Infusing Language Learning with creativity and technology

Ομάδα Αγγλικών Δημοτικής

Διήμερο Εκπαιδευτικού 2019

Creativity can be developed throughout the curriculum

In reading

Mirror reading (imitation)

The child reads a sentence with a certain intonation pattern, and the other child imitates this reading afterwards. In this way, children with a particularly poor reading ability get a feeling for the correct intonation of a sentence. It can also be a funny or exaggerated stress. The teacher can also give instructions, e.g. "read the text sadly, happily or angrily", or "read the text with the voice of a witch".

Hiking (1)

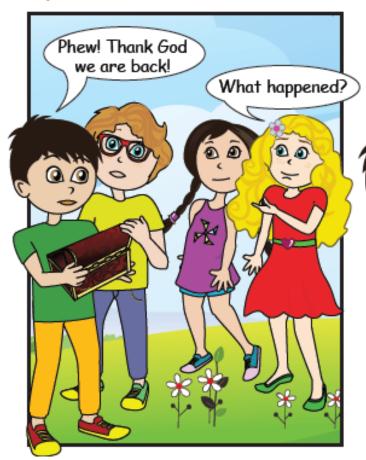
The children walk around in the classroom and read their reading roles for themselves. They repeat this until the teacher has finished the exercises with a signal (e.g. a gong) or an hourglass has expired. It is important that there is enough space, and that the children walk slowly. So they can focus on reading and don't have to worry about bumping into something.

Hiking (2)

The children do the activity described above but this time the teacher touches someone on the back and s/he starts reading aloud. The rest of the children find the point s/he reads and read along.

- Reading with the I-You-We-We-Cube
- Still Scenes

(1) 1. Listen and read the story.



We went to a safari park in Kenya. It was really exciting. There were so many animals. There were elephants, crocodiles, giraffes...

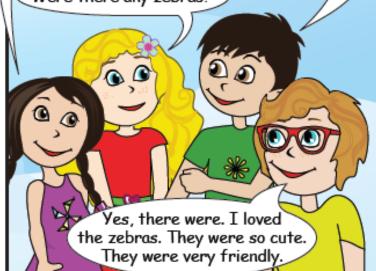
And the monkeys wanted to kiss us.





There was a huge rhino who liked mangoes very much. It was really funny.

Were there any zebras?



Wow! That's really exciting! So why are you so scared?

The flowers and plants wanted to eat us! They were carnivorous. It was so scary!



1)) 11. (a) Listen and read the poem.

Turn Off the TV!

Bruce Lansky

My father gets quite mad at me; my mother gets upset when they catch me watching our new television set. My father yells, "Turn that thing off!" Mom says, "It's time to study." I'd rather watch my favorite TV show with my best buddy. I sneak down after homework and turn the set on low. But when she sees me watching it, my mother yells out, "No!"

Creativity can be developed throughout the curriculum

In writing

Silly Poetry

• Pupils are given 5-6 random words. They are encouraged to create silly poems using these words in whatever way they want. (e.g. go, house, garden, music, holidays)

Or

 Pupils write their own words on paper and then they form groups and use their words to make poems

Or

 Younger pupils use the words to make sentences which will include for example one or two of their words.

Association game

- -Pupils are given a word and ask them to create an **association chain** for it. For example, airport travel holidays fun party night moon and so on. When the association chain is ready, ask the students to write a story by using all of these words.
- -Can you make your own association chain starting with the word "teacher"?
- -Can you make a story with your words?

Being even more creative

Make your own monster

- Draw a circle filling at least 3/4 of your paper
- Pass the paper to the person on your right. Pick another person's paper.
- Draw a nose.
- Pass your paper on. Pick another one.
- Draw eyes. ..
- Draw ears.
- Draw a mouth
- Give a name to the monster
- Colour the monster and describe it. Use: It's got...

Being even more creative

Work with your partner to be prepare a presentation about 'our friend'. Describe him/her and tell us a bit more about him/her.

- Who is this????
- What's his/her name?
- How old is s/he?
- Where is s/he from?
- Where does s/he live?
- What does s/he do?
- What does s/he like?
- What doesn't s/he like?

Being creative with grammar activities

Sentence chains

```
-Who?
```

- -Doing what?
- -Where?
- -With who? / with what?
- -Why?
- -Why?
- -Why?

Being creative with grammar activities

-Can you make TRUE sentences with the following words?



And more activities

- Writing with body and various materials
- Graffiti
- Poems
- Poster presentations e.g. Canva, designcap, glogster, postermywall
- Digital Picture Dictionaries or mind maps e.g. Popplet
- Banners and/or notices/announcements for classroom or school
- Create puzzles, crosswords, codes, treasure hunt cues e.g. wordwall
- Making greeting cards, invitations
- Writing and illustrating stories e.g. Storyjumper
- Communicating with others (epal projects)

Learning the alphabet



Alphabet Crafts

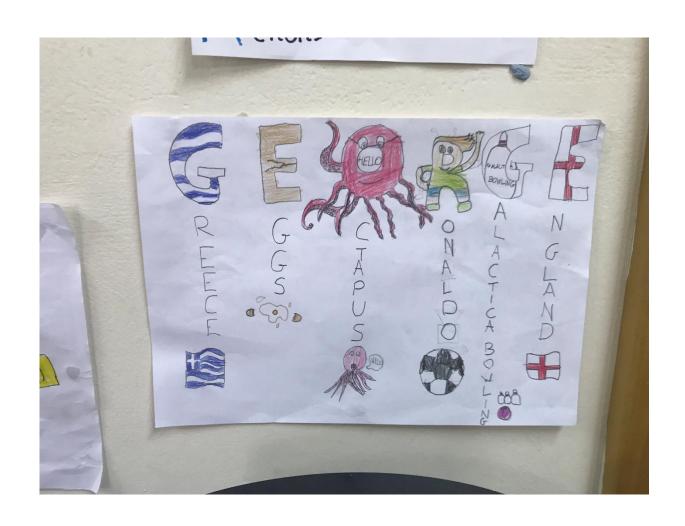


Invitations



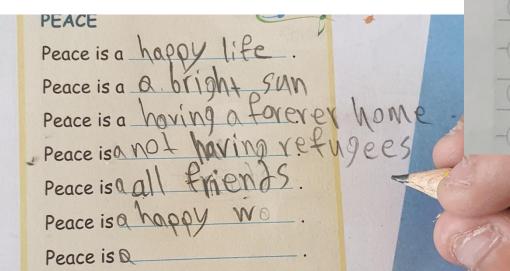


Poetry





Poetry



9. (b) Make your own chant. Use the words: ate, made, went, saw and was.

I ate ate ate a limerary

And I made made made slime

And I went went went to the train station

And I saw saw a playstation

And All that was in my dream

And all that was in my dream

Peace is a happines

Peace is when go to my friend's house

Peace is watching a movie

Peace is playing playstation

Peace is camping with your family

Peace is a moxing with your family

Posters





Posters



HAVE YOU SEEN MY PET?

BREED: Teddy SEX: Female COLOR: Brown AGE: 15 Months

If You've Seen Her, Call 99500200







Posters



LIMASSOL 25TH PRIMARY SCHOOL

CLASSROOM

RULES

You should:
Listen to your teacher
Follow instructions
Never give up
Respect others
Always do your best
Raise your hand to speak
Use kind words
Help each other
Ask questions

Creativity can be developed throughout the curriculum

In listening

- Listen to the song and identify the characters https://youtu.be/-26hsZqwveA
- Present the characters. What are they doing?
- Chose a character and listen to the song again. What is your character doing?
- Listen to the song again and create the scene
- Read the lyrics and check your answers.

Creative listening through storytelling

SILLY SONGS

Being Creative with Songs



Down by the bay
where the watermelons grow
back to my home
I dare not go
For if I do
my mother will say
Did you ever see a bear combing his hair?
Down by the bay!

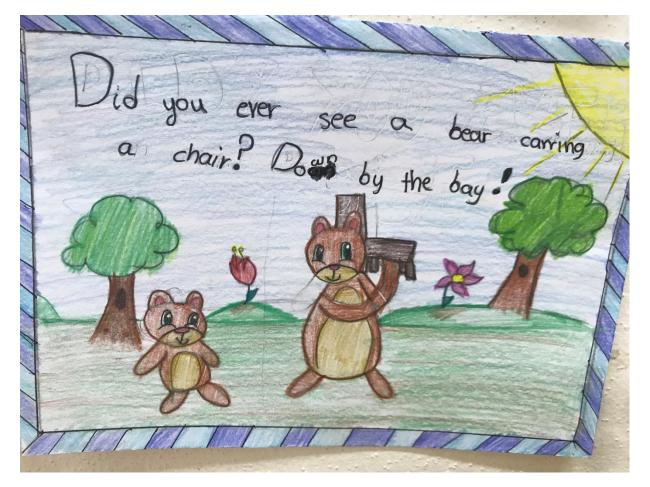
Down by the bay!

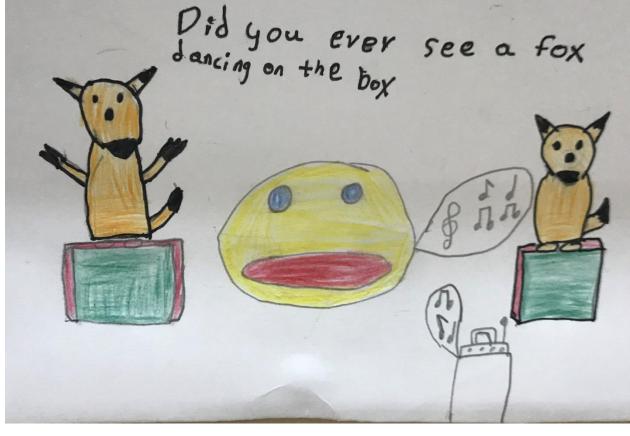


Down by the bay
where the watermelons grow
back to my home
I dare not go
For if I do
my mother will say
Did you ever see a moose kissing a goose?

Being Creative with Songs

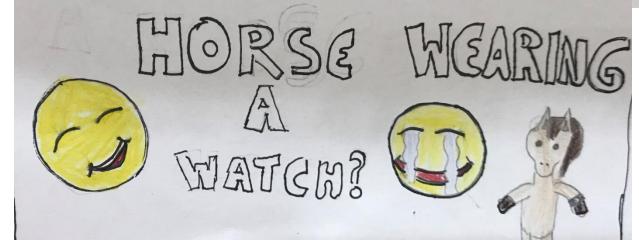
-Illustrating songs





Did you ever see a shake eating a cake.

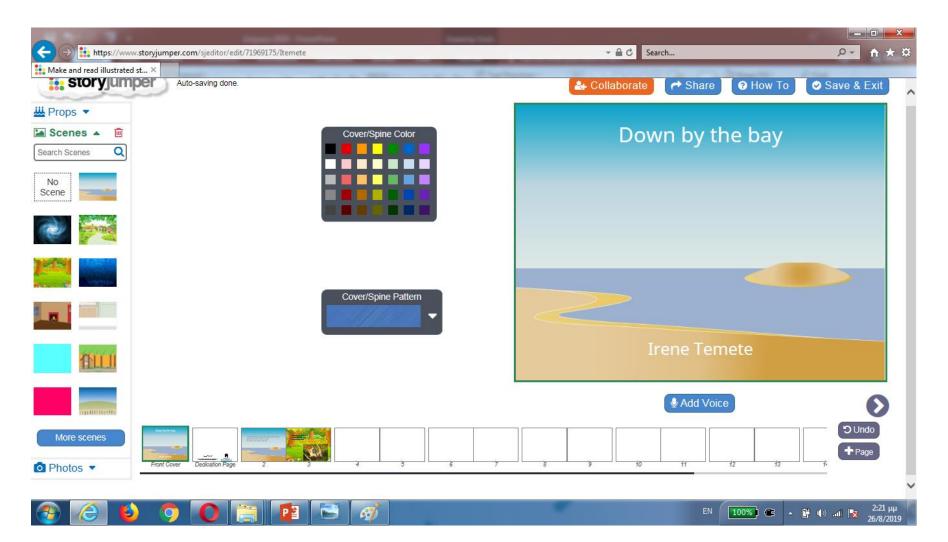
DID FOU EVER

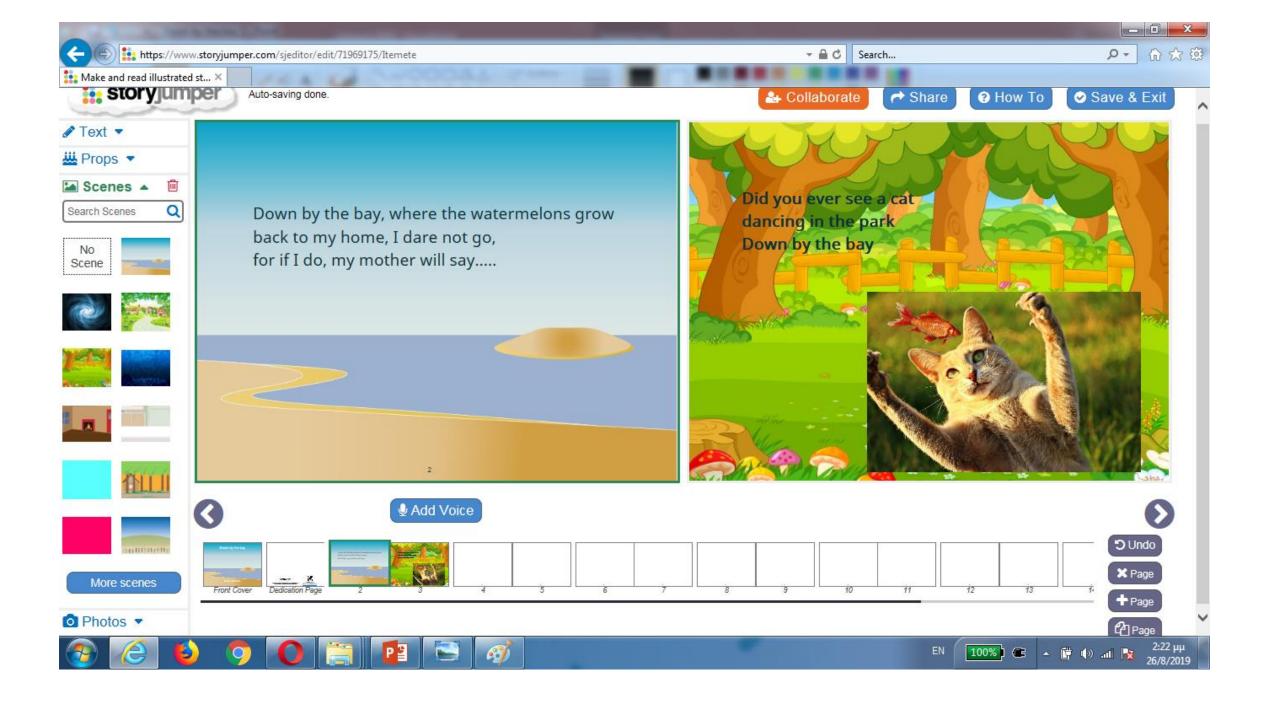




Being Creative with Songs

-Illustrating songs using digital tools (e.g. storyjumper)





Acting out the Songs

-Present it during school assemblies

Being Creative with Chants (1)



5.a) Listen, read and say

I can run run run.

I can jump jump jump.

I can walk walk walk.

and I can play basketball!

5.b) Now make your chant

I can ______
I can _____
I can _____
and I can _____

5. (a) First complete the chant. Then listen to the chant and check your answers.

I'm not going to go to school ______.

It's a holiday! It's a holiday!

I'm not going to go to school ______.

I'm happy. I feel ______!!!

I'm going to stay in bed till ______.

I'm going to celebrate!

English breakfast on my plate,

Then ice-cream and ______.

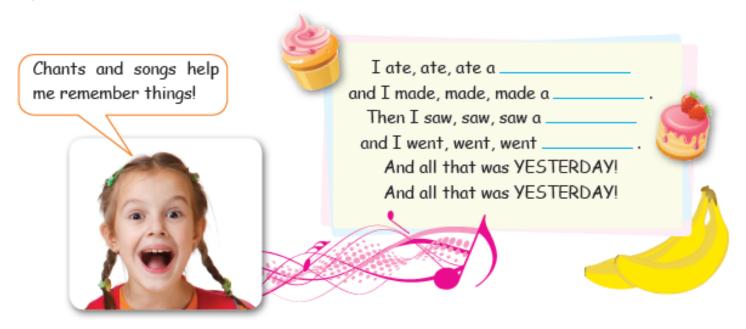
I'm not going to go to school today.

It's going to be a perfect day!

5. (b) Write one more verse for the chant.

Being Creative with Chants (2)

9. (a) Listen and complete the chant.



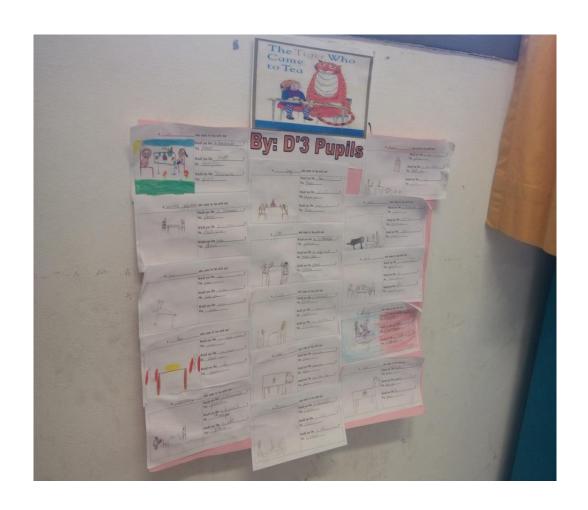
9. (b) Make your own chant. Use the words: ate, made, went, saw and was.

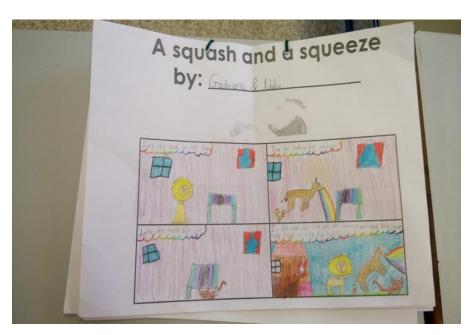






Being Creative with STORIES







Infusing with technology

- Write and Illustrate chants or stories using e.g. PPT or Storyjumper
- Pupils record themselves reading the text using e.g. Voki
- Create your own (or for the whole class) video/audio book/ picture book (with e.g. kizoa)
- Make posters about your chant/book (e.g. Glogster, Designcap, Canva)

Creativity can be developed throughout the curriculum

In Speaking

Being creative with songs/chants/stories (2)

- Record chants using voice recorders (e.g. Voki)
- Present your chant/book/song to the class
- Pupils become the character of the story. Then other pupils interview the characters of the story (e.g. Do you like animals? Where do you live? What do you like? What is your favourite food?)
- Put on a play (help to find/create the costumes, older pupils can help to create the dialogues)

Other speaking activities which can foster creativity development

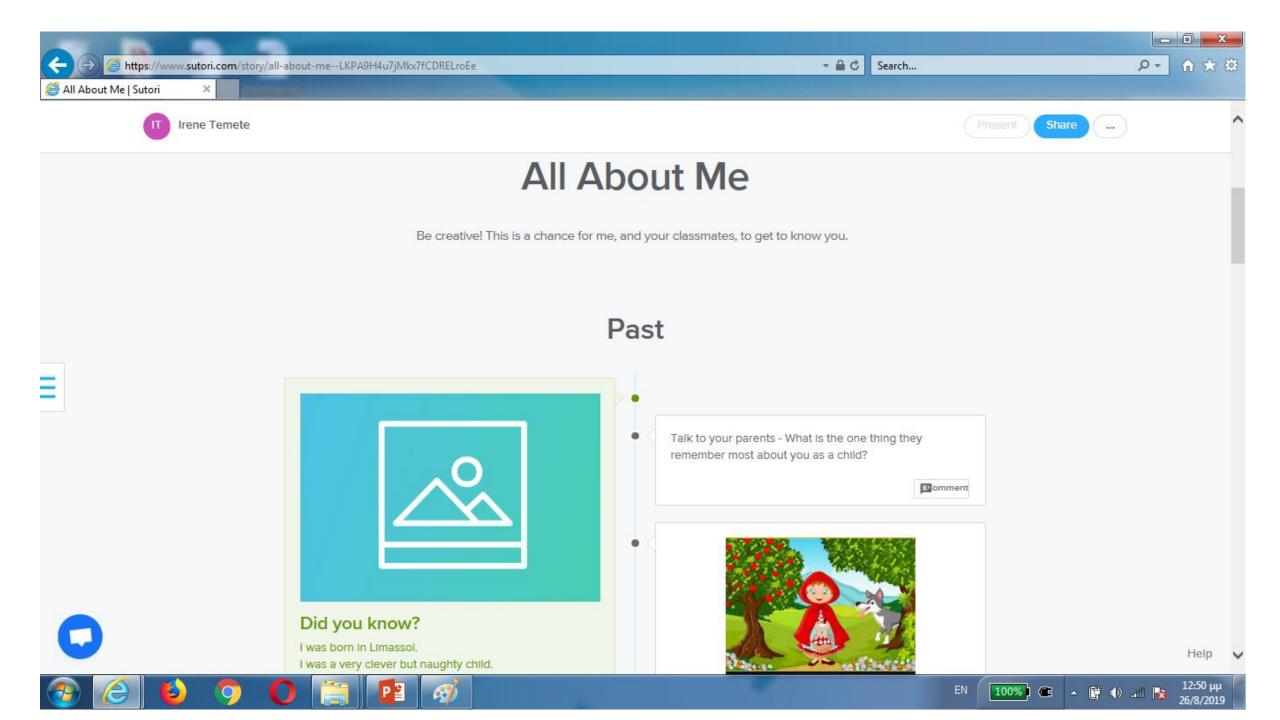
- Interviews
- Skype calls with other schools
- Presentations of pupil's work
- Illustrating stories and acting them out
- Making puppets and then use them for role playing
- Video-recorded stories / advertisements / weather reports

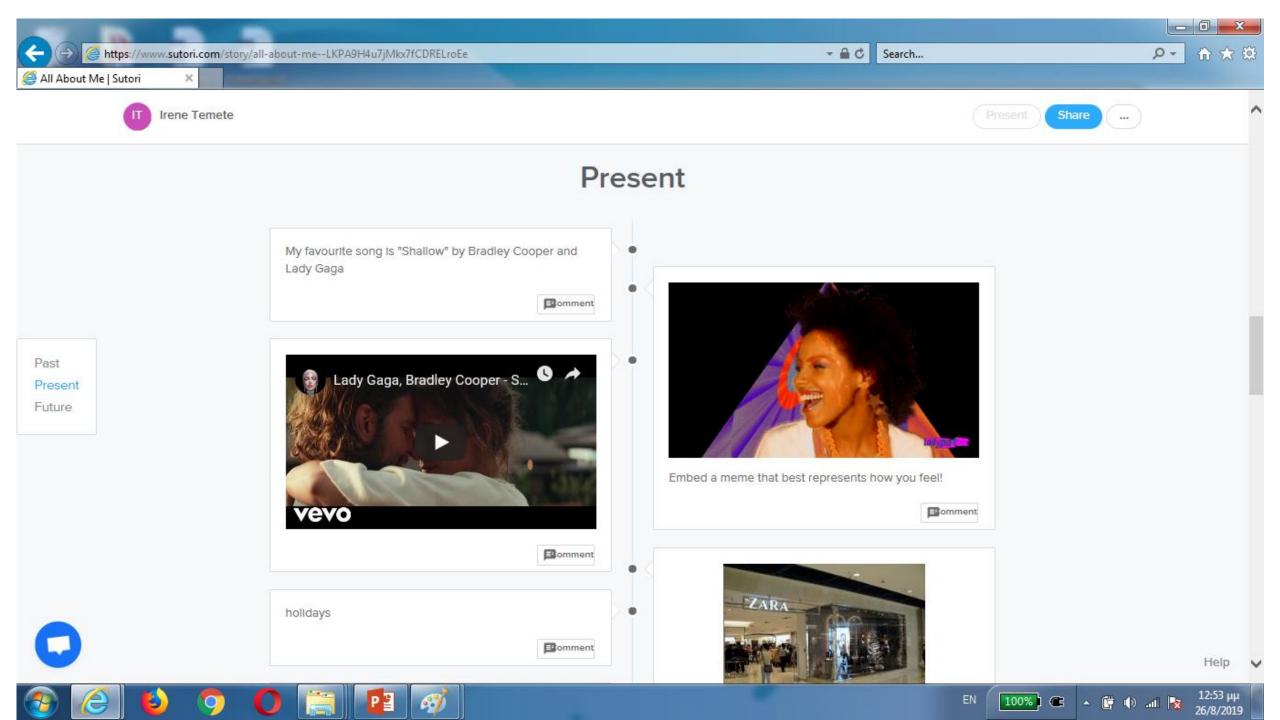
How to apply these ideas and more using technology

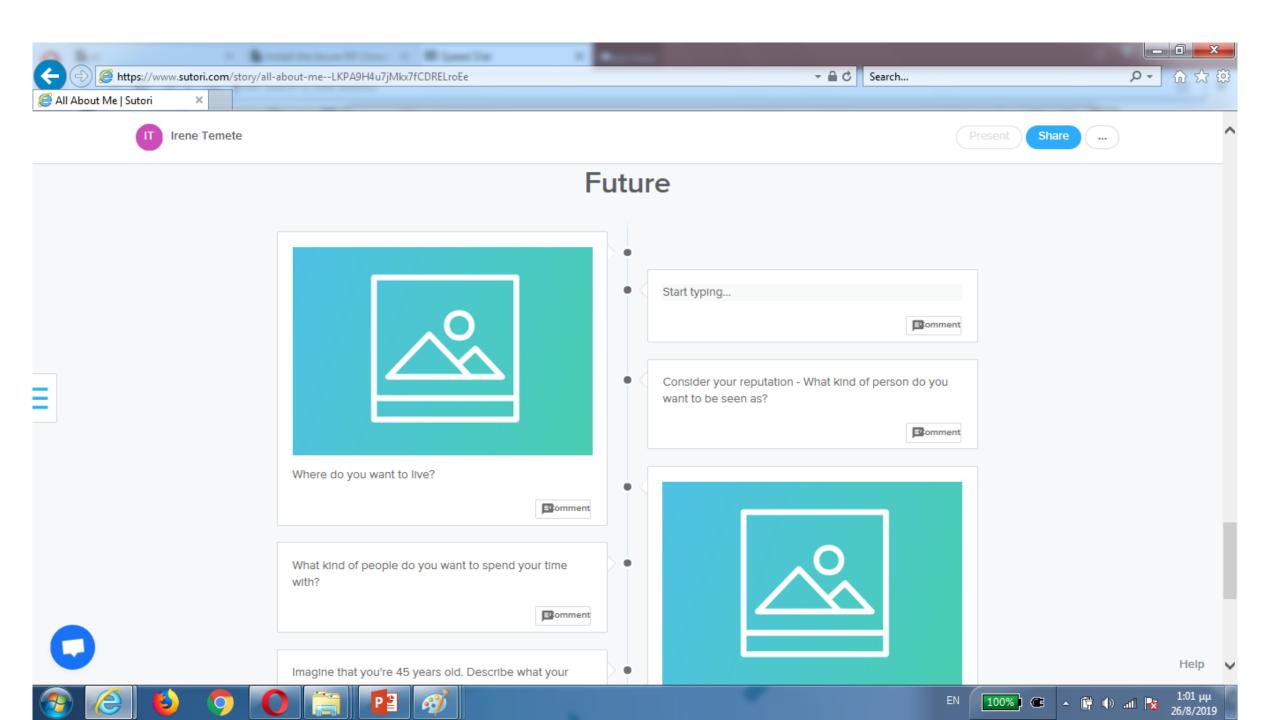
- PowerPoint or other presentation tools
- Videos: <u>www.kizoa.com</u>, <u>www.dvolver.com</u>
- All about me: https://www.sutori.com
- Creating digital dictionaries and picture dictionaries: http://popplet.com/
- Creating digital stories: www.storyjumper.com,
- Creating posters: <u>www.designcap.com</u>, <u>www.canvas.com</u>, <u>www.glogster.com</u>
- Webquests

All about me project

www.sutori.com



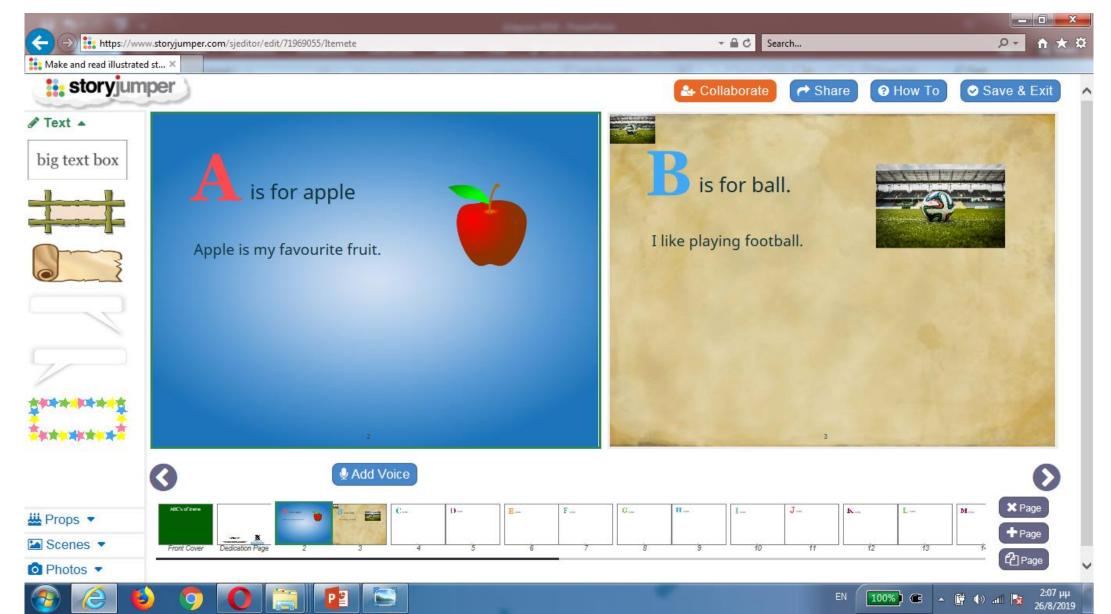




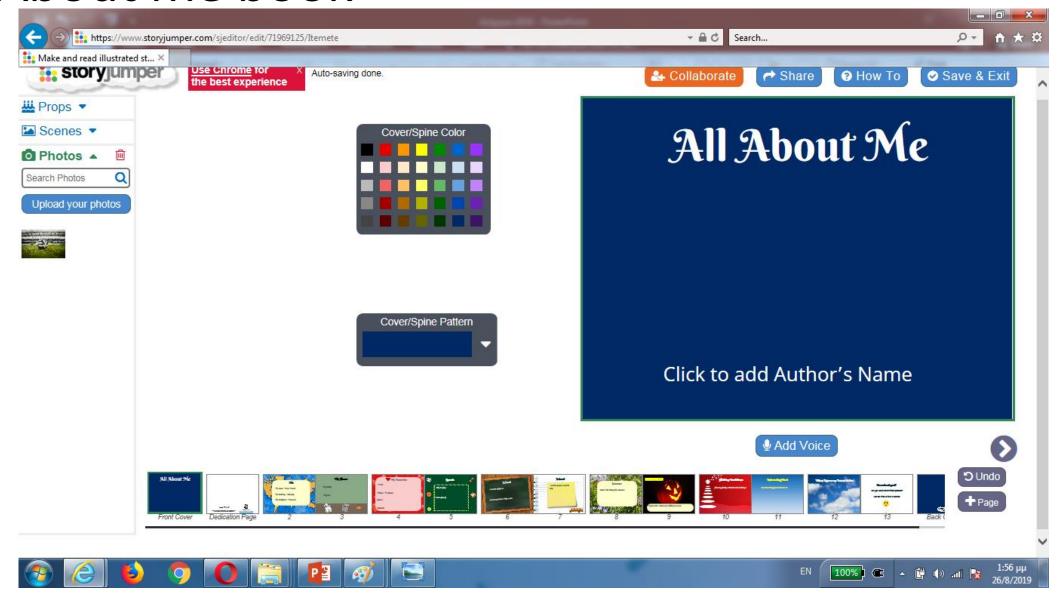
Creating digital books:

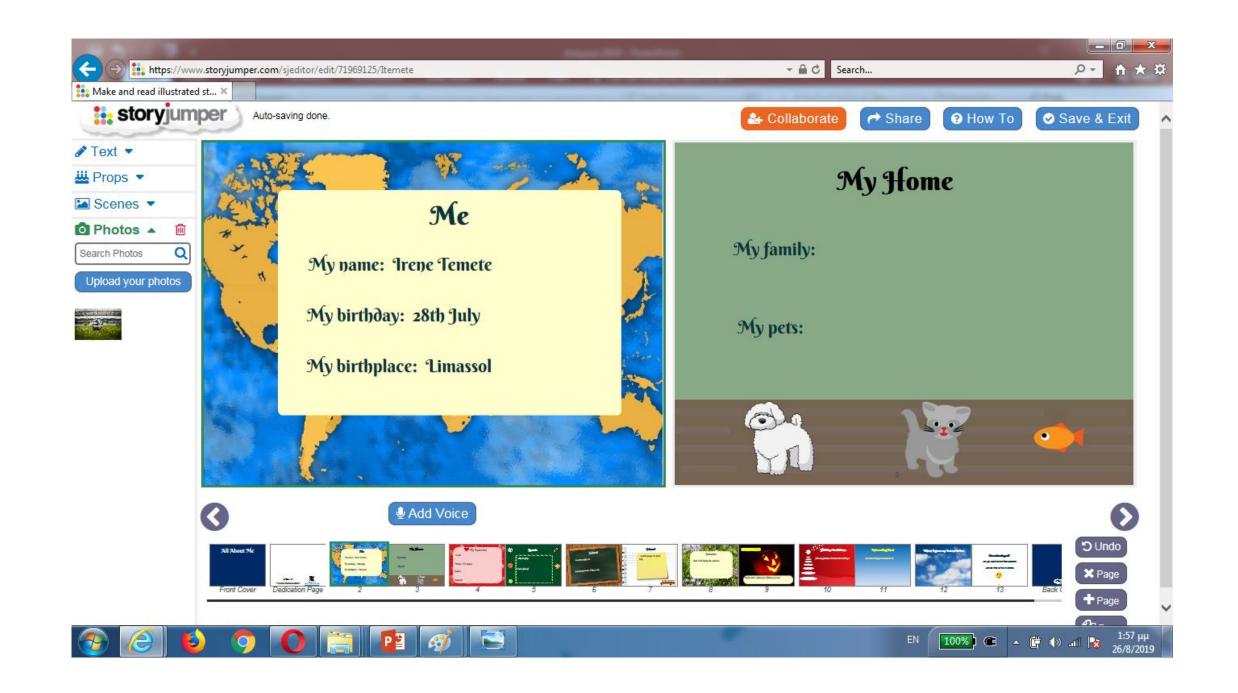
www.storyjumper.com

My abc book



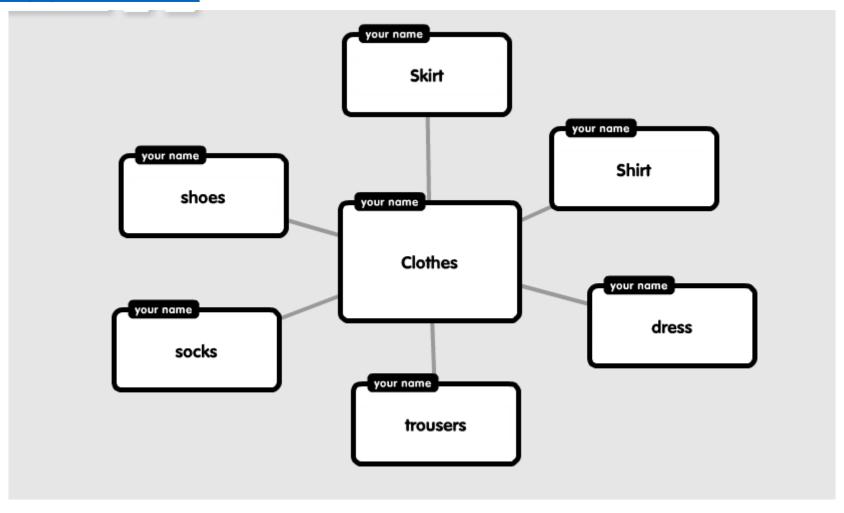
About me book





Creating digital Word Chains and Mind Maps

www.popplet.com



USEFUL WEBSITES

- www.kizoa.com (videos)
- www.dvolver.com (videos/movies)
- https://www.sutori.com (lessons and presentations)
- http://popplet.com (mindmaps)
- www.storyjumper.com (online stories/books)
- www.designcap.com(posters)
- www.canva.com(posters)
- www.glogster.com (posters)
- www.postermywall.com (posters)
- www.voki.com (voice recording)
- www.wordwall.com (games)
- <u>www.liveworksheets.com</u> (interactive worksheets)
- www.kahoot.com (online tests)

Thank you!