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Creative teaching material for young learners

New words

beetle

'beetle' was a new word for **Flyers** in 2018



Teaching notes - you might like to:

- Write jumbled letters that for the spelling 'insects' on the board. Point and say *These are small animals*. Pairs race to discover the word. Ask *How many legs have insects got? (6)* If learners' L1's word for six resembles sects, point out the connection. Say *Some people think spiders are insects too but they have eight legs*.
- Ask learners which 'insect' words they already know (YLE wordlist: *bee, fly, butterfly*). Then show a picture of a beetle. Point out that the first three letters are the same as in the spelling of *bee* and the last three letters are the same as in the spelling of *bottle*! If learners are interested, you could also show pictures and teach the words for *ants, moths* and *wasps*.
- Ask *How can we describe beetles?* Learners suggest adjectives, e.g. *scary, beautiful, dangerous*.
- Ask *What do we know about beetles?* Learners could do some research and create a fun fact poster. Information could include, e.g. there are 400,000 different kinds; beetles can live in deserts or cold places; lots of beetles live in rotten wood; a ladybird is a kind of beetle that has spots on its wings.
- If any learners know of The Beatles, point out the difference in the spelling!

explore

'explore' was a new word for **Flyers** in 2018

Teaching notes - you might like to:

- In YLE, we use 'explore' to mean: *to travel to places that perhaps we don't know to find out more about it*. Say *I'm travelling to a place I don't know to learn more things about it. Ask me questions about my adventure*. Learners might ask *How are you travelling? What do you want to find out? Is it dangerous? Is the place near or far away?* Answer their questions fully then teach the verb *explore* and the noun *explorer*.
- Do learners know any famous explorers e.g Marco Polo, Christopher Columbus, Eric Larson, John Cabot? They could research some important facts about a favourite explorer and present their findings to the class.
- Ask *Would you like to be an explorer? Where would you like to go? Why?* Learners discuss in groups.
- Learners draw a map and create a short story about exploring this special place (the inside of a pyramid, a wild forest, the bottom of the sea?) and what they found there (gold and silver? strange creatures? castle ruins? aliens? a giant octopus?)
- Learners learn and chant the **beetle** and **explore** tongue twisters. Have fun!
Bill's busy beetle is having butter on biscuits for its breakfast before it builds a beautiful bridge on our balcony. It's very brave!
Eva, the explorer, explored each cave entrance until she found every one of the enormous extinct elephants. It wasn't easy!