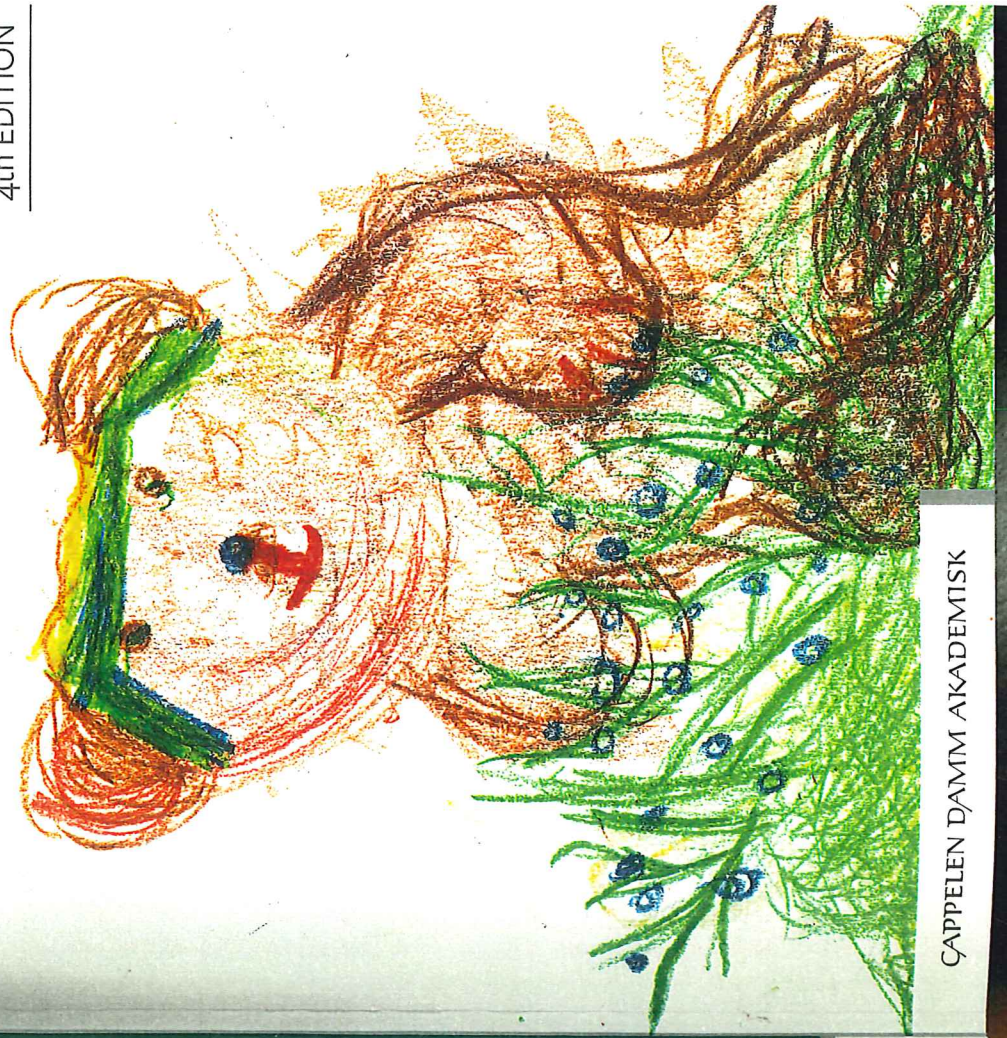


JULIET MUNDEN AND ASTRID MYHRE

ENGLISH 1-4

Twinkle

4th EDITION

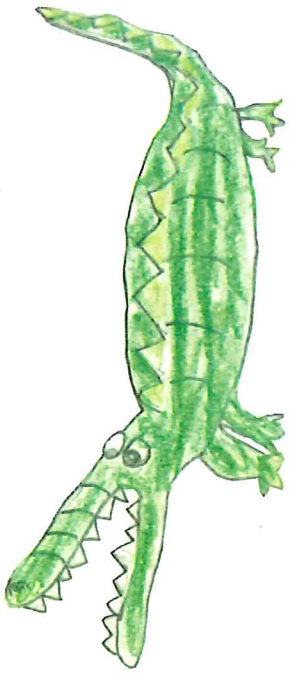


ÇAPPELEN DAMM AKADEMISK

Munden and Myhre

Twinkle Twinkle ENGLISH 1-4

4th EDITION



Twinkle Twinkle is a user-friendly resource about teaching English in school years 1-4. *Twinkle Twinkle* builds on *Kunnskapsløftet 2020*. It discusses and demonstrates how to develop children's language skills and how to encourage learners, whatever their background, to become confident and curious users of English. This fourth edition has been thoroughly revised and updated, and includes exciting new material, both theoretical and practical.

"*Twinkle Twinkle* is a wonderful gift to teachers of English. It contains loads of practical ideas for Years 1-4. In simple, easy-to-understand English it also explains some of the theory behind the different approaches and activities. Since *Twinkle Twinkle* presents basic principles for effective and fun foreign language learning, I would argue that it is relevant for English teachers at other levels, too. I love the book!"

Ragnhild Elisabeth Lund, Professor in English,
University of South-Eastern Norway

Juliet Munden works at Inland University of Applied Sciences. She has also worked as a teacher in Norway and Kenya, and with teacher education in Norway, Namibia, Papua New Guinea and Eritrea. Juliet is the author of several workbooks for very young learners, as well as the textbook series *Steps for primary school*. For teacher education she has written *Engelsk på mellomtrinnet*, and *Engelsk for Secondary School*.

Astrid Myhre has worked in Norwegian 'grunnskole' for thirty years, teaching English and training student teachers. She has also been a lecturer in English at Hedmark University College and at Newcastle University. She has extensive experience of in-service training, and has run numerous courses for teachers of English in Norway.

ISBN 978-82-02-61257-3



www.cdda.no

ÇAPPELEN DAMM AKADEMISK



Kicking off When you were in primary school yourself, did you take part in any cross-curricular projects? Can you remember what you did, which subjects were involved, what you learnt and how you experienced the project/s, both at the time, and now, looking back?

CHAPTER 8

English with other subjects

In this final chapter, we promote the idea of using English with other subjects, by providing many good reasons for doing so, and by presenting three extended examples. When you have read the chapter, you will be a little further on your way to this learning outcome for teacher education for Years 1-7:

- can plan and lead varied and differentiated learning activities, including digital learning activities, which promote in-depth learning and the development of basic skills

Introducing a cross-curricular approach

The core curriculum lays down the principles and values for primary and secondary education and training. Among its many ambitions is that “competence goals in the subjects must be considered together, both in and across the subjects” (Utdanningsdirektoratet, 2017, p. 15). School must provide room for in-depth learning so that pupils can learn to apply knowledge and skills in familiar and unfamiliar contexts (2017, p. 16).

The White Paper that outlined the new direction for *Kunnskapsløftet* emphasised the co-ordination and integration of school subjects (NOU 2015: 28). In this chapter we suggest how to go about using English in cross-curricular work that can promote enjoyment and a real sense of achievement. When pupils work with English and other subjects in a project, a cross-curricular approach doesn't steal time, as we have sometimes heard teachers say. On the contrary, cross-curricular work can be a highly effective way of working towards in-depth learning. Any learning sequence involving more than one subject is cross-curricular. This means that the term includes everything from the teacher reminding pupils about knowledge and skills they have worked with in other subjects, to fully developed projects that last over a period of days, or even weeks.

A cross-curricular approach is appropriate for very young learners. They bring their curiosity about the world into the classroom, and we do well to respect and nurture it. Yet, unfortunately, the focus on competence aims and assessment criteria that we have come to associate with *Kunnskapsløftet*, at least until 2020, has tended to compartmentalise and even fragment learning. And so, even though the core curriculum has from the start spoken warmly about a cross-curricular approach, you may still find yourself having to persuade colleagues and parents of the benefits of organising learning in this way. So in the next sec-

cross-curricular - tverrfaglig

nurture - ivareta, fremme

compartmentalise - dele opp i lukkede rom



tion we equip you with arguments about the value of a cross-curricular approach.

Why cross-curricular work is important for English

chart - tabell
Let's now look at some more good reasons for a cross-curricular approach. Flip back to Chapter 2 to remind yourself about the principles for language learning. In this section we will argue that a cross-curricular approach provides possibilities for putting these principles into practice.

- Project work makes language learning meaningful. The language is put into a context where it is used for a purpose. It helps learners to see language as something to use, not just something to perform in an English lesson.
- It makes language learning motivating and interesting because it creates links to the pupils' everyday lives and their experiences. Pupils can even contribute with knowledge only they possess, which is an enormous boost to their confidence and helps create positive feelings around learning English.
- There are plenty of golden opportunities for repeating vocabulary and phrases, particularly in instruction language, in a meaningful context: *Draw a line, cut here, stretch, put it on your desk, turn it upside down, look carefully, find your scissors, ask your group, write a list, look at how Martin has done it and so on.*
- It is very much learning by doing and there is no end to the practical activities you can carry out while using English. We suggest a few in the next section.
- Projects can consolidate a variety of techniques and skills, intellectual as well as physical and social. Activities can involve problem-solving, motor skills and co-ordination, measuring, counting, recording results, gathering information online, and so on.
- Children learn to take responsibility, work together towards a common goal and see the consequences of their choices and actions. In this way cross-curricular work encourages independence as

the children are guided into making decisions, choosing between alternatives and observing the consequences of their choices – key skills in democracy and citizenship.

- A cross-curricular approach can reinforce basic concepts like size, shape, time, numbers, colours, position, direction and cause and effect. It also reinforces general learning skills like predicting (what do you think the gingerbread man will do next?), ordering (arrange according to size), comparing (temperature in two places), matching (animals and their habitats), classifying (sort the food into solids and liquids), contrasting (find opposites), sequencing (order pictures or statements about how an egg becomes a hen), hypothesizing (what will happen if you put the jelly near the radiator?).
- Gradually children can acquire study skills like keeping logs, assessing their own work and using reference books, dictionaries and online resources for information.
- Cross-curricular projects provide plenty of opportunities for differentiation and thus help the teacher to organise activities that cater for different ways of learning.
- It allows the class to work together and to get deeply involved in their learning. Because everybody's enthusiasm and contribution matter, a cross-curricular approach can contribute to children's social and psychological wellbeing, in an inclusive learning environment.

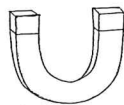
cater for - ivareta

contribution - bidrag



Can you think of even more arguments for a cross-curricular approach?

In order to avoid chaos in the classroom there will have to be more teacher control at this stage than when older children do project work. But you can think of ways to ensure that the pupils feel they have some influence in the development of the project. For one thing they can be given alternatives to choose from: *Shall we make a poster or a book? What animal would your group like to learn about? Will you do the exercise where you write the words or the one where you tick off/draw the lines?*



attract - tiltrekke

Small-scale cross-curricular work

Here are just a few examples of how English can be combined with other subjects in learning sequences that take one lesson or less:

- Science: children can experiment with a magnet, and note down how many paperclips a magnet picks up. They can go on to explore and record, in English, what else the magnet attracts, and what it does *not* attract.
- Food and health: make waffles, each child writing a list of ingredients in all the languages they know. They can take pictures of the process and put together a digital story using software such as iMovie or Photostory. This will involve creating a simple written or spoken English text to go with pictures.
- Maths: count forwards and backwards in English, and add physical activity by starting with fingers touching toes, standing up as we count from one to ten (or twenty) and bending slowly down again as we count back to one.
- Art and craft: children make and decorate their own Easter or Eid cards with a greeting in all the languages they know.
- Norwegian: children stand in pairs, facing in the same direction. One spells out a word *in Norwegian*, one letter at a time, by drawing with his or her finger on the back of the second pupil, whose task it is to say what letter it is, and find out what that word is. The pair swap positions, and the second child spells out the same word *in English* on the back of his or her partner, whose task is to say each letter using the English alphabet. For younger and less advanced learners, the teacher can write word pairs on the board that the pupils can choose from and copy.

Let's now imagine that we are looking for a topic for a bigger project. How do we go about it?

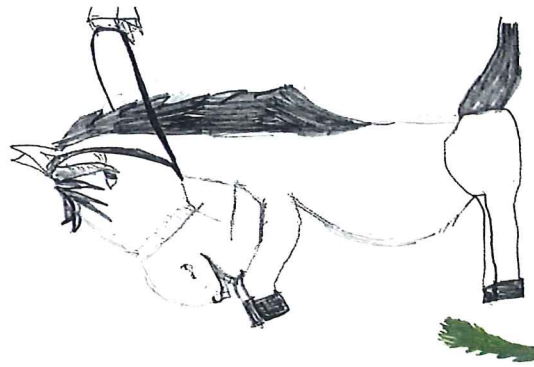
Topics for cross-curricular work

From kindergarten we are familiar with topics such as the seasons, animals and festivals, including Easter, Advent, Christmas and Eid. We can revisit these topics in English. Perhaps we can also explore some *new*

topics, now that the children have started school. We can take as our starting point something that particularly interests the children – a topic, a picturebook, a question that a child has asked, or something to do with their everyday lives, such as in the example 'Vårt hus/Our house' (pp. 202–204). Alternatively, we can take as our starting point something that the curriculum *requires* us to do, such as the competence aim in PE that children should explore their local surroundings through the seasons. This is what is done in the example 'Ut på tur, fag på lur' (pp. 204–208). Either way, the activities we choose should enable children to work with the core elements, basic skills and competence aims in English and other subjects. A second approach is to take core elements or competence aims from several subjects as our starting point.

Here are some suggestions for cross-curricular topics that can involve English:

- family, friends
- pets, horses
- water, ice, air
- bread, potatoes, milk, eggs, sausages, sugar
- the police, the fire brigade, safety on water
- signs
- nurses, hospitals, childhood illnesses, our eyes, our ears
- the sun and the moon
- wool, cotton, plastic, gold
- ancient Egypt, the Stone Age, water wheels and wind-mills, bridges
- Saint Olav, prayers, Noah's ark, Judaism, Islam, Hinduism
- squares and triangles
- football, hopscotch, games our grandparents played
- fairy tales and myths from different countries
- school in different countries that children in the class already know
- Christmas traditions in different countries
- celebrations in different countries
- children's games in different countries





Which of these suggestions strike you as particularly promising?

There are many lovely activity and fact books in English and some great websites that can be a resource in cross-curricular work, both for the teacher and for the children, once they have learnt to read.³³

Planning a project

The key to successful project work lies in the planning. Many of the points below may seem obvious, but it is useful to have a list to tick off while you prepare. It is very annoying to get stuck in the middle of the work because you have not got all the equipment or material you need or you discover that the children lack some knowledge, skill or language necessary to carry out an otherwise excellent project. So here is a checklist:

obvious - opplagt

- Think through how the topic you have chosen can be connected to English lessons past and future.
- Think through how the topic contributes to core elements, basic skills and competence aims in the subjects involved.
- Think through how you can incorporate the interdisciplinary topics.
- Decide the length of time you will spend: long enough to allow for in-depth learning, but not so long that the children get bored before they have finished.
- Decide on any pre-teaching of key concepts and language that you need to do, and how to do it.
- Check that you have all the equipment and material you need and that the project is doable in the space available.
- If you require another adult's support at some stage of the project, make sure you get this organised well in advance.
- Carry out all the tasks and activities yourself to see they are doable.
- You may find that something that looks very tempting in a book

doable - gjennomførbart

or online is not so easy to do when it comes down to it. You may well need to add or alter instructions.

- Think through where and how you can involve the children in planning and decision-making.
- Think through how the pupils can assess their own work and progress.
- Check that there are enough activities and tasks for both slower and quicker learners. Are there variations to cater for the different ways pupils learn? Do you have learners whose cultural background may make adjustments necessary?
- Decide how you want to organise the various learning activities (groups, pairs, individuals, workstations).
- If there is to be a finished product or performance, decide how the children will present and share their work. Knowing that there will be an audience improves quality and adds motivation, as a rule. Will you invite another class, parents, or other teachers? If so, invitations should be sent out well in advance.

adjustment - tilpassning

Having considered all these points you can start the project and feel fairly confident that it has a good chance of being a success. Gradually, together with colleagues, you will build up a bank of successful projects that you can return to and develop. Even so, however well planned and however experienced you are, expect the unexpected!

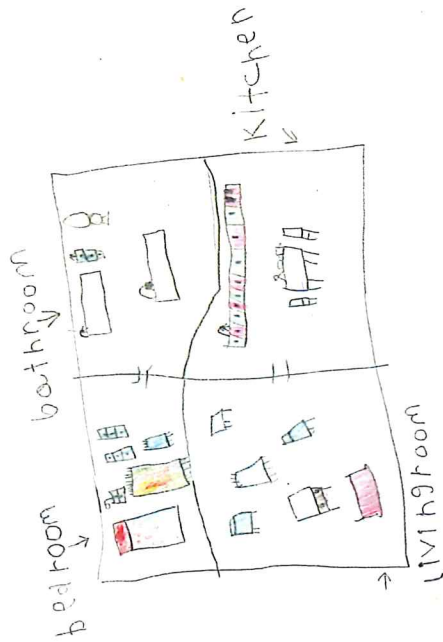
Three cross-curricular projects that involve English

A good cross-curricular project should not only meet the competence aims for several subjects and suit the age and maturity of the pupils. It should also take into account the pupils' experiences and interests, and it should include elements of play and exploration, allowing pupils to choose themselves how they will solve some of the tasks. We hope we have convinced you that even if it involves thinking outside the box, cross-curricular work is well worth the time and effort you invest. So, finally, we present three cross-curricular projects where English is a central subject.

33 We recommend these publishers: www.usborne.com, www.dk.co.uk, especially their Pocket Eyewitness series, and www.panmacmillan.com, especially their Kingfisher books.

Vårt hus/ Our house

Years 1 and 2: Norwegian and English



This simple project is based on children's everyday lives. The idea is that groups of four pupils draw and label the rooms in a house. They first mark out a frame for their house, and then each child draws one of the rooms. The class learns to name and label items in the rooms. In this project the children work towards the following competence aims for Years 1 and 2, working first in Norwegian, and gradually using English to describe their rooms:

English: follow simple instructions; participate in conversations about everyday life

Norwegian: describe and tell orally and in writing

This is what the groups do:

- Divide an A2 sheet of paper into four, first by folding, then by drawing a line along the folds. Each quarter represents a room in a house (*maths*).
- The children decide which four rooms to draw, who will draw each one, and what it should contain (*democratic learning, Norwegian*).

- Each child draws a room on a separate A4 sheet, and glues his or her pictures onto the A2 sheet.
- Each group presents their house, room by room, to the other children (*speaking primarily Norwegian*).
- Write words the children used, such as 'stol' and 'kjøkken' on the board, so that they can be copied onto their pictures (*writing in Norwegian and other languages that they know*).

How to work with 'Our house' in English

Use the drawings from 'Vårt hus' to work with vocabulary in English. Look especially for transparent words such as *house, room, bath, TV, books and toilet*. Pupils will need plenty of repetition in order to learn new words. If you can, spend just a few minutes now and then using the children's pictures to introduce new words and revisit ones they have already learnt. When the pupils are sufficiently familiar with the new words, they can present their houses in English, using the phrase "Here is a ..."

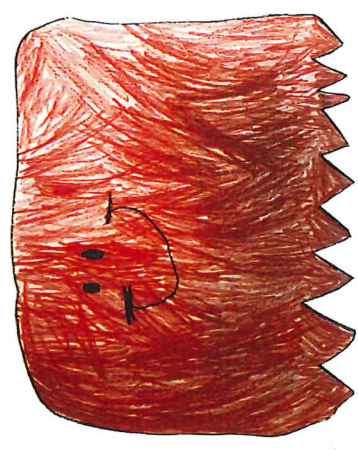
You can help pupils collect the words on a wall dictionary. Once they have mastered the alphabet, they can then make an alphabetical word list. Talk about how many chairs, cupboards and beds there are, and where they are in the room (next to, on top of, under, etc.). Drag-and-drop instructions are a familiar format in digital listening and reading tests for young learners, including the mapping test in Year 3 and the national test in Year 5 (see p. 29). So apart from its usefulness in authentic communication, there is also an instrumental reason for spending time talking about where things are. A book like *Where's Spot?* will help recycle some of the same vocabulary, as will the many so-called 'Seek-and-Find' books. An appropriate traditional rhyme to work with is "In a Dark, Dark Wood". Pupils enjoy chanting this rhyme in a mysterious voice.

In a dark, dark wood

There was a dark, dark house.

And in that dark, dark house

There was a dark, dark room.



And in that dark, dark room
 There was a dark, dark cupboard.
 And in that dark, dark cupboard
 There was a dark, dark shelf.
 And on that dark, dark shelf
 There was a dark, dark box.
 And in that dark, dark box
 There was a

GHOST!

Ut på tur, fag på lur

Years 1-4: English, Norwegian, music and physical education (PE)

A class excursion to a local area where children can experience and explore nature through the seasons is ideal for project work. Trips like this have a long tradition in Norwegian primary schools, and relate to competence aims in science and PE, as well as other subjects, including English. We also value these trips because they give the class a rich opportunity for social learning and a shared experience. Excursions (or trips; we use the words interchangeably) can help pupils achieve the following competence aims:

Physical education: explore nearby natural surroundings with various activities in different seasons; understand and carry out rules for excursions and wear appropriate clothing for the weather and conditions; practise safe behaviour in traffic

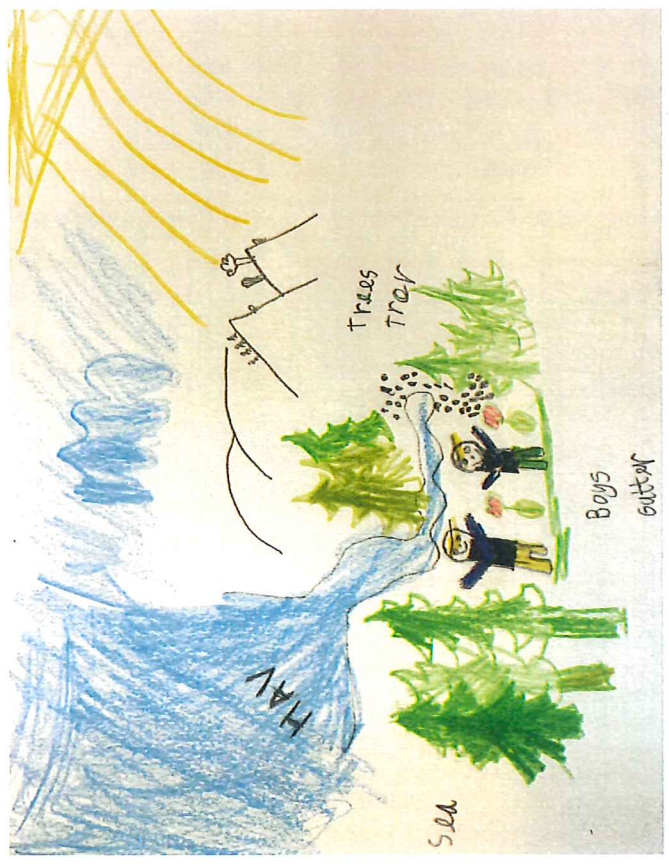
Science: explore a natural area and talk about how to use it in a sustainable way

English: take part in conversations about everyday life

Norwegian: describe and tell about things orally and in writing; write texts by hand and on a keyboard

Music: perform and explore a repertoire of songs and dances from different musical cultures

excursion - utflykt
 interchangeably
 - om hverandre



One way that English can be part of this project is to take along the **English mascot**. Since the mascot only understands English, the children will need to find the words they need in English, so that the mascot can enjoy the trip too. Here is an authentic example. It was Tor's turn to be with Teddy, who sat so that he could look out of Tor's rucksack. As he is playing, Tor asks his kindergarten teacher what *kongler* is in English. "Cones", she replies. "Why are you asking?" "It's Teddy who's asking", Tor replies (Tkachenko et al., 2013, p. 120).

Another way of involving English is through **songs and rhymes**. The children can learn a song that suits the weather or the season. If the trip is on a rainy day, the pupils can learn this chant:

Rain on the green grass
 And rain on the tree/sea
 Rain on the housetop
 But not on me.

In the winter we might go on a trip and make a bonfire. Then the children can learn a song about sausages, sung to the melody of 'Ten Green Bottles' (p. 111). This song also involves counting backwards in twos, and so maths is included too! Here are some simple actions, but feel free to make your own.

- There were ten fat sausages*
- Sizzling in the pan.* (crouch down)
- Ten fat sausages*
- Sizzling in the pan.*
- One went POP!* (jump up)
- And the other went BANG!* (clap your hands)
- There were eight fat sausages* (crouch down)
- Sizzling in the pan.*
- Eight fat sausages, and so on*

crouch down - kroke seg ned

round - kanon In the spring and early summer we can sing this round.

- Laughing, laughing, laughing, laughing*
- Summer time comes over the field.*
- Over the field it comes laughing, ha ha ha,*
- Laughing over the field.*

If the class will be walking through town on the excursion, the children can learn this song:³⁴

34 from Vanessa Reilly and Sheila Ward's *Very Young Learners*

- In and out the shops and houses,*
- In and out the shops and houses,*
- In and out the shops and houses,*
- On our way to X. (X is the name of the place we are going to)*
- Tippity, tippity on your shoulder, (x3)*
- You shall be my partner.*
- In between the cars and buses, (x3)*
- On our way to X.*
- Tippity, tippity on your shoulder, (x3)*
- You shall be my partner.*

Up the hill along the pavement, (x3)

Soon we'll be at X.

When you practise this song in the classroom, you choose one child to be the leader. If Sander is the leader, the other children stand in a circle, hold hands and raise their arms to make arches. Sander weaves in and out through the arches to the singing of the first verse. At the end of the verse, Sander stands behind Anna with his hands on her

shoulders. Now Anna leaves the circle and leads the two of them as they weave through the arches while the second verse is sung. And so on.

Finally, if you want to link an excursion to a picturebook, you might consider two classics in the picturebook genre: *We're Going on a Bear Hunt* and *The Snowy Day*.

A large part of planning is deciding which of the many possibilities to choose. In order to gather your ideas, and to be sure that you make time for things that need to be talked about and taught before the excursion, it may help to make a simple chart. What sort of chart you need will depend on you and the topic – there is more than one way of doing just about everything! Here is an example. A trip to a wood near the school involves a 15-minute walk through town, where there is quite a lot of traffic.

Subject	Before	During	After
PE	Talk about what to wear, what to bring, and traffic rules.	Encourage the children to be active and to explore their surroundings. Awareness of traffic on the way.	Discuss the traffic situations experienced.
Science		Explore the area; count the number of litter bins on the way there.	
English	Practise the traffic song with actions.		Sing the traffic song. Talk and write an illustrated text about the traffic on the trip.
Norwegian	Talk about expectations and plans.		Talk about the trip and write a little report.
Music	Practise one of the songs.		Talk about the trip and sing the song again, with actions that the children develop themselves.