

Mariagrazia Bertarini • Fiammetta Pacenti

Montessori English Songs



Montessori-inspired materials designed to help primary school children practise English listening and reading skills in a fun and constructive way.

Montessori English Songs

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Montessori English Songs

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Download the audio tracks
from www.elionline.com/mes
in the student's resources.





Montessori English Songs is a collection of individual English language activities for primary school children.

The materials are designed to consolidate oral and written comprehension skills, by promoting independent learning and providing the opportunity for children to learn at their own pace and in their own time. As children work with these engaging and stimulating materials, they will gradually increase their self-esteem.

The sounds, rhythm and music of the songs make learning fun and children learn English in an active and constructive way which stimulates and holds their interest in the activities. There is a listening and reading activity for each song and children can choose the activity they want to focus on by themselves.

There is a control card for each activity so that children can check their own work. Children can also repeat the activities as many times as they feel necessary to improve their English language skills.

Envelopes can be made to classify materials so that they can be put away tidily. This makes it easy for children to find and use them whenever they wish to do so.

The envelopes can be attached to the working boards and kept in special boxes.

Before children start using the materials it is a good idea to prepare everything that is needed for the listening activities, such as headphones, computer etc, so that children are free to work on their own without adult intervention.

1 What's on the Menu?

I'm hungry, yes, I am.
I'm hungry, very hungry.
I'm hungry, yes, I am.

What's on the menu today?
What's on the menu today?

I like pasta, I like eggs.
I like lettuce, I like bread.
I don't like jam or cheese.
I don't like chicken or chips.

1 What's on the Menu? - Listening



Description of the material: 1 working board with 8 empty squares, 8 picture cards, 1 envelope.

Presentation: Put the working board on the work mat (prepared in advance with the listening equipment). Cut out the 8 picture cards.

Demonstrate the listening activity by placing picture cards in the empty squares on the working board.

Indicate the materials necessary to make the envelope for storing the cards at the end of the activity.

Objective: Listen and understand the words and expressions about food. Match oral words and expressions with the appropriate pictures.

Control of error: Control card 1 What's on the Menu? - Listening.

1 What's on the Menu? - Reading



Description of the material: 2 working boards with 6 empty squares and spaces for picture cards and word cards, 12 picture cards, 12 word cards (sentences), 1 envelope.

Presentation: Put the working boards on the work mat. Cut out the picture cards and sentence cards. Demonstrate the activity by positioning the picture cards on the empty squares and then put the matching sentence cards in the spaces below the appropriate pictures.

Indicate the materials necessary to make the envelope for storing the cards at the end of the activity.

Objective: Observe the pictures, read and understand words and expressions about food. Match the text with the appropriate pictures.

Control of error: Control card 1 What's on the Menu? - Reading.

6 Where Are You From?

Where are you from? Where are you from?
Where are you from? Where are you from?
I'm from France, I'm from Spain.
I'm from Japan, I'm from the UK.

Where are you from? Where are you from?
Where are you from? Where are you from?
I'm from China, I'm from Romania.
We are children from all over the world.

Where are you from? Where are you from?
Where are you from? Where are you from?
I'm from Portugal, I'm from Germany.
I'm from Greece, I'm from Italy.

Where are you from? Where are you from?
Where are you from? Where are you from?

6 Where Are You From? - Listening

11 

Description of the material: 1 working board with 10 empty squares, 10 picture cards, 1 envelope.

Presentation: Put the working board on the work mat (prepared in advance with the listening equipment). Cut out the 10 picture cards.

Demonstrate the listening activity by placing picture cards in the empty squares on the working board.

Indicate the materials necessary to make the envelope for storing the cards at the end of the activity.

Objective: Recognise flags and associate them with the countries they represent. Understand expressions used to say where you come from. Match oral words and expressions with the appropriate pictures.

Control of error: Control card 6 Where Are You From? - Listening.

6 Where Are You From? - Reading

12 

Description of the material: 2 working boards with 6 empty squares and 6 empty spaces for picture cards and word cards, 12 picture cards, 12 word cards (sentences), 1 envelope.

Presentation: Put the working boards on the work mat. Cut out the picture cards and sentence cards. Demonstrate the activity by positioning the picture cards on the empty squares and then put the matching sentence cards in the spaces below the appropriate pictures.

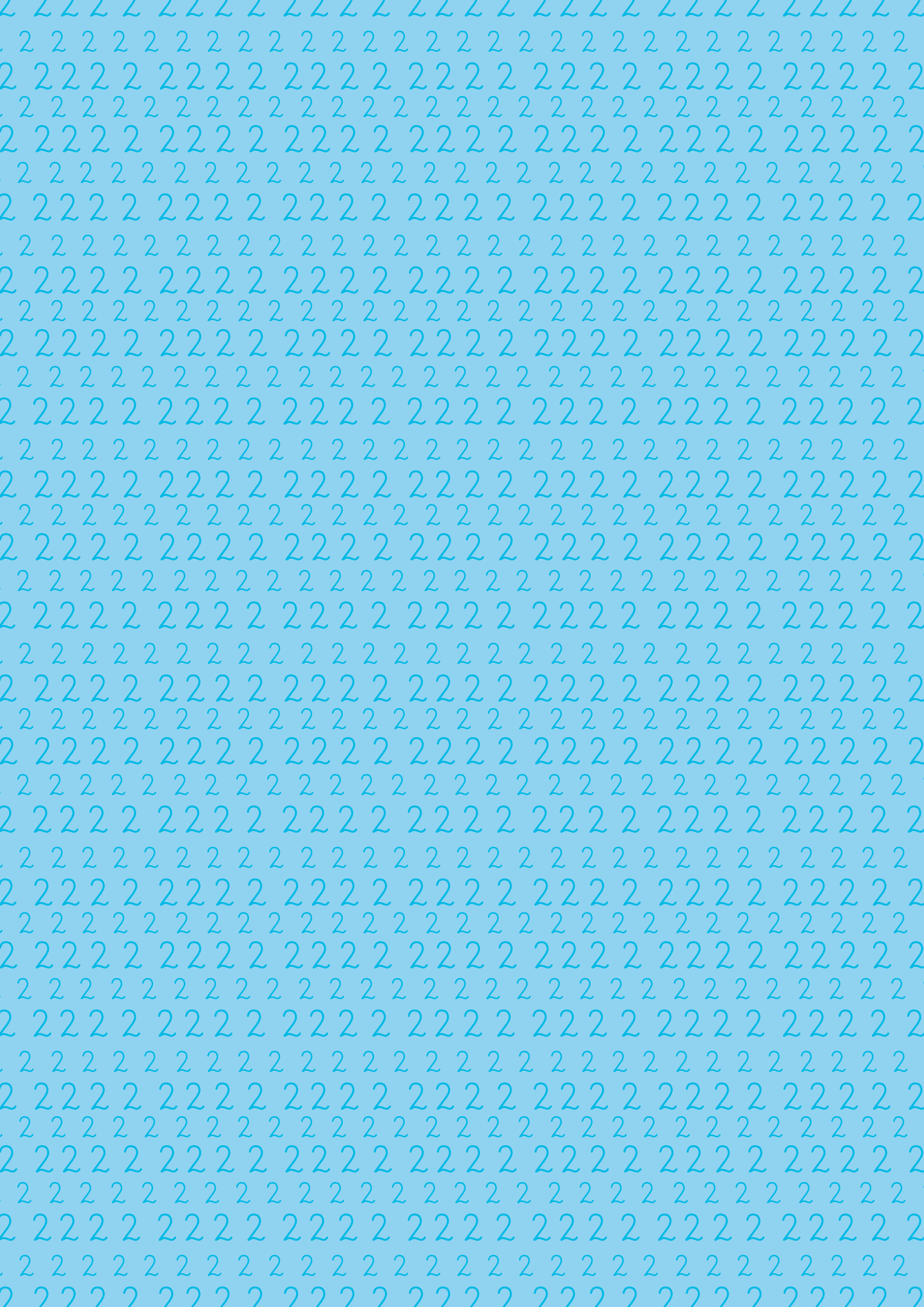
Indicate the materials necessary to make the envelope for storing the cards at the end of the activity.

Objective: Observe the pictures, read and understand expressions used to talk about where you come from, recognise the subject of the sentences. Match the text with the appropriate pictures.

Control of error: Control card 6 Where Are You From? - Reading.

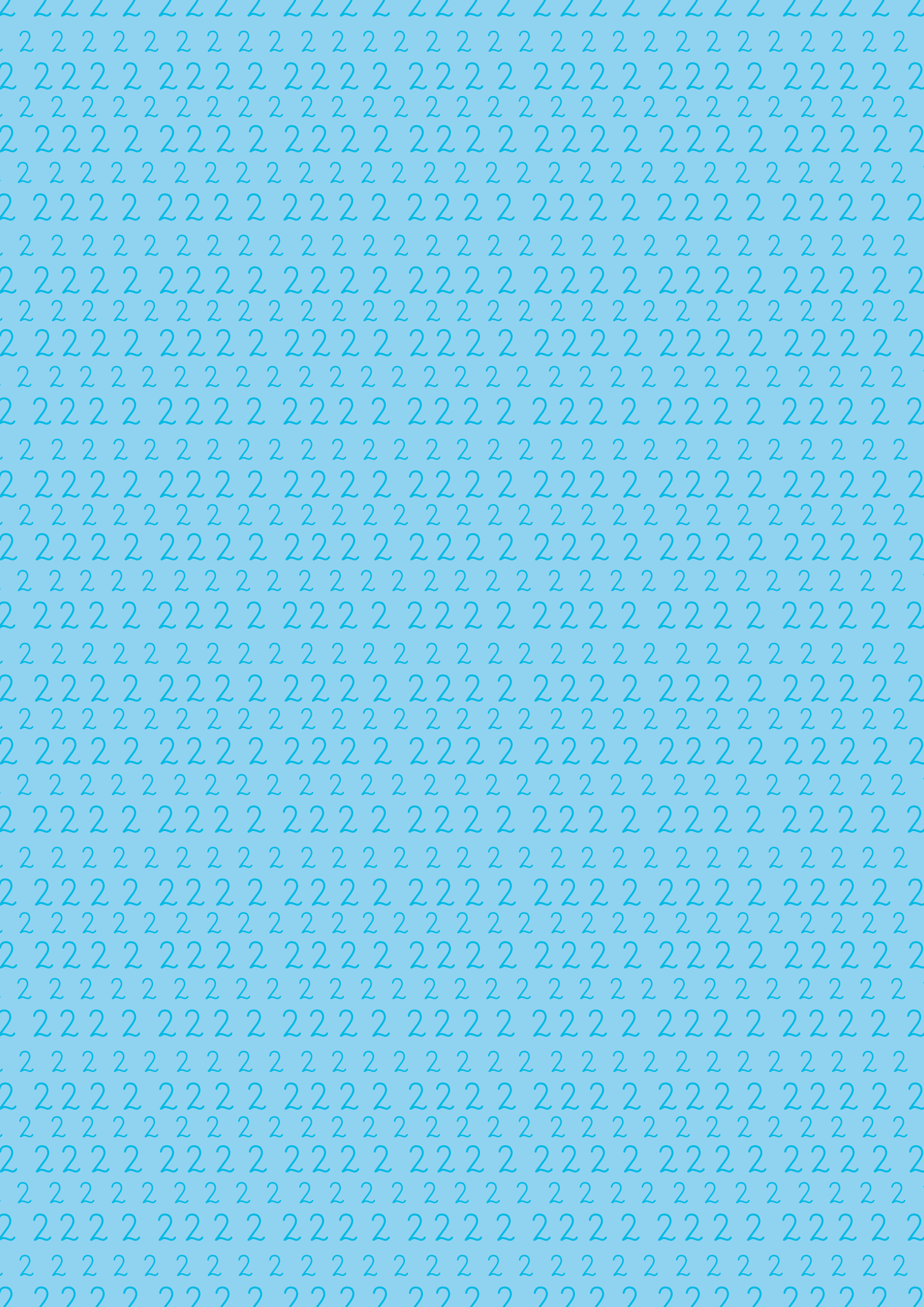
**Let's go to the sea.
Let's go to the sea.
Let's go to the sea and
tell me what you can see!**

**Hello, the sea, yahoo!
Yahoo!**



2. Let's Go to the Sea - Listening



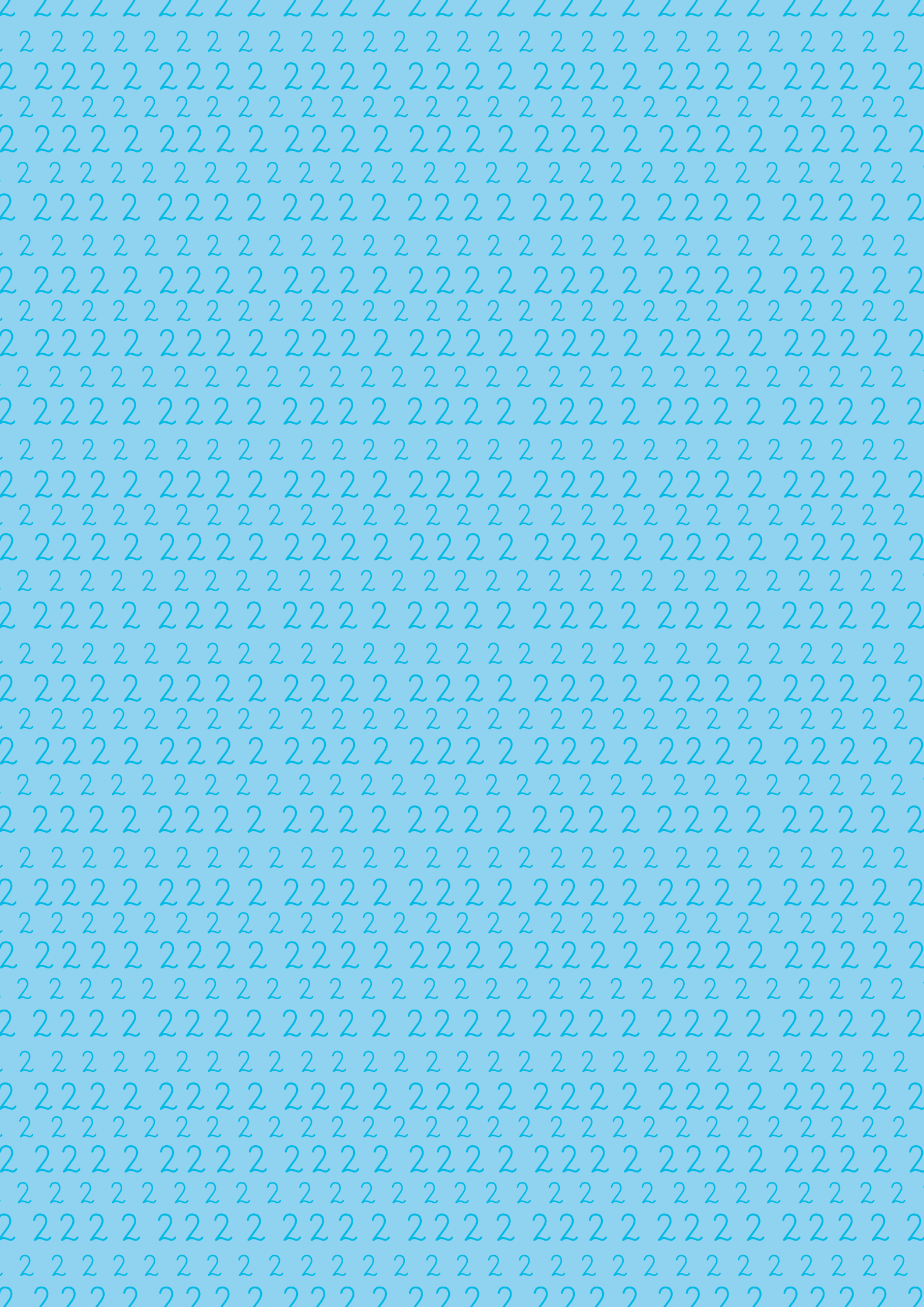


Let's Go
to the Sea
Listening cards

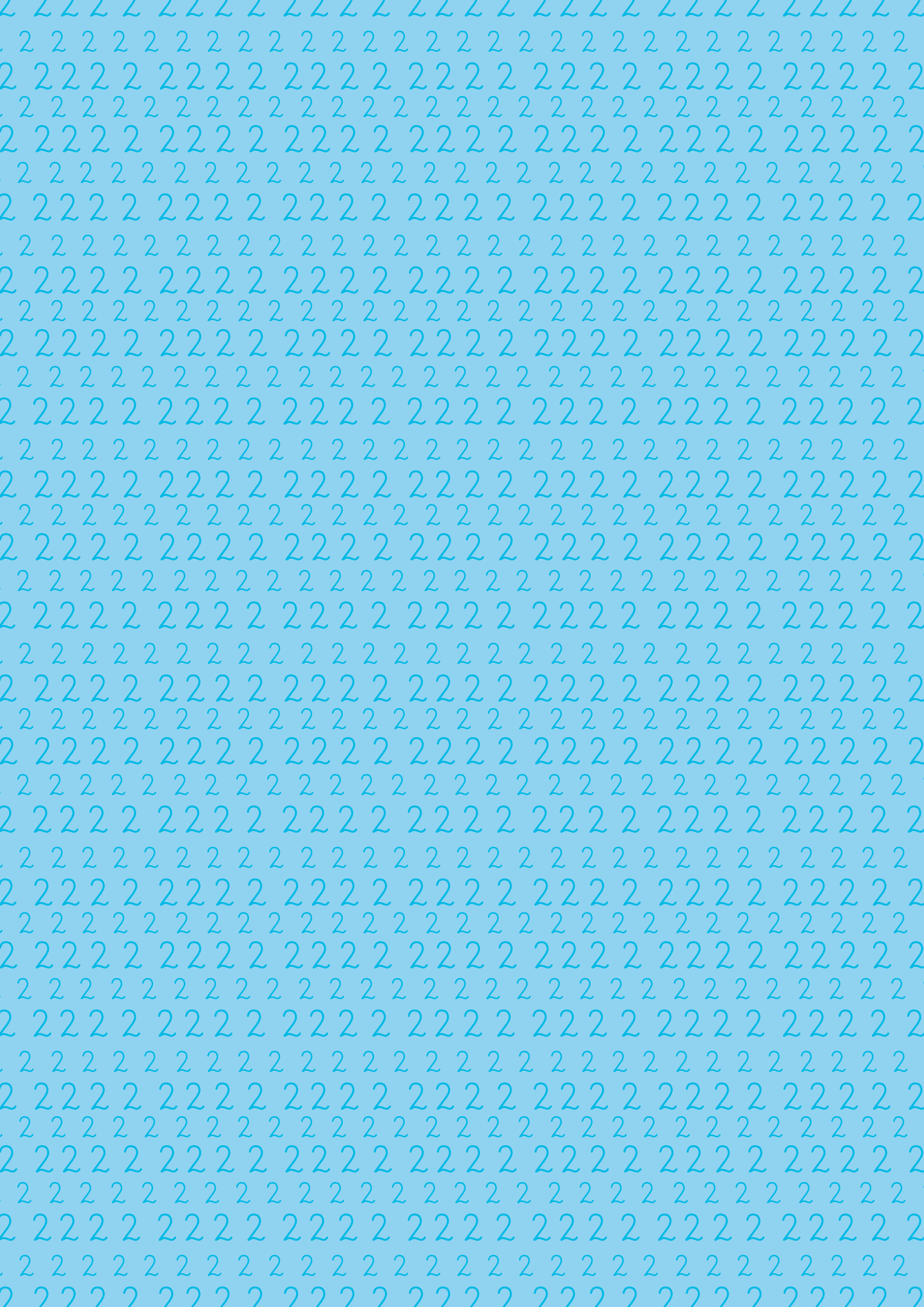
glue

glue

2. Let's Go to the Sea - Reading



2. Let's Go to the Sea - Reading



2. Let's Go to the Sea - Reading



I can see a puffin and a seagull.

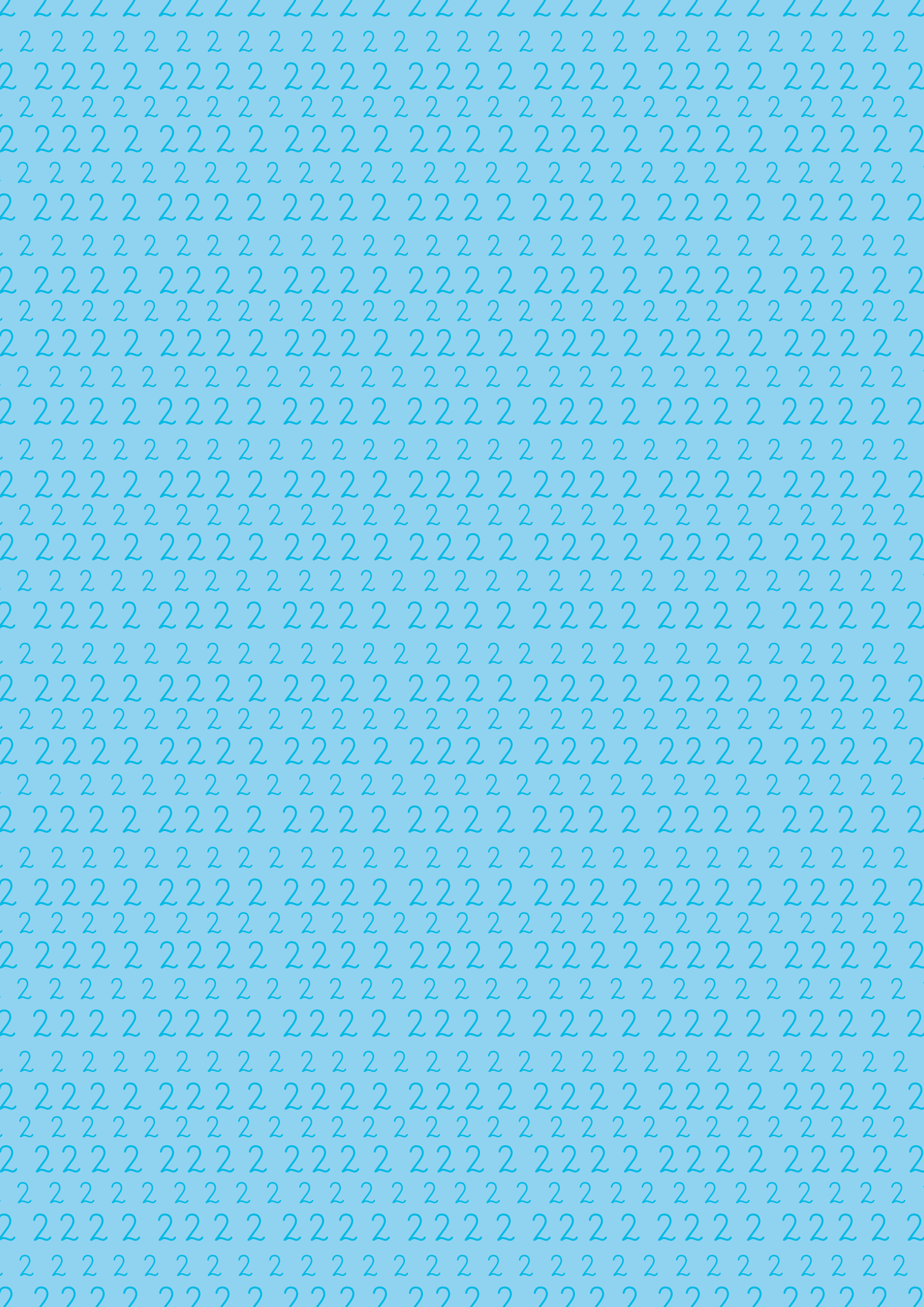
I can see a dolphin and a manta ray.

I can see a dolphin and a seal.

I can see crabs and a seal.

I can see sharks and manta rays.

I can see an octopus and a starfish.



2. Let's Go to the Sea - Reading



I can see a whale and seagulls.

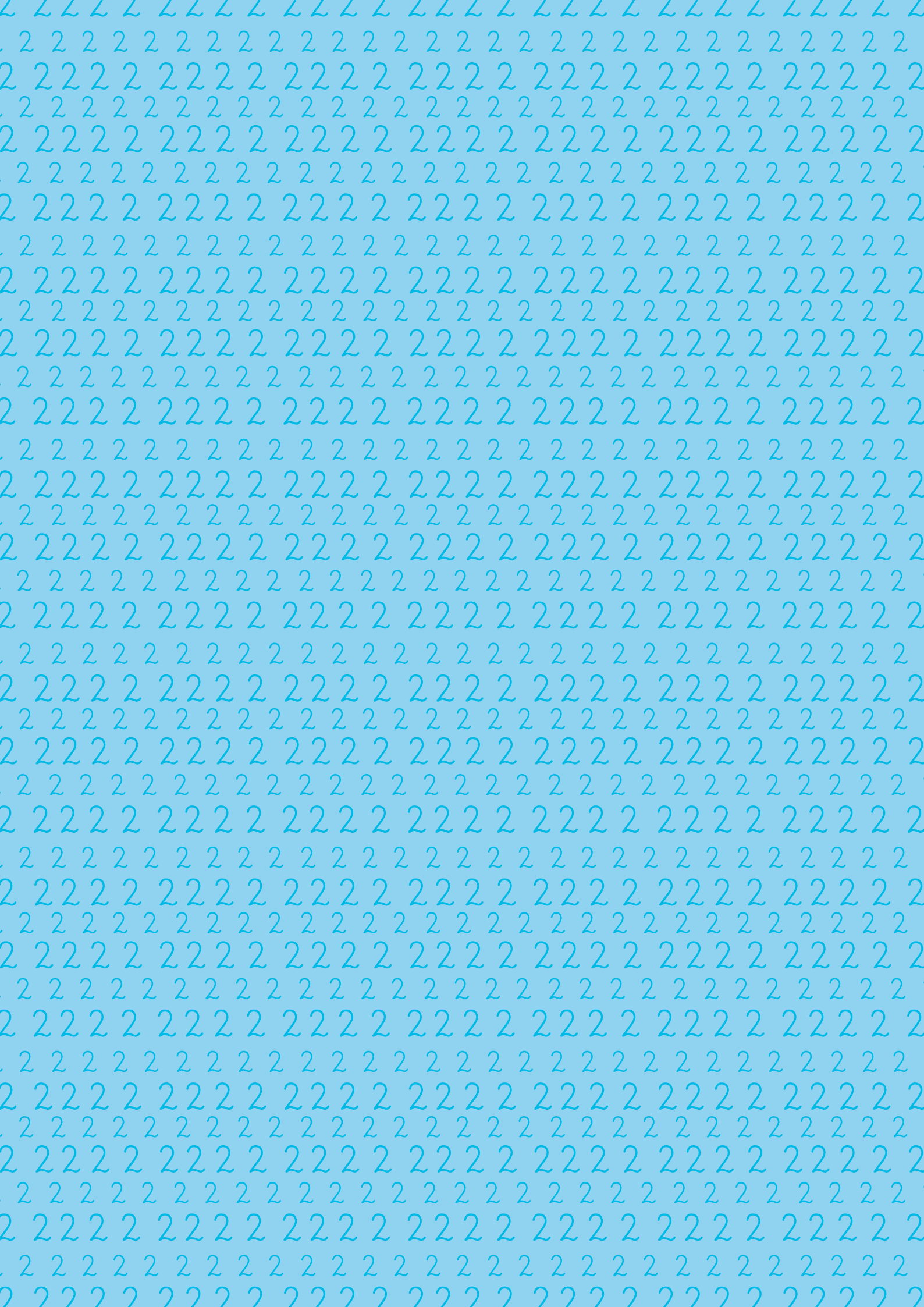
I can see a shark and a dolphin.

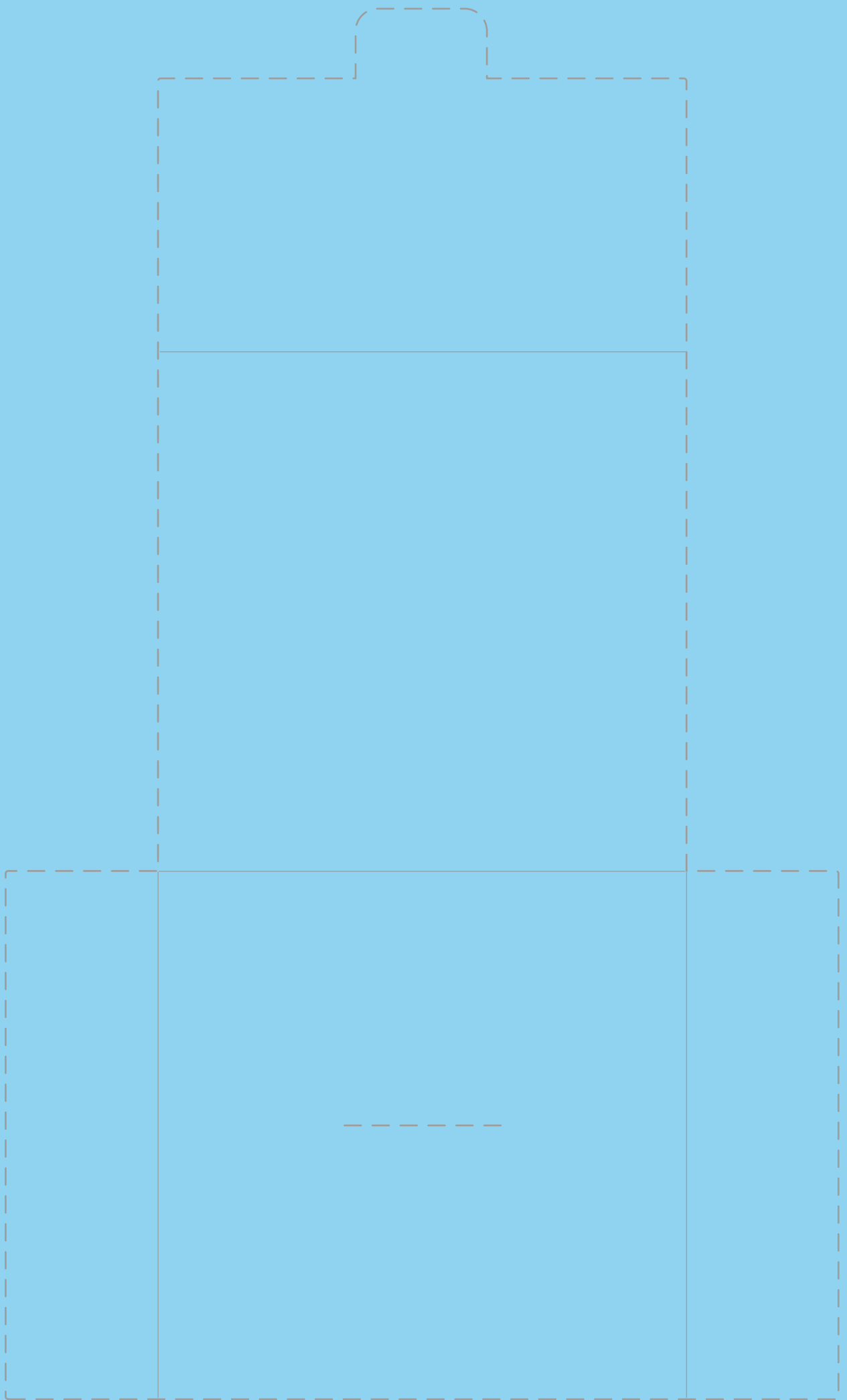
I can see a crab and starfish.

I can see a seal and a seagull.

I can see sharks.

I can see puffins.





Let's Go
to the Sea
Reading cards

glue

glue

What's the weather like? What's the weather like?

What's the weather like today?

It is

It is

It is

It is

It is

hey, hey, hey... It's a beautiful day!

It is

It is

It is

It is

It is

hey, hey, hey... It's a beautiful day!

3



2. Let's Go to the Sea - Listening - Control of error

**Let's go to the sea.
Let's go to the sea.
Let's go to the sea and
tell me what you can see!**



**Hello, the sea, yahoo!
Yahoo!**



**I can see a puffin
and a seagull.**



**I can see a dolphin
and a manta ray.**



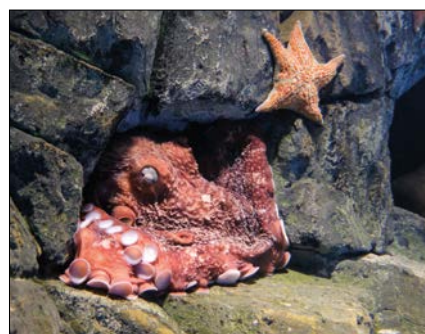
**I can see a dolphin
and a seal.**



**I can see crabs
and a seal.**



**I can see sharks and
manta rays.**



**I can see an octopus
and a starfish.**



**I can see a whale
and seagulls.**



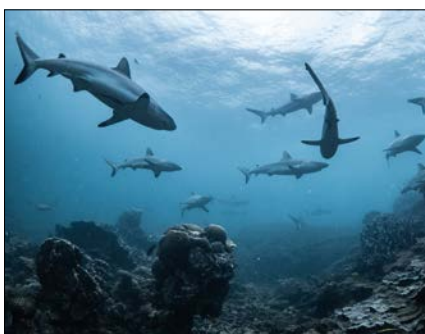
**I can see a shark
and a dolphin.**



**I can see a crab
and starfish.**



**I can see a seal
and a seagull.**



I can see sharks.



I can see puffins.



Montessori English Songs

is a collection of individual English language activities for children. The materials are designed to consolidate oral and written comprehension skills, by promoting independent learning and providing the opportunity for children to learn at their own pace and according to their own interests. The sounds, rhythm and music of the songs make learning fun, so that children learn English in an active and inclusive way which stimulates and holds their interest, while at the same time helping to build self-esteem.

The materials were developed after carefully observing children at work and are divided into three sections:

- Materials to cut out and present and audio tracks with songs.
- Envelopes for classifying materials and easy storage.
- Control of error cards and downloadable audio for self-correction.



It's rainy.



**She can play
the guitar.**

