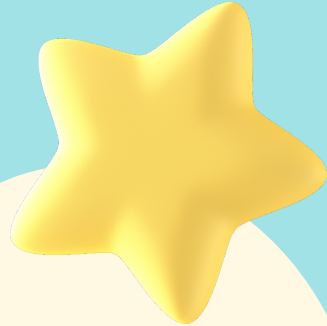Akelius

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Beyond...

A toolkit for integrating Akelius content into English language teaching

Grades I-V

January 2024

This toolkit has been developed by the Curricula and Teacher Qualification Department in the **Quality Assurance Agency of Pre-university Education** of Albania in cooperation with **UNICEF Albania** funded by **Akelius Foundation**.

This toolkit is not designed or intended to train teachers in teaching English, but rather to provide guidance on how to facilitate the teaching of English in a more interactive and entertaining way, supported by the Akelius platform.

Its purpose is to guide primary school English language teachers in Albania on best practices in the use of the Akelius platform in their teaching.

The opinions and the suggestions in this publication are of the authors' and do not represent necessarily UNICEF views.

Coordinator and consultant

Ludmilla Stefani

Table of contents

Introduction

Welcome to our "Beyond… A toolkit for integrating Akelius content into English language teaching" designed exclusively for teachers of English working with young learners!

Dear teachers of English!

This toolkit serves as your compass, navigating through the exciting journey of teaching English to young minds in an enjoyable and entertaining way in a blended learning environment.

This toolkit has been designed with the belief that engaging and interactive learning experiences lay the foundation for a lifelong love of language. Our toolkit isn't just a collection of activities; it's a gateway to unlocking the full potential of your classroom. It goes beyond your daily routine, and beyond the curriculum in order to meet the needs of your learners and adapt your teaching to different learning styles.

With a focus on practicality and creativity, these activities are meticulously curated to make language learning not just educational but enjoyable for both you and your learners by integrating the Akelius digital language learning platform.

Throughout this toolkit, you'll discover a treasure of activities that go beyond traditional teaching methods. From games that spark curiosity to exercises that promote collaboration, each activity is designed to transform your classroom into an immersive English language haven.

Embrace the journey ahead, and let this toolkit be your trusted companion.

Together, let's create an environment where language learning becomes a joyous exploration for your young learners, fostering a lifelong appreciation for the beauty of communication.

Happy teaching!

Key principles of language teaching

Young learners face different challenges when learning English. There are many ways to approach the tasks of learning the alphabet, enriching the vocabulary, mastering the grammar, improving listening, speaking, reading and writing skills. A broad range of methods, strategies and techniques are often used to teach the English language and maximize the practice of the language.

The Akelius platform offers rich interactive multimedia, accessed through authentic video, audio, text, visuals/graphics, songs and games, providing meaningful content relevant to learners' needs and interests, either pre-selected by the teacher (for lower level learners) or discovered by learners as they surf digitally (higher level learners). This rich, interactive input is one of the key elements in motivating learners and enabling teachers to design a lesson that caters for different learning styles and levels, without neglecting face-to-face learning.

As teachers, we understand that in order to meet the needs of our learners, we need to create an optimal learning environment and have a variety of resources and tools available to support language acquisition. What can teachers do to help young learners develop their language skills, feel safe and further their education?

Here are some key principles of a language class that support learning:

Providing a welcoming and safe learning environment

For an environment to be safe, learners need to feel comfortable taking risks, learning the language with their peers. In a safe learning environment, learners are more open and motivated to share their thoughts, ask questions and naturally participate in discussions and conversations. A safe learning environment is an engaging environment. It is student-centered and responds to different learners' needs. Learners feel connected and supported by their teacher and each other in such an environment. Besides facilitating language acquisition, the teacher strives to understand each learner's individual learning style and needs.

Modulating the level of the targeted language

The content level of target language used with and among young learners must be modulated and understandable. Teachers can do this through techniques such as the use of visual aids, modeling, demonstrations, graphic organizers, vocabulary previews, prediction, cooperative learning, multicultural content and native language support.

Focusing on communication and task based

Teachers are advised to use communicative methods and techniques that are task-based and provide real-life situations in which learners try to solve everyday problems. Lesson plans are adapted on communication topics (for example, how to give information and present oneself, how to find information about transport, how to describe an issue, etc.), using techniques of active participation (role-playing, simulating, debating, working in small groups). The main aim is to develop the communicative competence: using the language - not learning about it.

Scaffolding

Teachers are advised to use scaffolding (e.g. paraphrasing, giving examples, providing analogies, elaborating student responses) to facilitate individual learner understanding and participation in discussions where the discourse might otherwise be beyond their language level. (Bruner, 1978). Another way is to adapt instructional tasks so that they are progressively more challenging (e.g., pre teaching vocabulary before a reading task) and students learn the skills needed to complete the tasks independently. (Applebee & Langer, 1983).

The following are some scaffolding strategies:

Modeling- To explicitly show and demonstrate. Learners need to be given a clear example of what is expected of them.

Bridging- To activate prior knowledge to build connection. New concepts need to be built on previous knowledge and understanding.

Contextualization- Surrounding new concepts with a sensory environment in order to clarify them. The use of pictures, manipulatives, films (without sound) and real objects will be helpful for understanding.

Schema Building- Clustering patterned concepts from past experience. Learners need to see the connections to build meaning.

Activity-based, participatory teaching and learning

Activity-based teaching and learning focuses on the idea that learners are engaged through actions. The teacher engages the students directly, drawing them into the lesson so that they become participants in their own learning. This is often achieved by creating different activities and projects that students work on as they learn. Group work is quite common in activity-based teaching and learning as it allows students to take on the role of a teacher and work together to better understand different topics.

Using blended learning in the language classroom

Blended learning is a combination of face-to-face and online learning. It allows for greater flexibility, enhances student learning, optimizes the use of active learning strategies and potentially improves student learning outcomes.

Gradual Release of Responsibility (GRR) framework

Blended learning improves independent learning and the teacher's ability to scaffold instruction. This scaffolding could be done through the Gradual Release of Responsibility (GRR)[1] framework.

The GRR model is a framework for independent language learning and is widely recognized as a successful approach to shifting classroom instruction from teacher-centered, whole-group teaching to student-centered collaboration and independent practice.
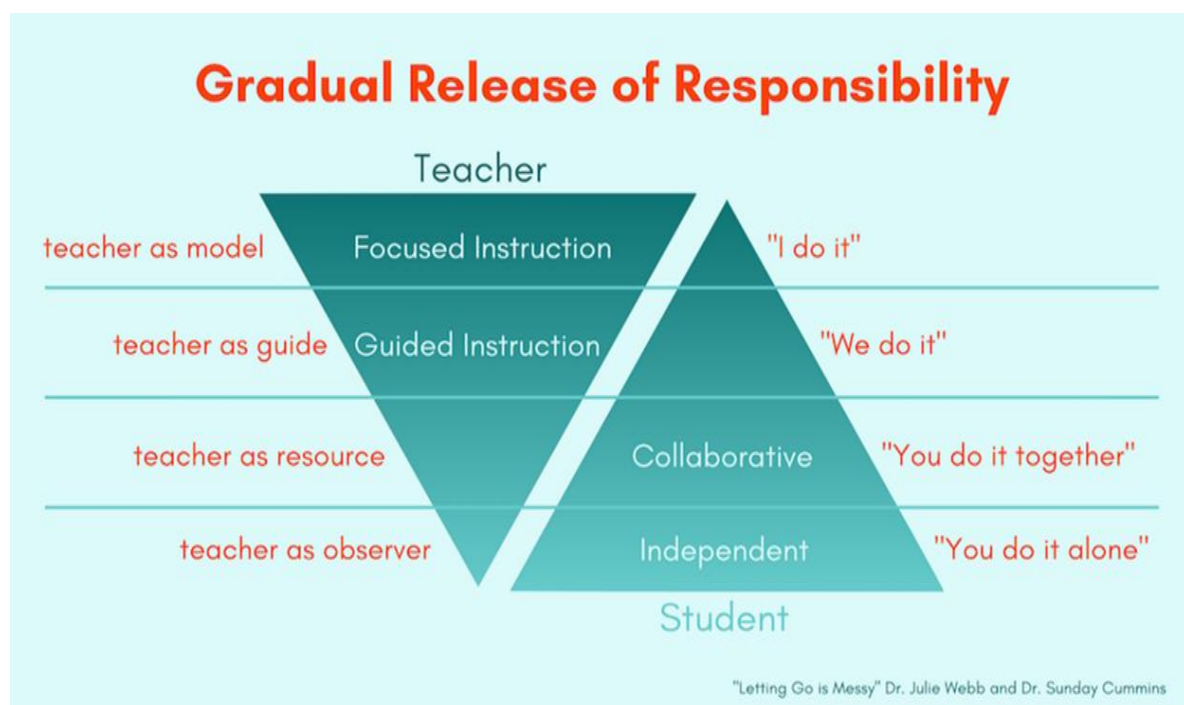
The four stages of the GRR model described in the diagram above are the following:

Modeled lessons

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[1] The Gradual Release of Responsibility (GRR) framework was initially described by Pearson & Gallagher (1983) as an approach of gradually shifting the cognitive load from teachers to students (Fisher & Frey, 2008; Grifith, 2010).
The four instructional arrangements in the GRR framework incorporates Piaget's (1952 as cited in Fisher & Frey, 2008) focus on cognitive structures and schema, Vygotsky's (1962, 1978 as cited in Fisher & Frey, 2008) zones of proximal development, Bandura's (1965 as cited in Fisher & Frey, 2008) focus on attention, retention, reproduction, and motivation and finally Wood, Bruner, and Ross's (1976 as cited in Fisher & Frey, 2008) work on scaffolding instructions.

In the very first stage of the GRR, teacher acts as a model for learners. Teacher has a clear purpose/objective/learning outcome of the lesson/unit/activity and teaches students by modelling and thinking aloud while learners observe and notice the what, how and why. (*I do it!*)

Guided/shared instructions

Teacher acts as a guide. He/she prompts, cues and questions learners in small groups or one-to-one conferences. *(We do it!)*

Collaborative learning

Teacher serves as a resource. Learners work together to consolidate what they have learned. *(You do it together!)*

Independent learning

At this stage, teacher acts as an observer. The responsibility shifts from the teacher to the learner and the learner takes the main active role in practicing the skill independently, mastering it and transferring it to different situations. *(You do it alone!)*

In the classroom, this model can help to structure a unit - with a focus on demonstration and modelling at the beginning of the unit and a focus on individual performance towards the end. It can also work on a daily basis - a lesson or activity structured in a way that moves from teacher (or expert) centered to student centered.

The GRR model can be best explained by the phrase: "Show me, help me, let me!"

Teachers should always be guided by the saying: "Teach me and I will forget, show me and I may remember, involve me and I'll understand."

Mentoring Roles and Responsibilities in GRR

The following table explains the roles and responsibilities of the teacher and the learner when the GRR model is used in a blended learning environment with the Akelius platform.

	Teacher	Learner
Pre-organize	- seeks pre-existing knowledge (face-to-face or using Akelius platform); - helps students use existing skills related with the new topic; - makes connection to the platform content;	- responds to questions; - interacts (with teacher – with other students); - makes connections from the Akelius platform;
Direct instruction (I do it!)	- provides direct instruction; - establishes goals/ purposes/ learning outcomes; - models (face-to-face or using Akelius platform); - thinks aloud;	- listens actively /or follows on the Akelius platform as instructed; - takes notes; - asks for clarification;
Guided instruction (We do it!)	- teaches in an interactive way (using Akelius platform); - works with students; - checks, prompts, clues; - provides additional modelling (face-to-face or using Akelius platform); - meets with needs-based groups;	- asks and responds to questions; - works with teacher and classmates (hands-on activity or using Akelius platform); - completes the task alongside with others (hands-on activity or using Akelius platform);
Collaborative Learning (You do it together!)	- moves among groups; - clarifies confusion; - provides support;	- works with classmates, shares outcome (hands-on activity); - collaborates on authentic task; (hands-on activity or using Akelius platform);

		- consolidates learning (hands-on activity or using Akelius platform); - completes the task in a small group (hands-on activity or using Akelius platform); - looks to peers for clarification;
Independent Practice (You do it independently!)	- provides feedback; - evaluates; - determines level of understanding;	- works alone (hands-on activity or using Akelius platform); - relies on notes, activities, classroom learning to complete assignment; - takes full responsibility for the learning outcome;

When to Use the Akelius Platform

One of the most common questions asked by teachers is: "Which part of a lesson should we introduce the Akelius platform?"

The answer to this question is as simple as this: "Incorporating the Akelius digital platform into the teaching process can occur at different points in the lesson."

The digital platform can be used to introduce, review, practise or consolidate a lesson. The amount of time allocated to the use of the platform can also be flexible and will depend on the assessment and observation of the learners by the teachers.

The Akelius digital learning platform can be used in any of the following components, depending on the learning outcomes that teachers wish to achieve.

These ways are:

- **Introduction** of new linguistic elements (Warm-up or main session)
- **Practice** linguistic elements (Main session or application)
- **Consolidation** of linguistic elements (Application)

Some of the activities that teachers can do in each stage of the lesson are:

Stages	Mode of delivery	activities
Warm-up	Digital or face-to-face	prepare for class, introduce, brainstorm, review
Main session	Digital or face-to-face	focus on learning outcomes, communication, instruction
Practice Application	Digital or face-to-face	review, assess, extend, and consolidate
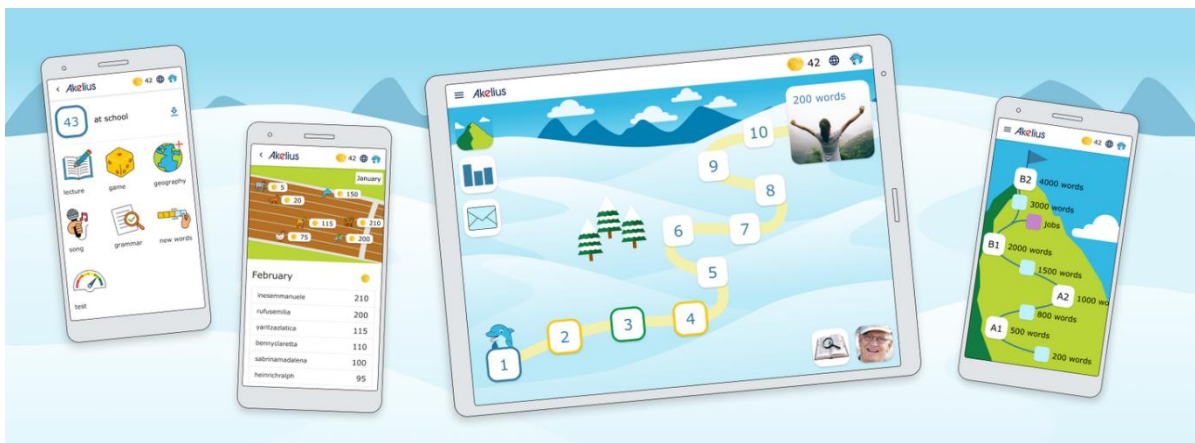
Table below describes two models of including Akelius platform in lesson planning.

Introduction	Practice	Consolidation
Model 1		
Guided Instruction - Circle time (Face to face or Akelius Platform) - Brainstorming - Whole class digital practice –Revision (Using Akelius Platform) - Teaching (Whole class)	**Independent Learning** - Individual activity or Akelius Platform **Collaborative Learning** - Worksheets (pair-work) - or pair/group-work (using Akelius Platform)	**Independent Learning** - Presentation – written or oral - Revision or Reinforcement - Test on Akelius Platform
Model 2		
Guided & Focused Instruction - Circle time (face-to-face or Akelius Platform) - Read Aloud Activity (face-to-face, whole class) - Teaching (Whole class) - Modelling, Connection (whole class, Akelius platform)	**Independent Learning or Collaborative Learning** - Guided practice (face-to-face or Akelius Platform) - Individual Activity (hands on activity or Akelius Platform) - Station Rotation (hands on activity or Akelius Platform) - Pair Work or small group activity (hands on activity or Akelius Platform)	**Independent learning** - Presentations – Written or oral - Revision/ Reinforcement - Test on Akelius Platform

Practical activities

The following are some activities developed by English language teachers of Akelius network schools in Albania. The activities demonstrate clearly how teachers have integrated Akelius content into their everyday teaching in different contexts with the only aim of creating a safe and enjoyable language learning environment for their learners.

As the title of this booklet suggests, teachers have gone beyond their routine, beyond the Akelius platform, beyond the curriculum to meet the needs of their learners and adapt their teaching to different learning styles.

Activities are not set in stone, nor are their learning outcomes and procedures. They can be adapted according to the students' needs, age and language level.

There are activities developed for the same chapter in Akelius, but these activities have different learning outcomes and follow different procedures.

Activity 1

Akelius destination	Chapter 4: Where is the cat? Guessing: What do you see? https://languages.akelius.com/subjects/en/1970/units/locations/20291/method/GUESSING/contentUnits/21662
Materials	- books, pens, rulers, notebooks, etc - classrooms objects / markers
Learning outcomes	The young learner: - describes pictures using the prepositions of places; - gives and follows simple instructions.
Procedure	Children do the guessing activities "What do you see?" and "Where is the cup?" in chapter four on Akelius platform. They learn and practice saying the prepositions of place: "next to", "in front of", "behind", "under", "on", "in", "under". Extension activity: "Simon says …" game. - Teacher divides the class into three equal groups; - Teacher, with the help of the children, prepares the setting of the activity (three tables with different objects on it) and label the tables 1;2; 3. - Teacher explains the rules of the "Simon says …" game;

	- Teacher first demonstrates the game with one of the children making sure that each child understands the procedure of the game. Teacher demonstrates for example, "Simon says put the book under the chair." and puts the book under the chair. Then, teacher demonstrates a command without saying "Simon says" to illustrate what not to do.
	- One representative of each group comes in front of the class and stays behind their group`s table;
	- Teacher serves as a facilitator (the one giving orders/instructions) for the first two or three rounds and then passes this role to the ones who win the round;
	- Teacher makes sure that all children have participated in the game;
	- The game continues until a winner emerges, providing an entertaining and interactive way for children to reinforce their understanding of prepositions of place.

What do you see?

I see a cat ... a chair.

on the chair   under the table   in front of the milk   next to the glass

○ next to
○ behind

Activity 2

Akelius destination	Chapter 1: Potato
	Game: Memory
	https://languages.akelius.com/subjects/en/1970/units/locations/20286/method/GAME
Materials	- books, pens, markers, rulers, notebooks, etc.
	- 4 sets of flashcards, each consisting of 10 cards with pictures of numbers, colours, vegetables, and fruits.
Learning outcomes	The young learner:
	- counts from one to five;
	- names five different vegetables;

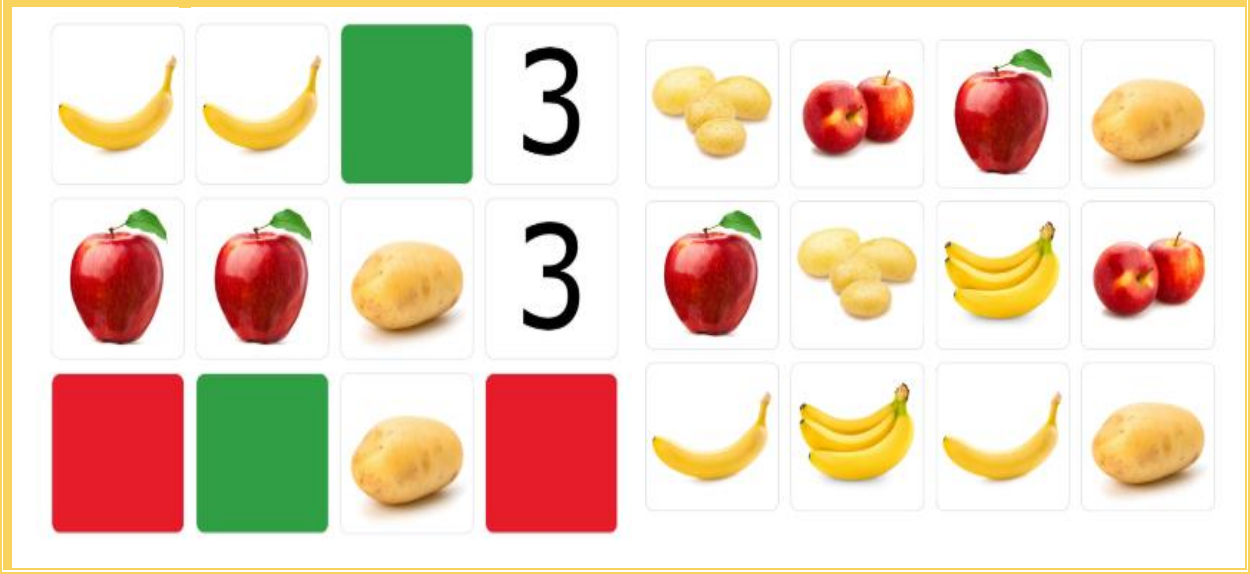|	
	- names five different fruits;
Procedure	Children do the memory game activities (Memory one/two/three/four) in Chapter one on Akelius platform. They learn how to pronounce, spell, say the words related to numbers, colours, vegetables and fruits. Extension activity: - Teacher gives clear instructions of the game. - Children are divided into four groups and each group has two sets of flashcards. - Group one has a set of ten flashcards with two pictures of five fruits, and a set of ten flashcards with pictures of five fruits and their names. - Group two has a set of ten flashcards of five different colours, and a set of ten flashcards of five different colours and their names. - Group three has a set of ten flashcards with two pictures of five vegetables, and a set of ten flashcards with pictures of five vegetables and their names. - Group fours has a set of ten flashcards with numbers from one to five, and a set of ten flashcards with numbers from one to ten and their names. - Children match the same pictures and then they match the picture with their name. - Groups rotate from group one to group two until they have done all the memory games. - Teacher serves as a facilitator in all four groups; - Teacher makes sure that all children have participated in the game; - The game may continue by creating mixed sets of flashcards.

Activity 3

Akelius destination	**Chapter 2: I eat and drink** Guessing game: Potato https://languages.akelius.com/subjects/en/1970/units/locations/20287/method/GUESSING
Materials	- board, markers;
Learning outcomes	The young learner: - learns new vocabulary related to food; - writes correctly food related vocabulary; - practices the patterns "a glass of ...", "a cup of..." - practices listening comprehension;
Procedure	Children do the guessing activities "coffee, tea" in chapter two on Akelius platform They learn and practice saying the words related to food and drinks. Extension activity "Board Race" game - This game is designed to reinforce new vocabulary and promote teamwork among children. - Teacher gives clear instructions of the game and divides the class into two teams. - If there is a large class, it may be better for the teacher to divide the children into teams of 3 or 4. - Each team is equipped with a colored marker to use on the board during the game. - Teacher draws a T- table on board and writes a topic on each column (food/drinks). - The children of each team write as many words as they know related to the topic in the form of a relay race. (for children in the first grade, instead of writing the word, they can draw the word) - Points are awarded to each team based on the correctness of the words. For each correct word, the team earns one point. It's important to emphasize that unreadable or misspelled words are not counted to maintain accuracy. - The game may go on with other topics (this can be done during revision hours with the focus of reinforcing new vocabulary).

cup

q w e r t y u i o p
a s d f g h j k l
z x c v b n m

○   ○ | | a

Activity 4

Akelius destination	Chapter 3: What do you see? Song: "What do you see?" https://languages.akelius.com/subjects/en/1970/units/locations/20289/method/SONG
Materials	- books, pens, rulers, notebooks, etc - classrooms objects / markers
Learning outcomes	The young learner: - listens to and sings the "What do you see?" song; - asks and answers the questions "What do you see?" "I see…?" - spells the new words correctly;
Procedure	Children learn and sing the song "What do you see?" in chapter three on Akelius platform. They practice asking and answering questions "What do you see?" "I see…?" about classroom objects. Extension activity "Hangman" game - This game is a great way to reinforce previously learnt vocabulary. - Teacher gives clear instruction of the game to the class. - Teacher thinks of a word related to vocabulary learnt earlier in class and draws a line for each letter of that word on the board. - Children are asked to raise their hands and try to answer either by guessing letters or the word itself. - For each incorrect answer, the teacher draws part of the hangman. - Teacher serves as a facilitator (the one filling in the missing letter and drawing the hangman) for the first two or three rounds and then passes this role to the ones who win the round;

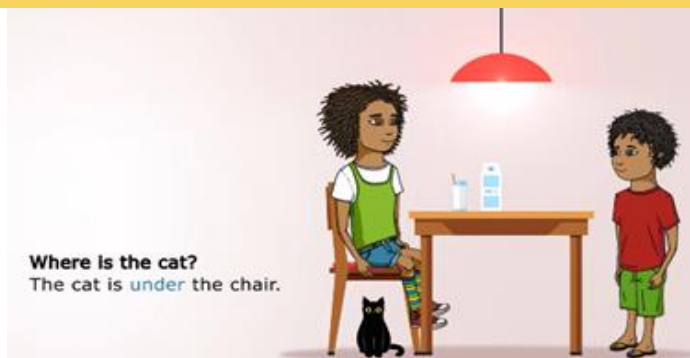|	
	- The child who guesses correctly before the hangman is drawn completely will be the next person to think of a word.
	- Teacher makes sure that all children have participated in the game;
	- The game may go on until there's a winner.

I see a cup.

Activity 5

Akelius destination	Chapter 4: Where is the cat?
	Song: "Where is the cat?"
	https://languages.akelius.com/subjects/en/1970/units/locations/20291/method/SONG
Materials	- books, pens, rulers, notebooks, etc.
	- classrooms objects / markers
	a ball
Learning outcomes	The young learner:
	- listens to and sings the "Where is the cat?" song
	- uses the prepositions of places (on, in, at, under);
	practices listening comprehension;
Procedure	Children learn and sing the song "Where is the cat?" in chapter four on Akelius platform. They practice asking and answering questions "Where is …?" "It is…?" by using their school items or classroom objects. This activity may be done in pairs or small groups.
	Extension activity
	"Ball Toss" game.

	- This game is a great way to reinforce vocabulary learnt earlier in class.
	- Teacher gives clear instructions of the game to the children.
	- Teacher tosses a ball to a child.
	- The child who gets the ball should answer a question the teacher gives based on the lesson/level just taught, e.g., "Where is the pen?"; etc.
	- The child answers the question or follows the instruction and then tosses the ball to another child to answer.
	- Teacher changes the question often or mid-game.
	- Teacher makes sure that all children have participated in the game;
	- The random nature of the ball toss keeps children on their toes as well as they reinforce vocabulary and prepositions of place in this case.

Where is the cat?
The cat is under the chair.

Activity 6

Akelius destination	Chapter 5: On the table
	Game: Memory two
	https://languages.akelius.com/subjects/en/1970/units/locations/20292/method/GAME/contentUnits/21684/24385
Materials	- books, pens, rulers, notebooks, etc.;
	- classrooms objects / markers;
	- music player;
	- an object for young learners to pass around (a ball);
	- pieces of paper with words written on them or pictures of different objects;
	- a box/hat;
Learning outcomes	The young learner:
	- matches the new words with their pictures;
	- learns words related to food;

	- pronounces correctly food related words;
Procedure	Children do the memory game two in chapter five on Akelius platform. They match food related words with their respective pictures and practice pronunciation by listening and repeating the new vocabulary. Extension activity: "Hot potato" game. - This game may be a funny and enjoyable way to reinforce the new language. - Children are asked to form a circle. - Teacher gives instructions of the game and then plays the music. - Children pass the potato (ball) to each other while the music is playing. - When the music stops, the child with the potato has to take a piece of paper from the box/hat and reads the word or says the word related to the picture on the paper. - The child is encouraged to make a very short sentence using the word on the piece of paper. - If the child makes a mistake, they will sit out for the rest of the round. - Teacher makes sure that all children have participated in the game. - The game may go on until there's a winner. - The child who's left standing wins the round!

cheese — soup — tomato — spoon — pizza — yogurt

Activity 7

Akelius destination	**Chapter 6: I walk to school** Lecture: Family members https://languages.akelius.com/subjects/en/1970/units/locations/20293/method/lecture
Materials	- books, pens, rulers, notebooks, papers, colours, etc. - markers; - family photos;
Learning outcomes	The young learner: - identifies family members; - uses possessive adjectives correctly when speaking of their family members;
Procedure	Children do the first two parts of the lecture in chapter six on Akelius platform. They listen to and repeat the words related to family members. They make short sentences introducing their family members. For this activity, children should bring photos of their family to class and introduce each person in the photos by saying "This is my .... ". Extension activity "Family tree" drawing. - The teacher introduces the 'Family Tree' drawing as an engaging method to reinforce previously learned vocabulary. The activity aims to enhance language skills through a hands-on and creative approach. - Teacher explains the instructions to the children. - Teacher hands out papers for the children to draw their family tree. - Each child is provided with papers to begin their family tree drawing. This hands-on aspect of the activity encourages artistic expression and reinforces the vocabulary related to family members. - Each child draws and names their family members. - After they finish drawing their family tree, each child presents it to the class. - The activity may go on by asking children to present their mate's family tree in order to use the adjective pronouns her/his. - Teacher makes sure that all children have presented their family tree.

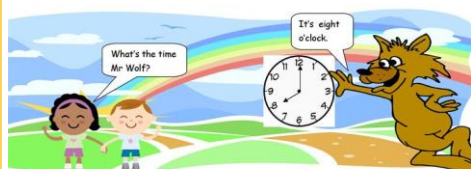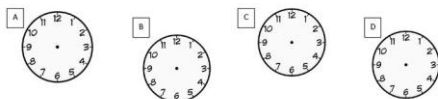a mother and her son

a father and his daughter

Activity 8

Akelius destination	Chapter 7: Time Guessing: Clocks https://languages.akelius.com/subjects/en/1970/units/locations/20294/method/GUESSING
Materials	- books, pens, rulers, notebooks, etc; - markers; - clock;
Learning outcomes	The young learner: - asks about the time; - tells the time;
Procedure	Children do the guessing activity "Clocks" in chapter seven on Akelius platform. They listen to the woman telling the time, repeat after her and then guess what the time is on each picture. They may also make their own clocks and work in pairs asking and answering questions about the time. Extension activity "What's the time, Mr. Wolf?" game. - Teacher gives clear instructions of the game and makes sure that children understand them. (This activity is best played in a park or court outside.) - One child volunteers to be the wolf. - The child to be the wolf turns the back on everyone. - The class start from a distance away and ask, "What's the time, Mr. Wolf?"

	- "The wolf" responds with a random time. If the wolf says, "It's six o'clock," everyone takes six steps forward. - The activity is repeated until the wolf responds with "It's dinner time." which is when he chases the class and catches someone. - The child that is caught becomes the wolf. - Teacher makes sure that all children have participated in the game. - The last child to survive wins.

five minutes past nine

Activity 9

Akelius destination	Chapter 9: Colors Song: Colors https://languages.akelius.com/subjects/en/1970/units/locations/20296/method/SONG/contentUnits/29684/41298/content
Materials	- books, pens, rulers, notebooks, colours, pictures, etc. - markers; - classroom objects; - a bag/ a box;
Learning outcomes	The young learner: - identifies different colours; - learns the names of eight different colours; - describes the house hold/classroom objects/clothes using colours;
Procedure	Children listen to and sing the song "Colors" in chapter nine on Akelius platform. Then teacher asks children to find objects in the classroom which are of the same colour and name them. Then children work in pairs and find which clothes they are wearing are of the same colour. Extension activity

Pictionary

- Teacher has prepared pictures of different objects/ rooms in a house/classroom and puts them in a bag or box.
- Teacher gives clear instructions of the game and divides the class in two teams. Teacher might consider assigning team names related to the theme.
- Teacher draws a line down the middle of the board.
- Teacher gives one team member from each team a marker and asks them to choose a picture from the bag/box.
- Teacher tells the children to draw the word as a picture on the board and encourages their team to guess the word and then guess the colour of the object in the picture.
- The first team to shout the correct answer gets a point.
- The child who has completed the activity should then nominate someone else to play for their team.
- This is repeated until all the pictures are used.
- Teacher makes sure there are enough pictures that each child participates at least once!

orange   green
yellow   brown
red   white
blue   black

Activity 10

Akelius destination	Chapter 10: Big and small
	Guessing: Who is younger?
	https://languages.akelius.com/subjects/en/1970/units/locations/20297/method/GUESSING/contentUnits/21736/42907/content
Materials	- books, pens, rulers, notebooks, colours, pictures, etc.
	- classrooms objects / markers

Learning outcomes	The young learner: - differentiates between old and young people, short and tall; - uses the comparative degree of adjectives correctly when comparing objects/people/animals;
Procedure	Children do the guessing activity "small, smaller" in chapter ten on Akelius platform. They guess who is younger by the age of the people in the guessing game. Then, in pairs they ask each other about their age/or their family members age and say who is older or younger. The activity may go on by comparing classroom/school objects/animals etc. Extension activity Who is younger/older/taller/shorter? - Before the class starts, teacher sticks four posters on the board (one with people of different ages and heights/one with animals of different shapes and measures/ one with fruit of different measures and colours/one with school objects of different lengths/measures/ colours etc.) - Teacher gives clear instructions of the activity and divides class into groups of four, each group having a poster. - Children ask and answer questions to each other about their group poster. - Each member of the group come to the board and uses present simple tense to compare the pictures in the posters and trying not to repeat the same sentences made by the previous classmates. - This activity may go on by rotating the groups. - Teacher makes sure that all children have participated in the activity.

What is smaller?

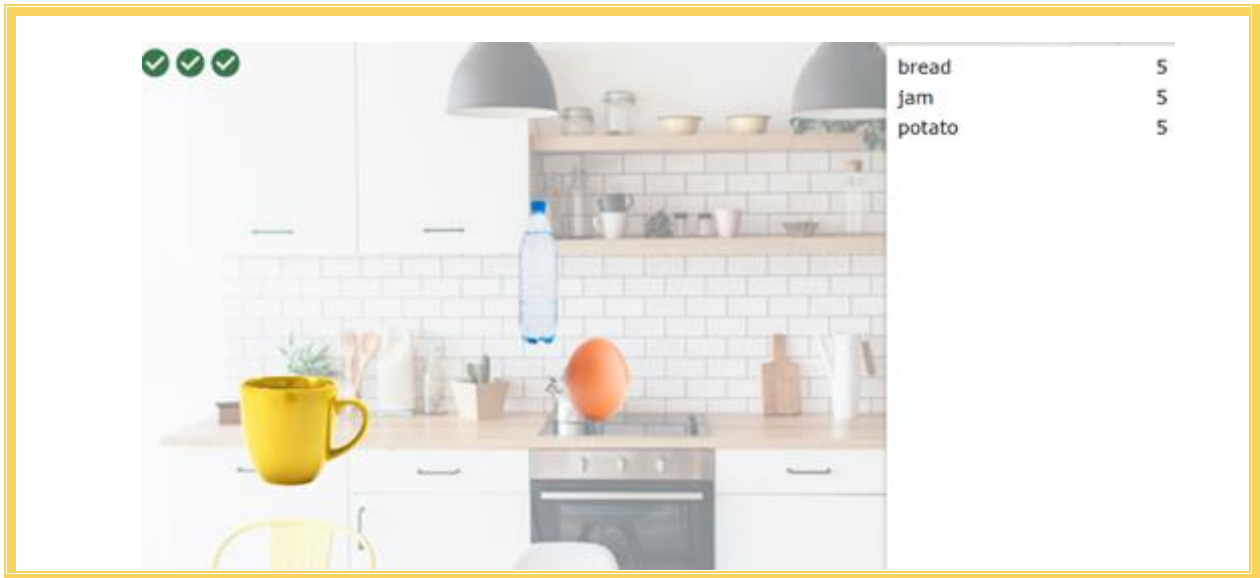The ... ball is smaller.

What is longer?

The ... is longer.

○ white
○ yellow

● pencil
○ paintbrush

Activity 11

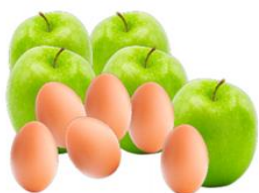|	
Akelius destination	**Chapter 2: I eat and drink** Game: Falling Food https://languages.akelius.com/subjects/en/1970/units/locations/20287/method/GAME
Materials	- books, pens, colours, papers, etc.; - a box;
Learning outcomes	The young learner: - identifies food; - writes correctly food related words; spells correctly words related to food;
Procedure	Children do the "Falling Food" game in chapter two on Akelius platform. They learn and practice saying food related words encountered in the game such as: bread, water, milk, potato, jam, tea, coffee, egg. children may also draw and colour different foods. Extension Activity Telephone - Teacher asks children to count from 1 to 4, and makes sure that they remember their number, (asks children to put their fingers up with the number they have), and then creates four groups, one group for each number. - Before the class the teacher writes some new words or short sentences on pieces of paper and puts them on a box. Teacher may also have pictures showing people eating or drinking something. - Teacher gives clear instructions of the Telephone game. - Each group forms a circle and one child from each group picks up a piece of paper from the box, reads it and starts by whispering the word or the short sentence into the ear of the child next to him. - The second child then whispers the same word or sentence to the child on the left, and so on. - At the end of the circle, the last child says the word or the sentence out loud and sees how close (or hilariously far) it is from the original sentence! - Teacher makes sure that each child is given a chance to start the game.

Activity 12

Akelius destination	**Chapter 3: What do you see?** Guessing: How many cups? https://languages.akelius.com/subjects/en/1970/units/locations/20289
Materials	- books, pens, rulers, notebooks, etc sheets of paper / markers
Learning outcomes	The young learner: - counts from one to ten; - identifies colours; - asks and answers simple questions using "how many";
Procedure	Children do the guessing activity "How many cups do you see?" in chapter three on Akelius platform. They learn and practice saying numbers from 1to10, colours and words such as cat, glass, apple, boy, girl, etc. Extension Activity - The teacher distributes white papers to each young learner, setting the stage for a creative and interactive learning experience. - The class is then divided into three equally sized groups, each with a unique focus for their artistic creations. - Children in group are tasked with drawing dots of various colors, encouraging creativity and fine motor skills.

	- Children in group two draw apples of different colors and amounts in their drawings.
	- Children in group three draw vegetables or fruits of different amounts.
	- Teacher provides support and guidance as needed to ensure a positive and inclusive environment.
	- When everyone is finished, teacher puts their work on the walls of the room.
	- In pairs, children choose two drawings and practice asking and answering questions to find the number of the objects they have drawn.
	- Teacher makes sure that each child is given a chance to participate.
	-

How many apples do you see?

I see ... apples.

- five
- four

How many red dots do you see?

I see ... red dots.

- nine
- five

Activity 13

Akelius destination	Chapter 16: These are our clothes Game: Falling clothes https://languages.akelius.com/subjects/en/1985/units/locations/20427/method/GAME/contentUnits/27111/44021
Materials	- books, pens, colouring pencils, - white sheets, smart board,
Learning outcomes	The young learner: - identifies clothes and accessories; - describes the clothes they are wearing according to the seasons of the year;
Procedure	Children do the game "Falling clothes" in chapter sixteen on Akelius platform. They practice listening and pronunciation of the words related to clothes and accessories. Extension activity

- Teacher direct students' attention to the pictures in the book and asks the students what they see in the pictures. (a big wardrobe with clothes and accessories in it).
- Teacher also reminds students of the words they learned in the game "Falling clothes".
- Teacher draws two circles on the board and invites students to write the name of the objects they see in the pictures under the proper category.

dress

skirt — **clothes** — coat

sunglasses   bag

accessories   scarf
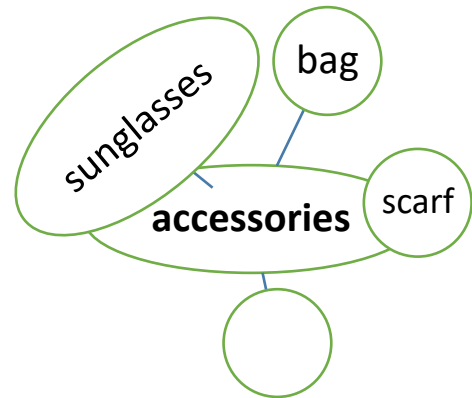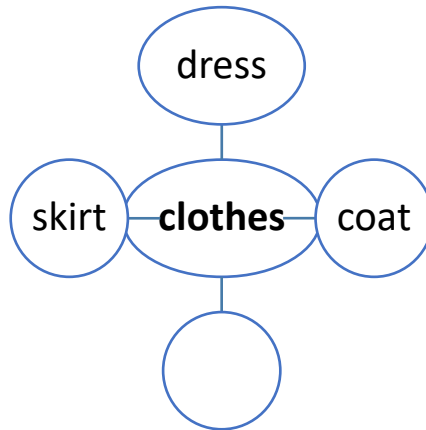
- Teacher divides the class into 4 groups (spring group, summer group, autumn group, winter group).
- Each group lists the clothes according to the name of the group.
- Children talk about and describe the clothes they wear in different seasons of the year.
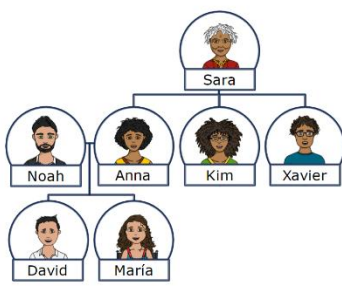
Activity 14

Akelius destination	**Chapter 16: Variations** Guessing: Family tree https://languages.akelius.com/subjects/en/1985/units/locations/20762/method/GUESSING
Materials	Books,pens,white board,fl.cards,cd,white sheets,colours,
Learning outcomes	The young learners: - identifies family members; - uses "have got" correctly in short sentences; - describes family members using adjectives; - uses possessive adjectives correctly;
Procedure	Children do the guessing activity "Family tree" in variations after chapter sixteen on Akelius platform. They reinforce the vocabulary (family members) and practice asking questions with "Who?". Extension activity - Teacher uses the photo of the guessing activity "Family tree" and shows them one by one to the children. - Children ask and answer questions about the photos. They guess what the people in the photos are. (for example: a family, mother, father etc.) - Teacher draws a family tree (or uses the family tree in the guessing activity) and children practice "have/has got" in simple sentences. - Children may also draw their own family tree and work in pairs to ask and answer questions. - The activity goes on with children trying to describe their family members in very simple sentences. (Who is she/he? What is she/he like? She has got brown eyes... My brother has got brown hair.) Teacher makes sure that each child is given a chance to contribute.

David is Noah and Anna's ... .

Sara

Noah   Anna   Kim   Xavier

David   María

⦿ son
○ friend

Activity 15

Akelius destination	Chapter 14: People around me Grammar: Tallest/ shortest https://languages.akelius.com/subjects/en/1985/units/locations/20425/method/grammar/contentUnits/24946/44001
Materials	- books, pens, notebooks, etc.; - classrooms objects / markers;
Learning outcomes	- The young learner: - identifies the comparative and the superlative degree of the adjectives; through listening and watching pictures; - completes the sentences with the correct form of the adjectives; - uses the comparative and superlative degrees of the adjectives correctly;
Procedure	Children do the grammar activity "Tallest, shortest" in chapter 14 on the Akelius platform. They learn and practice saying the comparative and the superlative form of the adjectives they hear and see in the activity. Extension activity - Children do an exercise in their workbooks completing the sentences with the correct form of the adjectives. - Teacher monitors children and helps them finish the exercise. - Meanwhile teacher has placed on a table different school objects and asks children to compare them. (pens, rulers, books, notebooks, erasers etc.) - Teacher asks four children to volunteer to come to the front of the class, and asks the rest of the class to compare the four children. (height, body size, hair length, etc.)

| | - Teacher makes sure that each child is given a chance to participate in the activity. |
| | - Teacher assigns as home work "Compare your family members". |

David is shorter than Miriam.

Tommy is shorter than David.

Tommy is the shortest.

Maria is younger than us.
She is the … .

○ older
◉ youngest

Activity 16

Akelius destination	Chapter 25: My neighborhood
	Lecture: City. Neighborhood
	https://languages.akelius.com/subjects/en/1986/units/locations/20447/method/lecture/contentUnits/23143/47447
Materials	- markers, pens, books, pens, notebooks, etc.;
	- flipcharts; sheets of paper;
	- maps of a city/neighborhood;
Learning outcomes	The young learner:
	- learns the names of building in a city;
	- describes the location of building in a city;
Procedure	Students do the lecture activity "City, neighborhood." in chapter twenty-five on the Akelius platform. They learn the parts of a city, the names of different buildings. They also practice how to describe the location of buildings in a city or neighborhood.
	Extension activity:
	- Teacher divides the class into two equal groups and ask the students to write the names of as many buildings in the city as they know.
	- Each group, then, draws the map of the neighborhood of their school/or the map of the city, naming the buildings that they know.
	- Teacher serves as a facilitator for the activity and helps if they ask for further information.

	- The maps are displayed on the board and a representative for each group describes the neighborhood. - Students in pairs act out short dialogues asking and answering questions about the locations of different building in the maps of their school neighborhood. - The activity may go on with students describing their neighborhood. - Teacher closes the activity with a simple game, where students of each group stay in a line and jump forward if the word the teacher says is in their map.

A city has many neighborhoods.

Activity 17

Akelius destination	Chapter 7: Time Lecture: clock, time https://languages.akelius.com/subjects/en/1970/units/locations/20294/method/lecture/contentUnits/21645/42873
Materials	- clock, watch, books, pens, notebooks, etc.; - markers, flipcharts;
Learning outcomes	The young learner: - asks and answers about time; - practices telling the time; - practices saying numbers;

Procedure	Children do the lecture activities about "clock, time" in chapter seven on Akelius platform and differentiate between a clock and a watch. They learn how to tell the time and practice asking and answering questions about time. They also act out short simple dialogues asking about the time. Extension activity - In pairs, children make a clock with hands which can easily be moved around. - Teacher divides the class into two groups. - One representative from each group comes to the front with the clock they have made and asked the members of the opposite group about the time. - If the group finds the correct time, it gets one point, and the child who found the correct time comes to the front to ask the next question. - The team that has answered most of the questions correctly wins the game. - Teacher makes sure that all the children have been part of the game. - The game may go on with students asking about things they do at certain times of the day.

clock, time
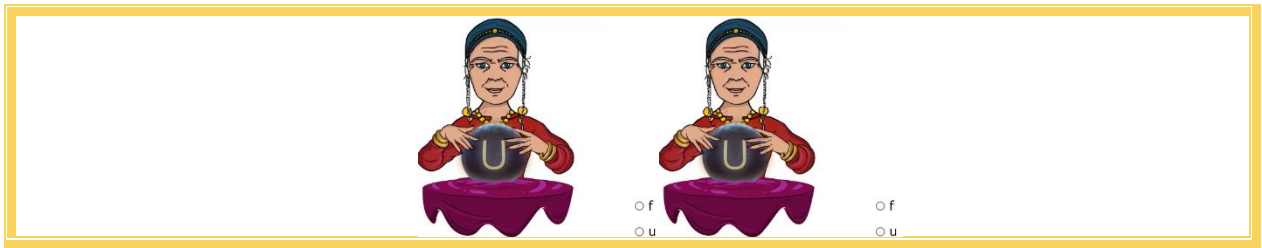
lecture

clock
o'clock
time
watch
when

watch

clock

Activity 18

Akelius destination	**Chapter 1: Alphabet** Guessing: What letter do you see? https://languages.akelius.com/subjects/en/1985/units/locations/20422/method/GUESSING/contentUnits/24279/44140
Materials	- books, pens, rulers, notebooks, etc.; - classrooms objects / markers; - flash cards with letters of alphabet;
Learning outcomes	The young learner: - identifies the letter of the alphabet; - differentiates between lowercase and uppercase letters; - spells the letters of the alphabet correctly;
Procedure	Children do the guessing activity "What letter do you see?" in chapter eleven on Akelius platform and differentiate between lowercase and uppercase letters. They practice listening and pronunciation. They also learn how to write the letters of the alphabet. Extension activity: "Arranging alphabet letters" game. - Teacher divides the class into six equal groups. - Teacher explains the rules of the game. - Teacher first demonstrates the game with one of the groups making sure that each child understands the procedure of the game. - Children stay in line in alphabet order of the first letter of their names. - The first child in the group says the first letter of each group member. - Teacher has other groups check that each group's sequence is correct. - This activity may continue by rearranging children in new groups. - Teacher makes sure that all children have participated in the game. - The game goes on until there's a winner. - This extension activity not only reinforces knowledge of lowercase and uppercase letters but also cultivates teamwork, listening skills, and pronunciation in an enjoyable and interactive setting.

Activity 19

Akelius destination	**Chapter 16: Good morning** Lecture: Clothes, put on https://languages.akelius.com/subjects/en/1985/units/locations/20427/method/lecture/contentUnits/23048
Materials	- books, pens, rulers, notebooks, etc.; - pictures/flashcards of clothes;
Learning outcomes	the young learner: - practices listening comprehension; - learns and uses new vocabulary (clothes); - describes what he/she is wearing using the present continuous tense;
Procedure	Children do the activities of the lecture section "Clothes, put on" in chapter sixteen on Akelius platform. They learn the names of different clothes and describe what the people in the lecture are wearing. They also describe what they or their friends are wearing. Extension activity Stand up if you … - Teacher gives clear instructions of the game. (This game would work well outdoors, if there were an outdoor space!). - Teacher gets all the children to form a large circle with the teacher standing in the middle. - Teacher then calls out an instruction such as "Stand up if you're wearing shorts!". - Everyone wearing shorts must switch places with each other in the circle while the teacher tries and takes one of their spots. - The child left in the middle then gets to call out the next instruction. - This game can be easily adapted to suit the vocabulary the class is learning such as appearance, clothing, likes/dislikes, family members, holidays – it's amazing! - Teacher makes sure that everyone participates in the game.

	clothes

Activity 20

Akelius destination	Chapter 2: I eat and drink
	Guessing: coffee and tea
	https://languages.akelius.com/subjects/en/1970/units/locations/20287/method/GUESSING/contentUnits/21651/42844
	Game: Falling food
	https://languages.akelius.com/subjects/en/1970/units/locations/20287/method/GAME/contentUnits/21717/47149
Materials	- books, notebooks, flashcards etc.;
	- markers, sheets of paper;
	- three boxes;
Learning outcomes	The young learner:
	- identifies food, fruits or drinks;
	- classifies food into groups; (fruit, drink, food)
Procedure	Children do the guessing activity "Coffee and tea?" and the game "Falling food" in chapter two on Akelius platform. Young learners practice saying different foods and drinks and have fun playing the game "Falling food". While playing, they say aloud words like, tea, water, coffee, bread, milk etc., in order to practice pronunciation. Extension activity: Put the food in the right box/basket
	- Children draw/ write the name of fruits/foods/drinks on pieces of paper.
	- Teacher gathers all the drawings and puts them upside down on the table. –
	- Teacher divides the class into three groups.

	- Teacher puts three boxes with labels in front, food, drinks, and fruits. - One representative of each group picks a flashcard, reads it aloud and puts it in the right box. - Teacher demonstrates the action first and says aloud what she/he is doing. - Teacher makes sure that all children have participated in the activity. - Then in the end children play the "Falling food" game from Akelius platform to practice vocabulary and have fun at the same time.

milk

Activity 21

Akelius destination	Chapter 1: Potato Math: Plus, minus https://languages.akelius.com/subjects/en/1970/units/locations/20286/method/MATH/contentUnits/21589/40295/content https://languages.akelius.com/subjects/en/1970/units/locations/20286/method/SONG/contentUnits/26811/40409/content
Materials	- books, pens, notebooks; - markers;
Learning outcomes	The young learner: - counts from 1 to four; - adds numbers from one to four; - listens and sings "One plus one" song;
Procedure	Children do the math activity "Plus, minus" in chapter 1 on Akelius platform. Children learn the numbers and complete very simple sentences such as: One banana and two bananas is....? Children put the words in the correct order, check the correct answer, and they also learn to sing "One plus one" song

Extension activity:

Ladybug spot.

- Teacher draws a big ladybug on the board.
- Teacher explains the activity to children emphasizing the combination of math and creativity.
- Teacher writes very simple math additions e.g. 2+1=___?
- Teacher asks one child to come to the board and draw the spots accordingly.
- Teacher asks the rest of the class for verification.
- The child calculates the sum 2+1=3. He/she reads it out, e.g. Two plus one equals three.
- Teacher erases the spots and repeats the procedure with other children.
- Teacher makes sure that all children have participated in the activity.
- The activity may end with children singing the "One plus one" song.

$$1+2=3$$

one plus two equals three

four
✅ plus

two potatoes | three potatoes

☐ + one potato = four potatoes

Activity 22

Akelius destination	Chapter 7: Time
	Lecture: Hour, minute
	https://languages.akelius.com/subjects/en/1970/units/locations/20294/method/lecture/contentUnits/22919/42874/content
Materials	- books, pens, notebooks, etc.; - a clock, a watch;
Learning outcomes	The young learner: - tells the time using a watch or a clock; - asks and answers questions about time and daily activities using the present simple tense; - tells how many minutes are in an hour/half an hour/a quarter of an hour;

Procedure	Children do the activities of the lecture section "hour, minute" in chapter seven on Akelius platform. They learn and practice saying the time by using the given examples and words related to it: past, to, o'clock, a quarter, half. Children use the present simple to talk, ask and answer questions about their daily routine. Extension activity: - Children work in small groups of three. - Each group has a clock or a watch. (children may make a toy clock themselves) - Teacher distributes flash cards to each group with word or pictures that describe daily activities. - Children make sentences with given words from the flashcards each group has. - Children then ask and answer questions based on the information they have in the flash cards. - They practise the dialogue in group. - Teacher goes from one group to another to help children use the present simple tense, the part of the day and the time correctly. For example: get up, have breakfast, go to school. (A: What time do you get up! – B: I get up at 7:00. etc. C shows the time changing the hands of the clock.) - Groups perform in front of the class.

We eat bread before we go to school.

Activity 23

Akelius destination	**Chapter 14: People around me** **Guessing: Who is it?** https://languages.akelius.com/subjects/en/1985/units/locations/20425/method/GUESSING
Materials	- big cards with pictures of clothes on them - 1 big box.
Learning outcomes	The young learner: - describes what a friend is wearing in simple sentences; - practises asking questions "Is it a…" and answering them "Yes, it is/No, it isn't"
Procedure	Children do the guessing activity "Who is it?" in chapter fourteen on Akelius platform. They learn to describe the outer appearance of people, what people are wearing etc. Children practice listening comprehension and listen for details. Children act out very short dialogues by asking and answering questions how they family members look like. Extension activity What's in the box? - Teacher gives clear instructions of the game. - Teacher starts by showing cards with pictures of clothes and checks comprehension by asking: "Is it a coat/jacket/jumper/sweater?" etc., and children answer: "Yes, it is. /No, it isn't." - Teacher then puts the cards upside down and picks one and puts it in the box without showing it to the children. - Children ask questions to guess what it is. "Is it a…?" - The first child to guess what's in the box comes to the front, chooses the next item, and puts it into the box. - The game goes on until all the cards have been used. - Teacher facilitates the activity and makes sure that all children participate.

Tommy wears a blue shirt.
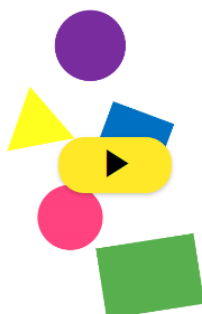

○   ○

Activity 24

Akelius destination	Chapter 8: Hello Lecture: Rectangle, square https://languages.akelius.com/subjects/en/1970/units/locations/20295/method/lecture/contentUnits/22927/42890/content
Materials	- different objects in different shapes related to the topic of the lesson; - classroom objects;
Learning outcomes	The young learner: - identifies the shapes; - practices listening comprehension skills;
Procedure	Children do the exercises of the "rectangle and square" lecture section in chapter eight on Akelius platform They learn different geometric shapes. They practice pronunciation and spelling. Extension activity I spy with my little eye something.... - Teacher gives clear instructions of the game. - Teacher models fist for children and says, for example "I spy with my little eye something rectangular." - The children try to find something in the classroom with that shape. - The child who is the first to find that thing is the one that continuous the game by saying for example "I spy with my little eye, something round." - The other children subsequently try to find that object.

	- Teacher makes sure that all the children participate in the game.
	- The game may go on by adding the colour of the object as well.

rectangle, square

lecture

circle
rectangle
shapes
square

Activity 25

Akelius destination	Chapter 5: On the table
	Song: What is this?
	https://languages.akelius.com/subjects/en/1970/units/locations/20292/method/SONG/contentUnits/29282/48279/content
Materials	- a bag or a box, pens, coloured markers;
	- board
Learning outcomes	The young learner:
	- identifies different foods;
	- practises asking questions "what's…" and answering them "it is a/ an";
Procedure	Children learn and sing the song "What is this?" in chapter five on Akelius platform. They learn and practice asking and answering the question "What is this?" for the objects in the song as well as for classroom objects. Children may also practice saying some sentences using action verbs in simple present tense.
	Extension activity
	Pictionary
	- Before the class starts, teacher prepares a bunch of flesh cards with words related to food that are used in chapter five on Akelius platform and puts them in a bag or box.

	- Teacher gives clear instructions of the game and divides the class into teams of two.
	- Teacher draws a line down the middle of the board.
	- Teacher gives one team member from each team a pen and asks them to choose a word from the bag/box.
	- Teacher tells the children to draw the word as a picture on the board and encourage their team to guess the word.
	- The first team to say aloud the correct answer gets a point.
	- The child who has completed the drawing should then nominate someone else to draw for their team.
	- This is repeated until all the words are used.
	- Teacher makes sure there are enough words that each child gets to draw at least once.

This is a bowl of soup. He eats a bowl of soup.

This is a slice of cheese. The mouse eats a slice of cheese.

Activity 26

Akelius destination	Chapter 11: The alphabet Guessing: What letter do you see? https://languages.akelius.com/subjects/en/1985/units/locations/20422/method/GUESSING/contentUnits/24279/44140
Materials	- pieces of paper - coloured pencils/ markers
Learning outcomes	The young learner: - identifies the letters of the alphabet; - asks the question "What letter is it?" and answers "It is…"
Procedure	Children do the guessing activity "What letter do you see?" in chapter eleven on Akelius platform. They learn and practice saying the letters.

Extension activity

Alphabet Relay

- Teacher gives clear instructions of the game to the children and divides the class into two groups.
- Teacher gives each group pieces of paper to write the letters of the alphabet.
- Teacher shuffles each group`s flashcards and places them in two piles on one side of the room.
- Each group line up on the opposite side of the room.
- Teacher says "Go," and the first child in each line runs across the room, finds the letter A, and brings it back to their group and puts the letter on the table. The next child finds the letter B and puts it next to letter A, and so on.
- The first group to get to Z wins!
- Teacher monitors the activity and makes sure that all the children participate in the game.
- When all the letters are on the table on the correct order, teacher asks children to read them in the alphabetic order.
- At the end all the children sing the alphabet song.

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