

CROSS-CURRICULAR ACTIVITIES

for early education

built around the topic of

the TOWN

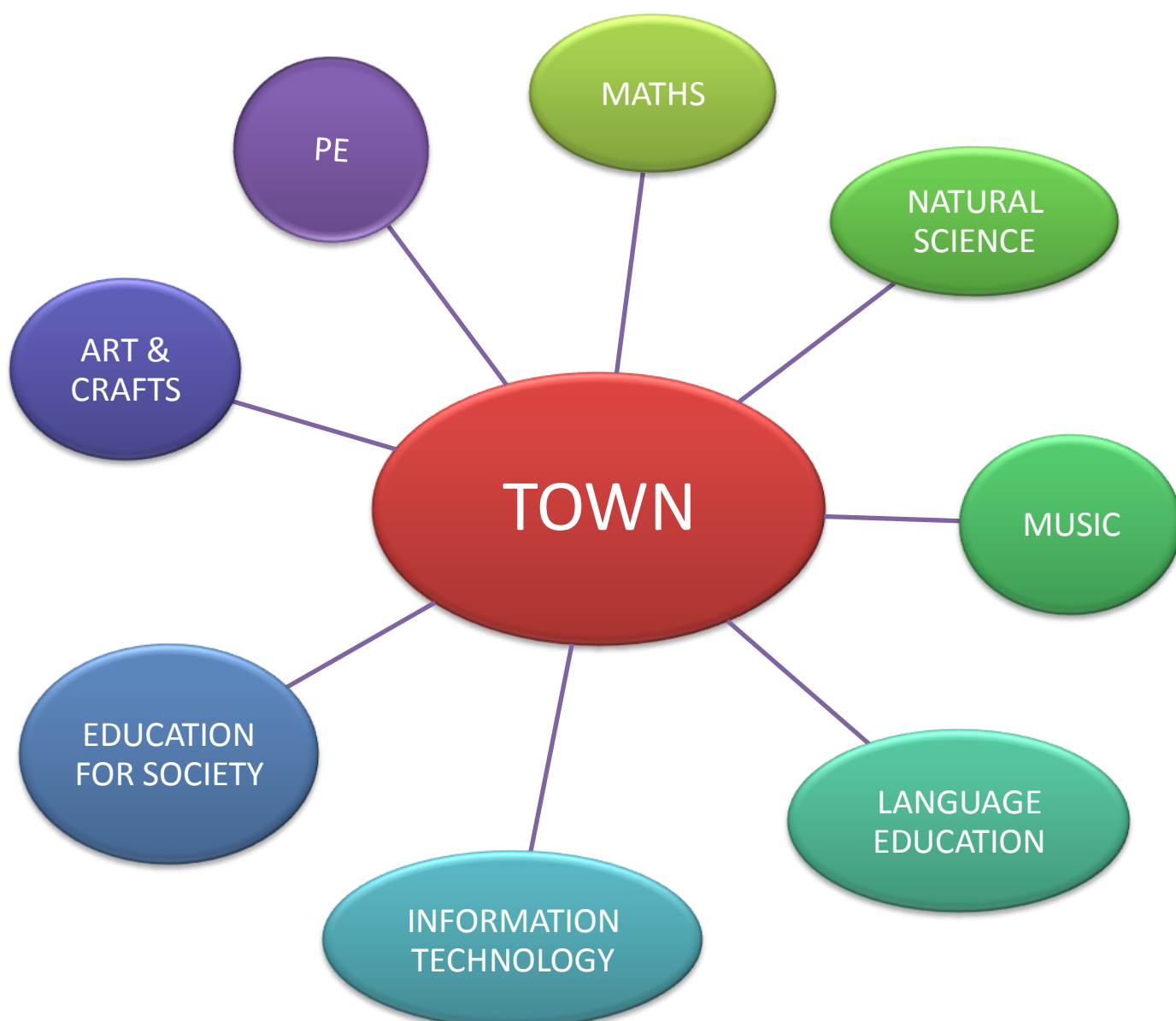
prepared by mgr Agnieszka Ojrzanowska
illustrated by Adrianna Ojrzanowska

This booklet contains a selection of cross-curricular activities for young learners of English at the age of 8-9, centered around the topic of TOWN.

Integrated teaching has been present in early education for many years, so the question arises: why not integrate a foreign language learning with other subjects across the curriculum? One way of organizing students' learning to achieve this ambitious aim is through topic work, where learning a language and learning different subjects is built around one topic or theme. The same topic is a uniting idea and gives a meaningful context for learning. The students are involved in hands-on activities where the foreign language is a purposeful tool for learning about the world.

While covering the topic of the town, the teacher needs to introduce appropriate *town/city* vocabulary including names of city buildings and places, types of houses, means of transport, and/or related vocabulary such as, for example, names of jobs or feelings. Subject-specific vocabulary (environment, recycling, etc.) should also be included. The number of vocabulary items to be introduced depends on the students' needs, which the teacher should be well familiar with before planning.

*It is assumed that the students are familiar with the topics covered in the activities.



MATHS

- I. COUNTING
- II. SHAPES
- III. MONEY

The following are some Maths activities for the teacher to choose from and give to the students:

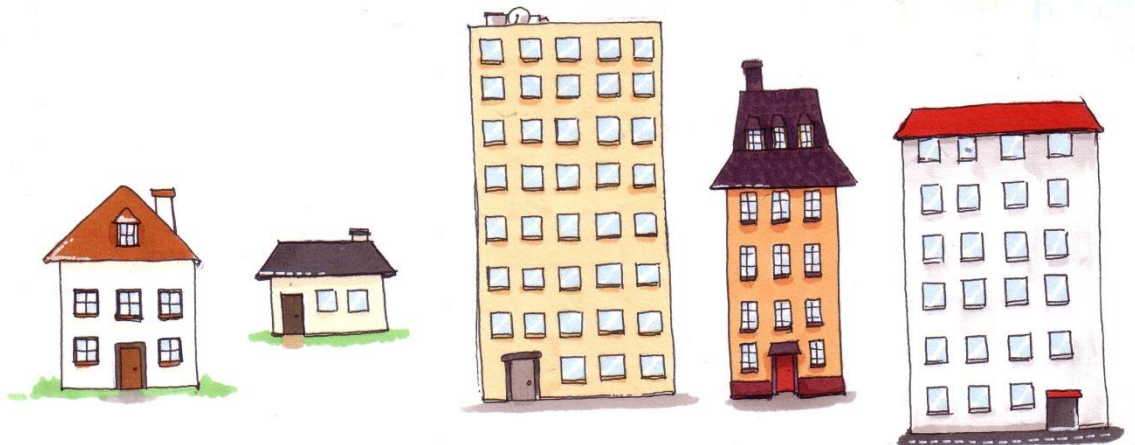
I. COUNTING

1. Count and write

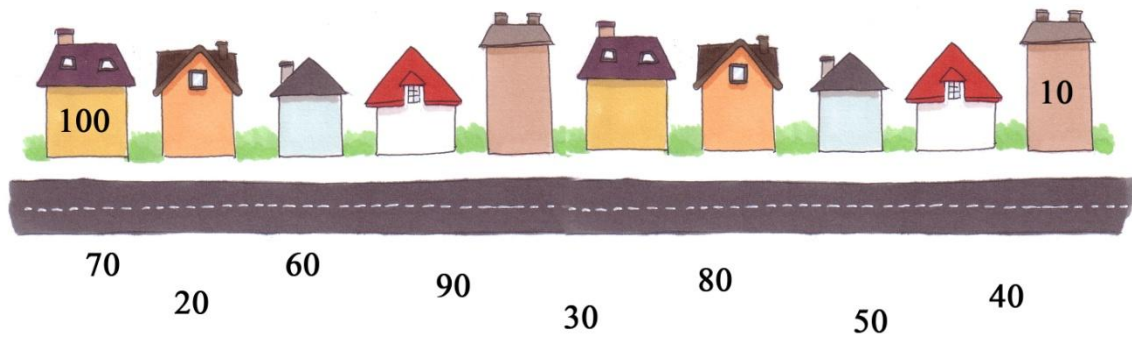


- How many houses ?
- How many people ?
- How many trees ?
- How many dogs ?

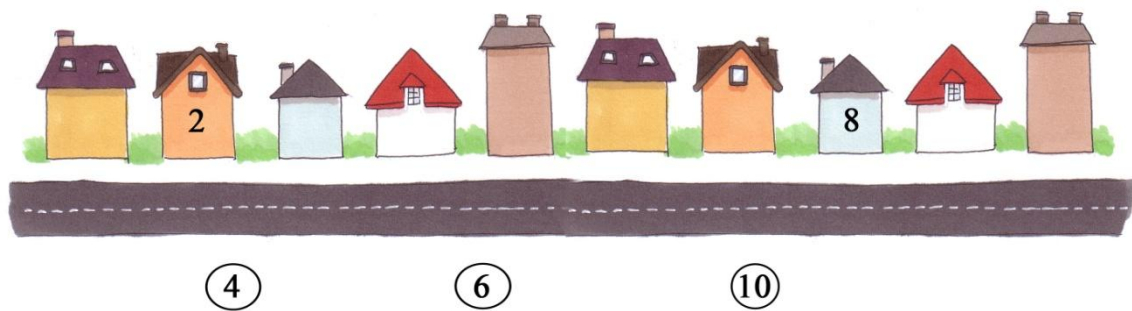
2. Order the houses from the smallest to the biggest.



3. Write the numbers on the houses from the biggest to the smallest .



4. Write the missing even numbers on the houses.



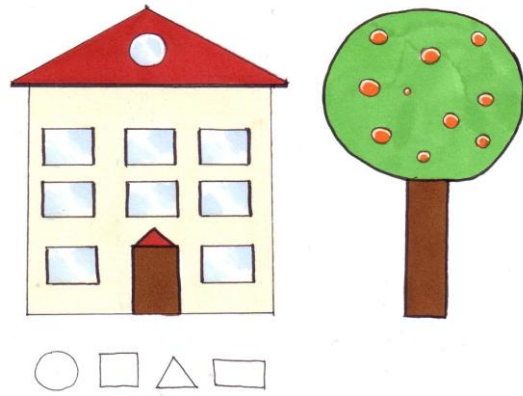
5. Write the missing odd numbers on the houses.



6. What is your house/flat number? Is it an odd number or an even number?
(The pupils make two lines: one with odd numbers and the other with the even ones.)

II. SHAPES

1. Count the shapes. Write the number.



2. The teacher distributes many cut-out shapes in different colours. The students have to create their own houses in the city.
3. The students look at photographs of different city houses and try to find some patterns:
- of bricks
 - shapes of roofs,
 - shapes of windows and doors.

They draw some patterns in their notebooks.

III. MONEY

1. Introducing English money.



2. How much is it?

$$20p + 20p =$$

$$10p + 5p + 5p =$$

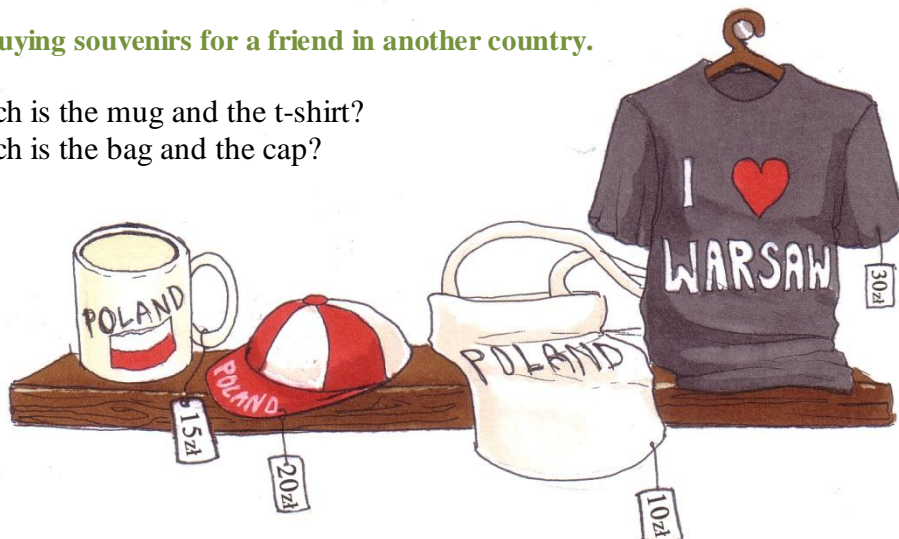
$$50p + 20p + 5p =$$

$$50p + 50p =$$

3. Buying souvenirs for a friend in another country.

How much is the mug and the t-shirt?

How much is the bag and the cap?



NATURAL SCIENCE

Part A

This part deals with environmental issues.

RECYCLING

1. What is recycling?

The teacher elicits from the students some problems of living in a city and mentions the issue of rubbish disposal. Then the teacher asks the students the following questions:

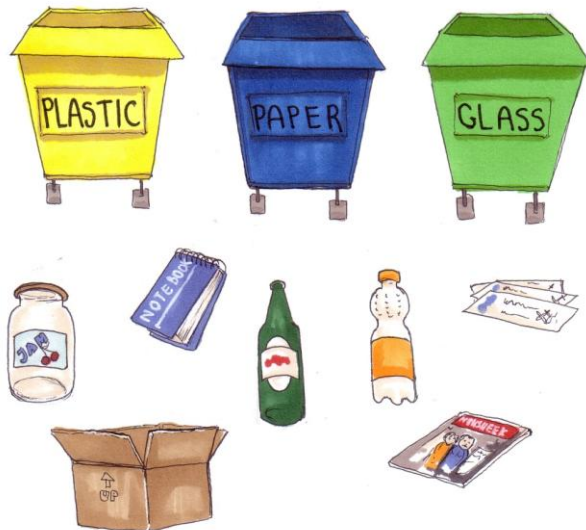
What is recycling?

What materials can be recycled?

2. Putting things (items of waste) in the right bin.

The students decide which is the right container for the following things:

a jar, a notebook, a glass bottle, a newspaper, a plastic bottle, a cardboard box, a plastic bottle, a magazine, old paper tickets



3. Designing environmentally-friendly food packaging.

The students design and make environmentally-friendly food packaging using materials that can be recycled. For example, they can make a paper bag or a box, decorating it in an attractive way.

Part B

This part focuses on geography.

MAPS

ASKING THE WAY

GIVING DIRECTIONS

1. Big cities in Poland (Warszawa, Kraków, Gdańsk, Łódź, Wrocław, Poznań)

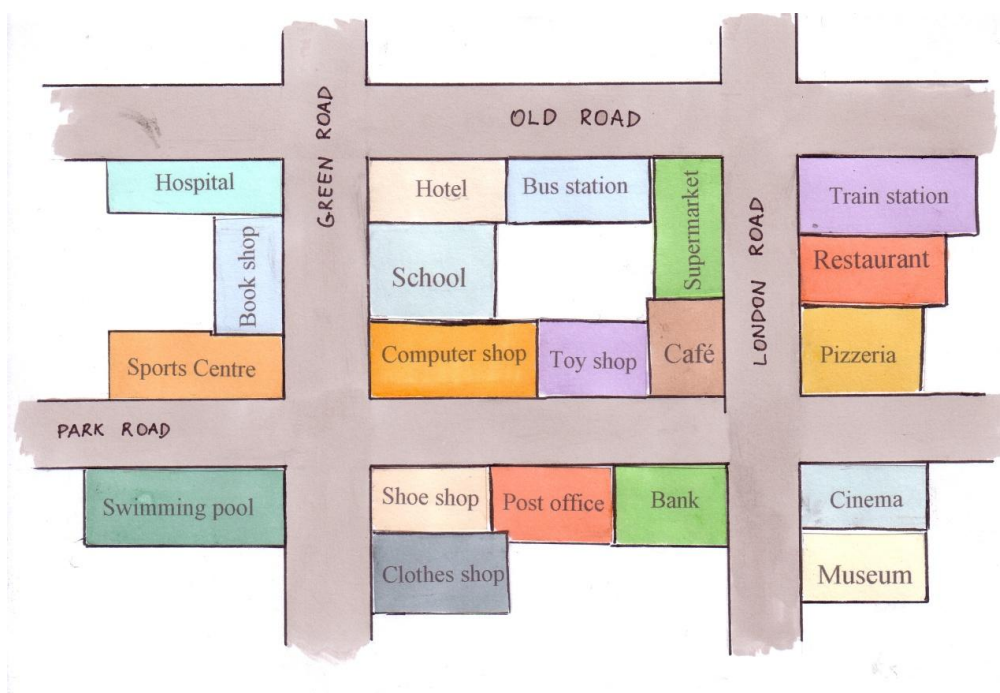
The teacher shows the students a map of Poland and points to some big cities on it. Then the students are given handouts with small maps of Poland. Their task is to write the names of the marked cities.

2. Big cities in Europe (London, Berlin, Paris, Rome)

The teacher shows a map of Europe and says the names of some major cities. The students repeat the names of the cities. Then the teacher says a name of a city and the students point to it on the map.

3. Reading the map

The teacher distributes simplified maps of the town. The students ask questions and give answers about the location of different buildings.



Useful language:

Where is the supermarket?

It's opposite ...

It's next to

4. Asking the way / Giving directions

The pupils work in pairs. Pupil A asks the way, pupil B gives directions. When they finish, they mark the way on the map using crayons.

Useful language:

Excuse me, where is the cinema?

Go straight on.

Turn left.

Turn right.

5. Describing the journey of Country Mouse to the city (from the story "City Mouse, Country Mouse")

Consulting the students, the teacher draws a map of the route Country Mouse took to visit his friend in the city.

The teacher introduces or revises appropriate prepositions:

- out of the house
- up the hill
- down the hill
- over the bridge
- through the forest
- along the road



6. Where do you live?

The teacher provides a map of the local area. On the map the students mark the places where they live.

Part C

This part is on road safety.

CROSSING THE STREET

1. Matching

The students match the signal colours to the words “Go!” and “Stop!”

GO, STOP



green light



red light

2. Putting in order.

The students put the following directions in the right order:

- Look left
- Stop
- Look right
- Cross the street
- Look left again

3. Giving directions

The pupils practise giving directions from the previous exercise in the middle of the classroom.

4. A poster “Safety on the road”

The pupils make a poster on road safety.

MUSIC

THE SONG “THE WHEELS ON THE BUS”

1. Singing the song „The Wheels on the Bus”

*The wheels on the bus go round and round
Round and round, round and round
The wheels on the bus go round and round, all day long.*

*The wipers on the bus go swish, swish, swish...
The door on the bus goes open and shut...
The horn on the bus goes “Beep, beep, beep”...
The babies on the bus go “Waa waa waa”...
The people on the bus go up and down...*



LANGUAGE EDUCATION

STORYTELLING

POEM WRITING

READING A BOOK “SEKRET PONUREGO ZAMKU” BY WOJCIECH WIDLAK

ROLE PLAY „AT THE SHOP”

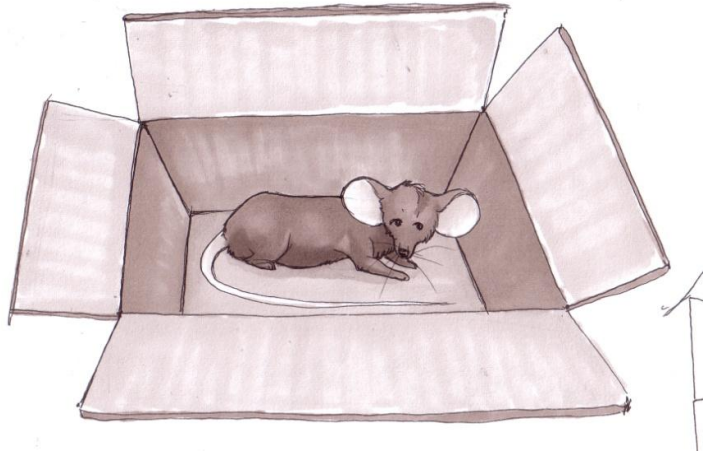
WRITING AN ADDRESS, WRITING A POSTCARD

1. “In the grey, grey town” - POEM

The teacher reads the poem, demonstrating the meaning of unfamiliar items if necessary .
Then the teacher explains the pattern of the poem and the pupils can write their own poems with the names of different colours.

**In the grey, grey town,
There’s a grey, grey house.
In the grey, grey house,
There’s a grey, grey room.
In the grey, grey room,
There’s a grey, grey box.
In the grey, grey box,
There’s a grey, grey mouse.**





2. “City Mouse, Country Mouse” – the story

After introducing some key words from the story, the teacher tells the students a story.

City Mouse and Country Mouse are friends. City Mouse wants to visit Country Mouse. He goes to the country. Country Mouse shows him the place. There are fields and a farm. He can see many animals on the farm.

City Mouse doesn't like this place. It's cold outside. There isn't a fridge. He comes back to the city. There is a cinema and a restaurant here. He is happy.

Country Mouse visits City Mouse in the city. There are many people and many cars. City Mouse lives in a flat and he has some delicious food in the fridge. The city is so noisy and dangerous. Country Mouse doesn't like the city. He comes back to his little house in the country. He is happy.



3. The students find some features of a city life and a country life.

IN THE CITY

- many people
- many cars
- noisy

IN THE COUNTRY

- farm animals
- fields
- quiet

4. A class discussion

What is a nice place to live in?

The pupils can say what things children like or don't like in the place.

5. The students say what they can see from their window.

They can begin their description: *“Through my window I can see...”*

6. How to write an address?

The teacher explains the way we write an address.
The pupils write their own addresses.

7. Writing a postcard from a city.

The teacher distributes different postcards with some photos of a city. These can be real postcards or the ones prepared by the teacher.
The pupils write a postcard from a city writing an address and a short text.

8. ROLE PLAY

The teacher sets up the role play: “At the toy shop” (or any other shop, using paper coins, costumes and other props).

9. Reading a book “Sekret ponurego zamku” by Wojciech Widlak (in Polish)

The action of the book takes place in the city.

INFORMATION TECHNOLOGY

WRITING AN E-MAIL

PREPARING MATERIALS

SEARCHING THE WEB

*These are more advanced level activities for older children (children aged 9)

1. The teacher gives a model of a short e-mail. The students write an e-mail to their friends in another city.

2. The pupils prepare a leaflet about their town/city or a city of their choice encouraging tourists to visit this place.

3. Searching the Web

The teacher provides addresses of some websites (preferably the ones designed for children) and the students try to find some information about big cities in Europe or in the world.

EDUCATION FOR SOCIETY

MUSEUM VISITS

COMPARING LIFE IN THE CITY NOW TO LIFE IN THE CITY IN THE PAST

TALKING ABOUT OLD HOUSES

1. **The pupils compare old photographs with contemporary ones, e.g. old and present-day photographs of Warsaw.**
2. **The teacher organizes a class visit to a local museum or a historical site.**
3. **The teacher organizes a short trip around a local area and the pupils observe houses, especially old houses or buildings.**
4. **The teacher finds some websites devoted to a local museum or an important museum in another place and helps the students to explore them to find some information.**
5. **Project work**

The students prepare a class project (with teacher's assistance) about the life in the city now and in the past.

SOCIAL SKILLS

GROUP INTEGRATION ACTIVITIES

AWARENESS RAISING ACTIVITIES

TALKING ABOUT FEELINGS

DEVELOPING SOCIAL SKILLS

1. Talking about feelings

We can see different people in the street and their faces show different emotions. The teacher can introduce the names of some emotions, e.g. happy, sad, tired, angry, etc. Then he/she can discuss with children how people can feel in different places in the city. How do people feel in the park? In the shop? On the bus? On the underground? In the street?

2. Making a collage PEOPLE IN THE CITY

The teacher introduces or revises **emotions** vocabulary. The students cut out pictures from magazines that show different emotions and feelings and make a feeling collage / display.

3. Ten ways to start a conversation in the playground (e.g. with a new friend)

The students work in groups. They have to think of as many different ways to start a conversation with another person of their age as possible.

4. Exchanging social letters

The pupils write short letters/ messages to each other. The teacher is a postman and delivers letters.

5. Organizing a picnic in the park – project work

- The pupils think about what is needed for a class picnic and how to behave in a park – discussion
- The students prepare picnic items (baskets, paper sandwiches, etc.)
- They pretend to be at a picnic –TPR activity

ART AND CRAFTS

MAKING A MODEL OF A TOWN

MAKING A BOOK

MAKING A POSTER "MY TOWN"

MAKING A COLLAGE "HOUSES IN THE CITY", "PEOPLE IN THE CITY"

MAKING A PAPER SHOPPING BAG

1. Making a town

Using shoe boxes or tea boxes, the students make houses and build their own town. Each pupil is responsible for one house.

The teacher distributes word cards with the names of different buildings and the students attach them to their houses.

Useful language:

school, hospital, supermarket, restaurant, café, pizzeria, cinema, swimming pool, sports centre, hotel, bank, post office, museum, bus station, train station, toy shop, clothes shop, shoe shop, computer shop, bookshop

The teacher puts a poster with a street plan of a town on the floor (or a special mat or rug with a similar plan). The students put their houses on the plan and say where their buildings are.

Where is the hospital?

It's next to/ opposite/ between ...

The teacher can also bring little dolls or action figures and the students can move them from place to place in their town asking the way and giving directions.

e.g. *Student 1 : I want to go to the cinema. Where is it?*

Student 2: Go straight on / Turn right / Turn left / You're there.

2. Making a "My dream city" poster

The teacher places a model text on the board, e.g.

This is my dream city

There is a ...swimming pool and a park.

There are ...many shops.

....is my favourite place.

I like my city.

The pupils make a poster "My dream city". They write a simple text and provide some visual support.

The students present their posters to the class.

3. Bookmaking –My city /My town / My village

The students make a little book entitled "My city" (or My town / My village).

The teacher provides a model text, e.g.

I live in Warsaw.

This is ...the Royal Castle.

*This is ...
This is my favourite place in Warsaw.
I like my city.*

The students can use photos or their own drawings to decorate the book.

4. Making a class collage - “A visit to the museum/art gallery”

For this activity to work, the students need to visit a museum or an art gallery, or watch a video about such a place.

The students use leaflet cut-outs, photos or their own drawings.

The teacher provides a model of a simple text which can accompany the collage, e.g.

*This is the National Museum in Warsaw.
We can see...
It is very interesting.*

5. Making a collage - “Houses in the city”

The teacher introduces new vocabulary:

block of flats, bungalow, mansion, houseboat, villa, detached house, semi-detached house, terraced house

The students collect pictures and photos of different types of houses in the city. They make their collages in groups.

6. The pupils design and draw an ideal play centre for children.

The teacher introduces new vocabulary and the students design and draw an ideal play centre for children.

*Useful language:
swing, slide, trampoline, ...*

7. The pupils plan an ideal menu for a city restaurant.

The teacher revises the names of some food items and then the students make their ideal menus.

8. The pupils design and make a paper shopping bag.

The pupils make shopping bags using their own materials (e.g. paper bags, etc.). They add a face, arms and legs. Such a bag can be useful for other activities, e.g. “At the shop” role play or for a vocabulary revision activity where the students take pictures out of the bag and have to name them.



PHYSICAL EDUCATION

TOTAL PHYSICAL RESPONSE (TPR –METODA REAGOWANIA CAŁYM CIAŁEM) ACTIVITIES GROUP INTEGRATION ACTIVITIES (BODY ALPHABET)

1. Body Alphabet

The students make letters of the alphabet with their bodies, standing together in a certain way. The letters they form make the word TOWN or CITY.

2. TPR activity (Total Physical Response)

The teacher reads the text, showing the actions. The pupils listen to the teacher and imitate the actions.

*There are people in the street
walking, walking, walking
slowly, slowly,
quickly, quickly,
They stop.*

*There are children in the park
running, running,
playing the ball,
riding a bike.
They stop.*

3. Greetings

The pupils walk around the classroom and greet one another in different ways:

*Greeting a close friend
Greeting your teacher
Greeting somebody you don't know well
Greeting somebody you have quarrelled with
Greeting somebody from another country*

4. Red light - Green light (Action Game)

The pupils run around the classroom.

When the teacher shows a red circle and says STOP, the pupils stop and don't move.

When the teacher shows a green circle and says GO, the pupils move again.

5. TPR activity to practice prepositions

The teacher first demonstrates the actions while the pupils only watch. Then the teacher gives instructions orally and the students do the actions.

*Stand inside the circle. Stand outside the circle.
(with pupils' notebooks) Stand in front of/behind/next to your notebook.*

6. Ships in the Fog – giving instructions

There are several marked routes on the floor in the classroom.

Some pupils are blindfolded; others guide them to follow their route and get to the destination.

Language used: *turn right, turn left, go straight on, stop, ...*

7. Hopscotch

The teacher draws houses with numbers on the floor (using chalk or mats/pieces of material with numbers on them) and the students hop on them saying the numbers.

