <li>▪ Collaborative and communicative approach.</li> </ul>   |
| <p><b>Materials</b></p>         | <ul style="list-style-type: none"> <li>▪ A large tray or container</li> <li>▪ 10-12 vegetable figures (made of plastic, paper, or felt), ensuring each has a matching pair, except for one.</li> </ul>  |
| <p><b>Instructions:</b></p>     | <ol style="list-style-type: none"> <li>1. Arrange students in a circle.</li> <li>2. Show the vegetable figures and explain that each one has a pair, except one.</li> <li>3. Place all figures in the tray at the center.</li> <li>4. Call out a vegetable name. Students take turns picking a figure.</li> <li>5. Each student finds their match and sits with their partner, repeating the vegetable name aloud.</li> <li>6. The student without a pair stands aside for the next round.</li> <li>7. Repeat with new vegetables or increase difficulty using descriptions instead of names.</li> <li>8. End the game when all pairs are matched.</li> <li>9. Praise participation and correct use of vocabulary.</li> </ol> |



# Alphabet bingo



|                              |  |
|------------------------------|--|
| <p><b>Objectives</b></p>     | <ul style="list-style-type: none"> <li>• Reinforce visual and auditory recognition of the letters of the alphabet.</li> <li>• Improve the speed of information processing through the identification of letters.</li> <li>• Encourage active participation and fun, competitive learning in a group environment.</li> </ul>  |
| <p><b>Focus language</b></p> | <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Key expressions</li> </ul>  |
| <p><b>Materials</b></p>      | <ul style="list-style-type: none"> <li>• Bingo Boards</li> <li>• Chips or markers</li> <li>• Alphabet letters</li> </ul>    |
| <p><b>Contents</b></p>       | <ul style="list-style-type: none"> <li>• Letter recognition: identification of the 26 letters of the English alphabet.</li> <li>• Listening skills: Paying attention to the letters that are named.</li> <li>• Association skills: Linking the letter heard with the letter on the chart.</li> </ul>   |
| <p><b>Activity</b></p>       | <ul style="list-style-type: none"> <li>• Distribute each Bingo board to each child.</li> <li>• Explanation of the rules: Explain how to play Bingo, emphasizing how to win.</li> <li>• Marking: Children look for the letter on their board and, if they have it, cover it with a chip.</li> <li>• Win: The first child to complete a row or column shouts "Bingo!".</li> <li>• Review and Practice: Once the game is over, the letters that came up can be reviewed.</li> </ul> |
| <p><b>Instructions</b></p>   | <ul style="list-style-type: none"> <li>• Warm-up</li> <li>• Explanation of the activity (4 minutes):</li> <li>• explain clearly the rules of the game and how it is played</li> <li>• Development of the game (13 minutes)</li> <li>• Review and feedback (3 minutes):</li> <li>• Ask the children to remember a specific letter, or to say a word that begins with the letter they liked the most.</li> </ul>   |

# Activity phases

## 1 Phase 1: Explanation of the activity (4 minutes)

Once the teacher is in charge of handing out each bingo board making sure that each board is different, the students are gathered to explain clearly and concisely the rules of the game, for example:

“I will give each of you a card with letters on it. I will take a letter out of this bag and say it out loud. If they have that letter on their card, they cover it with a chip.”

Explain the ultimate goal is to cover the board wins and say out loud “BINGO!”



## 2 Phase 2: Development of the activity (13 minutes)

- Start pulling the letters one by one out of the bag.
- Clearly name each letter clearly and slowly,
- repeating it more than once for better comprehension and show the letter card after naming it so that it is not difficult for them to understand it.

- The teacher maintains a steady pace, allowing the children time to look for and mark their letters.
- When a child calls out “Bingo!”, ask them to show you their chart and quickly verify that the letters covered correspond to the letters that have been called out. If it is correct, congratulate him!

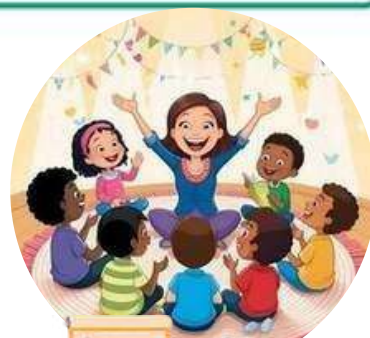


## 3 Phase 3: Reflections (3 minutes)

After playing several rounds depending on the time of the activity you can do a quick review of some of the letters that came up or those that were harder to find or understand when they were named.

Ask the children if they remember a specific letter, or if they can say a word that begins with one of the letters that is easier for them to remember.




Don't forget to always ask the children how their experience was during the activity and thank them for their participation and congratulate them for their effort.





**Suggested Age**  
3-6 years old.

# Transportation sensory matching adventure

|  |  |
|--|--|
| <p><b>Objective:</b></p>   | <p>Students will be able to identify and categorize different means of transportation through multisensory exploration, while developing vocabulary related to vehicle types, sounds, textures, and movements.</p>   |
| <p><b>Language Focus:</b></p>  | <ul style="list-style-type: none"> <li>• Vocabulary: Land/water/air transportation, vehicle names</li> <li>• Sensory descriptions</li> <li>• Transportation categories and environments</li> <li>• Development of gross and fine motor skills</li> </ul>   |
| <p><b>Teaching Approach:</b></p>   | <p>This activity integrates multisensory learning with tactile exploration to enhance memory retention and sensory processing. It can be adapted for individual, pair, or groups.</p>  |
| <p><b>Materials:</b></p>   | <p><b>Sensory Materials:</b></p> <ul style="list-style-type: none"> <li>• Textured transportation cards (laminated with different surface textures)</li> <li>• Mystery bags with miniature vehicle toys</li> <li>• Sound containers with transportation audio clips</li> <li>• Scented materials (gasoline scent for cars, ocean scent for boats)</li> <li>• Fabric swatches representing different vehicle materials</li> </ul> <p><b>Physical Materials:</b></p> <ul style="list-style-type: none"> <li>• Large floor mats with transportation paths</li> <li>• Sensory bins with vehicle-shaped objects</li> <li>• Tactile transportation puzzle pieces</li> <li>• Vibrating toys to simulate engine movements</li> <li>• Balance beam for "runway" and "road" activities.</li> </ul> |
| <p><b>Instructions:</b></p>    | <ul style="list-style-type: none"> <li>• Create different "transportation zones" (land, water, air) using textured mats</li> <li>• Set up mystery exploration stations with tactile vehicle samples</li> <li>• Prepare sound stations with different audio clips</li> <li>• Each child receives a sensory passport to "stamp" at each station</li> <li>• Establish clear visual and auditory signals for transitions.</li> </ul>   |



# Game phases

## Phase 1: Sensory Exploration

- Children rotate through **sensory** different transportation textures
- At each station, they touch, listen, and categorize vehicles
- Teacher guides: "Feel this airplane. Is it smooth like it flies through air?"
- "Listen to this train sound. Can you feel the vibration?"
- Children sort vehicles into "Land Travelers," "Water Sailors," and "Sky Flyers" baskets



**Suggested Age:**  
3-6 years old.

### SENSORY TRANSPORTATION STATIONS



## Phase 2: Movement Integration

- Students physically move like different vehicles between stations
- If land vehicle: walk/march on textured path
- If water vehicle: sway and "swim" through blue ribbons
- If air vehicle: "fly" with arms extended on balance beam
- Include sensory challenges: carry vehicle obstacles while navigating



## Phase 3: Multisensory Matching

- Final match: touch vehicle AND identify its sound AND demonstrate its movement
- Successfully matched vehicles earn "transportation license" stickers



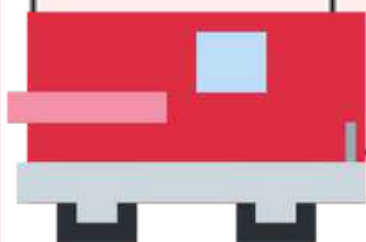


**Suggested Age:**

3-6 years old.

# Transportation role-play

|                                  |  |
|----------------------------------|--|
| <p><b>Objective:</b></p>         | <p>Students will be able to engage in imaginative transportation scenarios while integrating multiple sensory experiences, developing social communication skills.</p>   |
| <p><b>Language Focus:</b></p>    | <ul style="list-style-type: none"> <li>• Vocabulary: Transportation environments, occupational roles</li> <li>• Social language: Communication phrases, cooperative play language, problem-solving expressions</li> <li>• Cognitive skills: Imaginative thinking, sequential planning, cause-and-effect reasoning</li> </ul>   |
| <p><b>Teaching Approach:</b></p> | <p>This activity combines kinesthetic learning with imaginative play to enhance social skills and sensory integration. It promotes collaborative learning as well.</p>   |
| <p><b>Materials:</b></p>         | <p><b>Sensory Materials:</b></p> <ul style="list-style-type: none"> <li>• Textured costumes and props (pilot goggles, conductor hat, captain's wheel)</li> <li>• Sensory "vehicle interiors" (confined spaces with different textures)</li> <li>• Aromatic materials (ocean spray for boats, pine scent for mountain travel)</li> <li>• Weighted lap pads for "seatbelts" and safety gear</li> <li>• Tactile control panels with buttons, switches, and dials</li> <li>• Varied containers: backpacks, small suitcases, fabric bags</li> <li>• Different weights: rice-filled, bean-filled, lightweight stuffing.</li> </ul> |
| <p><b>Instructions</b></p>       | <ul style="list-style-type: none"> <li>• Transform classroom areas into different transportation environments</li> <li>• Set up sensory-rich "vehicles" with appropriate props and textures</li> <li>• Prepare role-play costumes with sensory modifications (weighted, textured)</li> <li>• Create "destination cards" with tactile and visual elements</li> <li>• Establish communication systems between different transportation zones</li> </ul>  |





## Game phases:

### Phase 1: Environment Exploration

Children explore different transportation environments using all senses

Teacher guides sensory discovery: "Feel the airplane seats, hear the engine sounds"

Practice transportation-specific movements and positions

Learn safety procedures through sensory demonstrations



### Phase 2: Guided Role-Play Scenarios

Small groups rotate through different transportation experiences

Each child takes turns in different roles (passenger, driver, conductor)

Incorporate sensory challenges: navigate "turbulence" on balance equipment

Problem-solving elements: "emergency" scenarios requiring teamwork



### Phase 3: Independent Transportation Adventures

Children create their own transportation journeys with minimal adult guidance

Integrate multiple transportation types in single adventure scenarios

Include sensory "destinations" with unique tactile and auditory experiences

Culminate with group sharing of transportation adventures and sensory discoveries





# UNIT 3

## Cognitive Skills

Cognitive skills are essential from an early age, as they allow children to develop critical thinking, memory, attention, and problem-solving skills. These activities stimulate concentration and reasoning skills. .

They not only enhance cognitive development but also introduce basic English vocabulary in a natural and meaningful way, in a fun and safe environment that encourages active participation and holistic learning.



# Veggie memory



**Suggested Age:**  
5-6 years old.

|  |  |
|--|--|
| <p><b>Objective:</b></p>   | <p>By the end of this activity, students will enhance their focus and recall abilities by recognizing and pairing cards, which aids in developing their thinking skills, attention, and visual memory through enjoyable activity.</p>  |
| <p><b>Language focus</b></p>   | <p>Vegetables vocabulary<br/>Videos<br/>Multisensory stimulation</p>   |
| <p><b>Teaching approach</b></p>  | <p>Game - Cooperative learning</p>   |
| <p><b>Materials</b></p>  | <ul style="list-style-type: none"> <li>• Flashcards with images of vegetables</li> <li>• Board and markers</li> <li>• Scissors, adhesive tape</li> </ul>   |
| <p><b>Instructions:</b></p> <div data-bbox="137 1373 520 1659" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> </div> <div data-bbox="137 1693 520 1971" style="border: 1px solid black; padding: 5px;"> <p><b>Memory game</b></p> </div> | <ol style="list-style-type: none"> <li>1. Locate or create two identical pictures for each set. They should have an appropriate level of difficulty for identification.</li> <li>2. Use cardstock to print the visuals and cut them out with care.</li> <li>3. Personalize with markers, paint, or any creative materials you prefer.</li> <li>4. Attach each image face down onto a card using strong adhesive to ensure durability.</li> <li>5. Arrange all cards face down on a flat surface. Ensure that the images are hidden from view.</li> <li>6. Pass a marker around while music or sound plays in the background. When the instructor indicates “stop”, the child with the marker goes to the front and reveals two cards to attempt to find a matching set.</li> </ol> |



# Animal sorting: with bones or no bones?

**Language Focus:** Animal vocabulary in English (with bones / no bones)

**Materials:** Printed animal pictures (3 per child), crayons or colors, glue or tape, two large sorting posters ("With Bones" and "No Bones")

**Teaching Approach:** By coloring animals and deciding where they belong

**Skill Focus:** Speaking, listening, vocabulary, classification, fine motor skills

**Thinking Focus:** Recognizing and sorting animals based on physical traits (bones or no bones)

**Interaction:** Children work individually to color their animals, then participate as a group or individually

**Preparation:**

- Prepare and cut out small pictures of animals (vertebrates and invertebrates)
- Prepare simple skeleton images of animals that have bones to support visual explanation
- Prepare two posters or wall spaces labeled "With Bones" and "No Bones."
- Set up coloring materials and space for movement
- Optional: play relaxing background music to create a calm learning environment

**Instructions:**

- Show and name animals (dog, fish, bird, worm, etc.). Use simple phrases: "This is a fish. It has bones" or "This is a worm. No bones."
- Use simple skeleton images to show what bones look like inside animals that have them.
- Give each child three small animal pictures to color.
- After coloring, each child comes forward to place their animals in the correct column: "With Bones" or "No Bones."
- Encourage children to say the animal's name and the phrase: "It has bones" or "No bones."
- At the end, review all the animals on each poster as a group or individually.

This activity is simple and playful for young learners. It introduces basic science and English vocabulary in a fun way. It also promotes confidence in speaking English and encourages participation.





**Suggested Age:**  
5–6 years old.



# Letter matching game

1

## Objectives

- Reinforce visual recognition of uppercase and lowercase letters.
- Improve memory and concentration skills.
- Support letter recognition through a fun, interactive game



2

## Focus Language

- Vocabulary
- Key expressions: “I found a match” or “Your turn”

3

## Materials

- Uppercase letter cards
- Lowercase letter cards
- A table or flat surface

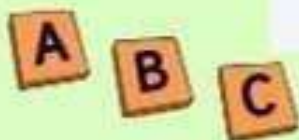


20 minutes

4

## Contents

- Letter recognition: Matching uppercase with lowercase letters.
- Memory. Remembering the position of letters.
- Visual discrimination between letter forms.



5

## Activities

- Children take turns flipping two cards to find matching uppercase and lowercase letters.
- If they match, they keep the pair and play again.
- If not, they turn the cards back over.
- The child with the most pairs at the end wins.



6

**Instructions:** Spread the cards face down on a table.

**Explanation:** Explain the rules of the matching game clearly.

**Development:** Children play by taking turns flipping cards and finding matches.

**Review and Feedback:** Review some of the matched letters and ask children to say a word that starts with one of them.



# Animal sound bingo

**Language Focus:** Animal vocabulary in English (e.g., cow, duck, dog, cat).

**Materials:** Bingo cards with animal pictures (1 per child), tokens or small markers, a device to play animal sounds (phone, tablet, computer, speaker).

**Teaching Approach:** By listening to animal sounds and matching them with images on a Bingo card.

**Skill Focus:** Listening, speaking, sound discrimination, fine motor skills.

**Thinking Focus:** Associating sounds with animal images, auditory memory, and visual recognition.

**Interaction:** Children work individually with support from the teacher; group activity guided by teacher instructions.

**Preparation:**

- Prepare Bingo cards with pictures of 9 or 16 different animals
- Prepare a list of animal sounds (e.g., cow, dog, cat, pig, duck, etc.)
- Prepare a device with good audio to play the sounds
- Set up a quiet space so children can clearly hear each sound
- Optional: small rewards for winners (e.g., stickers)

**Instructions:**

1. Explain the game: "I will play an animal sound. Listen carefully and find the animal on your card."
2. Give each child a Bingo card and some tokens.
3. Play one animal sound at a time. Example: Play a cow sound and say, "What animal says 'moo'? Find it!"
4. Children place a token on the animal they hear.

5. Continue playing sounds and encouraging participation. The first child to complete a row (horizontal, vertical, or diagonal) says "Bingo!"
6. Review the winning card and the sounds as a group.



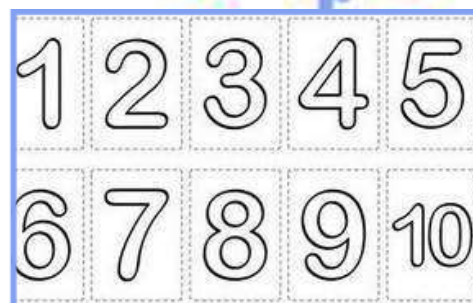


**Suggested Age:**  
5 years old.

# Make figures with numbers



- **Estimated time:** 25 minutes
- **Language Focus:** Numbers Vocabulary from 1 to 12.
- **Skills Focus:** Fine motor skills.
- **Teaching Approach/Method:** Hands-on Learning (related to Constructivist Approach.)
- **Interaction:** Individual activity with teacher guidance



## Objective

Promote recognition and memorization of the numbers 1 to 12 in English by creating decorated numerical figures with paper balls

## Materials

- Strips of colored paper
- Glue sticks
- Pencils or markers
- Sheets with large printed numbers



## Instructions:

Pre-printed worksheets with large number outlines (0-12), various colored papers, glue, previous knowledge of number shapes.

## Instructions

1. Students will say the sequences numbers from 1 to 12.
2. Then, the teacher will draw big outline of a number, This will be the template for their final activity.
3. Students will take colored papers and tear them into several small pieces with their own hands.
4. Finally, students will paste the tiny paper balls onto the big number outline to fill the figure completely.

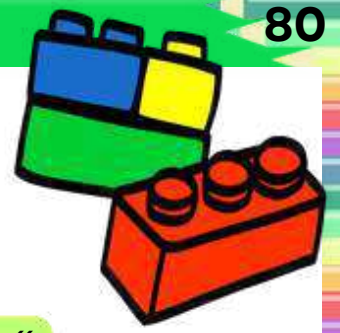
**Suggested Age:**

5–6 years old.



# Find the color

“25 min”



- **Language focus:** Vocabulary about the colors , simple phrases. **Skills focus:** Listening, speaking, and motor skills. **Thinking to focus:** Associate and memorize. **Teaching approach:** Remember the vocabulary learned through role play. **Interaction:** Whole-group play with teacher guidance.. **Preparation:** Children should move around the classroom to find objects or pictures of different colors. Arrange the classroom so that children have space to move around safely. Use a color wheel or flash cards as a visual aid.

**Instructions:** Start by showing colored objects or flash cards. Say the name of each color and encourage children to repeat it by asking, "What is it?" and letting them touch the object so they can name its texture and describe how it feels (cold, smooth, rough).

## Role play:

Tell children you are playing a game to “find the color.”

Explain: When the teacher calls out a color, the teacher must find an object of that color and bring it to the student. The student must say the color of the object accompanied by a specific gesture (for example, for “red,” make a heart with your hands; for “blue,” simulate waves with your arms).

## Activity:

Place all the colored objects in a central pile. Call out a color and children will race to pick out an item of that color.



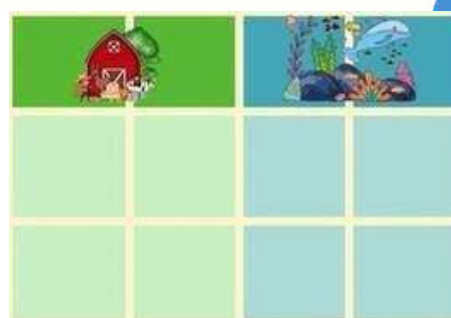


**Suggested Age:**  
7 years old.



# Let's categorize the pictures

|                                 |  |
|---------------------------------|--|
| <p><b>Objective:</b></p>        | <p>By the end of this activity, students will have learned the vocabulary of farm and aquatic animals, as well as being able to recognize and classify them in their corresponding categories. In addition, it promotes motor development, cognitive skills, and neurosensory stimulation.</p>   |
| <p><b>Language focus</b></p>    | <ul style="list-style-type: none"> <li>• Vocabulary: Aquatic and farm animals</li> <li>• Cognitive skills: Attention, concentration and logical thinking</li> </ul>  |
| <p><b>Teaching approach</b></p> | <p>Audiolingual Method, TPR, Task Based Learning.</p>  |
| <p><b>Materials</b></p>         | <ul style="list-style-type: none"> <li>• Videos about farm and aquatic animals. Sheet with images of farm and aquatic animals. Cardboards. Glue. Scissors</li> </ul>   |
| <p><b>Instructions:</b></p>     | <ol style="list-style-type: none"> <li>1.The teacher will present the corresponding vocabulary of farm and aquatic animals using videos. There will be active pauses to allow for repetition of the vocabulary, as well as imitation of the sounds and movements of these animals.</li> <li>2.The teacher will provide students with a sheet of paper with pictures of the animals they have seen and a card to classify them.</li> <li>3.Students will be asked to cut out each picture, classify them, and glue the pictures in the corresponding rows on the card.</li> </ol> |





Suggested Age:

5-6 years old.



# Veggie bingo



|   |   |
|---|---|
| <p><b>Objective:</b></p>  | <p>By the end of this activity, students will learn vegetable vocabulary in a fun way, being able to identify them while stimulating their cognitive development, fine motor skills, and multisensory stimulation.</p>  |
| <p><b>Language focus</b></p>  | <p>Vegetables vocabulary. Cognitives skills (attention, memory and coordination)</p>  |
| <p><b>Teaching approach</b></p>   | <p>Game - based learning, TPR, Communicative approach</p>   |
| <p><b>Materials</b></p>   | <ul style="list-style-type: none"> <li>Bingo cards with pictures and names of vegetables.</li> <li>Plasticines for marking. Individual cards or samples of real vegetables or toys for the container.</li> </ul>  |
| <div data-bbox="204 1232 370 1545" data-label="Image"> </div> <p><b>Instructions:</b></p> <div data-bbox="140 1691 395 2072" data-label="Image"> </div> | <ol style="list-style-type: none"> <li>The teacher will teach vegetable vocabulary using the melody "Twinkle, Twinkle, Little Star" while showing the flashcards or textured toys.<br/>e.g., Tomato, tomato, red and round,<br/>Juicy inside, it rolls on the ground.</li> <li>For sensory stimulation, you can pass each flashcard or toy around to each student, inviting them to touch. You can also ask simple questions like: "What color is it?" / "Do you like this?"</li> <li>Each child receives a bingo card.</li> <li>The teacher instead of just showing the picture and saying the name, he/she should provide a short cognitive or sensory cue: e.g., "I'm green and I look like a little tree. What am I?" → Broccoli.</li> <li>Students should repeat the name aloud.</li> <li>Students should look on their card and mark the vegetable with a ball of plasticine.</li> <li>The first student to complete a vertical, horizontal, or diagonal line, must say Bingo and wins the game.</li> <li>The teacher will give them a gift.</li> </ol> |

# Colorfull legos pyramid



## OBJECTIVES:

- Reinforce knowledge of colors through creative activities.
- Promote collaborative work

## CONTENTS:

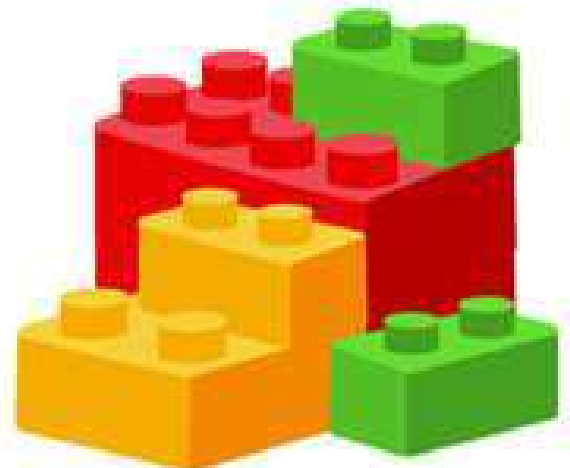
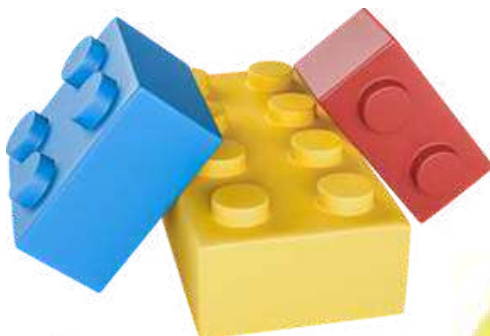
- Color classification
- Color preference and symbolism

## ACTIVITY:

- Participation of movement
- visual order
- expression through the color

## Instructions:

- Warm up: What color am I? (5min)
- The student uses Legos of different colors
- Choose and organize the colors (20 min)
- Write down your process on a sheet of paper (10 min)
- Finish your pyramid
- 



**MATERIALS:**

- Lego pieces
- Notebook
- Pencils or pen
- Colored cards

**Step 1: Color activation (Warm up 5 min)**

Remember the vocabulary with the question “What color am I?” while holding a card and guessing the color

**1****Step 2: Recognize the mission (3 min)**

The teacher gives all the instructions for the activity to the students.

**2****Step 3: Construction of the pyramid (10 min)**

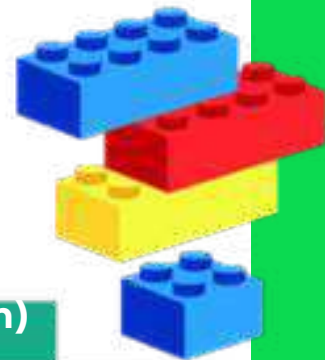
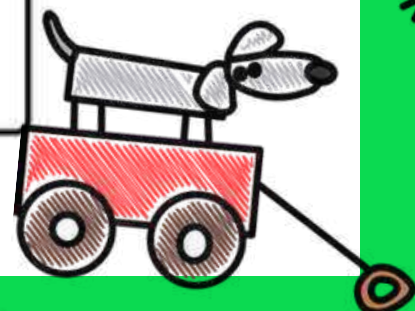
The students begin to build their pyramid, with the 5 colors they chose, they build each level of a single color.

**3****Step 4: Presentation of the pyramid (5 min)**

Students should explain why they chose those colors to build their pyramid.

**4****Step 5: Feedback (5 min)**

At the end of the activity, I asked the students two questions: “What colors did you learn today?” and “What caught your attention most about the activity?” According to the students' answers, the activity was very helpful in their learning about colors.

**5**




**Suggested Age:**  
7 years old.



# Classification of objects by color and shapes




|  |   |
|--|---|
| <p><b>Objective:</b></p>   | <p>By the end of this activity, students will be able to identify different shape vocabulary while they are developing fine motor skills, cognitive and social-emotional skills.</p>  |
| <p><b>Language focus</b></p>   | <p>Vocabulary. Shapes<br/>Cognitive Skills (Logical thinking, classification and sorting).<br/>Listening and Compenhesion.</p>  |
| <p><b>Teaching approach</b></p>  | <p>Montessori Elements.<br/>Play Based Learning.<br/>Constructivist Approach.</p>   |
| <p>Materials</p>   | <p>Building Blocks. Reference Chart about shapes and colors. Storage Boxes. Control Cards.</p>  |
| <p></p> <p><b>Instructions:</b></p> | <ol style="list-style-type: none"> <li>1.The teacher will ask students about different shapes if they know about it.</li> <li>2. Later, the teacher will be teach different vocabulary about shapes through reference poster i.e.g. ( Circle, square, triangle, rectangle).</li> <li>3. Students will interact with building blocks of different shapes and colors.</li> <li>4. The teacher will ask the child to sort objects by color or shape into different containers.</li> <li>5. The student will classify the correct order of the corresponding figures with their color</li> <li>6. Finally, the teacher will ask students differences about the shapes.</li> </ol> |

Suggested Age:  
7 years old.



# Making the shopping list game

|  |   |
|--|---|
| <b>Objective</b>   | <p>By the end of this activity, students will be able to identify, categorize, and list healthy foods through tactile exploration, visual discrimination, and auditory clues. They will learn food vocabulary, and develop sensory processing skills.</p>   |
| <b>Language Focus</b>  | <ul style="list-style-type: none"> <li>• <b>Vocabulary:</b> Food categories (fruits, vegetables, proteins, dairy, grains), shopping terms (list, market, basket, fresh), descriptive words (round, long, soft, crunchy, sweet, colorful)</li> <li>• <b>Cognitive skills:</b> Planning, sequencing, categorization, problem-solving, memory, symbol recognition.</li> </ul>  |
| <b>Teaching Approach</b>   | <p>This activity integrates sensory exploration with pre-academic skills through hands-on food discovery and list creation.</p>   |
| <b>Materials</b>  | <p><b>Sensory exploration:</b></p> <ul style="list-style-type: none"> <li>• Mystery boxes with plastic foods to touch.</li> <li>• Scented scratch-and-sniff cards with different food categories.</li> <li>• Tactile surfaces for writing (sandpaper, gel, finger paint, sand trays).</li> <li>• Objects to discriminate weight (heavy and light containers).</li> <li>• Sensory bins with cold and warm temperatures with food-related objects.</li> </ul> <p><b>Interactive materials:</b></p> <ul style="list-style-type: none"> <li>• Digital tablet (for tracing and list-making applications, if available).</li> <li>• Magnetic boards with food magnets.</li> <li>• Velcro boards for placing and removing food.</li> <li>• Toy kitchen utensils for pretend play.</li> </ul> |
| <b>Instructions</b>  | <p><b>Preparation (Sensory Setup):</b></p> <ol style="list-style-type: none"> <li>1. Create sensory food exploration stations around the room</li> <li>2. Set up different writing surfaces at various heights (table, floor, easel)</li> <li>3. Prepare mystery boxes with different textured food items</li> <li>4. Organize visual supports and category charts.</li> <li>5. Create cozy writing spaces with proper lighting and comfortable seating</li> </ol>  |

## PHASE 1: SENSORY FOOD DISCOVERY

- Children rotate through sensory stations exploring different foods. Touch station:
- Feel plastic fruits and vegetables in mystery boxes
- Smell station: Explore scented cards and guess the foods
- Visual station: Sort real food pictures by colors, shapes, and categories
- Sound station: Shake containers and guess foods by sound (rice, beans, pasta)

## Game phases



## PHASE 3: LIST CREATION

(Pre-writing):

- Sensory drawing with finger painting.
- Stamps, tracing, collage with food images.
- Tactile writing (sand trays), symbol recognition.

### SCENARIO 1 (3-4 YEARS)

- Lily explores a plastic orange and says, "It's round and bumpy!"
- She uses orange finger paint to make circles.
- The teacher writes "orange" next to her drawings.
- Lily places the orange card in her basket.



### SCENARIO 2 - 5-6 YEARS:

- Jake smells a cinnamon-scented card and says "apples."
- He traces the word "apples" on textured paper.
- Organizes his list by groups (fruits, proteins, etc.).
- Add pictures next to each word and plan a balanced meal.



# Parts of the plants



Suggested Age:  
7 years old.

## Materials

- Small real plants (previously collected)
- Scissors (optional, depending on your paper-tearing skill level)
- Cardboard
- Markers or pencils
- Visual aids with plant part names.

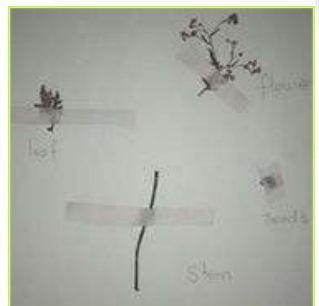
▪ **Estimated time:** 30 minutes

▪ **Language focus:** Parts of the plant vocabulary (root, stem, leaf, seed, flower)

▪ **Skills focus:** Writing, listening, speaking, cognitive and fine motor skills.

▪ **Teaching Approach/Method:** Experiential learning with real objects. Individual Task-based learning.

▪ **Interaction:** Individual activity.



## Objective

Children will learn and name the parts of a plant using real examples and hands-on activity.



## Instructions

1. The teacher shows a real plant and teach the vocabulary. Children have to observe and identify the parts.
2. With the small plants students had to bring to the class, they separate each part with scissors.
3. Students tape each part to a cardboard and label them. Teacher helps with writing support.
4. The teacher checks each student's work and help them pronounce the words.
5. Children show their works to the class.

## Preparation




Recollect or prepare samples of small plants (with all parts if possible). Prepare visual references for plant vocabulary.



# Multisensory memory food adventure



Suggested Age:

|  |  |
|--|--|
| <p><b>Objective</b></p>  | <p>By the end of this activity, students will be able to improve visual memory skills and attention span while learning about food. They will develop working memory, visual scanning abilities, and cognitive flexibility.</p>  |
| <p><b>Language Focus</b></p>   | <ul style="list-style-type: none"> <li>• <b>Vocabulary:</b> Position words (top, bottom, left, right, center, beside, between), food names, sequence words (first, second, last, before, after)</li> <li>• <b>Cognitive skills:</b> Visual memory, working memory, attention, concentration, sequential processing</li> <li>• <b>Neurosensory development:</b> Visual processing, attention regulation.</li> </ul>   |
| <p><b>Teaching Approach</b></p>  | <p>This activity uses multisensory memory techniques to support different learning styles and developmental needs. It incorporates visual, auditory, tactile, and kinesthetic elements to strengthen memory pathways.</p>  |
| <p><b>Materials</b></p>   | <p><b>Visual Memory Materials:</b></p> <ul style="list-style-type: none"> <li>• <b>High-quality food picture cards:</b> Clear, realistic images in various sizes (4x4, 6x6, 8x8 inches)</li> <li>• <b>Textured food cards:</b> Raised surfaces, different materials, tactile elements</li> <li>• <b>Memory boards:</b> Different backgrounds (white, black, colored) to reduce visual distractions</li> </ul> <p><b>Multisensory Enhancement Tools:</b></p> <ul style="list-style-type: none"> <li>• <b>Scented cards:</b> Food-related smells to enhance memory encoding</li> <li>• <b>Tactile memory boxes:</b> Different textures representing food characteristics</li> </ul> <p><b>Attention and Regulation Materials:</b></p> <ul style="list-style-type: none"> <li>• <b>Fidget tools:</b> Stress balls, thinking putty, textured strips for hands</li> <li>• <b>Visual attention supports:</b> Colored frames, highlighting tools, magnifying glasses</li> </ul> |
| <p><b>Instructions</b></p>    | <p><b>Instructions: (Optimal Learning Environment):</b></p> <ol style="list-style-type: none"> <li>1. <b>Sensory environment setup:</b> Minimize distractions, optimize lighting, control noise levels</li> <li>2. <b>Individual workstations:</b> Create personal spaces with appropriate seating and materials</li> <li>3. <b>Regulation station:</b> Set up quiet area with calming tools for breaks</li> <li>4. <b>Materials organization:</b> Arrange cards and tools for easy access and independence.</li> </ol>  |

# Sensory box of seasons

**Estimated time:**  
30 minutes

**Language Focus:** Seasonal knowledge and vocabulary.

**Skills Focus:** Cognitive association

**Interaction:** Communication and cooperation.

## Activity Instructions

1. Prepare the sensory box with a section for each season.
2. Have children take turns exploring each part: touching, looking, and smelling.
3. Encourage them to describe what they feel: It's soft! It smells sweet!
4. Ask simple questions: Which one feels warm? What do you see in spring?
5. Use visual support (flashcards or pictures of seasons) for vocabulary reinforcement.

## Materials

- A big box
- Soft cotton (like snow for winter)
- Clean sand (for hot summer)
- Dry leaves (for autumn)
- Fake flowers (for spring)



Finally, give them positive feedback when they share or help each other:

▪ That was kind of you to let your friend have a turn!

▪ Great job working together

Finally, give them positive feedback when they share or help each other:

• That was kind of you to let your friend have a turn!

• Great job working together



# Let's take of our pets



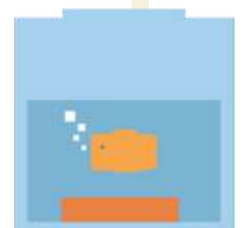
**Suggested Age:**  
5-6 years old.

**Time: 25 minutes**

**Language focus:** Pet names and simple vocabulary about caring for them, such as eating, sleeping, playing, and drinking. **Thinking to focus:** Choose and recognize. **Teaching approach:** Learning through play and in a fun way. **Interaction:** Groups and couples **Preparation:** Children should bring stuffed animals, items such as bowls, animal booklets, brushes, baskets, and toys so that children can interact with each other and learn in an active way.

## Instructions:

1. The children should form different groups, either in groups of four or in pairs.
2. With the stuffed animal they bring, they will be able to observe, recognize, and, above all, develop their fine motor skills by touching the stuffed animals or toys. These toys are made of different materials, textures, shapes, and colors, and are ideal for developing this skill. The rest of the materials, such as the animal cards, are essential for learning, are also included with the teacher's help.
3. Then the teacher will give them a short lesson on how to care for their pets, including easy vocabulary such as eating, drinking, sleeping, playing, etc.
4. The teacher will ask them the name of the animal they have and they should say "Dog, Fish, Cat." After having completed these activities, they will begin to have fun and play with the rest of the toys.



# Animal paper puppets on sticks show

**Language Focus:** Animal names, greetings, simple expressions in English

**Materials:** Printed animal cutouts on sticks, short and simple script

**How children learn in this activity:** Role play using animal cutouts on sticks to express names and basic phrases with teacher support

**Thinking Focus:** Recognizing animals, using short phrases (greeting, naming, saying sounds)

**Interaction:** Individual work or small groups with teacher support

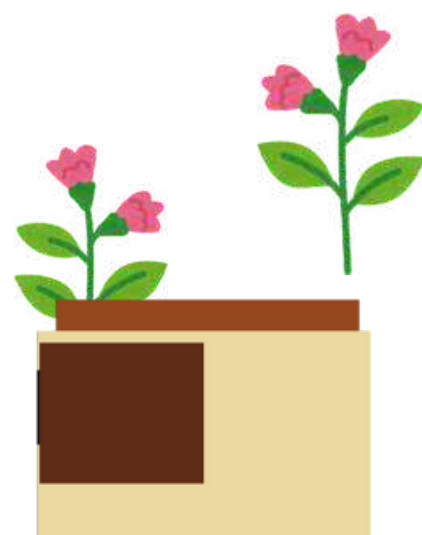
## Instructions:

- Prepare animal cutouts on sticks (lion, dog, cat, bird, etc.)
- Choose 3–5 animals familiar to children
- Write a few simple lines: “Hello! I’m a dog. Woof! I like to jump!”  
“Bye-bye!”
- Prepare a small performance space (a box or a table)
- Play background music

## Steps:

- Take turns introducing animals with name, sound, and action.
- Show the animal one by one, and you say: “This is a lion. Roar! I run fast.”
- Let children repeat the name and action: “Lion! Roar!”
- Later, give each child a cutout. Help them to repeat their favorite animal, imitate the action and sound: “Hello! I’m a cat. Meow! I like to sleep.”

This activity helps young children use English in a playful and relaxed way. With the teacher’s guidance, it builds vocabulary, supports listening and speaking skills, and encourages social interaction through imagination and fun.





**Suggested Age:**  
4-7 years old.

# Fruit memory game – Let's find the pairs!

**Language Focus:** Fruit vocabulary in English (apple, banana, orange, etc.)

**Materials:** Printed fruit cards (2 of each), table or floor space, and optionally, real fruits or toys.

**Teaching Approach:** Game-based learning with visual aids.

**Thinking Focus:** Memory, matching, attention.

**Interaction:** Pair or small group.

**Preparation:**

- Make colorful fruit flashcards (2 of each)
- Laminate if possible
- Arrange in a face-down grid
- Prepare demo set

**Steps:**

- Introduce fruits with flashcards: "This is an apple." Children repeat.
- Model the game: Flip two cards and say names: "Grape... Grape! It's a match!"
- Group play: Take turns. Use prompts like "What fruit is this?"
- Celebrate
- Support: Help with words. Encourage full sentences.
- Wrap-up: Review fruits and ask favorites.

**Why it works?**

A fun, interactive way to build vocabulary and memory. Supports speaking and collaboration through structured repetition and play.





# Number footprints

**Language Focus:** Numbers in English (1–10 or higher, depending on level).

**Materials:** Paper or foam footprints with numbers written on them, tape to secure them to the floor, optional instruction cards.

**Teaching Approach:** By arranging, identifying, and moving on numbered footprints while responding to verbal cues.

**Thinking Focus:** Number recognition, sequencing, and following movement-based directions.

**Interaction:** Children work in pairs or small groups, supporting one another in completing movement tasks.

**Instructions:**

- Prepare footprints with numbers (1–10 or more)
- Scatter the numbered footprints randomly on the floor
- Prepare optional instruction cards with commands (e.g., “Jump to number 4”)
- Clear a safe, open space for children to move freely
- Optional: music or a fun chant to create energy and rhythm

**Steps:**

- Invite the children to look at the footprints and ask: “What numbers can you see?”
- Ask them to arrange the footprints in numerical order while saying the numbers aloud in English.
- Once the footprints are arranged, give commands such as: “Jump on number 2!” “Walk to number 5!” “Can you find number 8?”
- Children respond by moving to the correct footprint.
- Repeat using different actions (tiptoe, clap, hop) for variety.
- Encourage children to take turns giving commands to their peers.
- End the activity by reviewing the numbers together and celebrating their participation.



# Touch and guess

"25-30 minutes"

- **Language focus:** Vocabulary related to body parts (head, shoulders, knees, toes, eyes, ears, mouth, nose, hands, feet).
- **Thinking to focus:** Associate and Action-Based Learning, Body awareness, following directions.
- **Teaching approach:** Remember the vocabulary learned through role play, Multisensory exploration with TPR, incorporating music and playful movement.
- **Interaction:** Whole-group play with teacher guidance.
- **Preparation:** Prepare large, colorful flashcards or a puppet to show body parts and actions. Use a song or chant related to body parts (such as "Head, shoulders, knees, and toes"). Allow free space for safe movement.

**Instructions: 1.** Greet the children with a big smile and say, "Hello! Today we will learn about body parts," including gestures (waving, clapping), generating enthusiasm and a positive atmosphere.

2. Point to a part of your body and say, "This is my head. Can you touch it?"

3. Begin by playing a song about body parts (such as "Head, Shoulders, Knees, and Toes"). While the song plays, model the actions enthusiastically and invite the children to imitate you by touching the same body part.

4. Present a doll or puppet and point to a part of the doll, saying, "This is the nose," and repeat with the other body parts to reinforce the vocabulary learned.

5. Name a body part, touch it on yourself or the doll, and say, "This is my hand. Now touch yours."

6. Encourage children to follow your movements and do the same. Repeat with different body parts to ensure everyone's participation.





**Suggested Age:**

3 years old.

# Catching toys



**"20 minutes"**



**Language focus:** Pet names and simple vocabulary about caring for them, such as eating, sleeping, playing, and drinking.

**Thinking to focus:** Choose, recognize and memorize

**Teaching approach:** Learning through physical play and visual clues.

**Interaction:** Work in pairs

**Preparation:** For this activity, children need to bring small toys such as fish, dolls, cars, and animals.

Parents should bring a small tub of confetti with toys inside, as well as a net to catch the toys.

## Instructions:

1. Children should bring toys that will help them recognize the names of these with the help of the teacher through repetition. The toys in this class are essential to develop the visual ability of children since there will be many toys of different shapes, sizes and colors, so they can memorize the names of these, so they can have fun and learn at the same time.
2. The teacher will place the children in pairs and each pair will have to have a small tub filled with confetti with the toys inside.
3. The children will also have to have their small nets to be able to catch the toys and identify them with the help of the teacher and thus learn in a fun way.



**Suggested Age:**  
5-6 years old.



# Guess what is under it?



**Language Focus:** Animal descriptions and question formation

**Skills Focus:** Listening, recognition, critical thinking and memory

**Teaching Approach:** Visual, game-based, experiential learning

**Interaction:** Pair and small group activity

**Resources:** Cones, animal figurines, flashcards, blindfolds, sound recordings of animals (optional)



## Instructions:

1. Select one student in each group to hide an animal toy or flashcard under a cone while the other closes their eyes.
2. The student who hid the object must imitate the animal using gestures, sounds, or descriptive clues.
3. The other student tries to guess what animal is hidden based on these hints and checks under the cone to confirm.
4. If the guess is correct, students swap roles and the new student picks another card or toy from the teacher.
5. Ensure students say the animal names aloud and repeat the process with different animals several times.



# Masks: who am I?



**Suggested Age:**  
3-6 years old.

**Language Focus:** Physical descriptions and animal behaviors.

**Skills Focus:** Listening, Speaking, Nonverbal comprehension, developing imagination, cooperation.

**Teaching Approach:** Kinesthetic method, communicative approach, and experiential and dramatic learning.

**Interaction:** Work in pairs or small groups.

**Resources:** Animal masks, cards with animal names or clues, ample space to move around.



## Instructions:

1. One student imitates an animal (without speaking) while the others try to guess it.
2. They may only use gestures, body movements, or sounds of the animal.
3. When the group guesses correctly, the student puts on the mask of the animal depicted.
4. Then, another student repeats the process, representing a new animal.
5. Encourage the children to say the animal's names aloud and describe what they do.





# Puppet theater



- **Language Focus:** Story vocabulary, animal names and sounds
- **Thinking to Focus:** Story understanding and memory recall
- **Teaching Approach:** Story-based learning, interactive play
- **Interaction:** Group work or pair work
- **Preparation:**
  - Prepare puppets representing different animals
  - Prepare soft adventure background music



## Introduction (5 minutes):

- Arrange the children in a semi-circle around the teacher.
- Explain that they will watch a puppet play about animals.
- Play soft adventure music to create a fun atmosphere.

## Main Activity (15 minutes):

- Perform the puppet show, introducing each puppet one by one.
- Make sure each puppet says its name and makes the corresponding animal sound.
- Encourage interaction among puppets to keep children engaged.
- Emphasize the animal names and sounds clearly during the play.



## Wrap-Up (5 minutes):

- Ask the children to name each puppet and imitate the sounds they made.
- End the activity by having the whole group imitate all the animal sounds together.





# Animal roulette



**Suggested Age:**  
4-6 years old.

- **Language Focus:** Story vocabulary, animal names and sounds
- **Skills Focus:** Listening, speaking, sequencing, comprehension
- **Thinking to Focus:** Story understanding and memory recall
- **Teaching Approach:** Story-based learning, interactive play
- **Interaction:** Group work or pair work
- **Preparation:**
  - Prepare puppets representing different animals
  - Prepare soft adventure background music



## Introduction (5 minutes):

- Show the students the roulette wheel and explain that it has pictures of different animals.
- Review the names of the animals together, pointing to each one on the wheel.

## Main Activity (15 minutes):

- Give each student a turn to spin the roulette.
- When the wheel stops, the student must say the name of the animal it lands on.
- Encourage all students to participate actively.
- If a student cannot say the animal name, offer a second spin for another chance.
- Praise and encourage correct answers to build confidence.

## Wrap-Up (5 minutes):

- Review all the animals that appeared during the game.
- Ask students to repeat some animal names aloud to reinforce learning.





**Suggested Age:**  
7 years old.

# Hula hoops island toss

- **Language Focus:** Vocabulary (colors or numbers)
- **Thinking to Focus:** Aim and turn-taking
- **Teaching Approach:** Visual, game-based learning
- **Interaction:** Teamwork or individual turns
- **Preparation:**
  - 4 to 6 hula hoops
  - Small lightweight balls
  - Tape or marker to set a throwing line



## Introduction (5 minutes):

- Explain to the children that the hula hoops are “islands” on the floor.
- If using, assign each hoop a color or point value and explain what each means.


## Main Activity (15 minutes):

- Mark a line on the floor a few feet away from the hoops where children will stand to toss balls.
- Divide the children into small groups or have them take turns individually.
- Each child tosses 2–3 balls aiming to land inside the hoops.
- Award points for each ball landing inside a hoop or simply celebrate their efforts.
- Encourage children to say the color or number of the hoop they hit (if assigned).

## Wrap-Up (5 minutes):

- Review colors or numbers learned during the game.
- Congratulate children on their participation and teamwork.





**Suggested Age:**  
5-7 years old.



# Colorful balloons



**Language focus:** yellow, green, white, blue, pink, purple.

**Thinking focus:** The child recognizes and associates the color he/she hears with the correct balloon before popping it.

**Didactic focus:** The child learns by playing, popping balloons and practicing colors in English in a fun and active way.

**Interaction:** The child interacts by listening to the teacher and telling the color of the popped balloon.

**Preparation:** The teacher inflates balloons of different colors and ties them to a rope that is attached to a wall from end to end, stabilizing the balloons.

## Instructions:

**20 min**

1. Students form upright to proceed with the activity.
2. Each student should take a small wooden stick with a fine tip to pop the balloon (with extreme supervision of the teacher).
3. Students should aim at the group of balloons formed.
4. According to the popped balloon the student should mention the color of the popped balloon.
5. A feedback of all the colors is done to reinforce the previous knowledge.





**Suggested Age:**  
6-7 years old.



# Fruit circle

**Language focus:** Vocabulary of basic fruits. Include: bananas, peaches, cherries and more.

**Skill focus:** Receptive language and listening skills.

**Thinking focus:** Identify and differentiate the types of fruit shown.

**Didactic focus:** Use of fruit flashcards and the student chooses the fruit chosen by the teacher.

**Interaction:** The student interacts with the teacher and the classroom in a collaborative work.

**Preparation:** The teacher creates several flashcards with the different and basic types of fruits and the correct names will be written on the back.

## Instructions:

**20 min**

1. Students will sit in a circle and the teacher will explain the activity.
2. The flashcards are placed in the center of the circle.

3. The teacher will ask each student the name of one of the fruits, if they do not know it, the next student will be asked.
4. Each student who answers in the first round leaves the circle and goes to their respective seats.
5. And so on until everyone is finished.



# Sports for children



**Suggested Age:**  
5-7 years old.



**Language focus:** Learn basic vocabulary about children's sports and teach it with examples.

**Skill focus:** Identify the types of sports available.

**Didactic focus:** Identify and learn why playing sports is good for you and why not playing sports is bad for your health.

**Interaction:** Collaborative work and formation of small groups to organize and explain each sports context.

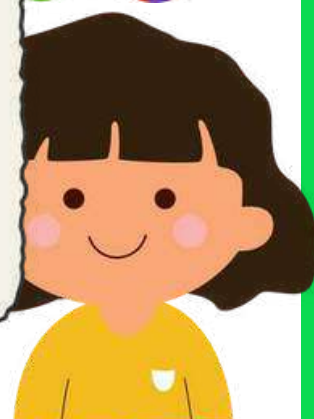
**Preparation:** Have the materials ready to make the class or knowledge sharing more efficient.



## Instructions:

**20 min**

1. Explain the development of the activity
2. Provide each group with images of sports and ask them to create a dish based on what they have learned
3. Reflection and socialization, children share their work
4. Each student must guess the flashcards with the acquired knowledge





**Suggested Age:**  
6-7 years old.

# Guess together with sounds

**Language Focus:** Learn vocabulary about some animals that we can see in our daily lives.

**Skill focus:** Identify different types of animals using sounds.

**Didactic focus:** Identify and learn, there are many animals that live in our city and that's where we start.

**Interaction:** Collaborative work and formation of small groups to organize and explain each animal context.

**Preparation:** Have the materials ready to make the class or knowledge sharing more efficient.

## Instructions:

1. Explain the development of the activity.
2. Provide each group with images of animals but the first we explain the pronunciation after that we relate it to sounds.
3. Reflection and socialization, each child ask to other student what is the animal that It heard.

**20 min**

# The telephone and the magic colors



**Suggested Age:**  
5-6 years old.

**Language focus:** Color vocabulary, speaking, grammar, imaginative/creative.

**Skill focus:** Observe and listen carefully to the teacher with the aim of getting her attention.

**Thinking focus:** The student must be able to recognize colors, classify and associate, in addition to knowing the cause and effect when mixing primary colors.

**Didactic focus:** Recognition and use of basic English vocabulary, as well as creative thinking and imagination, while associating color-object-emotion.

**Interaction:** Encourage children's active participation through body language, gestures, and group interaction to accurately express what they are learning.

**Preparation:** The teacher creates a conventional telephone made of cardboard and with buttons where the paint will be placed, then each child will form a column stretching a small distance with some cards of an assigned color, which will be poured into the buttons and will repeat as indicated by the teacher and so will happen with the other children.

## Instructions:

1. Students take a card and form a column. 2. The teacher calls the first person in the column and tells them to pour the color onto the cell phone buttons.

3. The student listens to the teacher, repeats the color carefully to the song, repeats it, and pours the color.


4. The student associates the color with a fruit or object they like.

5. Finally, the student correctly pronounces

the color and shares it with their classmates.

**20 min**





**Suggested Age:**  
6-7 years old.

# Bubbles and imagination



**Language focus:** number vocabulary, speaking, grammar, imaginative/creative.

**Skill focus:** Children will develop listening comprehension and numerical vocabulary in English (from 1 to 10).

**Thinking focus:** They relate numbers to quantities, solve small challenges (such as finding the number on the cards on the floor according to the exploded bombs).

**Didactic focus:** The aim is to introduce numbers in English and stimulate creativity through play.

**Interaction:** Children work in groups and pairs, following the teacher's instructions, using number cards and real objects to build "magic bubbles" while filling in the circles.

**Preparation:** Cards from 1 to 10 are prepared, manipulative objects (such as glue caps, Legos, balls made with paper and tape, among others), a bubble wand, soft music and a large space to move around and draw circles on the floor with chalk.

## Instructions:

1. Students take a card and form a circle.
2. The teacher calls out each student and asks them to pop the bubbles. Afterward, the student draws circles with chalk on the floor.
3. Following the instructions, the student listens attentively and places the objects according to the number popped.
4. The student associates the numbers with the number of objects.
5. Finally, the student knows the numbers, has fun, and sings a simple song: (one, two, three...)



**20 min**





## UNIT 4

# Socio Affective Skills

Developing socio-affective skills from a young age is essential, as it helps children recognize emotions, build empathy, and form healthy relationships. This unit offers activities that encourage children to explore and express their feelings through playful experiences like dramatizations, creative art, and sensory-based tasks. Along the way, they are also introduced to simple English words in a fun and supportive setting.



# Texture trail – How does it feel?

**Language Focus:** Texture words (soft, rough, smooth, bumpy)

**Materials:** Safe textured objects (sponge, sandpaper, bubble wrap, etc.), mats or cloths for stations, and optional: blindfolds, music, texture labels.

**Teaching Approach:** Hands-on, sensory-based learning with movement and exploration.

**Skill Focus:** Listening, speaking, motor skills.

**Thinking Focus:** Sensory exploration, describing textures.

**Interaction:** Small group or pairs, teacher-led.

## Preparation:

- Set up 4–6 texture “stations”
- Use mats or tape to mark the trail
- Prepare texture flashcards or images

## Instructions:

- Introduce textures: Show objects, say words: “This is soft.” Let kids repeat and touch.
- Walk the trail: Stop at each station, ask: “What does it feel like?”
- Take turns: One child walks the trail, says each texture.
- Optional challenge: Blindfolded guess with help if needed.
- Wrap-up: Review textures with real objects or cards. Ask: “Which one was rough?”

## Why it works:

This engaging, hands-on activity helps children learn vocabulary related to textures by using movement and the sense of touch. Through repeated practice and interactive play, they strengthen both memory and the ability to express themselves.





# The family party

## OBJECTIVES:

- Development of visual and speaking skills
- Promote learning through a fun seek game
- Reinforcement of the vocabulary knowledge

## CONTENTS:

Clear and simple instructions, actions such as playing in teams and object seeking, and family members vocabulary.

## ACTIVITY:

- Healthy competition
- Concentration in the search
- Vocabulary revision
- Team work
- Collaborative playing

## INSTRUCTIONS:

The teacher explains the rules of the game. The teacher divides the students in two groups. The two groups choose a name for their team. These names are written on a board where the score of the teams will be written and updated under each team's name. The teacher hides the cards across the room. One player of each team will be given a list with the cards they have to find. The player who finds the card first gets 1 point and the other loses that round. The team which reaches 10 card findings first wins. Both teacher and students talk about their impressions of the game.



**MATERIALS:**

- A room or place
- Family members cards
- A board and a marker
- Two lists
- A prize

**Step 1: Explanation of the rules (4 m)**

The teacher explains the rules of The family party game. The teacher divides the students in two groups and ask them to choose a name for each of the two teams. The teacher writes those two names on the board.

**Step 2: Hiding of the cards (3 m)**

The teams are asked to exit the room while the teacher hides the cards throughout the room. The students do not see this hiding.

**Step 3: Rounds for seeking the cards (12 m)**

One player per team will enter the room and they will be given a list with the cards the teams have to find. Then, they do their best to find the card. The player who finds the card first has to tell the family member and where he or she was hiding. The player who finds the card first gets 1 point and the other player does not get any point in that round. This process gets repeated.

**Step 4: Declaration of the winner team (3 m)** When

one team reaches ten points, that team becomes the winner of the game. This is celebrated and members of the team receive a prize.

**Step 5: Reflection and comments (3 m)**

The students and the teacher talk about how fun and pleasant the game was.

# Painting with emotions



**Suggested Age:**  
4-6 years old.



## OBJECTIVES:

- Understand & use emotion & color vocabulary.
- Express emotions creatively through painting.
- Develop self-awareness & emotional literacy.
- Practice describing feelings & choices in English.

## CONTENTS:

- Vocabulary: Emotion names (e.g., happy, sad, angry), Color names.
- Descriptive Adjectives: (e.g., vibrant, soft, intense).
- Phrases: (e.g., This is [color], it represents [emotion]).

## ACTIVITY:

- Warm-up: "Emotion Check-in"
- Preparation & Setup: "Art Station Prep"
- Main Activity: "Painting Our Feelings Freely"
- Main Activity: "Teacher Observation & Guided Questions"
- Cool-down & Reflection: "Art Gallery & Share"

## INSTRUCTIONS:

- The teacher will lead a warm-up, calling out simple English actions for students to imitate.
- Students will form teams around hula hoops with colored balls, and the game objective will be explained.
- The teacher will call a series of movement commands, and then shout a color.
- The first team to grab the correct ball gets a point, and the teacher will ask questions to review.
- Teams will count their points/balls, and everyone's efforts will be celebrated.

**MATERIALS:**

- White cardstock (one per student)
- Paints of different colors
- Brushes, water containers
- Protective plastic/tablecloths
- Water spray bottle
- List of emotion words (on board/cards)

**Step 1: Vocabulary Activation (5-7 mins)**

- Discuss: "What are emotions?".
- English emotion words. Each student chooses one emotion to paint.

Review student

**1****Step 2: Distributed Materials (3 mins)**

- Cover tables with protective plastic.
- Distribute cardstock, paints, brushes, water.
- Lightly mist cardstock with water sprayer.

**2****Step 3: Start the Game (10-12 mins)**

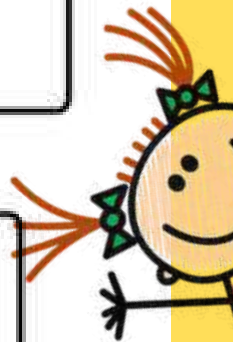
- Children paint freely, using colors to show an emotion they've chosen.
- They can experiment with brushes, fingers, or hands.
- (Optional) Soft music can be played to set the mood.

**3****Step 4: Winner Review (5-8 mins)**

The teacher moves around, observing and asking questions like: "Why did you pick that color?" or "How does this emotion feel?"

**4****Step 5: Replay or Closure of the Game (10-15 mins)**

- Display artworks.
- Each student points to a color & says: "This is [color], and it represents [emotion]."
- (Optional) Add: "I chose [color] because it feels [adjective]."
- Review emotion & color vocabulary.

**5**



# Snap



## OBJECTIVES:

- Practice family members vocabulary
- Stimulate student's interest
- Foster social, linguistic, and cognitive development

## CONTENTS:

Easy to follow directions, family members vocabulary (brother, mother, grandfather, uncle, etc.), actions such as taking turns and matching pairs

## ACTIVITY:

- Attention and focus
- Vocabulary reinforcement
- Taking of turns
- Social interaction
- Healthy competition

## INSTRUCTIONS:

- The teacher explains the game's rules
- The teacher does a quick demonstration of how the game is played
- Students play by turns and are ready to detect a matching
- The player with the most cards wins the game
- Both teacher and students make comments about the just previously played game



## MATERIALS:

- A table
- Chairs
- Deck of family members cards

### Step 1: Explanation of the rules of the game (2 m)

The teacher explains to the students all the rules of the game Snap.



### Step 2: Quick demonstration (1 m)

The teacher does a demonstration of how to play the game is like. This is for practice only.

### Step 3: Cards distribution (1 m)

The teacher deals the family member cards to all of the players in equal amounts.



**Step 4: Carrying out the game (8 m)** Students put themselves around a table, sitting in chairs. By turn each student takes and put a family member card in the center of the table, when the previous and the current card match, the first player who shouts *Snap* and puts his or her hand on the cards in the center of the table can take all of the cards. This same process is repeated until there are no more cards left on the students' hands.

### Step 5: End of the game (2 m)

There are no more cards. The student with the most cards is declared the winner and is congratulated. Both teacher and students comment how fun the game was for them.





**Suggested Age:**

5-7 years old.

# Family charades

## OBJECTIVES:

- Identify family-related vocabulary
- Use body language to express ideas
- Improve listening and speaking skills
- Work cooperatively in teams

## CONTENTS:

- Family member words (mom, dad, aunt, cousin, etc.)
- Basic actions (mime, guess, take turns)
- Simple instructions in English

## ACTIVITY:

- Vocabulary review
- Word guessing
- Speaking and listening
- Acting/miming
- Teamwork.

## INSTRUCTIONS:

- One student acts out a family word without speaking.
- Their team tries to guess the word.
- If the team guesses correctly, they get a point.
- Turns rotate between teams.
- The team with the most points wins.



## MATERIALS:

- Word cards (with family vocabulary)
- Timer
- Scoreboard or whiteboard

### Step 1 : Introduce the Game (3 minutes)

Explain the rules in simple English.  
Write key words on the board: mime, team, guess, point.  
Model one round with a volunteer.



### Step 2 ; Form Teams ( 3 minutes)

Split the class into two groups and assign playful names, like Team Tigers and Team Lions.

### Step 3 : First round (3 second per turn)

A student from Team A acts out a word from a card. Their team has 30 seconds to guess and earns 1 point if correct.



### Step 4: (5 minutes)

Alternate turns between teams. All students should have a chance to participate. Keep track of the score.

### Step 5 : Wrap- Up Reflection (3 minutes)

Teacher ask : “Which words were easy?” “Which ones were difficult?” “Did you like miming or guessing more?”  
Celebrate the winning team with claps, stickers, or a group cheer.



**Suggested Age:**  
6-7 years old.

# Guess who (family version)

## OBJECTIVES:

- Understand and use descriptive adjectives related to the family.
- Apply logical-deductive reasoning.
- Developing oral expression and improving listening comprehension

## CONTENTS:

- Vocabulary related to family, specific adjectives and yes/no questions using auxiliary verbs (Does, Is).

## ACTIVITY:

- Formulation of Questions
- Vocabulary Activation
- Attention and Concentration
- Speech and Respect Turn
- Listening Comprehension

## INSTRUCTIONS:

- Warm - up
- Language and Adjective Review (5 min).
- Explanation of the Game (5 min).
- Teacher demonstrates how to ask questions.
- Students play in pairs.
- Control the timing of the rounds and keep the game dynamic.
- Cool down and reflection.



## MATERIALS:

- Boards
- Cards
- Markers
- Timer
- Tables

### Step 1: Introduce and explain about the game (2 minutes).

The teacher socializes about the “Guess Who” game, explaining that it will be a game in pairs and that it is based on discovering the character of the opponent.



### Step 2: Review rules and brief demonstration of the game (5 minutes).

The teacher accurately and briefly details the rules of the activity, as well as giving a quick demonstration, showing how to ask questions to eliminate individuals from their board.



### Step 3: Pair Play (7 minutes).

Separate the students into groups of two in which each will draw a hidden card. Players will go around asking questions about the character's characteristics in a certain amount of time.

**Step 4: Stop and ask (3 minutes).** Taking into account the answers, and having discarded the characters, the teacher will be hcalvledto corroborate that they correctly guessed who the character is.



### Step 5: Cool down and reflection (5 minutes).

Everyone goes back to their seats where the teacher will show a flashcard that the students will have to describe without saying the name of the family for the teacher to guess.



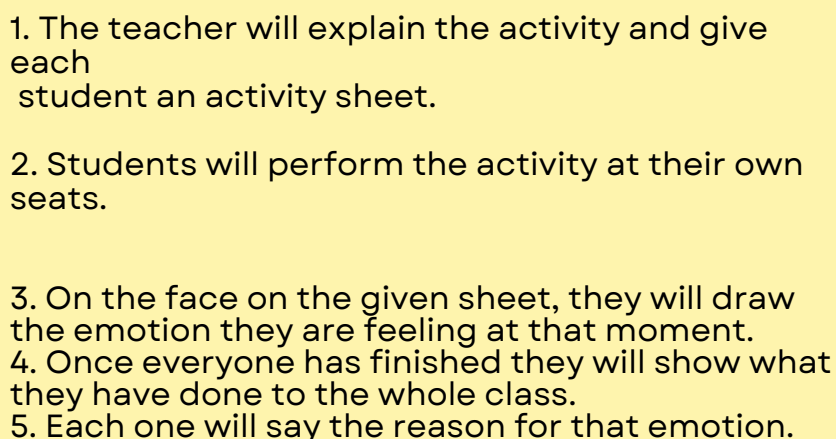
**Suggested Age:**

4-6 years old.

# Create emotions



- Language focus:** Builds emotional vocabulary and practices recognition and naming of emotions
- Skill focus:** Develop healthy emotional and social skills.
- Thinking focus:** Understand how students feel and why they feel this way.
- Didactic focus:** They will reflect their emotion by drawing it on the given sheet.
- Interaction:** The student interacts with the teacher and the whole course.
- Preparation:** The teacher carries several printed sheets of a faceless person for the students.
- Instructions:** **20 min**

- 
1. The teacher will explain the activity and give each student an activity sheet.
  2. Students will perform the activity at their own seats.
  3. On the face on the given sheet, they will draw the emotion they are feeling at that moment.
  4. Once everyone has finished they will show what they have done to the whole class.
  5. Each one will say the reason for that emotion.



**Suggested Age:**  
4-6 years old.

# Dance, spin 'n' point!

## Objectives:

- Understand and use extended family vocabulary as well as use specific descriptive adjectives.
- Develop listening comprehension.
- Strengthen verbal communication by identifying and describing characters.
- Stimulate visual identification and quick recognition of characteristics.

## Content

- Vocabulary Activation
- Attention and Concentration
- Oral Communication
- Auditory Comprehension
- Visual Recognition

## Activity

Extensive family-related vocabulary and a variety of descriptive adjectives.

## Instructions

- Warm-up
- Review of language and adjectives.
- Explanation of the game.
- The teacher takes the initiative and is the first to dance.
- Students imitate the dance by spinning in a circle until the music stops.
- Control the rhythm of the rounds and keep the game dynamic.
- Cool Down and reflection.



# Activity Phases

## Materials

Assorted flashcards  
Lively music  
Large, safe place for children to move freely in a circle.

### Step 1: Introduction to the game (3-5 minutes)

The teacher demonstrates the corresponding activity emphasizing that everyone should dance to the music, and describe family members.



### Step 2: Explanation of the game (5 minutes)

The teacher explains that you have to dance in a circle until the music stops, then a participant who is in the center will point to anyone in the circle who must answer correctly, if correct he/she will move to the center, if not the game will continue.

### Step 3: Let's play (7 minutes)

One child (or the teacher) stands in the center while the others dance in a circle to the music. When the music stops, the one in the center points to a partner.



### Step 4: Stop and ask (3 minutes)

The teacher shows an index card to that child, who must name the familiar or describe it. If the answer is correct, the one who got it right moves to the center. Otherwise, the one in the center moves to the next or gets another chance.

### Step 5: Cool down and reflection (5 minutes).

The teacher ends the game with energy, reviewing family words and practicing their pronunciation.





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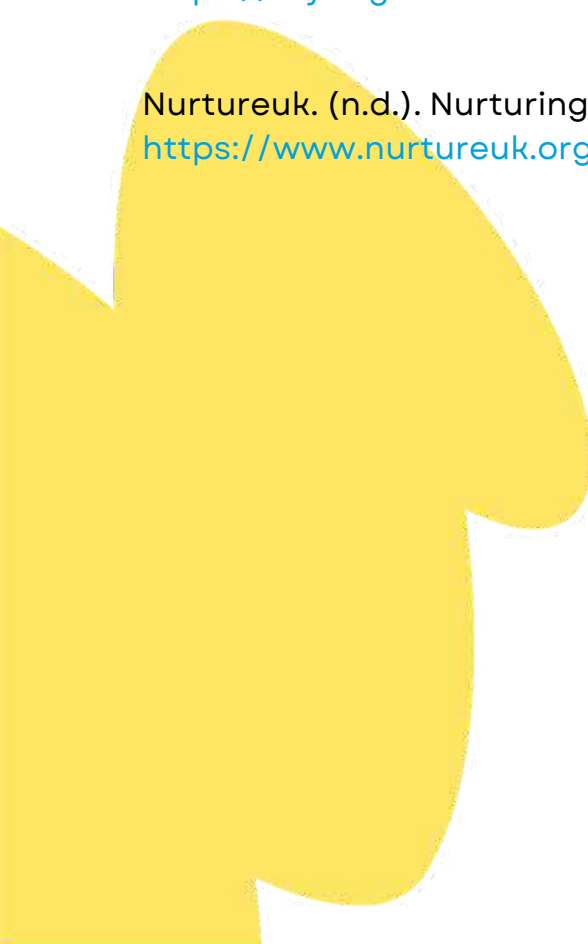
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