

Karen Saxby

Creative teaching material for young learners

New words

pancake

'pancake' is a new word for **Movers** 2018



Teaching notes – you might like to:

- Draw a cake on the board. Ask *What is this? Do you like eating cakes?* Review *lemon, chocolate, banana, fruit, coffee, apple* etc and then ask *What is your favourite kind of cake?* Put learners' answers on the board and summarise: *In our class, we like eating cakes the most.*
- Show a photo or draw a picture of a pancake and teach the word. Review/Teach: *round* and *square*. Ask *Are pancakes round or square? (round)* With a pointing finger, learners draw big round pancakes in the air.
- Write *pan* and *cake* on the board. Explain the meaning of 'pan' – you might like to draw or show one. Explain that a *pancake* is a kind of *cake* that we make in a *pan* (not an oven). Say *We make one new word from these two words.* Ask *Do you eat pancakes sometimes? Can someone in your family make pancakes?* You might suggest that learners ask a parent to help them learn how to make pancakes at home. It was one of the first things I taught my younger son to make! Recipes are easily found online.
- Explain that in the USA, many people eat pancakes for breakfast. Then ask *What do you have for breakfast?* Learners could then research what people in other countries often eat for breakfast. Groups could then create a 'Breakfasts around the World' poster with pictures and information.

huge

'huge' is a new word for **Movers** 2018

Teaching notes – you might like to:

- Show a picture of a small cake and another of a huge cake (eg a wedding or birthday cake). Ask *Which cake is small/big?*
- Review/Teach *high*. Ask learners to tilt their heads and imagine they are looking up at a high mountain. Say *It's a really high mountain!* Write *high* and *huge* on the board. Show learners that two of the letters in each word are the same (first h and the g). 'Huge' can mean the same as high, but generally, *huge* means very big so we can say *a huge book/room/bag* etc. Add that we can also use *huge* for something really big that we can't actually see (*abstract nouns*) eg *a huge problem/adventure*. Note we very rarely use 'very' before *huge*, but we often use 'really' before *huge*.
- Check pronunciation. Can learners hear 'you' in the middle of *huge*? Write *huge* and new name *Hugo* on the board. You could teach that 'e' after 'g' can sometimes changes its sound to 'j' (think of 'orange' and 'dangerous')
- Pairs list as many animals as they can that they might describe as huge: cows, hippos, giraffes, elephants, dinosaurs etc.
- Learners learn and chant and perform the **Huge pancakes!** poem:
'Let's make some white bread,' said Hugo to Fred.
'We can eat our new bread and then go to bed.'
'No! Bread is for breakfast, with eggs,' Fred said.
'Let's make some huge pancakes to eat instead!'