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How to teach remotely with

super
Safari

Better
Learning



While *Super Safari* was not designed to be delivered as an online course there are ways in which it can be adapted and used for distance/online teaching. Teaching very young learners (3-5 years old) online is a great challenge and probably new for you and your students. 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. You should 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 for very young learners before sharing links with parents.

This brief guide is intended to give you some suggestions for how you could use the units in *Super Safari* to continue teaching your learners online.

The suggestions below are based on a combination of:

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

They are also based on the principle that live lessons should give students the chance to speak and practise the language as much as possible.

While we normally try to limit the use of L1 in the classroom, there may be times when clarifying key words or instructions 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 giving guidance to parents.


For more in-depth tips and techniques of using a synchronous tool for live online teaching please visit <https://www.cambridge.org/elt/blog/2020/03/16/using-video-conference-platform-teaching-online/>

VIDEO OR AUDIO RECORDINGS:

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

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

You 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.

Warmers:

You can start each lesson with a song or game with Polly that the students know well. Encourage children to join in and have fun.

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

The link below takes you to the teaching resources. They include links to downloadable Tables of Contents (all levels), Letters to Parents, Home-School Resources (all levels), Units Assessment (all levels), Annuals Plans (all levels), Super Safari Family Fun British English (all levels), Level 1 Phonics Lesson, Song Lesson and Story Lesson with Teachers Notes, Presentations Plus Help Guide:

<https://www.cambridge.org/gb/cambridgeenglish/catalog/primary/super-safari/resources>

The Super Safari Teacher's DVD brings the coursebook characters to life with animated stories and songs offering new ways to experience the course material.

For very young learners family plays a key role in the first learning experience. The link below helps you to involve parents in their child's early learning. The Family Fun worksheets expand on the material in the Pupil's Book. The worksheets are complete with audio recordings and notes for parents. You can share this link with parents:

<https://www.cambridge.org/gb/cambridgeenglish/catalog/primary/super-safari/product-details/family-fun>

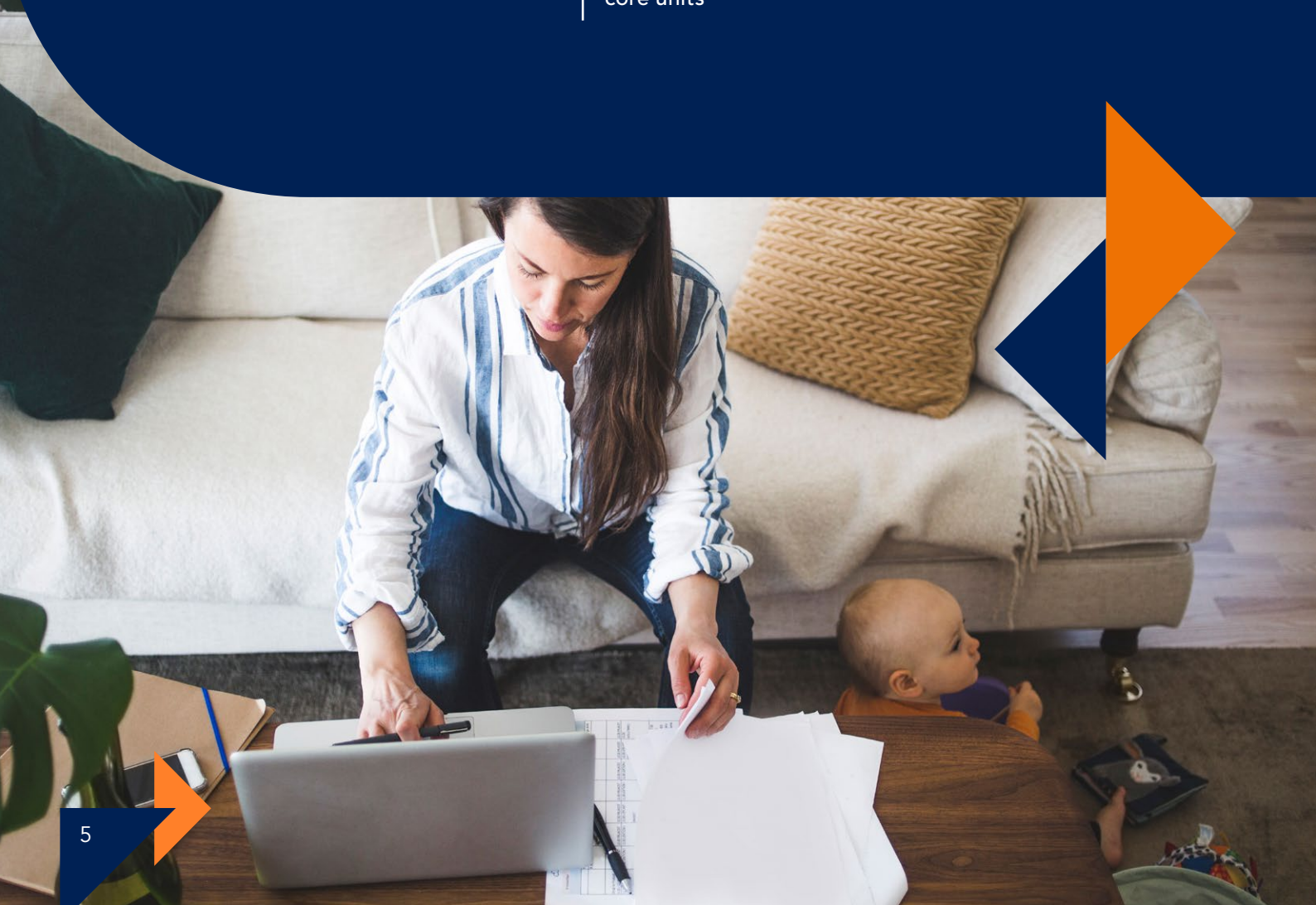
The *Super Safari* Pupils' DVD-ROM offers a great opportunity to get family involved through interactive activities, games and songs. This material is also available on esource: [esource.cambridge.org](https://www.cambridge.org/efl/esource)

British English: supersafariBrEcdsI23

American English: supersafariAmEcdsI23

A quick overview of the *SUPER* *SAFARI* coursebook unit structure.

Lesson 1	Unit aims, vocabulary presentation
Lesson 2	Grammar presentation
Lesson 3	Total Physical Response – new language introduction
Lesson 4	Song – the vocabulary and the grammar of the unit are combined in a song for children to learn and join in
Lesson 5	Story – this lesson features the main story for the unit, bringing the unit topic, vocabulary and structures together
Lesson 6	Story follow-up and Values
Lesson 7 and 8 (optional)	CLIL- These two lessons introduce a topic from another area of the curriculum, which is related to the overall unit topic
Phonics lesson (optional)	Phonics pages at the back of the Pupil's Book contain phonics material, which can be used at the end of each of 9 core units



A suggested structure for an online course

Super Safari Level 1. Unit 5.



Lesson 1:

Unit aims, vocabulary presentation.

- | | | |
|----------|--|---|
| 1 | Use your web camera to greet your students. Tell children and their parents about the Unit's and the lesson's aims. You can use L1, if you need to. | Online class |
| 2 | <p>Using screen sharing show some pictures of cars. Demonstrate them slowly one by one, counting <i>One... two... three... four!</i> Repeat it several times. Say it as a chant.</p> <p>Ask parents to motivate children to join in (You can use L1 if you need to).</p> | Online class

Screen sharing
Chat box |
| 3 | <p>Ask parents to help their children to open Pupil's Book (p. 40).</p> <p>Referring to the coursebook, ask children to look at the big picture – share the screen. Point to each character in turn. Ask children to say the names. Say <i>Listen</i>. Play the audio.</p> | Chat box

Online class |
| 4 | <p>Say <i>Listen and point</i>.</p> <p>Ask parents to help their children if they need support.</p> <p>Play the audio and show the children how to point at the characters on the shared screen. Say <i>Listen and point</i>. Play the audio again. Children should point.</p> | Online class

Chat box

Online class |

5

Ask parents to help and motivate children.

Say *Say the numbers*. Play the audio again. The children point and join in. Then check and drill the pronunciation of the vocabulary items. You can do this as a whole class or call out individual students.

Chat box

Online class

6

Ask parents to help their children to open Activity Book (p. 40).

Share the page on the screen. Point to the first ball. Ask *What's this?* and *What colour is it?* The children should answer *Ball/A red ball*.

Repeat for the other balls. You can do this as a whole class or call with individual students.

Chat box

Online class

7

Ask parents to give their children coloured pencils/crayons.

Show or share the picture of a red pencil/crayon and say Listen and colour. Play the first line of the audio and stop so that the children can colour the ball.

Play the rest of the recording, stopping after each set of balls.

Ask parents to check that the children have used the correct colours for each set of balls.

Also, you can share on the screen the picture of coloured sets of the balls.

Chat box

Online class

Chat box

8

Share the picture of the red ball. Say *One ball*. Ask children to repeat.

Ask parents to help and motivate their children.

Repeat for the other pictures and adding the plural 's'. You can do this as a whole class or call out individual students to check and drill the pronunciation of the vocabulary items.

Online class

Chat box

Online class

9

Show the toy train or share the picture on the screen. Then attach (or share pictures) the carriages, counting slowly as you do so. One, two, three, four. Point at the carriages and count again. Encourage the children to join in.

Optional. Play No, Polly! game.

Online class

10

Ask parents to help their children to practise numbers with their children's toys and do the interactive activity Matching Pairs (Pupils Book DVD-ROM, Unit 5)

Homework



Lesson 2:

Grammar presentation.

1

Use your web camera to greet your students. Tell children and their parents about the lesson's aims. You can use L1 if you need to.

Hold up one finger and say *One!* Hold up two fingers and say *Two!* Do the same for *three* and *four*. Ask children to repeat, then repeat with the children copying the words and actions.

Ask parents to motivate their children to join in.

Then say, e.g. *Show me three!* The children should hold up the correct number of fingers. You can do this as a whole class or call out individual students. In the chat box ask parents to help you to monitor.

Online class

Chat box

Online class

2

Ask parents to help their children to open Pupil's Book (p. 41).

Referring to the coursebook, ask children to look at the first picture (share the screen) and say *One book*. Point to the figure 1 and the dot and say *One*. Point to the books in the 2nd picture saying *Book, book, two books!* Again, point to the figure 2 and the dots. Repeat for pictures 3 and 4.

Ask parents to motivate children to join in (You can use L1 if you need to).

Chat box

Online class

Chat box

3

Say *Listen and match*. Play the first line of the chant (*Book! One book!*) Show the children how to trace from the picture of the book down to the figure 1.

Ask parents to help their children to do it with their fingers.

Repeat for the other lines. In the chat box ask parents to give children pencils and check the children are matching correctly. Repeat for the second verse.

Online class

Chat box

Online class

4

Ask parents to motivate their children to repeat. Say *Chant*.

Play the first section of the chant, pausing after each line for the children to repeat. Play the 2nd section through for the children to join in. Use your web camera. Hold up a pencil. Say the first line of the chant, but using the word *pencil* instead of *book*. Hold up two pencils for the next line, and so on. Encourage children to join in. Repeat with group of four different items (e.g. cars, balls). You can do this as a whole class and then call out individual students.

Chat box

Online class

5

Ask parents to help their children to open Activity Book (p. 41).

Share the page on the screen. Point to the first picture in the key on the page. Say Look and circle the puzzle. Show the children how to find the puzzle and circle it with their pencils.

Ask parents to help their children if they need support.

Share the picture of the puzzle and say One puzzle. Ask children to repeat. Point to the picture of the car in the key (share a picture of the car on the screen) and say Look and circle the cars.

Ask parents to help their children if they need support.

Then ask How many cars? Two cars. Ask children to repeat. Repeat the process for dolls and balls.

Chat box

Online class

Chat box

Online class

Chat box

Online class

6

Ask parents to let you know when their children have found all the items.

Say e.g. *Cars*? Ask the children to point and count along with you *One, two cars*. Repeat for the other items of the puzzle. You can do this first as a whole class and then call out individual students. In the chat box ask parents to help you if necessary.

Chat box

Online class

7

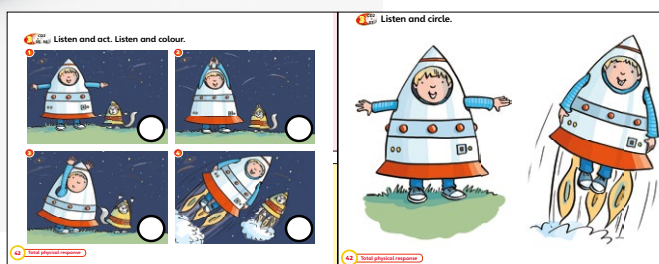
End of the lesson. Play the chant again for the children to join in. Use your web camera. Ask children to stand up and count on their fingers as they chant.

Online class

8

Ask parents to help their children to practise numbers with their children's toys and do the interactive activity Memory Game (Pupils Book DVD-ROM, Unit 5)

Homework



Lesson 3:

Total Physical Response – new language introduction.

1

Use your web camera to greet your students. Tell the children and their parents about lesson's aims. You can use L1 if you need.

Review numbers 1 to 4 using flashcards. Optional: play *Disappearing flashcards* (see Teacher's Book, Introduction).

Share on the screen: the numbers in reverse order 4,3,2,1. Point and repeat numbers 4,3,2,1. Practise counting down from 4 to 1 with the whole class and then call with individual students. Then ask in L1 *When do we hear a countdown like this?* Yes, at rocket launch.

Online class

2

Show the toy rocket/ share a picture on the screen. Say *Look! A rocket.* Ask children to repeat.

Ask parents to monitor.

Start the countdown *Four... three...*, in a "NASA" voice. Then encourage the children to join in and make the rocket take off into the air, adding "blast off: noise. Repeat several times with the whole class and then call out individual students.

Ask parents to help their children if they need support.

Online class

Chat box

Online class

Chat box

3

Start the countdown *Four... three...*, in a "NASA" voice. Then encourage the children to join in and make the rocket take off into the air, adding "blast off" noises. Repeat several times with the whole class and then call out individual students.

Online class

4

Ask parents to help their children to do the next activity.

Use your web camera. Play the audio and show the children the following actions: Four = Stand up with your arms out. Three = Put your arms up above your head, making a rocket shape. Two = Bend your knees. One = Jump in the air. Play the audio for the children to listen and copy.

Chat box

Online class

5

Say *Listen and act*. Play the audio again for the children to join in and act.

Ask parents to help their children if they need support.

Optional – give more instructions, adding language from earlier units, e.g. *Sit down. Stand Up. Hands up. Throw your ball. Catch your ball.*

Online class

Chat box

6

Ask parents to help their children to open the Pupil's Book (p. 42) and give their children coloured pencils/crayons.

Share the page on the screen. Say *Listen and colour*. Remind children in L1 that they have to colour the circles below the pictures the correct colour. Play the first line of the audio and point to the circle next to the picture 1. Then play the rest of the audio, pausing for children to colour the circle each time.

Chat box

Online class

7

Ask parents to help you to check their children's answers.

You can do this activity with the whole class and then call out individual students. Point to picture 2 and elicit the colour and the number. Repeat for pictures 3 and 4.

Online class

8

Ask parents to help their children to open Activity Book (p. 42).

Share the page on the screen. Point to the pictures and elicit *One* and *Four* (according to the child's pose). Say *Listen and circle. One or four?* Play the audio. The children point at the correct picture. They circle the first picture.

Ask parents to monitor.

Chat box

Online class

Chat box

9

End of the lesson. Use your web camera. Play the audio from the Pupil's Book. Ask children to Listen and act.

Online class

10

Ask parents to help their children to do interactive activities *Matching Pairs* and/or *Memory Game* (Pupils Book DVD-ROM, Unit 5).

Homework



Lesson 4:

Song. The vocabulary and the grammar of the unit are combined in a song for children to learn and join in.

1

Use your web camera to greet your students. Tell the children and their parents about the lesson's aims. You can use L1 if you need to.

To review *red, green, blue, yellow* show (share on the screen) the flashcards and say the colour. Show the cards in different orders. Ask the children to say the colours. You can do this as a whole class or call out individual students to check and drill the pronunciation of the vocabulary items.

Online class

2

Show (share on the screen) a piece of purple card and say *Purple*. Mix up the flashcards, adding the purple card. Ask children to say the colours. Count down and say *Go!*

Show (share on the screen) the flashcards. Children say the colours. You can do this as a whole class or call with individual students.

Online class

3

Ask parents to help their children to open the Pupil's Book (p. 43).

Share the screen. Referring to the coursebook, ask children to look at the picture. Say *Point to mum*.

Ask parents to monitor.

Point to the number next to the woman and say *Mum is one*. Point to her clothes and ask *What colour?* The children answer *Purple*. Repeat with other pictures.

Online class

Chat box

Online class

4	<p>In L1 ask what the boy next to number 4 is doing. Point to the musical notes. Say/ elicit that the boy is singing. Say <i>Sing</i>. Play the song, (share the video) pausing after the first two lines. Ask the children to point to the correct picture and number. Continue in this way until the end of the verse.</p> <p>Ask parents to help their children if they need support.</p>	Online class
5	<p>Play the chorus for the children to listen. Play the rest of the song. Ask children to point and join in. Play the song again, pausing to teach each line. In L1 tell the children that some words in the song sound similar (<i>one-mum, two-blue, green-three, four-more</i>). Play the song (share the video) again. Ask children to point to people and toys as they sing.</p> <p>Ask parents to help their children if they need support.</p>	Online class
6	<p>Ask parents to help their children to open Activity Book (p. 43).</p> <p>Share the page on the screen. Point to the picture of mum and ask <i>Who's this?</i> Elicit <i>Mum</i>. You can do this as a whole class or call out individual students. Repeat for the other two pictures.</p>	Chat box
7	<p>Ask parents to give their children coloured pencils/crayons.</p> <p>Play the audio (share the video), pausing after the first two lines, so that children have time to colour in mum. Continue in this way, pausing after each object for the children to colour. In the chat box ask parents to help you to check their children's answers. Ask children <i>What's this? What colour is it?</i> You can do this activity with the whole class and then call out individual students.</p>	Online class
8	<p>Ask parents to give their children coloured pencils/crayons.</p> <p>Play the audio (share the video), pausing after the first two lines, so that children have time to colour in mum. Continue in this way, pausing after each object for the children to colour.</p> <p>Ask parents to help you to check their children's answers.</p> <p>Ask children <i>What's this? What colour is it?</i> You can do this activity with the whole class and then call out individual students.</p>	Chat box
9	<p>End of the lesson. Say <i>Listen and sing!</i> Play the song (share the video). The children sing.</p> <p>Optional: Play the song and use your web camera to show the children number or picture flashcard while they are singing (<i>One = Mum, Two = Cars...</i>).</p>	Online class
10	<p>At the end of the lesson ask parents to help their children to listen and sing the song (Pupil's Book DVD-ROM, Unit 5, Song).</p>	Homework



Lesson 5:

Story – this lesson features the main story for the unit, bringing the unit topic, vocabulary and structures together.

1

Use your web camera to greet your students. Tell the children and their parents about the lesson's aims. You can use L1 if you need to.

Ask parents to give their children 4 pencils.

Say *Stand up, please!* Hold up 4 pencils (or share a picture on the screen) and say *Four. Show me four!*

Ask parents to help their children and to monitor.

Repeat with *Show me three!* e.g. Then mix up the numbers. The children hold up the correct number of pencils each time.

Online class

Chat box

Online class

Chat box

Online class

2

Use the character flashcards. Share the flashcard on the screen and ask *Who's this?* Children say, e.g. *(It's) Polly.* You can do this activity with the whole class and then call out individual students.

Ask parents to help their children to open Pupil's Book (p. 44-45).

Share page 44 on the screen. Point to picture 1 and ask in L1 what Gina is doing and why (covering her eyes because the other animals are hiding). Ask the children if they like playing *Hide and seek*. Ask what Gina is doing in pictures 2 and 3 and how she feels in picture 4 (sad/puzzled). Ask what Leo and Mike are doing (giggling).

Share the page 45 on the screen. Ask what is happening. Ask *Does Gina feel different? How does she feel?* You can do this activity with the whole class and then call out individual students.

Online class

Chat box

Online class

3

Ask parents to help the children to point at the right picture.

Ask the children to point at the pictures as they listen. Play the audio (share the video). Play the audio (share the video) again, stopping after each picture. In L1 children explain what's happening and the funny joke at the end of the story. Elicit a translation for *I'm here!*

Practise: call the children's names one by one. The children should point at themselves and say *I'm here!*

Chat box

Online class

4

Ask parents to help their children to open Activity Book (p. 44).

Share the page on the screen. Point to the first picture and ask *Who's this?* The children say the name. Repeat for the second picture. You can do this activity with the whole class and then call out individual students.

Ask parents to give their children coloured pencils/crayons.

Say *Listen and colour the circle*. Point to the circles. Play the audio. Elicit the answer (the second picture).

Chat box

Online class

Chat box

5

Play the audio again. You can check the children's work with the whole class and then call out individual students.

Play the recording again. Ask the children to listen and repeat Gina's lines.

Online class

6

End of the lesson. Use your web camera.

Ask parents to take the toy car or a ball. Parents should hide the toy somewhere in the room later.

Show the children the toy car or a ball. In L1 ask the children to play *Hide and seek* with their parents. Ask the children to close their eyes and count aloud to four.

Ask *Where's the car (ball)?* The children stand up and look for the toy. Then call the children's names one by one. The children should point at themselves and say *I'm here! It's a car (ball)*.

Chat box

Online class

7

At the end of the lesson ask parents to help their children do interactive activities *Matching Pairs* and/or *Memory Game* (Pupil's Book DVD-ROM Unit 5) or/and to listen and sing the song (Pupil's Book DVD-ROM, Unit 5, Song).

Homework



Lesson 6:

Story follow-up and Values.

1

Use your web camera to greet your students. Tell the children and their parents about the lesson's aims. You can use L1 if you need to.

Then ask *Where's ...* (call one by one the children's names). The children should answer *I'm here!*

Online class

2

Ask the children to tell you what they remember about the story in L1. Ask *What are the animals playing? Who is hiding? Who is seeking? Does Gina find everyone? How does she feel?* You can do this activity with the whole class and then call with individual students.

Optional: You can use Super Safari Family Fun Worksheets Unit 5.

Online class

3

Ask parents to help their children to open Pupil's Book (p. 44-45).

Share the pages on the screen. Play the story (share the video), pausing to ask what is happening and what the characters are saying.

Ask what happened at the end (all the animals played together).

Chat box

Online class

4

Ask parents to help their children to peel off and stick the stickers.

Share the page with the stickers. Point to the stickers for Unit 5.

Say *Where's two?* The children point to the correct sticker. Repeat for *Four*. In the chat box ask parents to monitor and help their children.

Share the picture on page 45 on the screen. Say *Where's two?* The children should point to the sticker outline.

Ask parents to monitor and help their children.

Chat box

Online class

The children peel off the sticker and hold it up. Say *Stick!* The children stick the sticker in their books. Repeat for the other sticker.

Chat box

Online class

5

Share the pages 44-45 on the screen. Play the story (share the video) again. The children listen and point. Pause after picture 1. Ask what Gina says (*Where's Leo?*).

Play the next part of the story. Pause after picture 4 and ask where Polly is (hiding – she has flown into the air for a joke).

Play the rest of the story. Ask what Polly says to let Gina know where she is (*I'm here!*) You can do this activity with the whole class and then call with individual students. Then talk about how important it is to play together, and not to leave people out.

Online class

6

Ask parents to help their children to open Activity Book (p. 45).

Use your web camera. Tell the children in L1 *We are going to look at some children now.*

Share the page 45 on the screen. *Look at the picture and think. Ask How do the children feel? (Happy) Why? (They are playing together) What are they doing? (A jigsaw.)* You can do this activity with the whole class and then call with individual students.

Chat box

Online class

7

Share page 45 on the screen. Point to the happy face and remind the children in L1 that if they think the children are doing the right thing, they trace the happy smile. Then ask the children to colour the picture.

Online class

8

End of the lesson. You can play (share the video) the song, then play again and ask the children to join in. Or you can play one of the games from the Teacher's Book.

Online class

9

At the end of the lesson ask parents to help their children to practise vocabulary and grammar of the Unit (Pupil's Book DVD-ROM, Unit 5) or you can share Family Fun Worksheets and the audio.

Homework

We hope you find these guidelines helpful.

In addition you may find the further resources at:

<https://www.cambridge.org/gb/cambridgeenglish/catalog/primary/super-safari> of interest - these include wordlists, pdfs, audio which you can share or use with your students and more.

The link to a series of blog posts with expert advice on how to move your classes online: <https://www.cambridge.org/gb/cambridgeenglish/news/supporting-every-teacher?>

