

**CoP Head Start:**



**Teacher Alumni Series (3)**

**‘Welcome Minions’:**

**English activation in a**

**communicative classroom**



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- **Target students** : P1
- **Subject** : English language
- **Module** : Me, my family and friends
- **Unit** : My favourite food
- **Task** : Welcome Minions
- **Language focuses:** Grammar & speaking



## Previous knowledge:

- The students have learnt relevant vocabulary about **food** and **drinks**.
- They have learnt how to use the **conjunction 'and'** to connect two food items.
- They have learnt how to differentiate **countable** and **uncountable nouns**.
- They have read '**The Very Hungry Caterpillar**'.

## Students' background:

These young learners are **willing to communicate** in English in class.



## Learning objectives:

By the end of the lesson, the students should be able to:

1. ask questions and express preferences by using the modal 'would' (e.g. Would you like salad or soup? I would like soup.);
2. offer alternatives by using the connective 'or' (e.g. Would you like salad or soup?);
3. describe **a fun dish** by using **images** to complement **words**; and
4. maintain **purposeful** spoken exchanges in an **appropriate** manner.



**Do you like eating?**

What is your favourite food?



# Food



soup



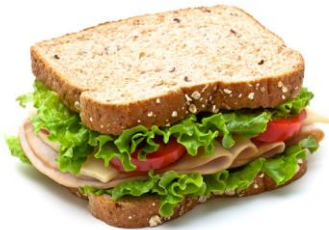
rice



noodles



a pizza



a sandwich



a hot dog



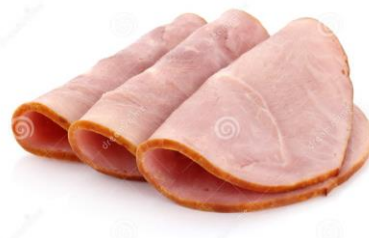
a cake



an ice cream



salad



ham



tomatoes



mushrooms

## Drinks



milk



water



juice



lemon tea

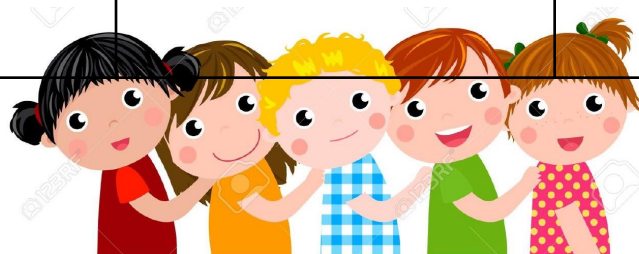


Let's play a game!  
**BINGO!**



# Bingo card

a pizza	water	juice
a cake	salad	an ice cream
rice	noodles	soup



a pizza



# Bingo card

<del>a pizza</del>	water	juice
a cake	salad	an ice cream
rice	noodles	soup



# Bingo card

<del>a pizza</del>	<del>water</del>	juice
a cake	<del>salad</del>	an ice cream
rice	<del>noodles</del>	<del>soup</del>



Bingo card



Are you ready?

a cake



an ice cream





rice



# a sandwich



soup



salad



noodles



We like different kinds of food.



HI THERE!



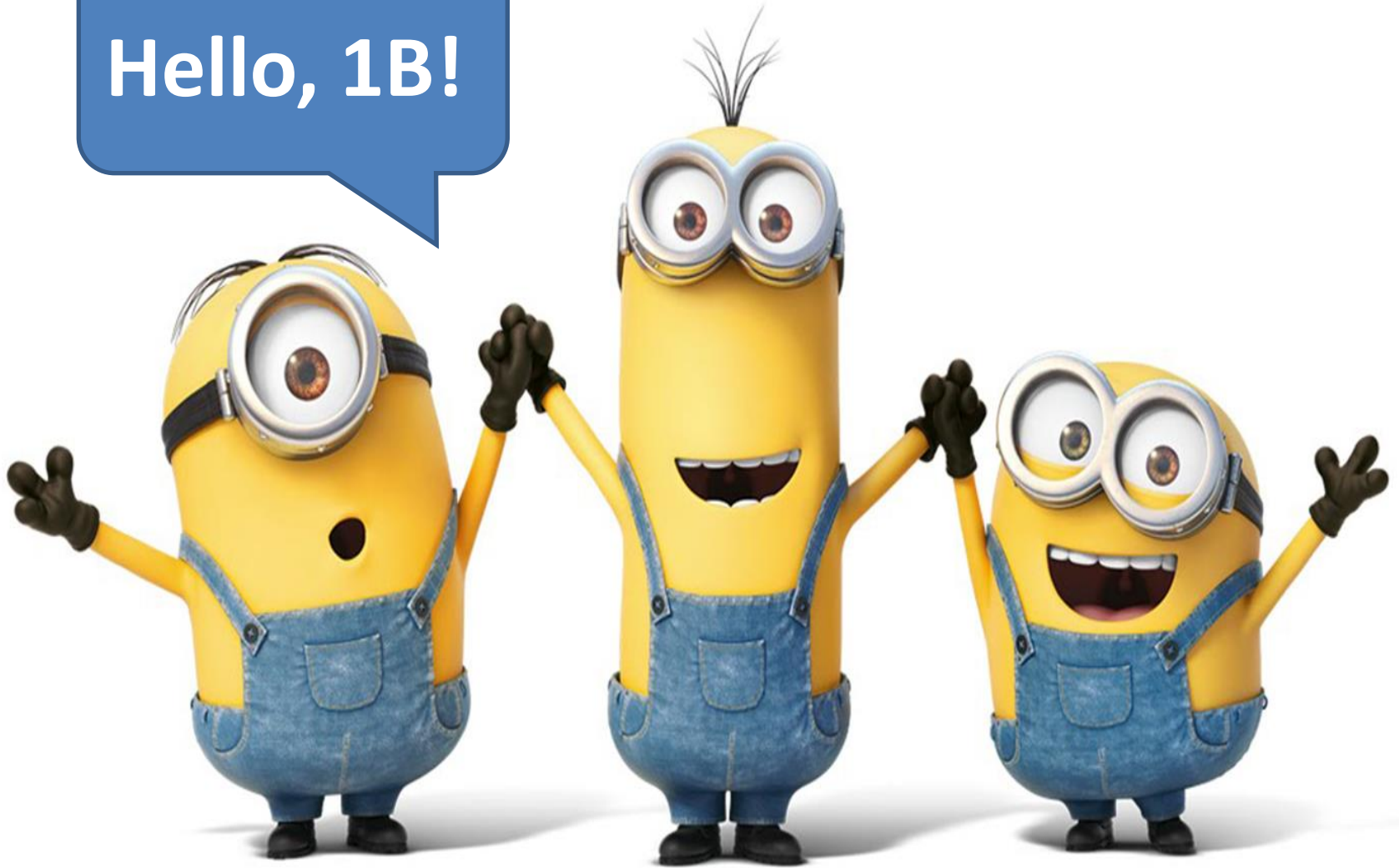
HI THERE!



# What would our visitors like to eat?



Hello, 1B!





Thank you for inviting us  
to your spring party!



**Miss Choi: What would Minions like to eat?**  
**1B: ...**



We would like to eat ...

**BANANAAAAAS**



What else would Minions like to eat?



# Our school menu

<b>Soup</b>			
carrot soup		\$23	
tomato soup		\$23	
<b>Salad</b>			
tomato salad		\$20	
fruit salad		\$20	
<b>Noodles &amp; Rice</b>			
Noodles with mushrooms		\$60	
Rice with chicken		\$55	
<b>Sandwiches</b>			
cheese		\$30	
ham		\$35	
<b>Desserts</b>			
Ice cream		\$21	
Pudding		\$18	
Cake		\$28	

# Would you like salad?



Miss Choi



Soup	Noodles & Rice	Desserts
carrot soup \$23	Noodles with mushrooms \$60	Ice cream \$21
tomato soup \$23	Rice with chicken \$55	Pudding \$18
<b>Salad</b>	<b>Sandwiches</b>	Cake \$28
tomato salad \$20	cheese \$30	
fruit salad \$20	ham \$35	



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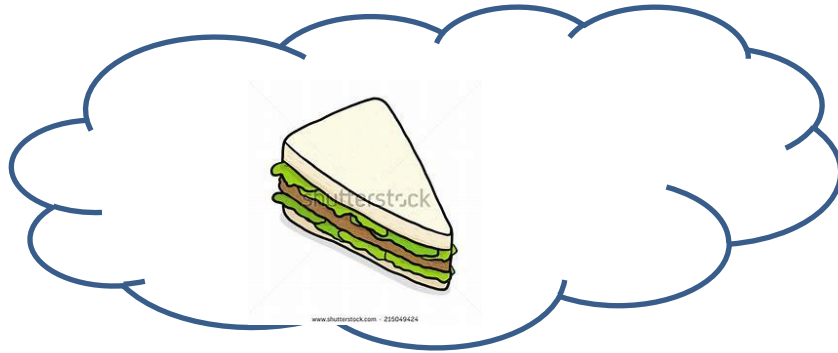
## No, thank you.



Miss Choi



# Would you like a sandwich?



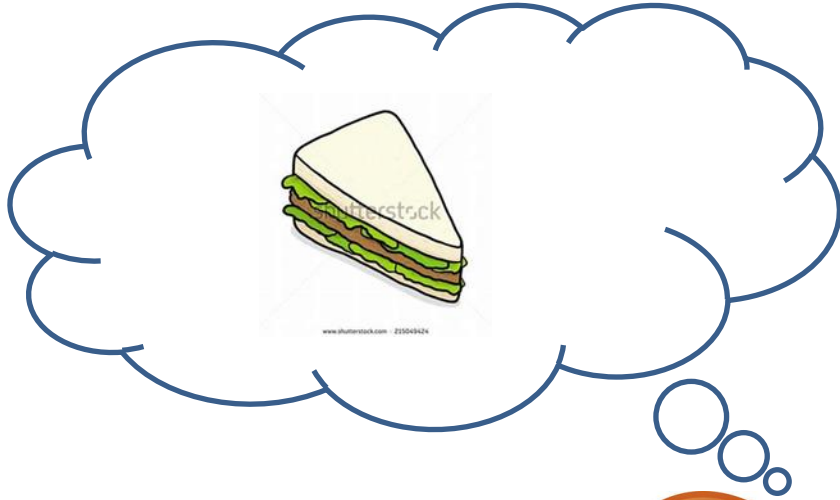
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Miss Choi

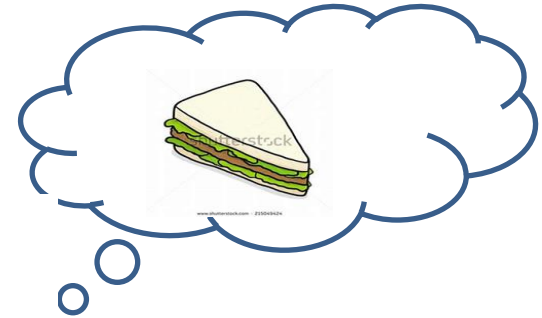


# Would you like a sandwich?



Soup	Noodles & Rice	Desserts
carrot soup \$23	Noodles with mushrooms \$60	Ice cream \$21
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Yes, please.

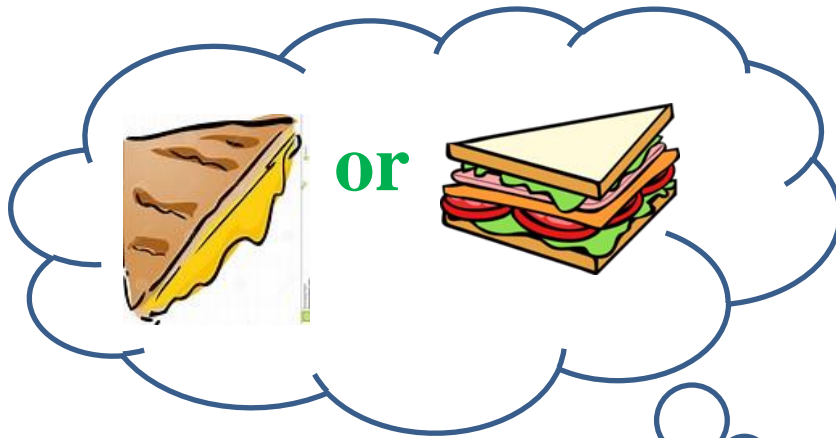


Miss Choi





**Would you like a cheese sandwich or a ham sandwich?**



Soup	Noodles & Rice	Desserts
carrot soup \$23	Noodles with mushrooms \$60	Ice cream \$21
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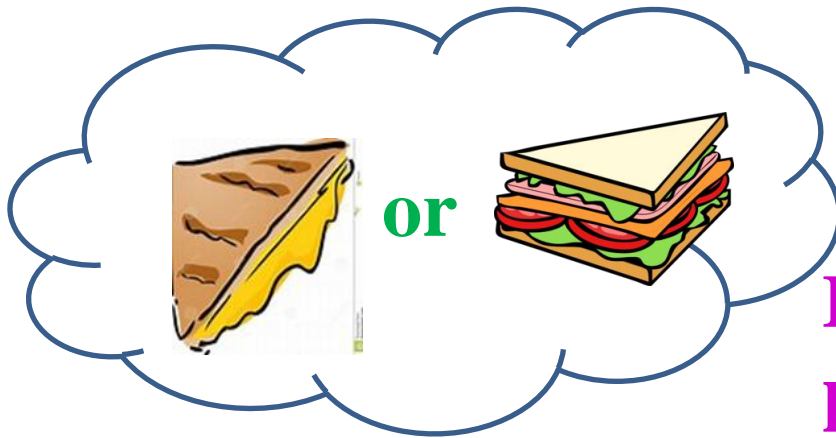


Miss Choi

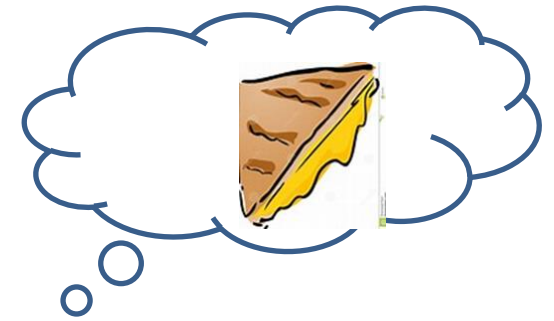


**Would you like a cheese sandwich or a ham sandwich?**

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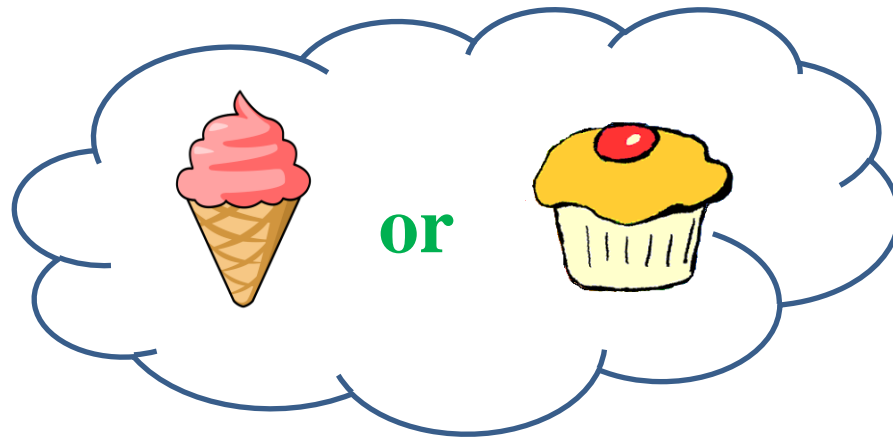
**I would like a cheese sandwich, please.**



Miss Choi



# Would you like an ice cream or a cupcake?

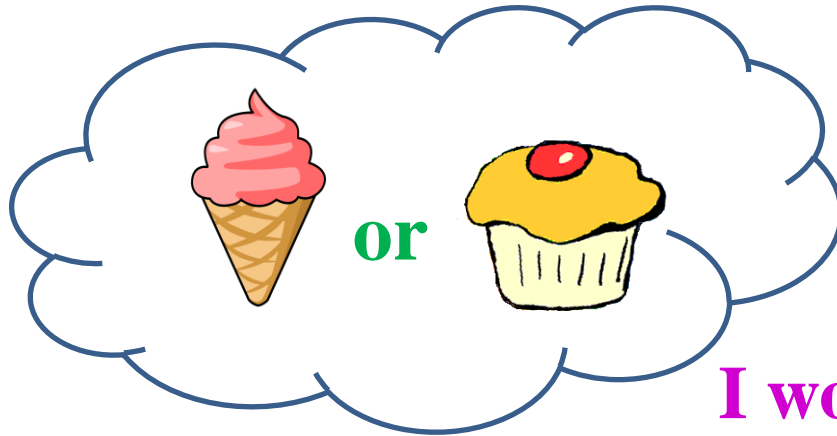


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Miss Choi



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I would like an ice cream, please.



Miss Choi



# Pair work:

Let us **learn to speak** before the party.  
Now **take turns to ask and answer** questions.



# Party time



**What do you say?**

**Party time**

**Student A: What would you like to eat?**

**Student B: I would like an ice cream,  
please.**

**Student A: Here you are.**

**Student B: Thank you.**



**OR**



**Student A: Would you like an ice cream?**

**Student B: Yes, please. OR No, thank you.**

**Student A: Here you are.**

**Student B: Thank you.**

**What do you say?**

**Party time**



**Student A: Would you like an ice cream or a cupcake?**

**Student B: I would like an ice-cream, please.**

**Student A: Here you are.**

**Student B: Thank you.**

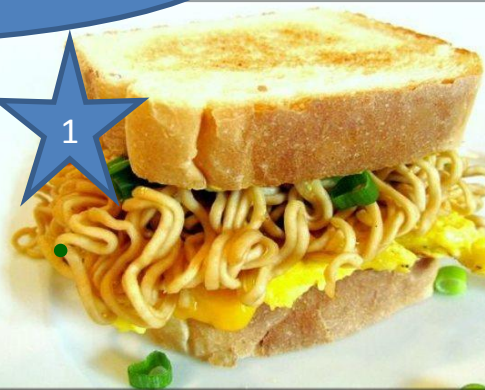




# Group work:

Make a fun dish to welcome Minions in the spring.

How about ...?

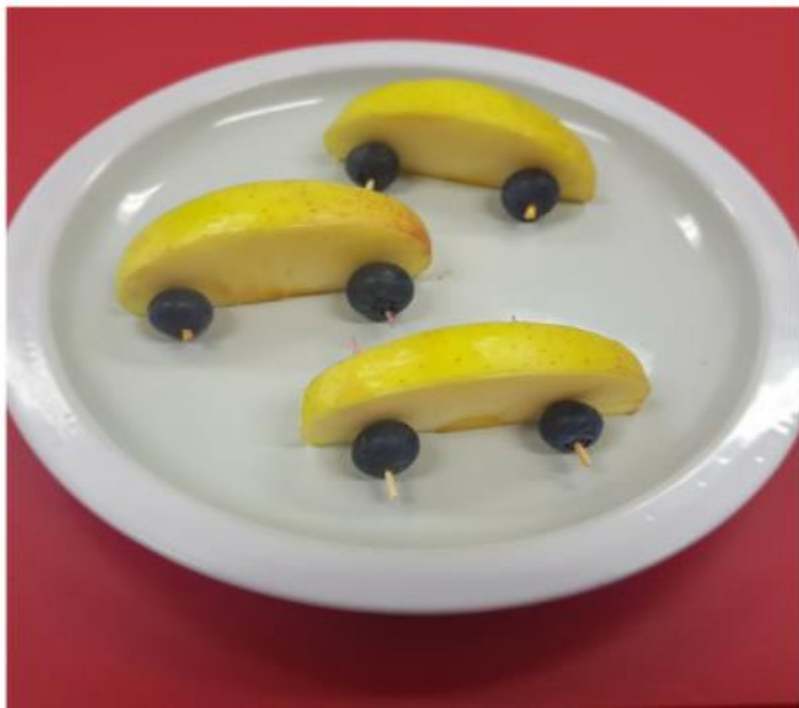


# How to play with your food?





How to play with your food?



a bird's nest



# yum yum fruitdogs



a cheese spider



# a very hungry caterpillar



a princess's pancake







## Group work:

Make a fun dish to welcome Minions in the spring.

Discuss in a group of 4.

Group \_\_\_\_\_

Name of our fun dish: \_\_\_\_\_



Draw and colour.

Write and share.

1.

2.

3.

## A check list:

Name your fun dish.

Draw and colour your fun dish.

Write and share your ideas in three sentences.

Put your fun dish on the wall for a gallery walk.



An example:

Group \_\_\_\_

Name of our fun dish: a cheese spider



1. We have a cheese spider.
2. It is a very hungry spider.
3. The spider has a yellow cheese tongue.

Minions would love our fun dish!

1. ~~It~~ have a Banana cheese

spider.

2. It has 7 Banana Legs.

3. It has a Lot of eye Balls  
Like 78.



Minions would love my fun dish!



Banana Cheese spider!

1. ~~I~~ have a Banana cheese

Spider.

2. It has 7 Banana Legs.

3. It has a Lot of eye Balls  
Like 18.



Minions would love my fun dish!



<sup>Tigger</sup>  
a robot Minions banana

1. I have a robot Minions  
banana.



2. It has a water melon  
mouth.

3. It wears a  
blackberry and blueberry  
T-shirt.



I love IT. !

Tigger

a robot + Minions banana

I have a robot Minions  
banana.

2 It has a water melon  
mouth.

3 It wears a  
blackberry and blueberry

I love IT.



strawberrie pinkio octopus cake



We have a strawberrie pinkio octopus cake  
it is like banana  
and The in face theres lot of banana

# To adopt or adapt?





# Discussion



1. What **alternative cartoon characters** might be considered for increasing **situational interest** (e.g. offering learners meaningful choices; identifying with characters) in the English classroom? [Team A]
2. Is the **pair work** suitably **communicative** and **meaningful** for young learners who lack confidence in speaking? [Team B]
3. **'Make a fun dish'** – how far does the **group work** engage young learners in a mode of **thinking** and **doing**? [Team C]
4. **'Play with your food'** – how might the lesson be **adapted** to cater for the needs of **SEN** and **gifted learners** in the mainstream English classrooms? [Other participants]

# Discussion

5. Four **diverse** young learners; one **shared** problem:

- ❑ **Tigger** and **Victoria** have difficulty in blending phonemes.
- ❑ **Taemin** has a short attention span and is weak in speaking.
- ❑ **Stang** speaks better than his peers but lacks vocabulary.



Refer to the **learning outcomes (fun dishes)**:

- a. What is each young learner able to achieve?
- b. What individual needs have you identified for the teacher's follow-up?
- c. What might be useful **teaching principles** for supporting these diverse learners' needs?

# Teaching principles (CDC, 2017)

## Adopt a multi-sensory approach

✓ **Differentiate** in terms of:

- **Content** – what students need to learn or how the student will get access to the information
  - **Process** – activities in which the student engages in order to master the content
  - **Product** – work in which students demonstrate their learning
  - **Learning environment** – how the classroom operates
- ✓ Encourage **personalised learning goals** based on students' own **needs**



# Supporting SEN students (CDC, 2017)

Teachers should:

- ✓ show **empathy** for SEN students
- ✓ understand that they may not be able to meet the same **standard** as others
- ✓ review and modify their **expectations** based on students' needs and abilities

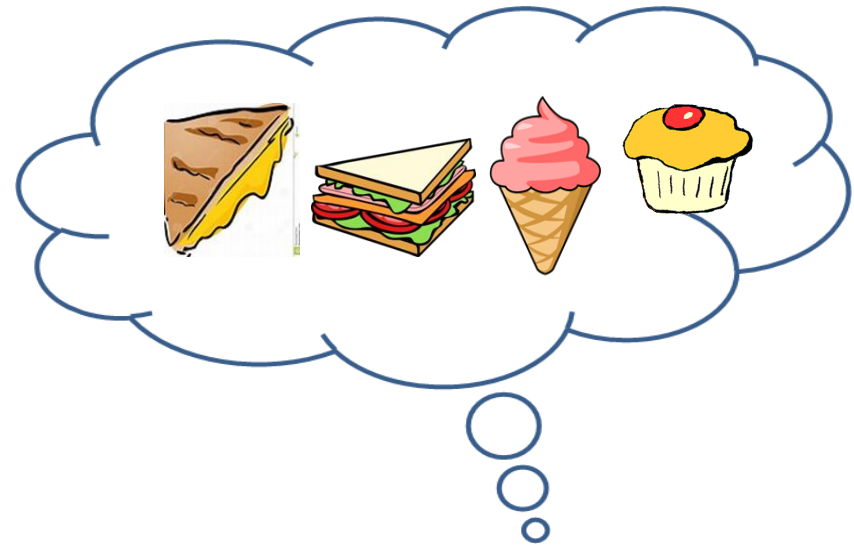


What do I say?

Be available

Be approachable

Be accepting



Miss Choi



**We had a fun time.**

**Thank you and goodbye, 1B!**

