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How to teach remotely with

**super
Minds**



Better
Learning



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 *Super Minds* 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 files in the coursebook lessons:

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

The suggestions below are based on a combination of:

- > 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), image files, 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 *Super Minds* 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.

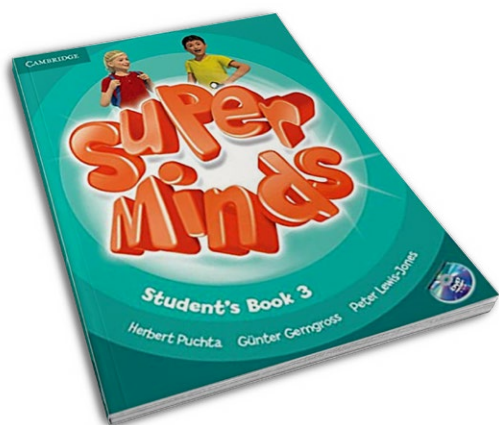
POSTING WORK:

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 Super Minds, Student's 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 flashcards they will need beforehand.

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:

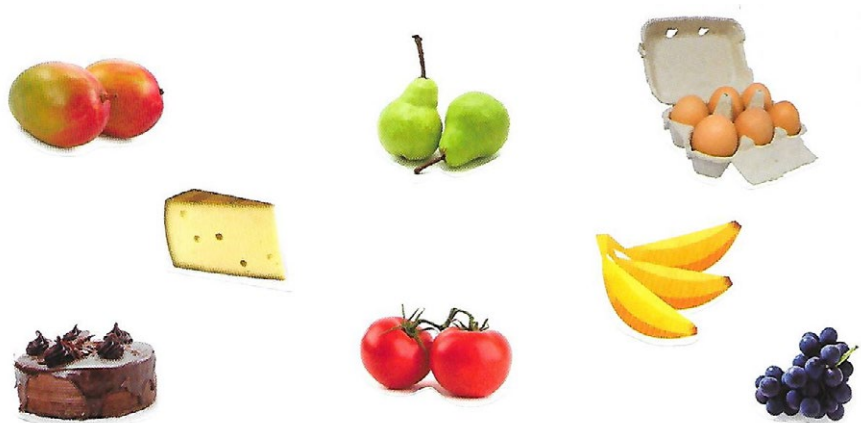
they won't be able to work with a partner, so ask students to make 2 puppets, find 2 animal toys or 2 funny hats and do the dialogues as if two different people are speaking. They should use a different voice for each person. These would be great fun shared as videos with the rest of the class. Have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

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

Suggested warmers: to recap vocabulary from previous lesson(s).

ONE

- > Create a visual using about 8 pictures of vocabulary students have previously studied (these are stickers from the back of the Student's Book).
- > Explain that students are going to play a memory game.
- > You will show 8 pictures on the screen for 22 seconds and students have to try to remember them (in English)
- > When you blank the screen, they write down the words in their exercise book
- > Allow enough time for them to write the words down
- > Show the image again with the words next the pictures for them to check



TWO

Using same or similar images.

- > Show all the pictures and say all the words slowly, apples, pears, eggs, cheese etc.
- > Tell the students to repeat after you
- > Do this twice
- > Remove one picture at a time and when you get to the missing picture, pause and encourage students to say the word for the picture that is missing (What's the word?), then say the word
- > Do this until there are no pictures left
- > Go back to the initial visual with all the pictures and run through them one more time



Lesson 1:

Sports and -ing forms

- 1 Speak to the students on camera
- 2 Welcome the students and tell them that your days have changed but you are still doing sports at home
- 3 Use a ball, racquet etc. and act out doing various sports saying:
e.g. Playing tennis is great. Running around the living room is good. I love dancing with my dog. Swimming in the bath is difficult!

Main room

- 1 Show page 94 on screen and ask students to find the page and look at the pictures
- 2 Ask children to listen to the audio (or you) saying the words for each sport
- 3 Point to each sport as you say it
- 4 Students repeat the words after you
- 5 Ask students to stand up and as you say a sport, they do the actions for it
- 6 Show a few yourself as examples
- 7 Encourage them

Main room

- 1 Ask the students to say aloud the sports they like
- 2 Pause for them to do this

Main room

1	Play the chant and ask students to listen and follow the words in the book	Main room
2	Now when you play the chant, the students join in	
1	Students look at exercise 1 at the top of page 95	Main room
2	Students say the words for the sports they see in each picture	
3	Read the four sentences aloud for them to hear	
4	Check the vocabulary using gestures and facial expressions and you can support meaning with L1	
5	Play the audio and students match the picture with the sentences	
6	Check the answers by showing them the completed task onscreen	
1	Play the audio of the model sentences and students repeat what they hear	Main room
1	Model a dialogue with your puppets	Main room
2	Students use their puppets to create dialogues	
3	Allow time for this	
1	Students get someone (sibling/parent) to record them doing the dialogues and share online	Homework
1	Students draw a series of 4 pictures showing them doing sports using the sentences frames, which they write under the pictures: ing is fun. Playing is difficult. is great. Playingis boring. Students either post their pictures on the class blog or send to you.	Homework



Lesson 2:

Song and like +ing

- 1 Welcome students and thank them for posting their lovely pictures

Main room

- 1 Show page 96

Main room

- 2 Students say what they can see

- 3 Point to particular children in the picture and say what they are doing
e.g. This boy is painting a picture.
Students repeat after you

- 1 Read the lyrics of the song aloud clearly and naturally

Main room

- 2 Read again and ask children to read along with you

- 3 Play the audio and ask students to follow the words they hear with their finger under the words

- 4 Students sing along to the audio (do this at least twice)

- 1 Tell the students what you like and don't like doing using key vocabulary. Use your voice and face to make meaning of *like* / *don't like* clear

Main room

- 2 If you have flashcards or props for the sports/activities e.g. a paint brush for painting pictures, use these.

- 1 Show exercise 1 on page 97
- 2 Point to each picture and ask what is in the bubbles
- 3 Then point again and say – swimming, playing football, running, playing table tennis
- 4 Students listen to the audio and indicate which picture is being talked about

Main room

- 1 Point out the grammar focus
- 2 Students listen and repeat

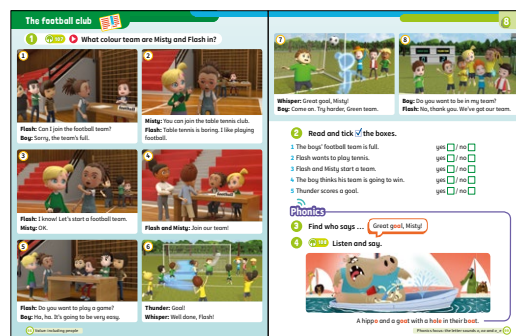
Main room

- 1 Model the dialogue with your puppets
- 2 Students ask and answer the questions using their puppets

Main room

- 1 Students do allocated tasks from Activity Book

Homework



Lesson 3:

Story and phonics

- 1 Students look at the story on pages 98 & 99
- 2 Ask questions about the pictures
e.g. look at picture 1. How many children can you see? (Don't worry that you can't see the students, they are listening, thinking, some will be answering).
- 3 Play the audio and ask students to follow the words they hear with their finger under the words
- 4 Play the audio
- 5 Children listen and follow
- 6 Play again

- 1 Students read and answer the questions about the story
- 2 Allow time for this and do the first one for them, showing where you found the answer
- 3 Show the completed exercise and students mark their own and draw a smiley face next to it, if they have done well

Main room

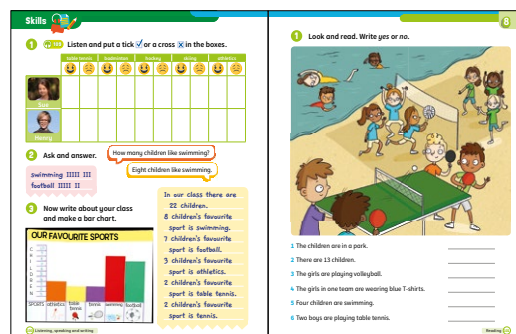
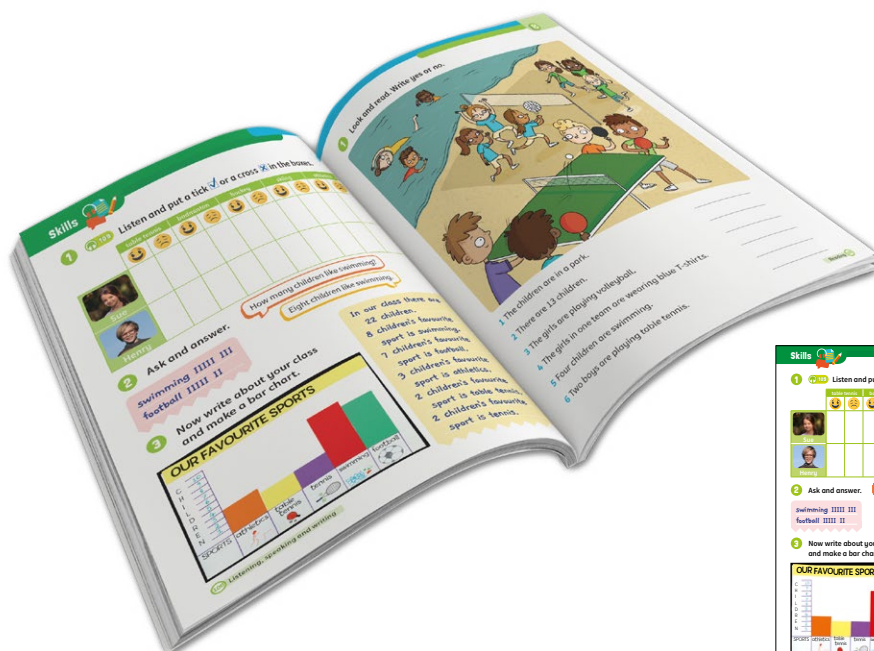
Phonics

- 1 Play the audio
- 2 Repeat what was said on the audio
- 3 Students repeat
- 4 Change the way you model it: say it slowly, fast, in a high voice, a low voice etc. and each time pause to allow students to repeat after you

Main room

- 1 Students reread the story
- 2 Students practise the phonics sentence

Main room



Lesson 4:

Skills: listening, speaking and writing

- 1 Ask students if they remember what you like doing?
- 2 Show prompts / flashcards to remind them
- 3 Say e.g. I like swimming
- 4 Say what sports you don't like playing e.g. I don't like playing football
- 5 Show a photo of your child/spouse/friend and say what she/he likes doing
- 6 Stress the final -s in *he likes*
- 7 Students listen to the audio and tick whether Jenny and Ian like or don't like the sports

Main room

- 1 The class survey can't be done online, but students can do a survey of what sports the people in their immediate family like instead

Optional self-study

- 1 Students look at the picture
- 2 Ask them to count the students / the trees / the hats etc. one at a time and pause for them to do that and say the number. Then say the number so they can hear and check

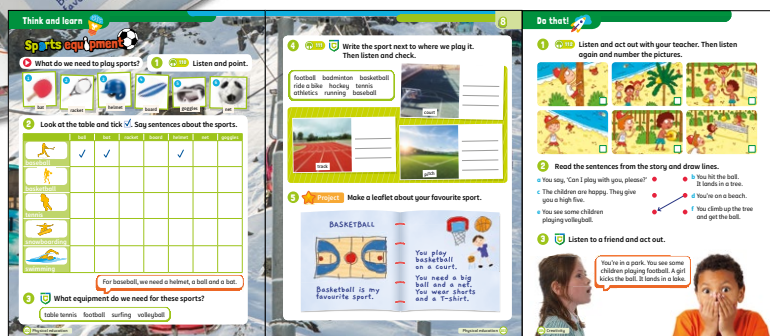
Main room

- 1 Students look at the picture and answer the questions
- 2 Allow time for this
- 3 Check the answers by showing a completed task on screen
- 4 Students mark their own work

Main room

- 1 Students draw their own picture of children playing sports in the park and write 4 similar sentences under the picture which say describe what is happening in their picture.
- 2 Students share their picture online or send to you

Homework



Lesson 5:

Science

Cross-curricular lessons are 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 / you.

- 1 On camera show yourself standing up and taking deep breaths
- 2 Say 'I am breathing'
- 3 Show and say 'I am breathing in'
- 4 Show and say 'I am breathing out'
- 5 Students stand up and follow you breathing in and out

Main room

- 1 Students listen and read the text
- 2 Students write the correct phrases under the pictures
- 3 Teacher shows the correct answers on screen

Main room

- 1 The balloon activity may be problematic as not all students will have a balloon. They can do this for self-study if they wish

Optional self-study

- 1 The project can be done with students' families, if they wish (some families may be busy)

Main room

1	Students listen to the prompts they hear (page 104)	Main room or self-study
2	Students draw their picture	
3	Students share their picture online	
1	Students make their sports poster (page 105)	Homework
2	Students can make a video with their poster and talk about it and share online / or just share a photo of the poster	
1	Students do assigned tasks from the Activity Book	Homework
2	Students practise the song they learnt this unit to sing at the start of the next lesson	

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 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. The Test Generator can be found [here](#).

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.