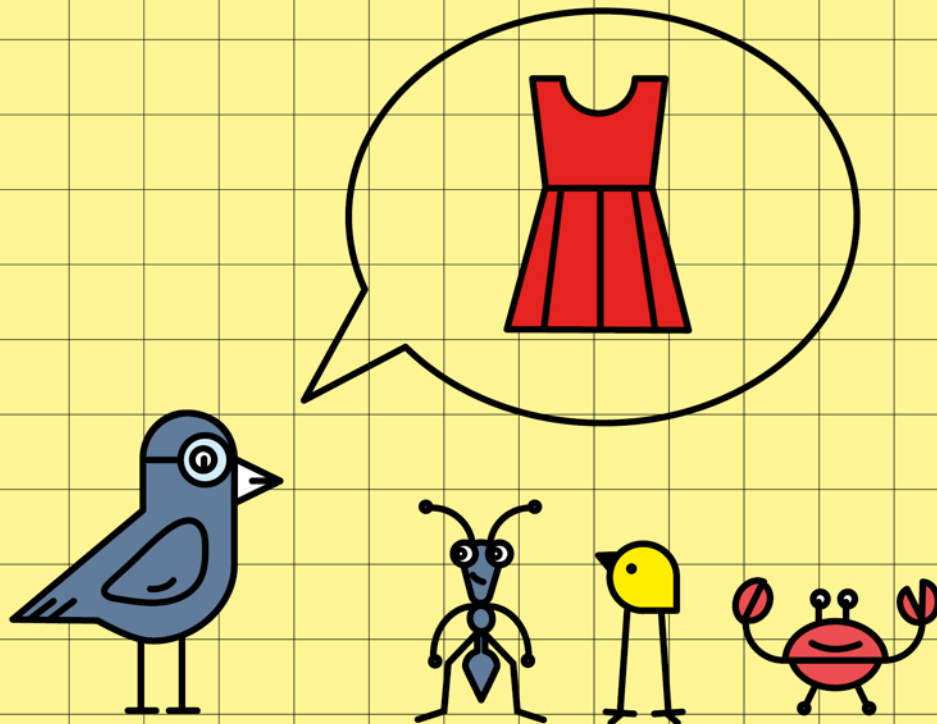





Lesson Plans to Create Multilingual Word Tables



For children aged 4-8 and covers all areas of language proficiency.

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TEACHER'S INSTRUCTIONS:

Using multilingual materials in the classroom helps students create mental bridges between their languages and helps them to learn the language of instruction quicker. Even for students who only speak one language, this is beneficial for further learning.

One of the materials or tools that can be used in the classroom is a word table. The word table is a language tool to use in the pre-stage, or presentation stage, of the lesson plan. It is a tool that teachers can use to encourage children to think about language and appeals to language curiosity. The word tables can be utilized with many different words, for grammatical or vocabulary components, and for various proficiency levels.

Below, we provide **two examples of how to make a lesson plan for a word table**. The word table can be fully adapted to any language and for any classroom. It can be shown on a white board, used interactively, or printed out and hung up on the wall. Two examples will be provided here: a numbers word table and a colour word table.

The advantage of a concrete lesson plan is that teachers can follow it in the class and can check what they have done. It also provides room for a teacher to include forms of classroom management and plan which tools and materials will be needed. It is important to formulate an overall goal for the lesson, state specific objectives/aims for the lesson, which procedures will take place and what type of output is required at the end.

Language Teaching Stages: the 3Ps

Lesson plans usually consist of teaching stages. These teaching stages are the major steps that language teachers go through in the classroom. The most popular language teaching stages are the three Ps model, which include **presentation**, **practice**, and **production** (TEFL Teaching Method). Multilingual practices can be incorporated in one stage only or in all stages throughout the lesson. Age and competence are two major contextual variables that will affect every aspect of your teaching. The examples below are just that: examples. Teachers can use their own creativity and adapt them or include more activities.

As a reminder: the Avior project is **for children aged 4-8** and covers all areas of language proficiency.

LESSON PLAN 1: USING A NUMBERS TABLE TO HELP STUDENTS MAKE LANGUAGE CONNECTIONS.

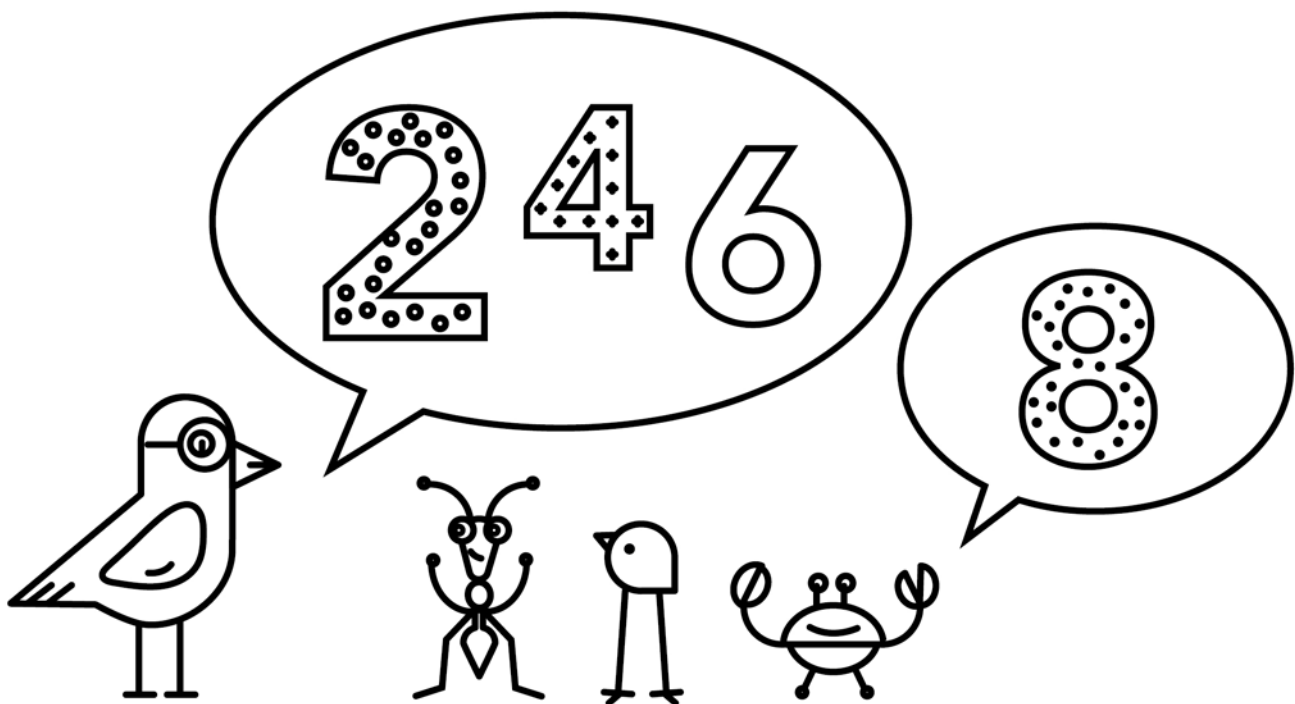
One thing that children learn quickly in their home language or mother tongue is counting from one to ten. Many fun interactive games can be done with learning how to count or how to count in different languages but not many activities focus on making links between counting and the languages of the numbers. Therefore, this lesson plan will focus on **making a bridge** between counting and language. Do not forget: you are also able to use Google Translate to hear and see different words in different languages, if necessary. Or ask the parents or older siblings.

PLAN	ACTIVITY
Aim of the lesson:	<ul style="list-style-type: none"> ▶ The aim is for emergent bilingual children: to teach them the colours in the new language, while for monolingual children the aim is to increase linguistic awareness. ▶ The aim is to introduce counting in different languages and compare the numbers in each language to one another. ▶ For students of 5-6 years of age.
Outcomes of the lesson:	<ul style="list-style-type: none"> ▶ Students are able to count to ten in their home language and the language of instruction. ▶ Children are aware of the linguistic difference between the different languages in the classroom.
Pre-class preparation & tools:	<ul style="list-style-type: none"> ▶ Find out which languages are spoken in class by the students (including the home language of the teacher, if relevant). Remember that children may speak more than one language at home. ▶ Have a table ready with all languages spoken in class (could be on the whiteboard, or printed on large paper).
Activity:	<ul style="list-style-type: none"> ▶ Ask all students to count to ten in their home language, first: count all together, then one by one. ▶ Afterwards, in groups: ask the pupils to write down as many numbers that they know and to compare them to one another. ▶ Ask the groups to present the tables to the class and fill in the languages on the big table. ▶ Ask the students if they see any differences or likeness in the numbers and how and why they might be different or the same. ▶ Then, the teacher can call out different numbers in different languages and the pupils have to put up their fingers to say which number it is. ▶ Hand out A4 word tables with the numbers all in different order and ask students different tasks, like: find all number 3s and 5s, or colour all the same numbers in one colour, making a little figure of the table (for example, a rainbow or a smiley face). These activities can be up to the teacher.
Follow-up:	If the students are a little more advanced, the teacher can move on to explain the ordinal number system (i.e. first, second, third) in the different languages presented in the table.

TABLE EXAMPLE:

English	Dutch	French	Russian
(1) One	(1) Een	(1) Un	(1) один (“a-deen”)
(2) Two	(2) Twee	(2) Deux	(2) два (“dva”)
(3) Three	(3) Drie	(3) Trois	(3) три (“tree”)
(4) Four	(4) Vier	(4) Quatre	(4) четы́ре (“chye-tir-ye”)
(5) Five	(5) Vijf	(5) Cinq	(5) пять (“pyat”)
(6) Six	(6) Zes	(6) Six	(6) шесть («shest”)
(7) Seven	(7) Zeven	(7) Sept	(7) семь (“syem”)
(8) Eight	(8) Acht	(8) Huit	(8) восемь (“vo-syem”)
(9) Nine	(9) Negen	(9) Neuf	(9) де́вять (“dyev-yat”)
(10) Ten	(10) Tien	(10) Dix	(10) де́сять (“dyes-yat”)

1 Russian is taken from Google Translate and might not be grammatically (or semantically) correct.



LESSON PLAN 2: USING A COLOUR TABLE TO HELP STUDENTS UNDERSTAND THE BASIC CONCEPT OF ADJECTIVES.

Most students are able to see and describe things with colour from a very early age. However, when using adjectives to describe the colour of a clothing item, grammatical components come into play. This activity shows pupils how different languages describe the colour of an item of clothing and how these languages differ from each other. Do not forget: you are also able to use Google Translate to hear and see different words in different languages, if necessary. Or just ask the parents to fill in the missing languages.

PLAN	ACTIVITY
Aim of the lesson:	<p>To introduce the concept of adjectives to young children using colour as an example feature.</p> <ul style="list-style-type: none"> ▶ For students 7-8 years of age.
Outcomes of the lesson:	<ul style="list-style-type: none"> ▶ Students are able to identify the adjective in the sentence. ▶ Students are aware of the different grammatical components in different languages. ▶ Students are aware of the different names of colours in different languages.
Pre-class preparation & tools:	<ul style="list-style-type: none"> ▶ Have an assessment of the languages spoken in class by the students (including the home language of the teacher, if relevant). ▶ Have a table ready with all languages in class (could be on the whiteboard, or printed on large paper). ▶ Optional: iPads (or smart phones). And app: “Little Story Creator”.
Activity:	<ul style="list-style-type: none"> ▶ Ask students to write down colours in their different languages. ▶ In groups, students make their own colour tables in their languages, placing the correct colours next to each other. ▶ Students go around the class and find all the languages spoken in the classroom. ▶ Ask students to present and compare all colour tables. ▶ Ask students to describe the colours of their clothes and those of others. ▶ On the whiteboard, write down how the different languages use the concept of descriptive adjectives. ▶ In groups, ask students to go around the classroom with the iPad and use the app “Little Story Creator” to take pictures of the clothes item of their peers and fill in the right description. This app does not only allow for writing but also speech, which will include different linguistic forms on the use of the descriptive adjective. ▶ Ask the students to present their little storybook to the class.

EXAMPLE:

A red dress	Een rode jurk	Une robe rouge	Красное платье
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