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How to teach remotely with



ЛІНГВІСТ

Better
Learning



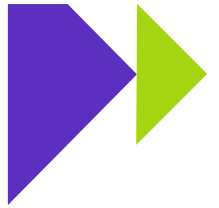
- Процес дистанційного викладання і навчання, напевне, це – нове випробовування для вас і ваших учнів. Зараз час кидає нам виклик, однак важливо, щоб ваші учні не переривали навчання і почувались безпечно та продовжували нормальний ритм навчання. Тож, спробуймо сконцентруватись на тому, як зробити цей досвід захопливим, попри те, що ми не можемо проводити заняття у звичному форматі. Важливо мотивувати учнів, хвалити та переконувати під час онлайн-занять. Якщо можливо, зв'яжіться з батьками та поясніть, як ви проводитимете заняття і яка вам потрібна допомога.
- Плекайте в учнях звичку готувати свій простір для навчання – мати під рукою ручки, олівці, книги й зошити та інше, що знадобиться для уроку, завчасно. Наголосіть на важливості виконання домашнього завдання і відповідальності учнів за власне навчання. Ви також можете поради учням переглянути відеоуроки від видавництва Лінгвіст для 1 і 2 класів. Крім того, є багато високоякісних матеріалів на YouTube каналах і вебсайтах Cambridge University Press, the BBC, British Council.
- **Тут ви знайдете поради щодо проведення занять із Quick Minds 3 for Ukraine в дистанційному форматі. Однак, структура підійде і для першого та другого рівнів.**
- За посиланнями нижче ви знайдете всі необхідні матеріали для курсу, аудіо, відеоуроки для 1-2 класів, посилання на інтерактивний онлайн-додаток, котрим можна поділитись з учнями для самостійної гри та практики.

https://publishing.linguist.ua/publishing_book/quick-minds/

Поради, які ви знайдете в цій брошурі, спрямовані на комбінацію:

- > проведення онлайн-занять
 - > ідей для домашньої роботи й самонавчання
- Також, зазвичай, ми намагаємось мінімізувати використання рідної мови під час навчання, однак зараз цього буде важко уникнути, адже важливо, щоб учні розуміли завдання. Використовуйте рідну мову лише тоді, коли бачите більшу ефективність від цього.

Інструменти для онлайн-навчання



ДЕМОНСТРАЦІЯ ЕКРАНУ

Поширення файлів, аудіо, відео, презентації, робота з віртуальною дошкою.

ПІДХОДИТЬ ДЛЯ:

- > інструкції
- > організація завдань
- > презентація лексики і граматики
- > робота з піснями та історіями
- > створіть роботу з дошкою на екрані, де можна ділитись картинками, сторінками з підручника, словами і навіть малювати

Якщо ви не працюєте з презентаціями, ви можете демонструвати підручник на веб-камеру

ЧАТ:

краще використовувати з учнями старшого віку, але й з молодшими підійде для, наприклад, надсилання цифр чи окремих слів

використовуйте чат для коротких відповідей або смайлів

ПІДІЙДЕ ДЛЯ:

- > початку уроку
- > закінчення уроку
- > перевірки розуміння матеріалу
- > зворотнього зв'язку

Більше методичних порад щодо роботи онлайн ви знайдете за посиланням нижче:

<https://www.cambridge.org/elt/blog/2020/03/16/using-video-conference-platform-teaching-online/>

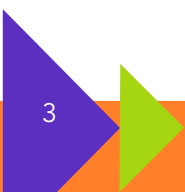
ВІДЕО ТА АУДІОЗАПИСИ:

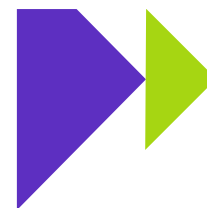
Учні можуть записувати короткі відео на телефон і ділитися з класом чи з учителем

ДОПИСИ З ВИКОНАНОЮ РОБОТОЮ:

Якщо у вашій школі є сайт або блог, можна було б створити простір, де класи можуть завантажувати фото, відео та інші роботи. Якщо у школи такого немає, то ви можете створити блог для класів окремих (наприклад, використовуючи Google Classroom)

Ви також можете попросити батьків допомогти учням надсилати свої роботи.





A suggested structure for an online course following a mainly synchronous approach

Teachers will find different ways of conducting these online courses. Timings may be different to the lessons children usually have. It is a good idea to schedule at least 2 lessons a week, so that students get into a rhythm of learning.



Quick Minds 3 for Ukraine, Pupil's Book and Activity Book

To best prepare your students for an online lesson, ask them to

- Read through and review the previous lessons and test themselves on the vocabulary they have learnt recently by covering the written words with a small piece of paper and saying the word out loud (maybe someone at home like an older sibling can help)
- Before a new unit, look through the pages and check if they know any of the words already
- Make small flashcards of pictures of key vocabulary they can use during their lessons e.g. to raise or point to when you say them or to lift up when they hear them in a song or chant. Tell them exactly what flashcards they will need beforehand.

Use the **Activity Books** as you normally do. Most teachers set exercises from the Activity Books for homework. Make sure you go over these tasks the following lesson. (e.g. by writing the correct answers into a Word file which you can then share during the lesson). You can show the students the correct answers on screen and ask them to be 'teachers' and check their own work and if they think they did a good job award themselves a smiley face or sticker.

There are a number of tasks we do in class like drawing, which will be best done by children on their own and not during the live online lesson. This programme suggests what can be done by the children on their own. Make it clear to them when they should do this.



Warmers:

Why not start each lesson with a song or game (like Simon Says) that the students know well. Encourage them to join in and have fun. This should get them into a positive mood before they start the main part of the lesson.

Throughout lessons use ways of ensuring students are paying attention and not drifting off because you aren't there in person. You can use class management chants like:

Eyes on the Door
Feet on the Floor
Hands behind your back
And say no more

And 'shout-outs', where you shout the first half of a phrase and the students have to shout back the second half. e.g.

Teacher	Students
Hocus Pocus!	Everybody focus!
All set!	You bet!
Oh me!	Oh my!
Chiko. Chiko!	Boom. Boom!

You can find lots more like this online e.g. Pinterest.

For pair work/dialogues:

they won't be able to work with a partner, so ask students to make 2 puppets, find 2 animal toys or 2 funny hats and do the dialogues as if two different people are speaking. They should use a different voice for each person. These would be great fun shared as videos with the rest of the class. Have two puppets so you can show them what to do. Showing is easier than explaining.

Lessons are based on a page of the Student's Book, but of course, your lessons may be longer and you can choose which homework to set.



Suggested warmers: to recap vocabulary from previous lesson(s).

ONE

- > Create a visual using about 8 pictures of vocabulary students have previously studied
- > Explain that students are going to play a memory game.
- > You will show 8 pictures on the screen for 22 seconds and students have to try to remember them (in English)
- > When you blank the screen, they write down the words in their exercise book
- > Allow enough time for them to write the words down
- > Show the image again with the words next the pictures for them to check



TWO

Using same or similar images.

- > Show all the pictures and say all the words slowly, cold, doctor, nurse, etc.
- > Tell the students to repeat after you
- > Do this twice
- > Remove one picture at a time and when you get to the missing picture, pause and encourage students to say the word for the picture that is missing (What's the word?), then say the word
- > Do this until there are no pictures left
- > Go back to the initial visual with all the pictures and run through them one more time





Lesson 1:

The Market and **would like** form

- 1 Speak to the students on camera
- 2 Welcome the students and tell them that your days have changed so you don't go shopping every day
- 3 Use realia, show what you bought recently saying "I've got apples" and etc

Main room

- 1 **Show page 70** on screen and ask students to find the page and look at the pictures
- 2 Ask children to listen to the audio (or you) saying the words for food
- 3 Point to each food item as you say it
Students repeat the words after you
- 4 Ask students to stand up and as you say fruit and sit down as you mention vegetables
- 5 Do the same as you say the words as example
- 6 Encourage them
- 7 Ask the students to say aloud the food they like
- 8 Pause for them to do this

Main room

1 Play the chant and ask students to listen and follow the words in the book

Main room

2 Now when you play the chant, the students join in

1 Show students the flashcards 45-54 one by one on the screen

Main room

2 Students say the words for the food they see in each picture

3 Change the order of the cards. Show them faster and encourage students to say the words as you show the card

1 Exercise 2. Ask students to guess: They are red and delicious. - Tomatoes.

Main room

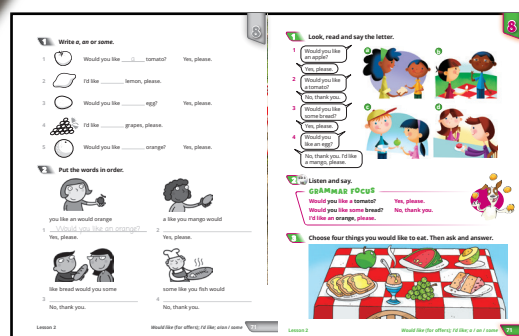
2 Encourage students to think of a fruit or vegetable and describe it to the group.

3 The group is guessing. They take turns to describe.

1 Ask students to complete exercise 1 and 2 from the Activity Book, page 70

Homework

2 Ask students to make pictures for each new word on separate cards. (you will use them while working further on the unit)



Lesson 2:

Market, a, an, some

- 1 Play a guessing game. Say, e.g. It's yellow and round, making a shape with your hand.
- 2 Pupils try to guess. When a pupil guesses correctly, show the flashcard to confirm.
- 3 The pupil takes the set of cards they were to make at home, secretly chooses a flashcard and continues the game.
Show the **tomatoes** flashcard to a pupil. **Ask Would you like some tomatoes?**
Prompt the pupil to say Yes, please.
- 4 Repeat with a different flashcard and pupil eliciting **No, thank you.**
- 5 Show pupils all the flashcards. Focus pupils on the use of **a/some**.
- 6 Ask students to prepare their flashcards they made at home.
Put students in pairs in the breakout rooms
They practise asking and answering in open pairs. You can enter the rooms to monitor.

Main room

Breakout Rooms

- 1 Look at the pictures and elicit what food pupils can see.
- 2 Pupils read and match the mini-dialogues individually.
- 3 Check answers with the class showing the correct answers on the screen.
- 4 Drill pronunciation if necessary.

Main room

- 1 Play the first question and answer on the recording. Pupils repeat.
Do the same for the second question and answer.
- 2 Write **a tomato, an orange** and **some bread, some grapes** on the board and underline a, an and **some** using the board sharing.
- 3 Elicit when we use each word. (**a** - singular nouns starting with consonant, **an** - singular nouns that start with a vowel, **some** - plural countable nouns and uncountable nouns).

Main room

- 1 Demonstrate the activity by choosing your own four items and having pupils ask you **Would you like ...?** Answer **Yes, please** or **No, thank you**. You can use a puppet or a toy for this activity
- 3 Ask students to choose their 4 items



Main room

- 4 Put students in the breakout rooms in pairs and ask them to ask each other questions and answer. Monitor by entering the rooms.

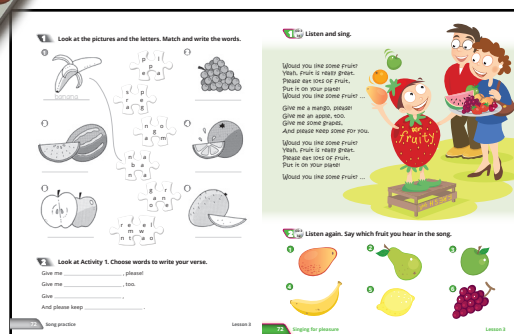


Breakout rooms

- 1 Ask students to record a video of a dialogue with a puppet or a toy.
- 2 Ask students to complete p 71 of the Activity Book



Homework



Lesson 3:

food, **would like** for offers

- 1 Demonstrate each flashcard on the screen in turn. Don't say the word.
- 2 Pupils write the words in their notebooks.
- 3 Demonstrate the correct answers on the screen for pupils to check

Main room

- 1 Pupils look at the pictures in the Pupil's Book. Show the picture at the page 72 on the screen, too. Elicit what fruit they can see in the pictures.
- 2 Go to https://publishing.linguist.ua/publishing_book/quick-minds/ --- Безкоштовний інтерактивний додаток --- Quick Minds 3 --- Unit 6, The Market --- Song.
Play the video while sharing the screen
- 3 Play the song, pausing after each verse for pupils to repeat. Explain keep **some for you**.
When pupils have learnt the song, practise it with the whole class.
Use the karaoke version of the song.

Main room

- 1 Exercise 2.
Show the pictures sharing the page 72 on the screen
Pupils look at the small pictures first and identify the fruit.
- 2 Play the recording 32 (<https://publishing.linguist.ua/quickminds3/>)
Pupils clap as they listen to the song and hear the fruit in Exercise 2.

Main room

- 1 Activity Book, page 72.
- 2 Give pupils the link with the karaoke version and ask them to record themselves singing the song. The more creative ones can record their verses they wrote for the homework.

Homework


Phonics

- 1 Play the audio
- 2 Repeat what was said on the audio
- 3 Students repeat
- 4 Change the way you model it: say it slowly, fast, in a high voice, a low voice etc. and each time pause to allow students to repeat after you

Main room

- 1 Students reread the story
- 2 Students practise the phonics sentence

Main room



Сподіваємось, що ці рекомендації виявились корисними.

Пропонуємо вам також інші ресурси:

1. На сайті publishing.linguist.ua ви знайдете книгу для вчителя, список аудіофайлів, а також інтерактивний додаток з іграми для опрацювання лексики і граматики, анімованими історіями, піснями, караоке та відеоке, посилання на який можна давати учням та батькам для самостійної роботи.

Інші безкоштовні ресурси від Cambridge University

1. **The World of Fun website** features downloadable activities, worksheets and videos: <https://worldoffun.cambridge.org/>
2. **World of Better Learning blog:** To help support all teachers who now have to teach from home due to the Coronavirus outbreak, we have created a [series of blog posts](#) with expert advice on how to move your classes online.

Для додаткової практики ви можете порадити учням та батькам такі ресурси:

1. **The Word Fun World:** безкоштовний додаток для лексичної практики: <https://worldoffun.cambridge.org/>