

Karen Saxby

Creative teaching material for young learners

Picture work

camping

You could use this picture in a **Starters**, **Movers** or **Flyers** class.



camping

7 ideas for use at **Starters** :

- Write on the board: *a frog, a donkey, a boat, a spider, a boot, a car, a pear*. Say *Two of these are NOT in this picture*. Pairs draw lines to other 5 things and complete sentences: *This is a ...*. Can learners think of an animal that sounds like 'pear'? (bear)
- Draw a *boot / boat*. Practise pronunciation by pointing to the pictures and asking alternatively *What's this?* Can learners think of an animal that ends in 'oat'? (goat)
- Say, *Colour the boy's boots pink*. Ask *Who's wearing one boot?* Learners choose names for the girl and the three other children and imagine how old they are and what their favourite hobbies are. Ask *Where's their mum/dad?*
- Say e.g. *Three boats are in the water. There are two frogs. There is one tablet. You can see five children*. Learners hold up their *yes* or *no* card each time.
- Revise prepositions / colours. Learners choose where to draw a flower and colour it. Showing their picture, they say *my flower is* (e.g. red.) *It's* (e.g. next to the sun.)
- Point to the food items. Ask *What do these children like eating?* Learners decide. Ask *What do you like eating for breakfast, lunch, dinner?* Learners make a food poster, drawing and writing about their favourite kind of food.
- Teach *dinosaur*. Small groups choose four questions to ask the dinosaur and choose and write its answers. Groups role play the Q/As.

7 ideas for use at **Movers** :

- Review / teach *camping* and *tent*. Ask *Would you like to go camping?* Groups share their ideas. In open class repeat the question and then ask *Why / Why not?*
- Ask *Where's the rainbow?* Write *pretty rainbows* on the board. Give pairs 2 minutes to find new 3+ letter words from the letters (e.g. pear, bye, new, eat, pet, boys, not).
- Give colouring instructions for *the biggest rock / boat / table tennis bat, the smallest cup / ball / cloud*. Check answers by asking: *What colour is the...?*
- Pairs make 2 speech bubbles to show what the rabbit and the frog are saying and 2 thought bubbles to show what the dinosaur and the bird on the tent are thinking.
- Write on the board *cook, swim, drive, fly, listen, sail*. Groups write 6 sentences about the picture in the simple past tense. Each should contain one of these verbs.
- Learners complete sentences about the girl on the swing with invented details, e.g. *I'm really good at... I often go to...because... My best friend is... I don't like eating... .*
- Groups write a simple three or four sentence story called 'At the lake.'

7 ideas for use at **Flyers** :

- In small groups, learners play 'I spy with my little eye, something beginning with (e.g.'b')'. Team members guess what e.g. 'b' stands for (bee, boot, banana, bread??)
- In groups, learners take turns to pretend to be one of the children. They begin by saying e.g. *I often... I like wearing...* The others guess which child they are.
- Give colouring instructions for the eagle's head, the knives, the stones around the fire, the spots on the flag, the map and the butterfly.
- Ask *What happened before / will happen next?* Pairs choose and write answers.
- Learners list 10 things they feel they should take on a camping holiday like this.
- Pairs make a word cloud with 'countryside' vocabulary. Help learners find words in a dictionary if necessary, e.g. *hill, river, waterfall, quiet, field, camping, wild animals*.
- Pairs think of five questions to ask the dinosaur or the eagle and write the conversation. Can learners include ALL the following adjectives in their Qs or As *ready, special, unusual, dangerous, interesting, alone, enormous, wonderful?*