

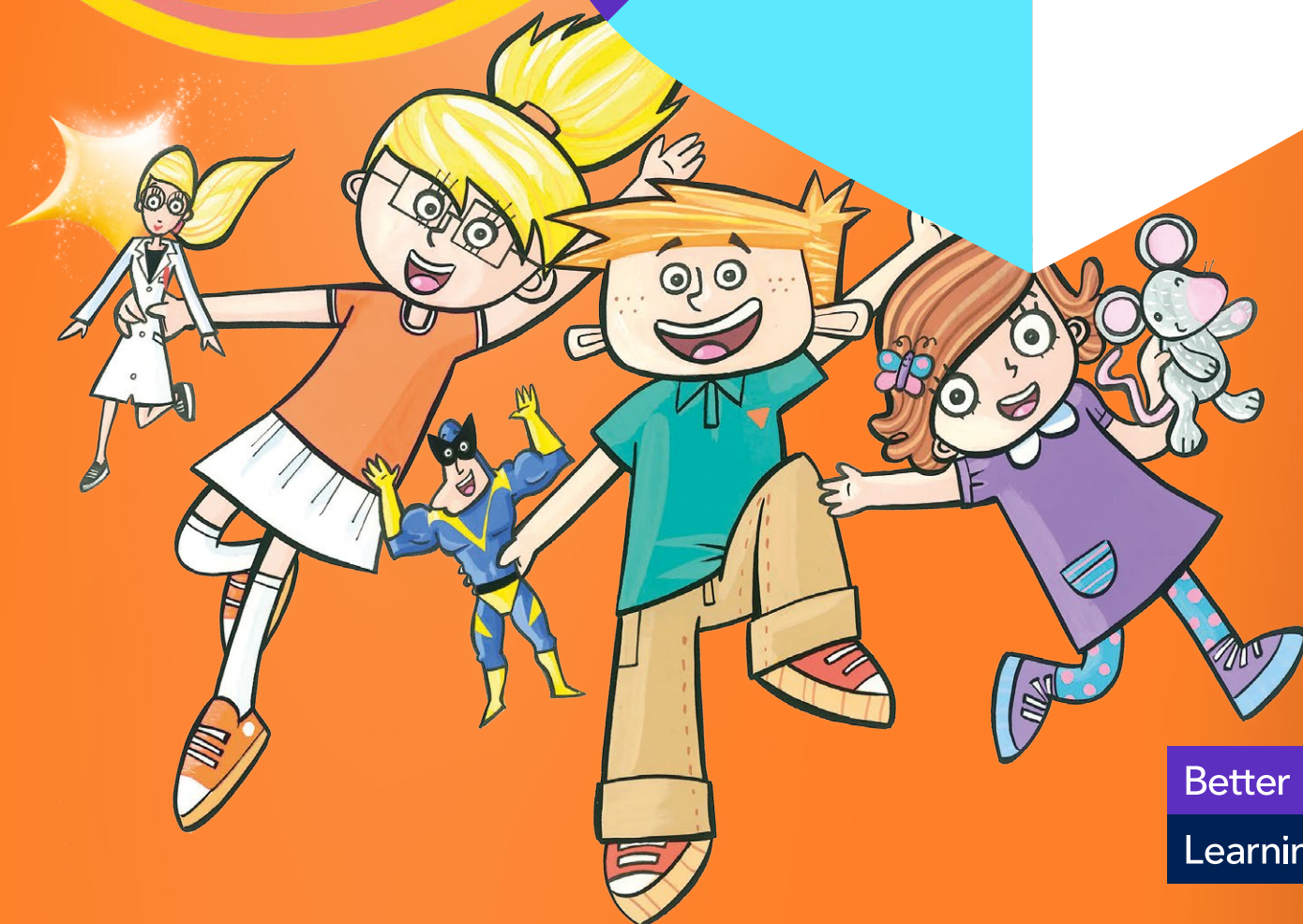


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How to teach remotely with

Updated
Second Edition

Kid's Box



Better
Learning



Updated
Second Edition

Teaching and learning online is probably new for you and your students. These are challenging times, but it is important that your students keep up their English and feel secure that life is going on as normal. So, focus on making the online experience fun for all of you and even though you cannot see the children, make sure you encourage, praise and reassure them during the online lessons. If possible, contact the parents and explain how you will be running the lessons and how they can help.

Get the students to practise good learning habits by asking them to prepare their learning space – have their books, pen, coloured pencils etc ready before they start and stress how important it is that they do their 'homework'. You can also suggest they watch English videos of songs and stories on YouTube and other sites. Please, check them out first to ensure they are suitable before sharing links with your classes. The BBC and British Council websites have lots of stories and songs for children and lots more are being posted, even by celebrities like Oprah Winfrey, at this time.

Here are some suggestions for how you could use the units in the *Kids Box* coursebooks and materials to support your online classes.

The link below takes you to the teaching resources. You can download and share these links with your students. They include links to all the audio and video files in the coursebook lessons:

<https://www.cambridge.org/bs/cambridgeenglish/catalog/primary/kids-box/resources>

The suggestions below are based on a mixed model of remote teaching using:

- > live lessons online
- > ideas for homework and self-access study

While we normally try to limit the use of L1 in the classroom, there may be times when clarifying key words may be helpful to make sure all the students are clear about meaning. Don't be tempted to use lots of L1, though. Use it only when you know that some of your students will benefit from the extra support.

Useful tools in live classes:

SCREEN-SHARING:

share Presentation Plus (if you have it), images, audio files and short video files (bandwidth permitting).

GREAT FOR:

- > giving instructions
- > setting up tasks
- > presenting grammar or vocabulary
- > sharing stories and songs
- > create your own 'boardwork' on screen – extra pictures, words etc to support the lesson (just as you would in the classroom).

If you don't have this, hold your book up to the camera and point at sections of the page you are focusing on.

CHAT BOX:

This could be used for older students at a level when they can read and write simple sentences particularly those using *Kids Box 5 & 6*

use chat box for short answers and brainstorming, allows for all students to participate actively at the same time.

GREAT FOR:

- > starting the lesson
- > closing the lesson
- > checking concepts
- > getting feedback

To find out more about how to conduct a live online lesson and make use of these functions in your online class, please follow this link:

<https://www.cambridge.org/elt/blog/2020/03/16/using-video-conference-platform-teaching-online/>

VIDEO OR AUDIO RECORDINGS:

students can make short video recordings on their phones, tablets or computers and share them with you and/or the whole class.

POSTING WORK:

if your school has a website or blog, it would be good to create a space where classes can upload photos, videos, their work and share it. If your school doesn't have this, it would be really great if you could create a blog for each of your classes.

You can also ask parents to email you student's work, videos etc.

A suggested structure for an online course following a mainly synchronous approach

Teachers will find different ways of conducting these online courses. Timings may be different to the lessons children usually have. It is a good idea to schedule at least 2 lessons a week, so that students get into a rhythm of learning.



Here is an example from Kids Box, Book 3

To best prepare your students for an online lesson, ask them to

- Read through and review the previous lessons and test themselves on the vocabulary they have learnt recently by covering the written words with a small piece of paper and saying the word out loud (maybe someone at home like an older sibling can help)
- Before a new unit, look through the pages and check if they know any of the words already
- Make small flashcards of pictures of key vocabulary they can use during their lessons e.g. to raise or point to when you say them or to lift up when they hear them in a song or chant. Tell them exactly what flashcard

Use the **Activity books** as you normally do. Most teachers set exercises from the Activity books for homework. Make sure you go over these tasks the following lesson. (e.g. by writing the correct answers into a Word file which you can then share during the lesson) You can show the students the correct answers on screen and ask them to be 'teachers' and check their own work and if they think they did a good job award themselves a smiley face or sticker.

There are a number of tasks we do in class like drawing which will be best done by children on their own and not during the live online lesson. This programme suggests what can be done by the children on their own. Make it clear to them when they should do this.

Warmers:

Why not start each lesson with a song or game (like Simon Says) that the students know well. Encourage them to join in and have fun. This should get them into a positive mood before they start the main part of the lesson.

Throughout lessons use ways of ensuring students are paying attention and not drifting off because you aren't there in person. You can use class management chants like:

Eyes on the Door
Feet on the Floor
Hands behind your back
And say no more

And 'shout-outs', where you shout the first half of a phrase and the students have to shout back the second half. e.g.

Teacher	Students
Hocus Pocus!	Everybody focus!
All set!	You bet!
Oh me!	Oh my!
Chiko. Chiko!	Boom. Boom!

You can find lots more like this online e.g. Pinterest.

For pair work/dialogues:

They won't be able to work with a partner, so ask students to make 2 puppets, find 2 animal toys or 2 funny hats and do the dialogues as if two different people are speaking. They should use a different voice for each person. These would be great fun shared as videos with the rest of the class.

Lessons are based on a page of the Pupil's Book, but of course, your lessons may be longer and you can choose which homework to set.



Lesson 1:

Routines and Simple Present Tense.

- 1 Welcome the students and tell them that your days have changed but you still have a routine. Routines are good for us! (Connecting the lesson to real life and personalizing is a great way to connect online).

Tell them what you do every day e.g. I get up at 7 o'clock, I have breakfast at 7.30 etc. If you have any props, like a teacup, towel etc. that would be fun.

- 2 Show them page 28 of the Pupil's Book and ask them to find it. Allow time for them all to be ready. You can't see them, but don't rush the lesson.

Explain that they will hear the audio and they have to put the girl's actions in the correct order.

- 3 Before they listen, ask what the girl is doing in each picture. e.g. what is she doing in picture a? Imagine them answering you. Pause. Then say 'yes, she's getting up. Make sure they hear clearly saying what they will later hear on the audio.

- 4 Explain what they have to do – listen and circle which letter/picture they hear in order. If you feel they need extra support with instructions, you can use L1.

Play the audio at least twice.

Check the answers by showing them onscreen (you can use a word document or share screen for this).

Don't forget to praise the students. Tell them you know they are doing a great job and not to worry if they are finding it difficult without their classmates to work with.

Online class

Online class

Online class

Online class

5

Show them exercise 2 and explain that they have to match each sentence with a picture.

Do the first few slowly for them, so they see how you are doing it.

Again, allow them time to do the task.

Online class

6

The mime game is hard to do online, but give it a try.

First you do an action and ask them to guess what you are doing. Pause. Then say, yes, I **am** having a shower.

Ask them to do the actions as they listen to the audio.

Ask them to get a parent or sibling to take a photo or video of them doing the actions and share it online with you and/or the class.

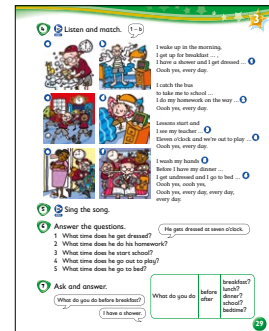
Online class

7

Ask them to draw a series of pictures showing what their daily routine is now that they are not going to school. They must remember to use – I go / I play / I eat without the +s

They can share these online or send them to you by email.

Homework



Lesson 2:

Listening & Simple Present.

- 1 Ask students to look at the pictures on the right and say aloud what the boy is doing. After each picture e.g. A, pause and then say what he's doing.
- 2 Tell the students they are going to listen to a song about routines. Ask them to listen the first time and just get the rhythm of the music and catch as many words that they know.
- 3 Now they should listen and write the numbers 1-6 next to the correct pictures. The words should match the pictures. Check the answers.
- 4 Tell the students you are now all going to sing the song together and you'd like them to do actions. As the song plays, let them see you also singing and doing actions. Do it one more time.
- 5 Now show them exercise 6. Do the first one for them slowly as a model. Ask them to do the rest alone. Allow enough time and then check the answers.
- 6 Ask the students to practise their dialogues as suggested above with puppets/hats etc and record them if possible and share.

Online class

Online class

Online class

Online class

Online class

Homework



Lesson 3:

Adverbs of frequency and simple present.

- 1 Model the pronunciation of the days of the week clearly and naturally, asking students to repeat after you.
Then with get the students to listen to, then say the chant.
- 2 Ask students to look at the LOOK box in the bottom right hand corner of the page.
Focus on key words –always, sometimes, never
Something like this on screen can help clarify the meanings

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1		Play tennis			
Week 2		Play tennis		Play tennis	
Week 3		Play tennis			
Week 4		Play tennis		Play tennis	
Week 5		Play tennis			

Peter plays tennis on Tuesdays.

Peter plays tennis on Fridays.

Peter plays tennis on Thursdays.

- 3 Exercise 10: Listen again and choose the right word.
Check answers.
Read the correct sentences aloud and ask students to repeat them.

- 4 Ask students to write 4-5 sentences about someone they know – parent/ carer/sibling or friend like those in ex 10 and illustrate to show meaning.
These can be shared online.

Online class

Online class

Online class

Homework



Lesson 4:

Further practice of present simple and phonics.

1 You could set the reading and writing task, exercise 11, page 31 for self-study, that students do between lessons.

Do go over it carefully together – create a document to share where they see the right answers and make sure they know why the answer is correct.

2 Exercise 13 can also be done as self-study and shared online.

3 Phonics page 32

It is important to encourage students to produce spoken English in their online lessons.

Ensure they hear both the audio and you modelling the language.

Allow time for them to repeat and give lots of encouragement

Make it a bit more fun by using some funny voices e.g. a baby / old person / clown to vary the task. Students listen to you and then have to copy. Just don't change the pronunciation.

Students can make videos of themselves doing the phonics exercises and post them online.

4 Exercise 15 Ask and Answer
Model the questions and answers.

5 Get the students to do this with their puppets / hats etc.

Self-study

Self-study

Online class

Online class

Homework



The story:

The story is a good opportunity for self-study and the children can read it as many times as they need.

Do let them hear it before they practise on their own in the online class.

Ask them to act it out with different voices and sound effects, record and share online.

They can also add to the dialogues, if they want.

Self-study

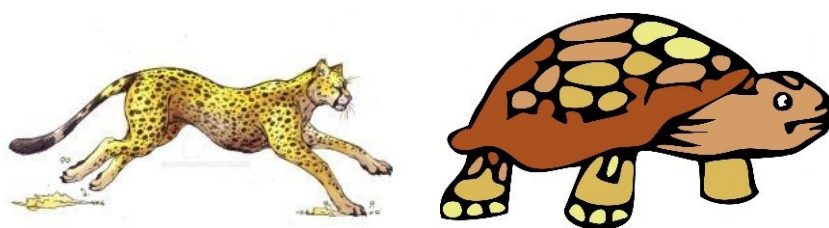




Cross-Curriculum Lesson:

This is a good opportunity for getting the students involved and learning something new and the project allows them to focus on producing something personalized that they can later share with the class or you.

- 1 Clarify meaning of **quick** and **slow** by showing an action on camera
Ask am I quick now? Am I slow?
Use visuals on screen to help convey meaning?
Is the cheetah slow or fast? Is the tortoise slow or fast?



Get the students to repeat the words quick and slow after you.

Say them naturally, then slowly, then quickly. Ask students to copy the way you say them

- 2 Ask students to do the experiment, exercise 2.
You do it on camera and share your results with the class.

- 3 Point out the reading text in exercise 3.
Ask students to read the text and answer the True/False questions.
Check answers together.
Point out where the text supports the correct answer.

Online class

Online class

Online class

4 Ask students to do the next exercise 4 on page 35.
Check answers together.



Online class

5 Show students how to take their own pulse.
Introduce the project and explain what they have to do.
Encourage them to try out different activities at home to make a detailed chart.



Online class

6 Students do the pulse project at home and share online.



Homework

Once a unit is finished, it would be nice to send each student a message congratulating them on working so hard online and saying you understand if it is difficult for them and you miss them, too.

We hope you find these guidelines helpful.

In addition you may find the further resources useful.

1. If your students continue to use Activity Book, they have access to the CLMS online practice material. You could set activities from this. It is particularly useful for reviewing language which students have already learned in class. The access codes are found inside the front cover of the Activity Books.
2. If your students continue to use the physical Pupil's and Activity Books at home, they can download all of the audio from eSource.cambridge.org using one of the codes – please contact your Cambridge University Representative for the codes. You can access the course audio and video from Presentation Plus.
3. You could share worksheets from the Teacher's Resource Pack for the units you have already covered and send the answer key to parents for their reference.
4. Other online resources for *Kid's Box* can be found here:
5. For parents: *Kid's Box* [home school link](#)
6. Games, masks and other activities: *Kid's Box* [classroom resources link](#)

Other free resources you may find helpful:

1. **The World of Fun website** features downloadable activities, worksheets and videos: <https://worldoffun.cambridge.org/>
2. **World of Better Learning blog:** To help support all teachers who now have to teach from home due to the Coronavirus outbreak, we have created a [series of blog posts](#) with expert advice on how to move your classes online.

Looking for more digital, self-study resources to support learning at home? You might like to consider recommending the following to parents:

1. **The Word Fun World:** a free app for fun vocabulary practice: <https://worldoffun.cambridge.org/>
2. **Age-appropriate TV shows and films:** To increase students' exposure to the language outside of school, you could suggest to parents that children watch age-appropriate TV shows and films in English.