

## Karen Saxby

Creative teaching material for young learners

New words

# pancake

'pancake' is a new word for **Movers** 2018



### Teaching notes – you might like to:

- Draw a cake on the board. Ask *What is this? Do you like eating cakes?* Review *lemon, chocolate, banana, fruit, coffee, apple* etc and then ask *What is your favourite kind of cake?* Put learners' answers on the board and summarise: *In our class, we like eating ..... cakes the most.*
- Show a photo or draw a picture of a pancake and teach the word. Review/Teach: *round* and *square*. Ask *Are pancakes round or square? (round)* With a pointing finger, learners draw big round pancakes in the air.
- Write *pan* and *cake* on the board. Explain the meaning of 'pan' – you might like to draw or show one. Explain that a *pancake* is a kind of *cake* that we make in a *pan* (not an oven). Say *We make one new word from these two words.* Ask *Do you eat pancakes sometimes? Can someone in your family make pancakes?* You might suggest that learners ask a parent to help them learn how to make pancakes at home. It was one of the first things I taught my younger son to make! Recipes are easily found online.
- Explain that in the USA, many people eat pancakes for breakfast. Then ask *What do you have for breakfast?* Learners could then research what people in other countries often eat for breakfast. Groups could then create a 'Breakfasts around the World' poster with pictures and information.

# huge

'huge' is a new word for **Movers** 2018

### Teaching notes – you might like to:

- Show a picture of a small cake and another of a huge cake (eg a wedding or birthday cake). Ask *Which cake is small/big?*
- Review/Teach *high*. Ask learners to tilt their heads and imagine they are looking up at a high mountain. Say *It's a really high mountain!* Write *high* and *huge* on the board. Show learners that two of the letters in each word are the same (first h and the g). 'Huge' can mean the same as high, but generally, *huge* means very big so we can say *a huge book/room/bag* etc. Add that we can also use *huge* for something really big that we can't actually see (*abstract nouns*) eg *a huge problem/adventure*. Note we very rarely use 'very' before *huge*, but we often use 'really' before *huge*.
- Check pronunciation. Can learners hear 'you' in the middle of *huge*? Write *huge* and new name *Hugo* on the board. You could teach that 'e' after 'g' can sometimes changes its sound to 'j' (think of 'orange' and 'dangerous')
- Pairs list as many animals as they can that they might describe as huge: cows, hippos, giraffes, elephants, dinosaurs etc.
- Learners learn and chant and perform the **Huge pancakes!** poem:  
*'Let's make some white bread,' said Hugo to Fred.*  
*'We can eat our new bread and then go to bed.'*  
*'No! Bread is for breakfast, with eggs,' Fred said.*  
*'Let's make some huge pancakes to eat instead!'*