

DIDACTIC STRATEGIES TO FACILITATE THE LEARNING OF ENGLISH IN CHILDREN WITH ATTENTION-DEFICIT/HYPERACTIVITY DISORDER (ADHD)



**Grades
4th & 5th**

Elaborated by:
Amelia Bravo
Eunice Carvajal
Toshira Chow
Alejandra Vega

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LICEI
UNAC

Creators



Eunice Carvajal
LICEI Student
UNAC



Amelia Bravo
LICEI Student
UNAC



Toshira Chow
LICEI Student
UNAC



Alejandra Vega
LICEI Student
UNAC

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STANDARDS

Listening

- I Participate in games and activities following simple instructions.
- I memorize and follow the rhythm of popular songs from English-speaking countries.
- I identify the names of the characters and the main events of a story read by the teacher and supported by images, videos, or any type of visual material.

Writing

- I write little stories that I imagine.
- I describe the personal traits of people around me.
- I Appropriately use grammatical structures and patterns that are commonly used.

Speaking

- I answer personal questions such as name, age, nationality, and address, with repetition support when necessary.
- I follow and give basic instructions when playing familiar games.
- I can politely get my teacher's attention with short sentences.

Reading

- I associate a drawing with its written description
- I participate in unknown word search games.
- I recognize, in a short narrative text, aspects such as what, who, when, and where.



CURRICULAR ADAPTATIONS ADHD

A curricular adaptation is a type of educational strategy, generally aimed for students with special educational needs, which consists of adapting the curriculum of a certain educational level, with the aim of making certain objectives or content more accessible to a student or, eliminate those elements of the curriculum that are impossible for them to achieve due to the difficulties they present. It is about taking into account the individual characteristics of the student when planning the methodology, the contents and, above all, the evaluation.

These are different systems that could be used in order for children with ADHD to feel more familiar and adapt to their surroundings.

1. Understand and help him, have a positive relationship between the student and the teacher.
2. Make him participate in class.
3. Show interest when he is working at his desk. Approach his or her table regularly.
4. Regularly ask them to come to the blackboard, so we will get them to be more attentive.
5. Constant supervision, look at him often, find a cue like touching his back.
6. If the task is very long, fragment it.
7. Capture their attention by seeking strategies through physical and visual contact.
8. Anticipate and prevent situations that may present problems.
9. Grade the exams according to each student's need and examine the challenges at hand by proceeding with a dynamic solution that will help the student be more focused and more concentrated in the objective that we are trying to accomplish.
10. Assign duties and tasks in a simple and clear format.
11. When transmitting homework to them instead of writing them on the blackboard, it is better to give them photocopies. In exams, it is preferable to give them some photocopies with the exercises.
12. If there is any description that we want them to learn and that is not reflected in the book, we must make sure that they have it written in the notebook or in the margins of the book.
13. Periodically carry out individual interviews with the student, to monitor and motivate their work.
14. Place the desks in a proper location in order to reduce distraction in the classroom.
15. Sit him in a place where we can keep an eye on him, away from distractions and windows, and with colleagues he can lean on.



TEACHER'S SUPPORT

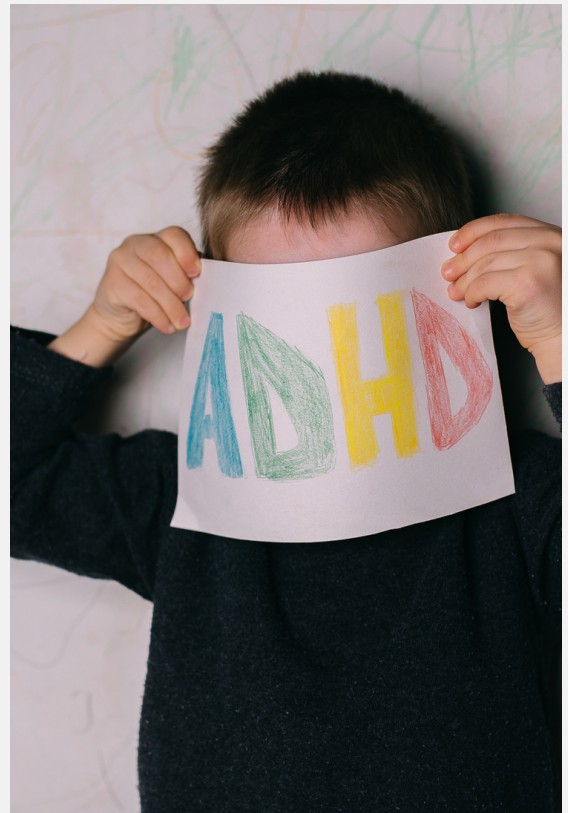
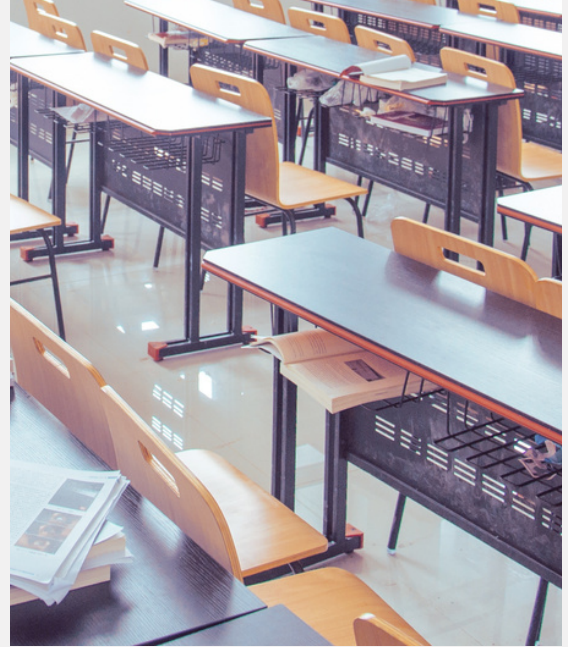
The following QR code will guide you to a youtube channel that contains the audio guide that will help you with the pronunciation and guide you to the process and content that each topic has.



INTRODUCTION

The management of the English language is of utmost importance in today's world. For this reason, greater emphasis should be placed on this area in order to help students suffering from ADHD (Attention-deficit/hyperactivity disorder), and guide the teachers who are in charge of their training. All this with the purpose that children achieve optimal preparation and that they can face the real world, having the necessary skills for the challenges that may arise in the future.

This booklet seeks to implement didactic strategies that show abstract transformations and that in turn imply impartiality and justice towards the inclusion of children with ADHD (Attention-deficit/hyperactivity disorder), obviously highlighting the importance of the teacher's work in the achievement of inclusion in the English learning area.





Unit 1

Achievements

- Understand oral and written texts in English within a specific context.
- Produce oral and written texts in English, adapting them to a specific context or register.
- Make rapid, active, and frequent use of the language learned.
- Interact and mediate in different contexts and situations.

Lessons

- Pronouns
- The numbers
- Personal presentation
- Verb to be

Skills

- Writing
- Reading
- Listening
- Speaking



PRONOUNS

Teaching pronouns is an important part of any English program. It is important to teach pronouns usage in the early stages when students are learning basic sentence structure.

At this stage, students should be able to identify the different parts of speech at least the basic verbs, nouns, adjectives, and adverbs.

Use this as a starting point to explore the roles of subjects, objects, and possessives when introducing possessive pronouns and adjectives.



Activity

Speaking & writing

PRONOUN BALLOON DESTROYER

To prepare for this activity you will write pronouns on paper, and then cut them up. After, place each pronoun into a balloon, blow it up and tie it. This game works best if you color-coordinate your balloons for each group of four students. For example, group one will have red balloons and group two will have green balloons.

Here's how it works:

- Once the groups are formed, hand out their color-coordinated balloons.
- Have students keep the balloons on the floor as they stand a few feet away. Once you say "go," they will grab a balloon and try to pop it only using their elbows or knees.
- Once students pop a balloon, they can retrieve the word slip and place it to the side. Once a group has popped all their balloons, they will begin piecing describing the pronoun without speaking, only with gestures describing the pronoun without speaking, only with gestures and their peer group must guess correctly
- The first group to get the pronoun correct wins.

For this activity
you will need

- Balloons
- Paper
- Pen





Activity

Listening & Writing



COLLAGE OF PRONOUNS

This activity is very creative and fun.

To make the collage of pronouns you need a large sheet of paper. Then you will cut out various pictures of objects, people, or animals—either in a group or alone—from old magazines and newspapers. Then, on the sheet of paper, make divisions with random shapes, it doesn't have to be perfect shapes, because the ideal is for a fairly organic design. Inside each shape write one of the English pronouns, then ask your students to select an image from the cutouts you have that matches that pronoun, then have them glue it to the sheet. This will give them a very varied and authentic collage, which in turn will help them strengthen their vocabulary in English.

For this activity
you will need

- Paper
- Pen
- Pictures
- Magazines
- Glue

THE NUMBERS

Learning numbers in English is a key base to be able to express yourself on any subject, especially to ask or say addresses, telephone numbers, dates, accounting, etc.

First, let's learn how to say the numbers from 0 to 20 in English.

There are two types of numbers: cardinal and ordinal.

The numbers we usually use for accounting, as we have seen in previous interactions (one, two, three...), are cardinal numbers.

On the other hand, those numbers that we use to denote positions, make lists or give orders are called ordinal numbers.





Activity

Speaking & writing

GUESS THE NUMBER

Cut 40 cards, on 20 of them write the numbers from 1 to 20.

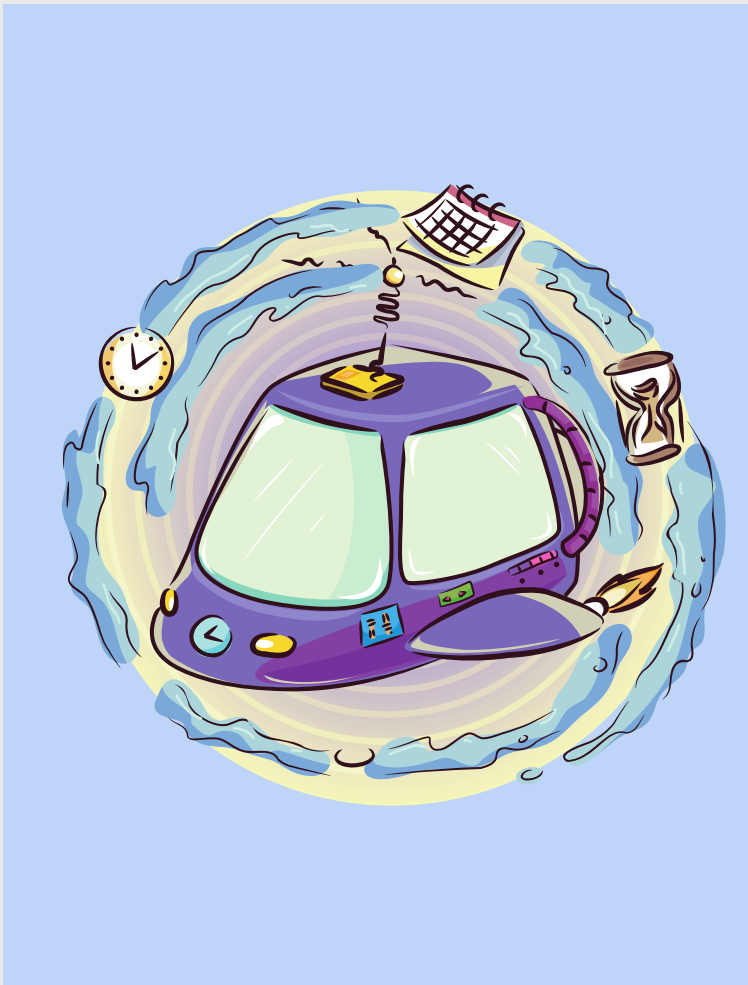
On the other 20 cards, draw objects, animals, or things that correspond to each of the numbers (1 cup, 2 balls, 3 cats...).

Now tell your student to match the numbers to the pictures by asking questions like: How many cats can you see in this picture?



For this activity
you will need

- Cardboard
- Scissors
- pencil
- color pencils



Activity

Reading & speaking

TIME MACHINE

This will be an outdoor activity. For this it will be necessary that you look for a wide and open place inside the school, where you can carry out the dynamics. This will help the children get out of the monotony and get some fresh air out of the classroom.

We all know that the time machine hasn't been invented yet, but there's a chance this game can make your students have a lot of fun at the time they are learning. All you need is some chalk and a small ball to throw. Draw layers on the ground with numbers from 1 to 20. You must throw the ball and read the numbers aloud in English. The general rule is to avoid standing on the line and to keep your balance.



For this activity you will need

- Chalk



PERSONAL PRESENTATION

In this lesson, we are going to teach you how to make a personal introduction in English in formal (Work) and informal (School or University) situations.

In many situations, we must give our personal information in English, whether in formal or informal settings. Here we are going to give you the vocabulary, key expressions, and examples.

Personal introduction in English in informal situations; usually when we study English at school, university, institutes, among others, we are asked to introduce ourselves in this language, that's why the importance of your personal presentation.



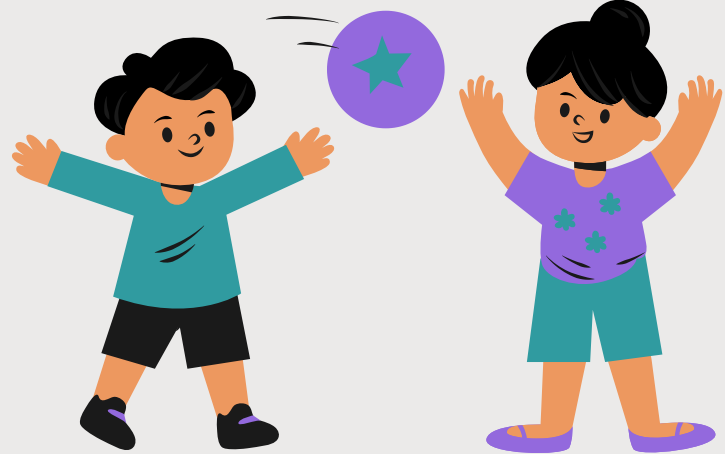
Activity

Speaking

For this activity
you will need

- Ball
- Sound system

THE GUESSING BALL



For this particular activity we are going to need a ball and a sound system. The idea of this activity consists of creating a dynamic cooperation between students by forming a circle. The next step to follow is to play a particular song and all the students forming the circle will proceed to pass the ball while the music is playing. The objective is for the students to pass the ball around while the music is playing and periodically stop the music at any unpredictable moment. The students that have the ball at the moment the music stops, will be asked a question which he will provide the answer to. If for any reason he does not have the answer, we will help him with the answer either by asking another student or by helping him with a clue. This dynamic will help us to periodically identify the speaking progress of each student based on his capabilities.

Activity

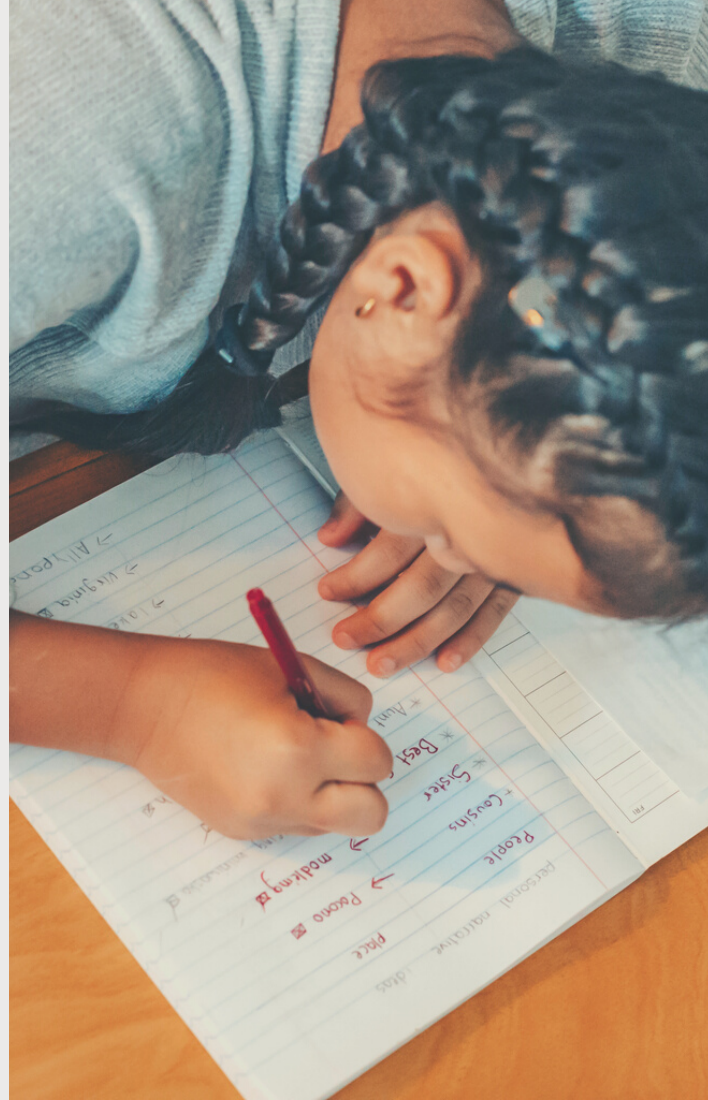
Reading & writing

INTRODUCE YOURSELF

Fill out this form with your personal data.

For this activity you will need

- Paper
- Printer
- Pencil
- Pen



PERSONAL QUESTIONS

- How are you?
- What's your name?
- How old are you?
- Where are you from?
- Where do you live?
- When is your birthday?
- Have you got a pet?
- What's your favorite color?
- What is your phone number?
- what do you do?



VERB TO BE

The verb "to be" is the most important verb in English, but also the most complex. It is used as a main and auxiliary verb, and as an irregular verb in present and past tense.

Use

"To be" is used as a main verb to indicate the state or quality of someone or something (as a stative verb). It can also be used with prepositions of place to indicate where to put something.





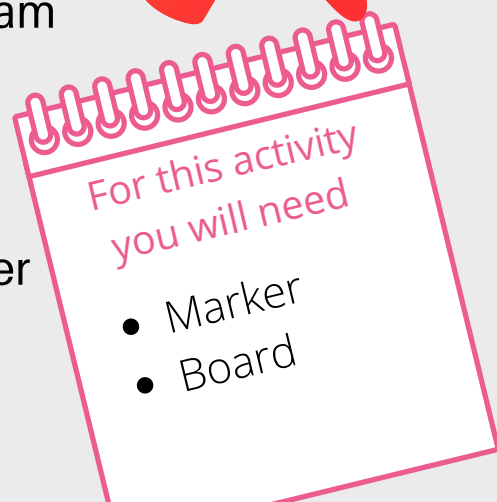
Activity

Reading & writing

CORRECT THE MISTAKE

In this activity, the teacher will divide the classroom into two teams; then, he/she will write four sentences with errors using the verb to be on the right side of the board, and on the left side they will do the same. After writing the sentences, the first participant of each team will run to the board to correct the first one, and they should continue in this way until they are finished, the first group that finishes correcting them, will win two extra points.

1. My sister are beautiful
2. My brother and I are in the football team
3. My cat it in the garden
4. My friends is in the party
5. My teacher am very intelligent
6. Shakira are a famous colombian singer
7. Andrea and Santiago it brothers
8. The restaurant are closed



Activity

Speaking & writing

VERB TO BE MEMORY GAME



On a sheet of paper you will write the personal pronouns (I, you, he, she, it, we, they) and the verb to be (Am, are, is) that corresponds to each personal pronoun. Then you will take a piece of cardboard and cut it into pieces covering each personal pronoun with its verb to be.

After having the memory game, the students will have to choose 2 cards, one with the personal pronoun and the other with the verb to be, the idea is for them to be able to remember the positions of the different cards so that when they are turned around they can form the pair and take them with them. The game ends when all the pairs are found and the student with the most cards wins the game.



For this activity
you will need

- Paper
- Pen
- Pencil
- Colors
- Cardboard



Unit 2

Achievements

- Interpret, build and speak short sentences in present simple.
- Use the correct vocabulary to refer to jobs and occupations.
- Follow instructions related to activities indicated by the teacher.
- Conjugate regular and irregular verbs and put them into practice in-class activities.

Lessons

- Present simple
- Professions or jobs
- Regular verbs
- Irregular verbs

Skills

- Writing
- Reading
- Listening
- Speaking

PRESENT SIMPLE

The "**simple present**" verbs are used:
To express habits and routines, general facts, repeated actions or situations, emotions and permanent desires: *I smoke* (habit); *I work in London* (situation); *London is a large city* (general fact).

To give instructions or directions: *You walk for two hundred meters, then you turn left.*

To talk about scheduled, present or future events: *Your exam starts at 09.00.*

To refer to the future, behind some conjunctions: *after, when, before, as soon as, until: He'll give it to you when you come next Saturday.*





Activity

Writing & speaking



BINGO

Brainstorm a list of get to know you questions with your class. Include questions such as these: Do you like to cook? Do you speak Spanish? Do you drive a car? Write the questions on the board, and give each student a five by five grid. The center square is free; students should randomly put a question in each of the other squares. On your signal, students mingle asking each classmate one question and then moving on to another. If someone answers 'yes' to a question in the grid, he writes his name in the square. The first person with five squares in a row wins.

For this activity
you will need

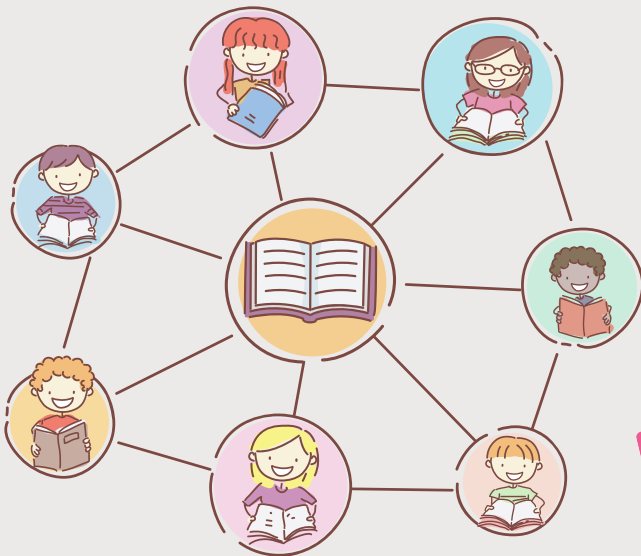
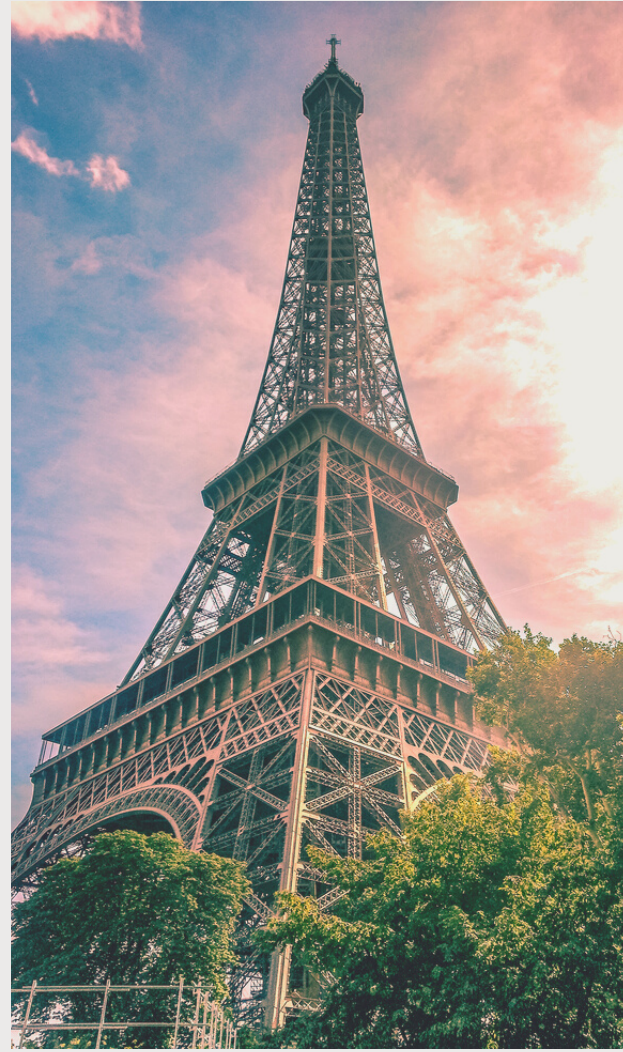
- Paper
- Pen
- Pencil
- Cardboard
- Colors
- Board
- Markers

Activity

Listening & speaking

WHERE I AM?

Let your students use their imaginations as they practice the simple present. Students picture a place that they would like to visit, and they write five sensory statements as if they were at that place. Then, have your other students guess where their classmate is. They should ask questions following this pattern: Are you _____? Their questions should also be in the simple present. Now is a good time to review the different uses of at/on/in when used to describe locations.



For this activity
you will need

- Paper
- Pen
- Pencil



JOBS AND OCCUPATIONS

What do you want to be when you grow up? This is one of the most common questions adults ask their little ones. The answers never stop being interesting and creative: from astronauts who want to navigate in space to veterinarians who take care of the animals. At an early age, children begin to think about a variety of professions and dream about the career path they would like to follow when they grow up. As they grow older, children look to favorite characters in their books or TV shows, family members, and even their favorite toys for ideas about possible career options. The options are diverse, so it is always a good idea to start teaching children the different vocabulary about professions and trades from an early age in order to expand their vocabulary and begin teaching them the value of work and the responsibility that these entail. To teach children about the different professions and occupations in English, it is advised to gradually introduce them to a large number of career options available in the community where they live, while ensuring that they understand the value of each one of these jobs and how they will impact the community in the future.





Activity

Listening & speaking

FREEZE GAME

To begin, teach eight professions via a listening game where you repeat the words many times. The best way, is to do a mime or gesture for each profession. For example, you say the job and the class mime it. This movement makes the word and the meaning memorable.

To make teaching professions fun, play the Freeze Game. Have some students stand up and mime the professions in small groups. Then, you say **FREEZE**, and the students must freeze in their position. Point at one of the students and ask, "What is his (or her) profession?" The class guess the mime, which may or may not be easy, depending on the student's position.

Once you have demonstrated this a couple of times, make three teams. One team is the students who act, while the other two teams watch and guess the professions. Rotate around, so each team has a go acting and freezing while the other teams score points for guessing the profession first.

For this activity
you will need

- Imagination
- Creativity





WHAT DO YOU DO?

For this activity, first, drill the question with the whole class repeating it three times after you. Then take a piece of paper with the profession written on it, or use a picture. Show the card. "Doctor." Hand the card to a student and ask: **"What do you do?"** The person answers you with "I'm a doctor" and takes the card. Demonstrate this a couple of times. Now the student passes the card to the student next door, asking, "What do you do?" The other student takes the card and answers, "I'm a doctor."

Repeat with the next student along with the whole class watching. Now you are sure everyone knows what to do, so that card goes on its way around the class with everyone practicing the question and answer. In the meantime, you give the first student a different profession card to pass around, asking, "What do you do?" 'and answering "I'm a mechanic" (or whatever is on the card.)

Once students are busy passing the cards and practicing, clap to stop the activity - all those students with cards stand up and do a forfeit, like answering a general knowledge question, or, doing a silly dance or something fun.

For this activity
you will need

- Paper
- Cardboard
- Pen / pencil

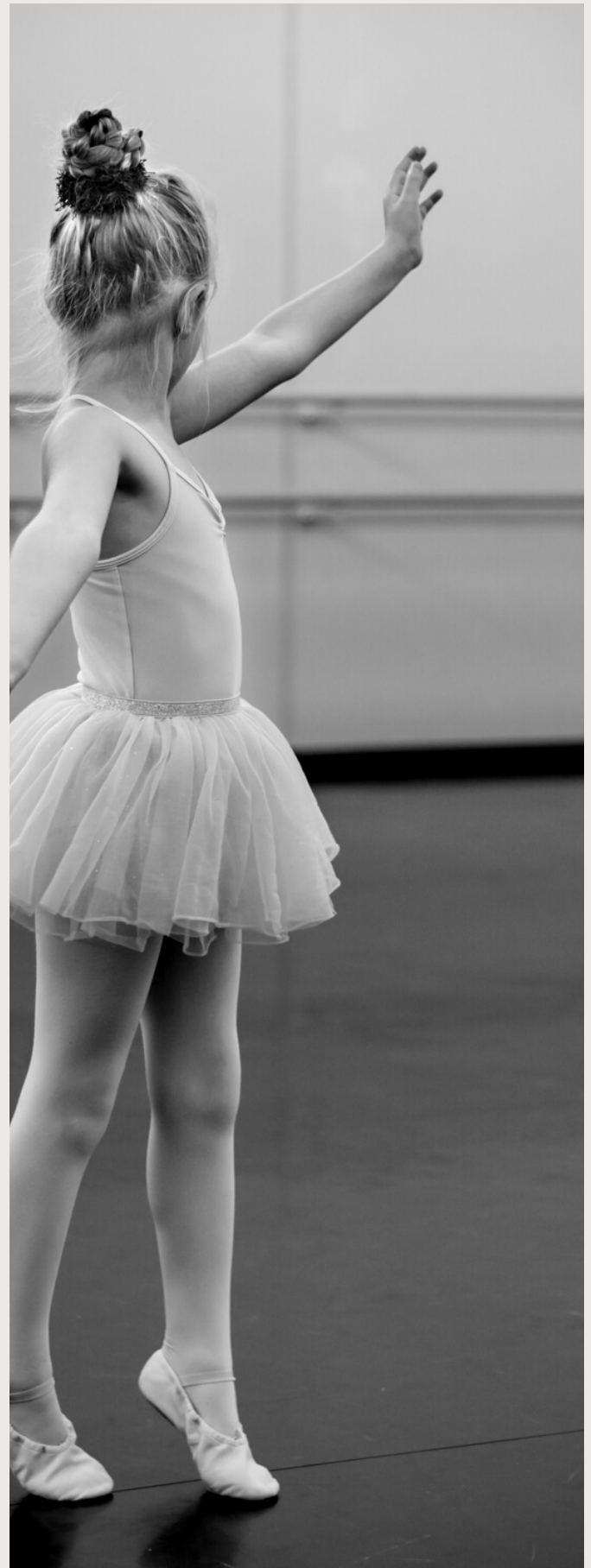


REGULAR VERBS

Regular verbs in English are verbs in which you can use the conjugated participles and the past form by simply adding -ed or -d to the end of the infinitive or base form.

For example, dance is a regular verb because its preterite and past participle forms are as follows:

- Preterite of the verb dance: ***danced*** (*I danced*).
- Past participle of the verb dance: ***danced*** (*danced*).





Activity

Writing & speaking

GUESS THE VERB

To begin this game, the teacher will write 15 regular verbs and place them in a box, then he will divide the students into two groups, one student from each group will take a verb from the box and while drawing it on the board, the opposing team must guess what the verb is, for this, they will be given three attempts if the group succeeds in guessing in those opportunities they will win the point, if not they will lose.



For this activity
you will need

- Box
- Paper
- Pen / pencil
- Board
- Markers



Activity

Speaking & writing

JUMPING, SPELLING, WRITING

For this activity, the teacher should organize the students into groups of two students.

One student will be the one who spells and jumps and the other one will be the one who writes.

After that the teacher will write a "Regular Verb" on the blackboard and each of the letters will be covered with paper; when the teacher says go, the first member of each team jumps out and has to remove the first paper and see the first letter; with that letter he/she has to jump out and tell the person on his/her team who has to write, the first one to copy the word correctly wins.



For this activity
you will need

- Markers
- Board



IRREGULAR VERBS

Irregular verbs are verbs that do not follow the regular rules of conjugation. This means that, unlike regular verbs, irregular verbs do not end in -ED or -D in the simple past.

Irregular verbs can have many different endings in the conjugation and their system can also be modified. Therefore, since there are no conjugation rules, it is sufficient to use your memory.

For example: Eat - ate - eaten.

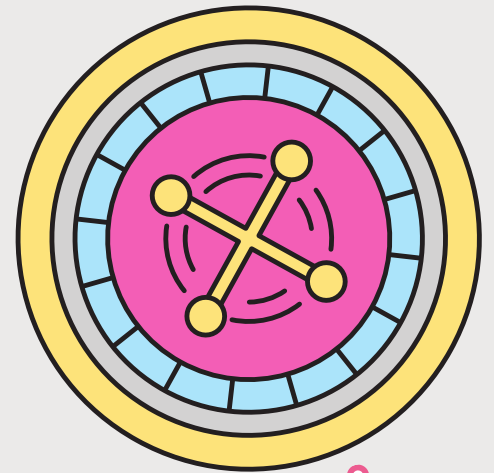
Go - went - gone.

Be - was/were - been.



RUSSIAN ROULETTE

To make a roulette of irregular verbs. Each student will have the opportunity to spin the roulette, when spinning it will fall on a verb. For example: To begin, the student will have to say the past simple of the verb and what it means in Spanish; in this way, he will memorize the verbs and learn their conjugation.



For this activity
you will need

- Computer
(if roulette is online)
- Paper
- Glue
- Cardboard
(if physical)

RUN TO THE BOARD



The teacher will say an irregular verb, either in its base form or in the simple past. For example: "become", then one member of each group will go to the board and write it, the team that wrote the irregular verb correctly wins.



For this activity
you will need

- Board
- Markers



Unit 3

Achievements

- Read and understand sentences and short paragraphs interpreting their content.
- Use WH questions to create and ask questions in a second language.
- Actively participate in the development of strategies that help in the appropriation of the foreign language.
- Actively participate in songs and dynamics using adjectives and adverbs learned in class

Lessons

- Prepositions
- WH questions
- Adjectives
- Adverbs

Skills

- Writing
- Reading
- Listening
- Speaking



Prepositions tell you where something is (in, between, next to) or when something happened (during, until, since).

Prepositions often tell us where one noun is in relation to another.

There are five types of prepositions. They are simple, double (combination between 2 simple ones), compound, participle, and phrase prepositions (group of words that don't contain a verb or a subject). A preposition is used to show a relationship between the noun, pronoun, or phrases in a sentence.

These are spoken and written quite often in English. In fact, many of us use all types of prepositions naturally without realizing that they are distinct and have a name.



Activity

Reading & listening

SHOOTING BALLS

In order for the teacher to make the following activity, 3 basketball hoops need to be made. Watch the tutorial on how to make it.

youtube.com/watch?v=d5wfH7GtXY4

There will be 3 basketball hoops, each one with a different type of prepositions that can be written as a short word on it:

simple, compound, and participle

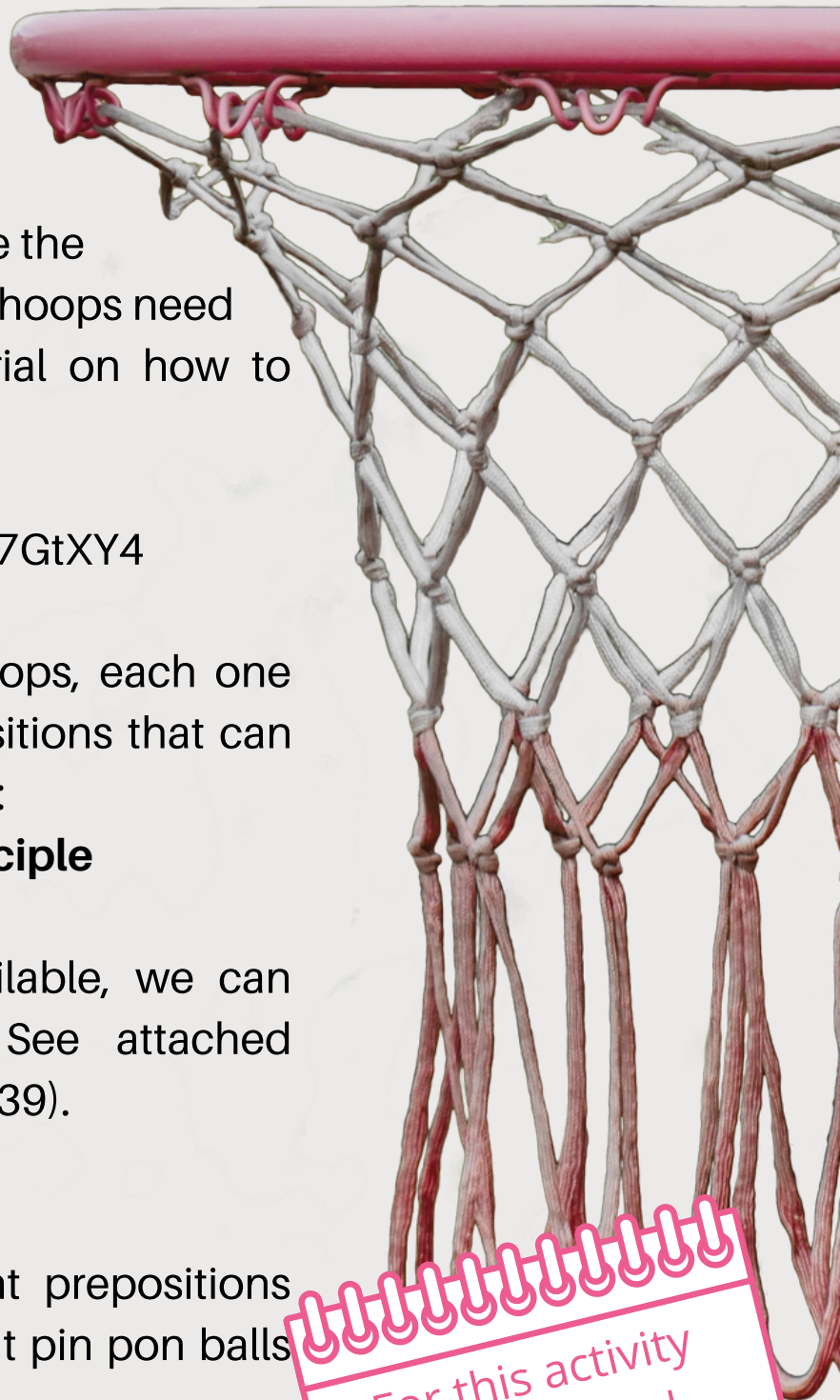
If pin pon balls are not available, we can make some origami balls. See attached instruction on how to do it (pg 39).

Choose between the different prepositions and write them on the different pin pon balls or the origami balls:



For this activity
you will need

- Paper
- Pen
- Pencil
- Cardboard
- Markers
- Glue



Simple

aboard
about
above
across
after
against
along

alongside
beyond
but
by
concerning
considering
despite
down

during
except
excepting
for
from
in
inside
into
like



Compound

according to
ahead of
along with
alongside of
apart from
around about
as against
as between
as compared with

as compared to
from among
from behind
from beneath
from between
from the point of
view of
short of
similar to

subsequent to
under cover of
what with
with a view to
with regard to
with reference to
with respect to

Participle

assuming
barring
considering

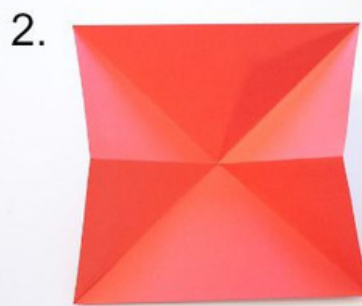
during
given
notwithstanding

provided
regarding
respected.

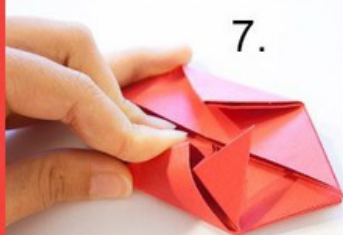
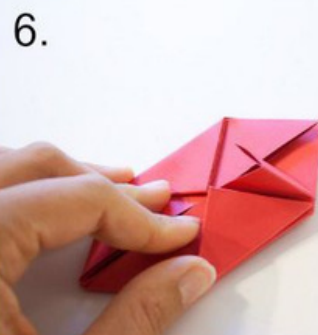


Each student will have different turns to shoot the ball into the correct hoop. Whenever a student gets a ball, he or she will have to read the preposition out loud and then proceed to shoot it.

How to Make an *Origami Ball*



www.1dogwoof.com



WORD DETECTIVE



Prepare a detective costume to come with it to the class. Bring in little magnifying glasses for the students to be detectives as well. Read a story that contains different prepositions on it and read it to the class with a mysterious voice. Make the students write the prepositions they identify from the lecture in their notebooks.



For this activity
you will need

- Costume
- Magnifying glasses (paper made optional)
- Paper
- Pen



WH QUESTIONS

There are two main types of questions: Yes/No questions and WH- questions. WH-questions are questions starting with WH-words including: what, when, where, who, whom, which, whose, why, and how.

WH question words are used to ask about specific qualities, times, places, people, and so on.



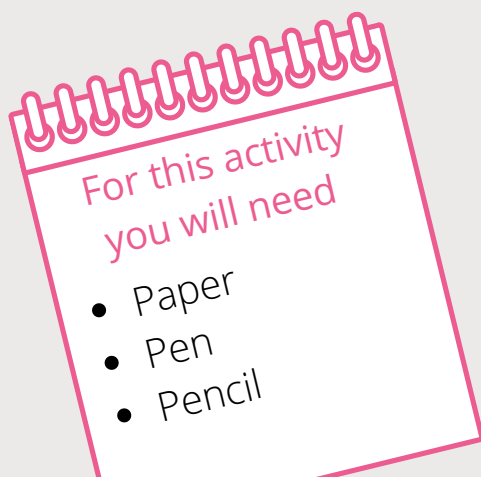


Activity

Reading & writing

THE QUESTIRACE

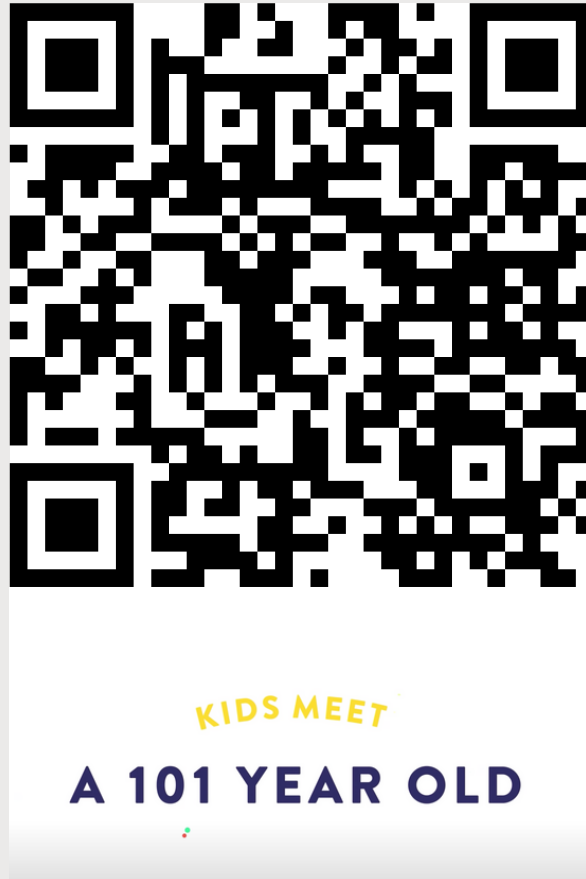
Create 4 sets of small pieces of paper with the different WH questions. Make 4 groups and put the papers in different stations, have a student run and create a question with that WH question format, then run back and touch the hand of another student that will go running and get the other WH question format and create a different question with it; and so on.



Activity

Listening & writing

L I T T L E R E P O R T E R



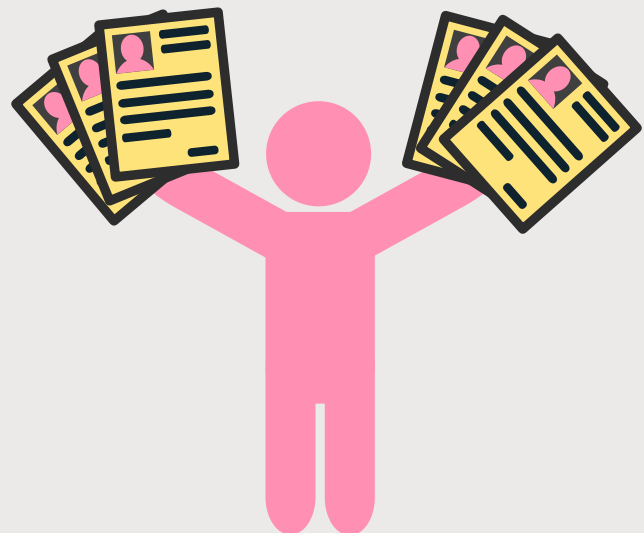
For this activity
you will need

- Paper
- Pen
- Pencil
- Computer
- TV
- Sound system

Listen to the following interview with the students and have them write 5 WH questions they will also like to ask the elder.

Examples:

- Why do you think your era was better?
- What do you miss the most about being a kid?
- Which toy was your favorite?
- Who do you miss the most from your family?



ADJECTIVES



An adjective is a word that accompanies and modifies a noun. It can expand, complement or quantify its size. They are words that name or indicate qualities, traits and properties of the nouns or nouns they accompany.

Examples:

- the tall man
- a happy child
- a dark street
- a Spanish woman
- the red ball
- a cold winter
- the glass table



Activity

Speaking & writing

I LEARN BY COLORING

Draw characters from your favorite television series: students will be asked to draw three or four different television characters that they like. The teacher will then motivate them to write short descriptions of the characters with positive adjectives in English in their notebook. Then she will proceed to ask questions such as: Is it a tall character? Is it cute?

Students must answer orally, in this way, beside putting into practice the creativity of the students, they will also learn to describe a person in English through a fun game.



For this activity
you will need

- Paper
- Pen
- Pencil
- Colors

Activity

Listening & speaking

SINGING WITH THE ADJECTIVES

For this activity, the teacher needs a microphone that will be used so that the children can sing during the dynamic.

The idea is that students learn and repeat the following song and then, using the microphone, sing it out loud to their classmates, thus learning the adjectives described within it.



Look around you

Look around you, look at that beautiful
flower,
It's pink like love.

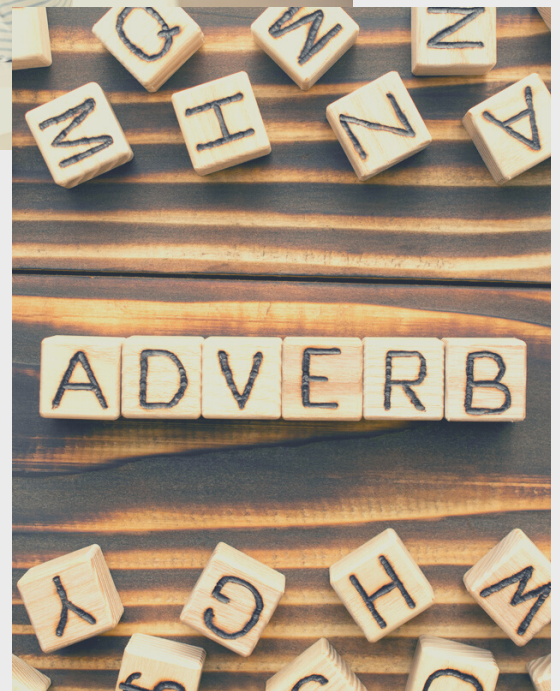
Look at this pen, what can we say about it?
it is long, thin and its color is purple, now
tell me who greets you in the classroom
when you go to school? Is your teacher a
kind person, who always wears a beautiful
suit?

Now look at the sky and tell me what do you
see? is the sun, can you describe its color?



For this activity
you will need

- Microphone



ADVERBS

Adverbs are words used to change, modify, or add more information about a verb in a sentence. An adverb can also modify an adjective, or even another adverb, in order to make the meaning of the sentence more precise.

There are some common features that make it easy to identify an adverb in an English sentence. Usually, adverbs in this language are modified adjectives that end in the particle *-ly*. Words like *quickly*, *happily*, or *shortly* are adverbs.

- Daily
- Weekly
- Normally
- Usually
- Ratherly





For this activity
you will need

- Paper
- Scissors
- Pencil
- Small bags

DRAMA

Activity

Reading & speaking

This game is very simple. You only need paper, scissors, a pencil and small bags. First, cut twenty pieces of paper.

Then choose ten action verbs in English and write each of them on one of the pieces of paper. these can be used for the game: talk, walk, jump, run, sign, gather, speak, throw, write), and draw. When you have them all, fold each piece of paper and place them in one of the bags.

Now, take the remaining pieces of paper and write on each of them ten different adverbs in English that can be used to modify the verbs you have chosen. They could be adverbs like correctly, badly, quickly, slowly, carefully, well, gently, fast, happily, and loudly (loudly, noisily).

Fold the papers and place them inside the other bag. Next, and in turn, each player must take a paper from each bag and make a drama of the action indicated on the papers.

The person who guesses the action and the adverb will be the winner. For example, if a player gets the papers «jump» and «loudly» he will have to jump hard in front of everyone, so that the other students can guess.



Activity

Reading & writing

THE HIDDEN GLOBE

For this activity, the teacher will place adverbs of frequency inside a balloon and place it under the chairs of each student. The students will have to break the balloon and find the adverb that is inside, they will think about their daily routine and make a sentence with the adverb they find inside the balloons.

For this activity
you will need

- Balloons
- Paper
- Pen / pencil



Unit 4

Achievements

- Participate in short sentences in a foreign language
- Make drawings with the objects and actions learned, expressing and writing their names in English.
- Recognize the vocabulary referring to modal verbs and their correct use.
- Make short, rehearsed presentations on everyday topics.

Lessons

- Connectors
- Comparatives & superlatives
- Modal verbs
- Quantifiers

Skills

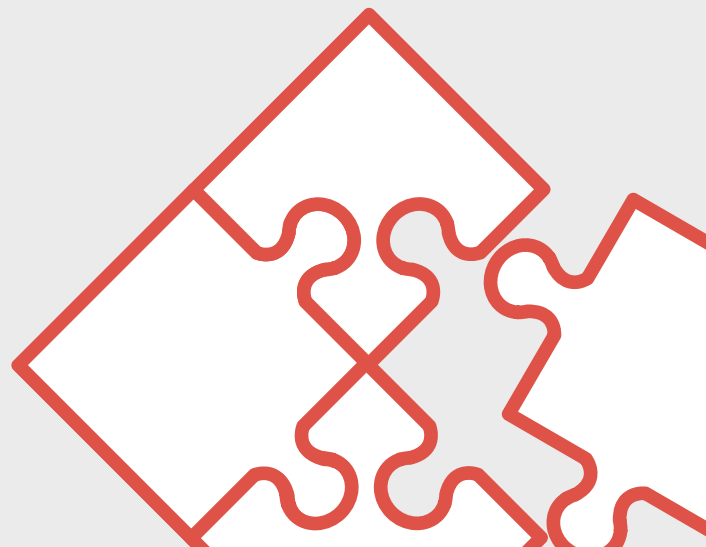
- Writing
- Reading
- Listening
- Speaking



CONNECTORS

Connectors in English grammar are basically conjunctive words that are used for connecting similar elements present in a sentence. There are different connectors in English that can be used for expressing your thoughts in a better way. Smart use of linkers can omit the requirement of single sentences and help in connecting the sentence in a more logical way.

Example: However, Nevertheless, On the other hand, On the contrary, Even so, Notwithstanding, Though, Otherwise, At the same time, Alternatively, Instead, Nonetheless, Conversely, By contrast, In contrast, But, etc.



Activity

Reading & writing



CONNECTOR HUNT

For this activity, the teacher needs to either paint the eggs or print them out. The idea is to have an "egg hunt" but the eggs will contain the connectors on them. There will be 2 groups and they will have to go around a field looking for them. If possible provide them a basket. The team that finds more eggs and is able to write sentences with them wins.

For this activity
you will need

- Eggs
- Paper
- Baskets (optional)

A photograph of children playing hopscotch on a colorful playground. The hopscotch grid is drawn on a blue and purple surface with numbers 4 through 9. A child in a white shirt and grey shorts is jumping over the number 6. Another child in a yellow shirt is visible in the background.

For this activity
you will need

- Chalk
- Rocks

ACTIVITY

Listening & speaking

CONNECTUELA



For this game, the teacher needs to draw the rayuela on the floor. Each number from one to ten will have a list of connectors so that when the student's rock falls on it, the teacher reads the connector, and the student needs to come up with a phrase in order for them to move to the next number.



SUPERLATIVE & COMPARATIVES

We use the comparative in English to compare two people, animals, or objects of the same class and/or with the same characteristic. Know its structure which is:

- Subject + verb + adjective in comparative degree + "than" + object.

Instead, the superlative in English is used to denote or highlight a characteristic of some person, animal or object, which differentiates it from a group or category.

- Subject + verb + "the" + superlative adjective + object.



Example

Comparative

His dog is smaller than yours.

Superlative

That pup is the smallest of the pack.





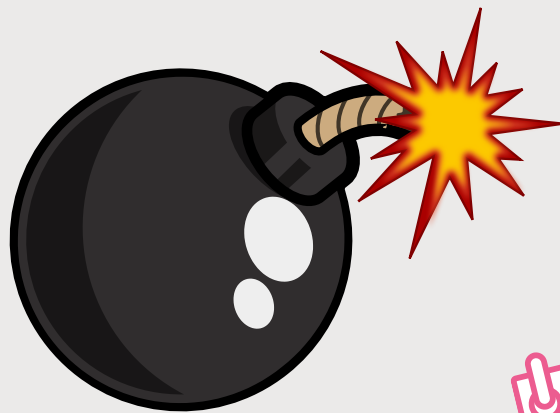
Activity

Speaking & writing

DON'T DROP THE BOMB

This dynamic the students should do it in pairs and carry an inflated balloon between the back and the abdomen without dropping it and without grabbing it with their hands, all the students should compete for the one who reaches the goal first, which will be a line drawn in the classroom. The last one to arrive will use comparatives with the first one to reach the goal and so on, they must structure the sentences like this example:

- your partner is taller than you.



For this activity
you will need

- Balloons

Activity

Writing & reading

THE INQUISITIVE PILGRIM

In this activity, the teacher leads a previously designed pilgrimage, the children must jump to the end of it, where they will find a table full of sweets with questions that they must complete with superlatives, more or less this type of question.

1. It is the ____ supermarket of the city. (big)
2. Friday is the __ day of the week (best)
3. Andrew was the ____ person in his family. (noisy)
4. Ana is the ____ in the room (tallest)
5. my sister is the ____ in the house (fastest)



For this activity
you will need

- Paper
- Pen
- Pencil
- Sweets



MODAL VERBS

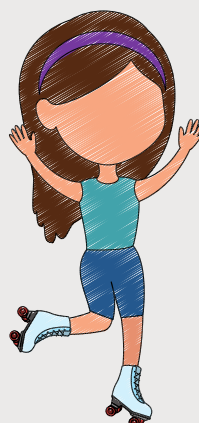
There are lots of ways to communicate thoughts and ideas while talking. Depending on the intention of these ideas, many different words or groups of words can be used to express what a person wants to say. One of these groups of words is the modal verbs.

Modal verbs are a very important part of speech, they help to ask for permission and when making requests!.

They talk about modality, which is the attitude the speaker has about the situation he or she is describing. This means that by using the modal verbs, a person is able to communicate different claims while stating the commitment they have to those claims.

The modal verbs are:

- can / could / might / will
- would / shall / should / must



Activity

Speaking & writing

GIVE ME A SIGN

This exercise is great for teaching how to use modal verbs for prohibition and obligation. It uses real-life examples that students see around them every day, so they should have no problem picking up the grammar and putting it into context.

Start by showing or drawing a picture of a "no smoking" sign to your class and asking them what it means. If they say "no smoking" ask them to elaborate it with a full sentence. This should bring out "you can't smoke," or something to that effect.

For this activity you will need

- Paper
- Pen
- Pencil
- Colors
- Cardboard

Then, ask your students how they could make the sentence stronger. This should prompt them to give you "you must not smoke."

From here, you can teach a selection of modal verbs, such as "have to," "must" and "mustn't."

Create a worksheet or PowerPoint presentation which provides a selection of signs. These could be road signs, safety signs or signs you might find in the classroom. Keep them simple and easy to understand. Remember, these should be signs that they're familiar with already, they just need to put their meanings into English. They can use the given modal verbs to write sentences for each one.

Activity

Writing & speaking

WHAT JOB IS IT?

Kick off this activity by having students brainstorm a list of jobs. Once they've done that, ask them to tell you the responsibilities of a teacher. You can use their answers to teach them how to use the following modal verbs:

Have to
Don't have to
Needn't
Mustn't



For this activity
you will need

- Paper
- Pen
- Pencil

They can construct sentences like "you must take care of students," "you don't have to wear a uniform" and "you mustn't be late for class." After that, direct them back to the lists they made earlier and have them write similar sentences for the jobs they wrote down. In pairs, students can then discuss their own jobs using modal verbs.

To wrap up, turn it into a guessing game. Ask each student to choose a job without telling their partner what it is. They can use modal verbs to describe the job and their partner can guess the job.

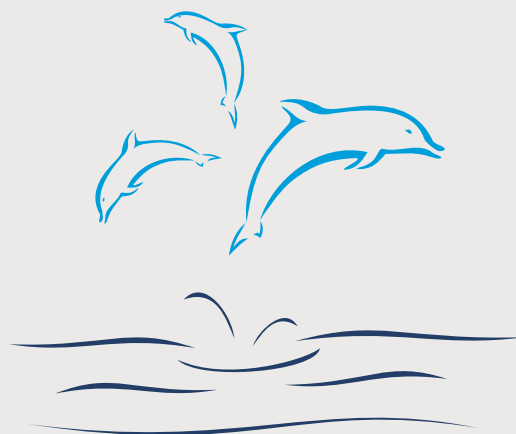


QUANTIFIERS

Quantifier refers to the number of people, animals or things. They are the answer to the question "how much?". Like articles, quantifiers identify a noun and are always placed before a noun. Some can only be used with countable nouns, some can only be used with uncountable nouns, and some can be used with both.

Example: Many, much, a lot of, little, few, some, any, none.

- She does not have any money.
- How many cats do you have?
- We saw many dolphins.





ACTIVITY

Speaking & writing

NAME 2 IN 6



This activity consists of telling the student to name two quantifiers in 6 seconds or two short sentences with quantifiers in 6 seconds; this helps the student to avoid translation and when speaking to do it in a different way.

For this activity
you will need

- Chronometer



For this activity
you will need

- Balloons
- Paper
- Markers

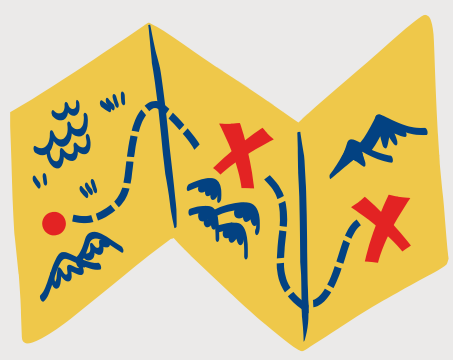


ACTIVITY

Reading & writing

THE TREASURE HUNT

Two teams will be formed, then, the teacher will give three balloons to each team, inside each balloon there is a sentence with a quantifier which they will have to put together and write on the board, the first group to finish will be the winner of five points.



For this activity
you will need

- Balloons

