Introduction

What is Oxford International Early Years: The Glitterlings?

Oxford International Early Years: The Glitterlings is a story and play-based English Language course which is the first of its kind. Interlingual teaching and learning is the essence of the course and what is unique about it. The whole programme is aligned to the successful Early Years Foundation Stage Framework (EYFS) which originates from the UK. The EYFS combined with the Interlingual Teaching and Learning Goals (ITLGs) ensure that the needs of young learners are met in a creative and dynamic way that allows the child and the teacher to become involved in a mutual learning process where each learns from the other.

Interlingual Teaching and Learning Goals

Teaching and learning are grouped together because, with Interlingual teaching and learning, the child and the teacher become involved in a more genuine mutual learning process where each one learns from the other. There is a full scope and sequence chart on the Teacher Resource Book CD showing which Interlingual Teaching and Learning Goals are woven into the nine themed units.

Getting parents or carers involved

Oxford International Early Years: The Glitterlings provides children with opportunities to develop and use their home languages in play and learning at school. At the same time, teachers can activate parental engagement to establish the crucial links between home and school to support all areas of children’s language development.

Sometimes, parents or carers believe that the best way for children from non-English language backgrounds to integrate into the school life and culture is to jump whole-heartedly into English and leave their home languages behind. They may even feel that support for their home language may slow their children down in acquiring English. Sadly, this belief is misinformed. Even though we always want to respect families’ views and wishes for their children, it is our responsibility to demonstrate the power of current research and best practice. It is crucial that parents or carers are involved in the Interlingual approach. We can show parents or carers the benefits of this approach and explain that exciting, robust and respected research demonstrates that children need a strong home language as a foundation to build on. Providing home language support is the way to achieve academic success in English. The Glitterlings’ ‘New Word Book’ along with the write-in space in the Storybooks allow parents or carers and children to connect key words and concepts from the classroom programme to their home or second language.

It is a good idea to hold a parents or carers meeting to inform them about Interlingual teaching and learning and discuss how important parents or carers are in making their children’s English language learning successful as well as the support that they can offer such as:

- Taking part in language related activities in the classroom;
- Translating classroom materials.

By sharing knowledge with parents or carers, teachers can bring about change that will benefit the child as an individual and improve the school community as a whole. Every parent/carer is a valuable resource that teachers and children can count on to diffuse and extend the multilingual, multicultural ethos of the school.

The joy of multilingual and multicultural learning

The Glitterlings Interlingual classroom empowers children for lifelong learning and enables them to act effectively and powerfully in their personal lives and on the global stage. The nine stories are based around exciting, global themes that are charming, relevant and engaging for children. The Glitterling characters are delightful, fun-loving polyglots who help children discover the joy of learning about multilingualism and multiculturalism. They challenge them to think beyond the limits of the classroom walls and introduce them to a world of languages beyond their own and the language of instruction.

Communication and language

Oxford International Early Years: The Glitterlings facilitates you to use ‘authentic talk’ to involve your children in critical thinking rather than giving the child knowledge to learn and regurgitate. Children naturally investigate in order to learn, they want to experience things and to ‘have a go’. We know that learning language starts with the child and is controlled by the child. The motivation to communicate comes from within. Through dynamic, interactive and fun activities the Oxford International Early Years: The Glitterlings helps the children in your class to connect with other children and adults through activating their natural curiosity and this moves language development forward.

A global child

The Glitterlings Interlingual classrooms are places where, through cultural awareness and respect for other languages, the ideas and responsibilities of ‘world citizenship’ are nurtured and developed. There is cultural and linguistic authenticity in everyday play. The Glitterlings classrooms are places where international mindedness is seen in action, internationalism is felt and Interlingual
children learn who they are in the context of the classroom and the broader society. They learn to work within an international framework of tolerance and respect.

Interlingual teaching and learning takes as its starting point the practices of bilingualism, which include translanguaging and transliteracy (see Guidelines for working with Young Second Language Students on pages 173–177) in the individual, and expands them for the benefit of the individual and the Interlingual community. Professor Ofelia García argues that translanguaging has much value for bilingual children. It gives them a voice and builds on their home language practices. It also creates authentic language awareness activities for monolingual children by stirring the natural linguistic curiosity that is inherent in all young children. In The Glitterlings environment children know that their home language is valued and respected and they learn that there is a place for all languages in the classroom.

**Inspirational Pedagogy**

The phrase ‘Inspirational Pedagogy’ was coined by Professor Jim Cummins. He describes it as the kind of instruction that you would like your own child to receive.

It involves school and literacy experiences that students are likely to remember throughout their lifetimes. Children will not only remember their adorable Glitterling friends and the exciting adventures they had with them, but will understand from this early age that being a polyglot is not only a desirable outcome of education but also an achievable one.

We can change our way of thinking through changing what happens in classrooms. Communication expands by becoming more inclusive and democratic through the ‘emerging, inspirational pedagogy’ of Interlingual teaching and learning in The Glitterlings classrooms.

Through such genuine experiences with other languages in the formative years of schooling we can set a trend of international mindedness that will be a step towards our world becoming more genuinely democratic, pluricultural and plurilingual.

"Enticing, engaging and based on sound research, every aspect of the Glitterlings puts the child first, embodying best practice developed in multilingual classrooms throughout the world."

**Viv Edwards**, Professor of Language in Education, University of Reading
**How to use Oxford International Early Years: The Glitterlings**

**How to use the themed units**

There are nine themed units to use throughout the year with your class. Each unit can last as long as you want but there are enough activities, material and suggestions for short daily sessions to use for a period of 36 weeks. The unit-by-unit notes in this Teacher Resource Book help you to plan and set up each new theme with your children and all the sessions within that theme.

**How to use The Glitterlings Big Books**

The three Big Books can be used at the front of your class, in a circle for story time on the carpet or displayed anywhere in your classroom for children to look at and enjoy any time.

Start by telling the whole story to the entire group of children together whilst they are settled and ready to listen. Read the story aloud or play the audio story recording which is on the CD at the back of this Book. Read the complete story in one go, using the Big Book at the front so all children can see it. After a complete reading, the notes in each unit of the Teacher Resource Book advise you how to break the story up into chunks for you and your children to discuss, ask questions about, look at the pictures and talk about the characters. There are three stories in each of the three Big Books making the nine units.

**How to use The Glitterlings Storybooks**

Every child in your group will need a small storybook. By the time they finish the school year, they will have nine storybooks of their own. You can use the storybook with them in class by having them write their own name inside the front cover.

Allow children to look through their storybook as a choice when they have play time or free movement or child-led activity in class. When one unit is completed you can choose to let them keep their book in class or take it home.

**Home-school storybook link**

The best learning and development takes place for a child when home and school are connected in a natural way. This Teacher Resource Book offers many supportive ideas for engaging parents or carers and opening up a two-way conversation so that parents or carers feel involved in their child’s school and learning takes place at home. One of the most important ways to connect home and school in this programme is through the nine storybooks. During the unit, allow your children to take their storybook home to share with their parents or carer. Each story has advice to parents or carers on reading and enjoying books on the inside front cover.

On every page of the storybook there is a space for parents or carers to discuss, ask questions about, look at the pictures and talk about the characters. There are three stories in each of the three Big Books making the nine units. You can pause the audio at any time by clicking on the ‘pause’ button. You can also rewind by dragging the indicator back to the beginning of the song.

On every page of the storybook there is a space for parents or carers to discuss, ask questions about, look at the pictures and talk about the characters. There are three stories in each of the three Big Books making the nine units. You can pause the audio at any time by clicking on the ‘pause’ button. You can also rewind by dragging the indicator back to the beginning of the song.
How to use the Activity Book
Each unit in the Activity Book is based around a theme and the theme begins by you reading the storybook aloud to your students. Each unit is packed with a mixture of skills practice for English communication, number work, shape, space and colour recognition as well as creative activities, fun puzzles, games and stickers. The Activity Book forms part of each child’s learning portfolio to share with parents or carers and reflect upon their own progress over the year. Early Years Learning Goals and Interlingual Teaching and Learning Goals for the Activity book units are referenced in this Teacher Resource Book.

What is on the Teacher Resource Book CD?
- Story audio
- Song audio
- Sing-along karaoke
- Audio activities
- Teacher charts and resources
- Classroom resources

Sing-along karaoke
1. Click ‘play’ to start the karaoke.
2. Scroll down the screen as the song plays to reveal the lyrics.
3. You can pause the audio at any time by clicking on the ‘pause’ button. You can also rewind by dragging the progress of the audio clip to the left or right.

CD minimum system requirements
1.1. PC
- Pentium® 4 1.5 GHz/ Intel® Core™2 Duo 1.2GHz processor or equivalent
- 16 x CD-ROM drive speed
- 512 MB RAM
- 1024 x 768 screen resolution with 16-bit colour depth
- 16-bit sound card with speakers or headphones [if audio required to run resources]
- Mouse or equivalent pointing device
- Keyboard or equivalent input device
- Adobe® Reader® 9 [only display if content has PDF, version may change depending on content added]
- Microsoft® Office 2003
- Adobe® Flash® player 11 and above
- Internet Explorer® 10 and above

Supported operating systems:
- Windows Vista®
- Windows® 7
- Windows® 8/8.1

1.2. Mac
- Intel® Core™ Duo 1.33 GHz processor or equivalent
- 16 x CD-ROM drive speed
- 512 MB RAM
- 1024 x 768 screen resolution with 16-bit colour depth
- Sound card with speakers or headphones [if audio required to run resources]
- Mouse or equivalent pointing device
- Keyboard or equivalent input device
- Adobe® Reader® 9 [only display if content has PDF, version may change depending on content added]
- Microsoft® Office 2003
- Adobe® Flash® player 11 and above
- Safari 6 and above

Supported operating systems:
- Mac OS X 10.7 Lion
- Mac OS X 10.8 Mountain Lion
- Mac OS X 10.9 Mavericks
- Mac OS X 10.10 Yosemite
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<td><strong>Storybook</strong></td>
<td>The First Glittering</td>
<td>The Glitterling's Journey</td>
<td>Gast Meets Bo the Panda</td>
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<td><strong>Warm Up</strong></td>
<td>Create home languages chart, T-chart and New Word Book. Identify the story's big words. Why we learn languages. Listen to sounds and songs. Play with art dough and describe. Listening in class activity. Share books in home languages, retell the story.</td>
<td>Make a wish list chart. Make happy expressions. Discuss musical notes shown in illustration. Discuss missing home. Observe the differences in light Feather tickle game. Listen to animal sounds. Discuss weather pictures. Go for a windy day walk. Sing If You’re Happy and You Know It.</td>
<td>Look at panda toy and discuss. Write animal names and draw pictures. We’re All Going to the Zoo/Walk Like An Animal. Find locations on a zoo map. Discuss bamboo. Learn panda rhyme. Say/sing the alphabet. Watch alphabet animal clips/create animal alphabet frieze.</td>
<td>Look at covers and predict what book 4 is about. Play instruments “at once.” Play the Banana game. Discuss singing and messy Tesry song lyrics. Say speech rhyme. Learn animal names in English/home languages. Discuss hugging. Discuss sense of sight. Discuss saying sorry. Draw pictures of caring for each other.</td>
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### SCOPE AND SEQUENCE

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- **Share facts about Japan.**
- **Yuri role play.**
- **Family words/drawings.**
- **Bird home action rhyme.**
- **Incy Wincy rhyme.**
- **Write a message to the Blustery Breeze.**
- **Learn Zoom Zoom rhyme.**
- **Role play being in The Blustery Breeze.**
- **We’re Going to The Moon! Musical Bumps games.**
- **Ling tells the story.**
- **Exercise to combat nervousness.**

- **“Goodbye” words in home languages.**
- **Pass the parcel game.**
- **Parcel guessing game.**
- **Conversation role play.**
- **Sing Goodbye song.**
- **Sing If You’re Happy and You Know It.**
- **Play Kim’s Game.**
- **Record Glitterlings’ memories on a chart.**
- **Discuss emotions in the story, make happy/sad chart.**
- **Make a memory book.**

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### Inclusion/try new things.

- **Yuri’s characteristics.**
- **Types of houses/homes.**
- **Importance of sleep.**
- **Special places to visit.**
- **Travelling by moonbeam.**
- **Visiting home feelings.**
- **Astronauts.**
- **Lalibabas in lullaby languages.**

- **Missing things from home.**
- **Feeling sad, feeling better.**
- **Feelings about snow.**
- **Snow safety.**
- **Dressing oneself.**
- **Weather preferences.**
- **Story title.**
- **How to make a snowman.**
- **How Juma has changed.**

- **Are the Glitterlings leaving?**
- **Impact of May’s actions/reaction of the dog in the story.**
- **Puddles.**
- **How to help Gilt.**
- **Mary and Kofi’s conversation/feelings.**
- **Should the Glitterlings be angry?**
- **Feeling unwel.**
- **Favourite story parts.**

- **Favourite places.**
- **Is finding a book about Brazil a good idea?**
- **Performance ideas.**
- **Feeling confident to speak to a group.**
- **Why characters are excited.**
- **Where is the Blustery Breeze going?**
- **Instrument preferences.**
- **Feeling nervous.**

- **Brazilians’ words.**
- **May and Kofi’s conversation/feelings.**
- **Where is the Blustery Breeze going?**
- **Is finding a book about Brazil a good idea?**
- **Performance ideas.**
- **Feeling confident to speak to a group.**
- **Why characters are excited.**
- **Where is the Blustery Breeze going?**
- **Instrument preferences.**
- **Feeling nervous.**

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### Group jigsaw game.

- **Make a model village.**
- **Fly free with model village.**
- **Airport imaginary play.**
- **Dre making and play.**
- **Windmill and sand play.**
- **Make postcards.**
- **Imaginary postcard stall.**
- **Doll’s house roof test.**

- **Create a seaside.**
- **Have a playground safari and take photos.**
- **Make a weather mobile.**
- **Tower building contest.**
- **Make play snow.**
- **WINTER OBSTACLE course.**
- **Make word banks.**
- **Make play snow animals.**
- **Ice melting/water play.**

- **Role play tales outside.**
- **Review Big Word Chart.**
- **Make ribbon sticks.**
- **Create a matching band, a puppet show.**
- **Make a flapping whale.**
- **Use objects as instruments.**
- **Create show costumes.**

- **Rainforests.**
- **Language similarities.**
- **Instrument sounds.**
- **Do fish stop swimming?**
- **Taking a deep breath.**

- **Address/post envelope containing own picture.**
- **Make wrapping paper.**
- **Make memory boxes, paper chains, a friendship tree, a sparkling picture.**
- **Play What’s the time Mr Wolf?**
- **Shower of sparkles game.**

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### Community.

- **Moving to new countries.**
- **View of earth from space.**
- **Why visit space?**
- **Memories of home.**

- **Safaris.**
- **Moods/feelings.**
- **Why does it snow?**
- **What animals like snow?**
- **Weather preferences.**
- **Telling the truth.**
- **Borrowing items.**
- **What to do if lost.**
- **The forest at night.**
- **How to stay healthy.**

- **The Blustery Breeze Samba**
- **Goodbye**

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### The Wriggle Dance.

- **I’m a Little Snowflake**
- **Friends**
- **The Blustery Breeze**
- **Samba**

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### Discussing homes and families.

- **Making a passport.**
- **Passport matching words to pictures.**
- **Tracing/copying words.**
- **Writing name.**
- **Drawing and colouring.**
- **Copying words.**
- **Writing numbers.**

- **Recognising new words.**
- **Sticker matching pictures and words.**
- **Making/sticking/finding snowflakes.**
- **Tracing/writing words.**
- **Drawing and colouring.**
- **Writing numbers.**
- **Counting.**
- **Making a weather sounds**
- **Kim’s Game and Bingo.**

- **Understanding plot.**
- **Matching pictures, sentences and stickers.**
- **Learning words.**
- **Drawing and colouring.**
- **Tracing/writing words.**
- **Recognising colours.**
- **Counting.**
- **Writing numbers.**
- **Listen to sounds and tick pictures.**

- **Sticker matching to pictures.**
- **Learning words.**
- **Drawing and colouring.**
- **Tracing/writing words in English/home languages.**
- **Trace own hand.**
- **Counting.**
- **Writing numbers.**
- **Sorting by hot/cold.**
- **Identifying parcel items.**

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### Passport guess who game.

- **Guess which room game.**
- **Sort home items.**
- **Finger play rhyme.**
- **Memory game.**
- **Name dolls/house furniture.**
- **Bolt/cloth clapping game.**
- **I’m Going To The Moon! Musical Bumps games.**
- **Learn Brahms Lullaby.**

- **Play Jumla Went To The Beach/Binoculars games.**
- **Make wind sounds.**
- **Play Hunt the Thimble/Simon Says It’s Snowing/Snowball games.**
- **Word bank recognition.**
- **Colour a recognition game (real version of Activity Book task).**
- **Sort inside/outside tasks.**

- **Play True or False game.**
- **Sort resources into sets.**
- **Discuss the day’s events.**
- **Play Oh Good/Oh No game.**
- **Play a ball game.**
- **Make a bird feeder.**
- **Role play smalls.**
- **Do a Mexican wave.**
- **Learn puddle rhyme.**

- **Play musical bumbs to bamba a track.**
- **Talking signpost game.**
- **Introduce self in Portuguese.**
- **Make gloop fizz.**
- **Watch Brazilian performers online.**
- **Tap out rhythms.**
- **Race Flapping whales.**
- **Make played instruments.**
- **Problem solving.**

- **Parcel description game.**
- **Parcel role play game.**
- **Noises guessing game.**
- **Pass the buzz game.**
- **I would miss game.**
- **Do the Wriggle Dance.**
- **Decorate with balloons.**
- **Caption friendship tree.**
- **Something sparkly game.**
- **Role play story suitcase scene.**
- **Sing Goodbye song.**
1 All about me, all about you

1 Learning objectives

- Physical development: Moving and handling
- Expressive arts and design: Exploring and using media and materials, being imaginative
- Understanding the world: People and communities
- Communication and language: Listening and attention, understanding, speaking
- Personal, social and emotional development: Self-confidence and self-awareness, Making relationships
- Literacy: Reading, writing
- Mathematics: Number, Shape, space and measures

2 Unit warm-up

Create a class language chart of the home languages spoken by the children, the number of speakers and the names of the speakers. Display it in a central location.

**Example:**

<table>
<thead>
<tr>
<th>Home language</th>
<th>Number of speakers</th>
<th>Speakers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic</td>
<td>2</td>
<td>Lana, Mohammed</td>
</tr>
<tr>
<td>English</td>
<td>3</td>
<td>Ann, Paul, Ms Glyn</td>
</tr>
<tr>
<td>Farsi</td>
<td>2</td>
<td>Karim, Navid</td>
</tr>
<tr>
<td>French</td>
<td>1</td>
<td>Joelle</td>
</tr>
<tr>
<td>Urdu</td>
<td>1</td>
<td>Sabirah</td>
</tr>
</tbody>
</table>

**Say:** Let’s find out how many different home languages there are in our class. Read through the language list and then count the languages with the children. Practise saying the language names, with the children listening and repeating after you.

Now ask the children to raise their hands if they speak the language you call out. **Say:** (For example) Farsi. Then point to the children who have raised their hands. **Say:** Karim and Navid speak Farsi. Invite the other children to repeat.

**Ask:** How many children speak Farsi? Let children reply. **Say:** Yes, we have two children who speak Farsi. Do the same for all the languages on the chart.

Invite all the children to say ‘hello’ in their home language. **Ask:** How do you say ‘hello’ in French.

Joelle? (Bonjour.) Continue doing this with all the home languages.

**Early Learning Goals EYFS**

Communication and language: Listening and attention, understanding, speaking

Mathematics: Numbers

Understanding the world: People and communities

3 Story time

Tell the children it is story time and invite them to join you in the story corner.

Show children the cover of Storybook 1: The First Glitterling. **Say:** Where do you think the Glitterlings come from? Accept all answers and write them on the board. Tell the children there is something special about the Glitterlings and you want them to find out what it is. **Say:** Listen and read carefully. Listen for some new and interesting BIG words.

Point to the Glitterling on page 4 and ask why they think it is called a Glitterling. Accept all answers. Ask more questions about the illustrations.

Read the story aloud or use the audio CD. Point to the words in the Big Book as you read or listen. On page 4, use a surprised voice as you read A what-a-ling? Ask the children to listen and repeat, using surprised voices. Read page 5.

Ask the children to look at Ms Glyn. **Ask:** Is she a kind teacher? Why? (She is smiling; she looks friendly, fun, etc.)

**Early Learning Goals EYFS**

Communication and language: Listening and attention, understanding, speaking

4 Talking points

Encourage the children to think about the Glitterlings.

**Ask:** Why do you think there are Glitterlings in Ms Glyn’s classroom? What language(s) do you think they speak?

**Early Learning Goals EYFS**

Communication and language: Listening and attention, understanding, speaking

5 Moving and doing

Point to an illustration of the Glitterling on page 4 of the storybook to remind the children of the shape of its body.

Take the children to a location suitable for drawing on the ground in chalk (such as the playground).
Gather the group around, then ask one child to lie down and demonstrate drawing around their body with chalk, creating an outline of the child. Ask the child to stand up and observe the outline. Give the child some chalk to draw in features such as their eyes, nose, mouth and hair. They may also like to colour in sections to represent clothes.

Next, make a selection of coloured chalks available to everyone. Encourage children to form pairs or small groups and to take turns creating and decorating outlines of one another. During the activity, move around, talking to every group in turn. Ask them questions about their outlines. Example: How many legs are there? How many arms are there? What colour are the eyes? What colour is the hair? How is the shape of the Glitterling different from the shape of your body? Does the Glitterling have hair? Who is bigger, the child or the Glitterling?

**Early Learning Goals**

*Communication and language:* Understanding, speaking

*Personal, social and emotional development:* Self-confidence and self-awareness, Making relationships

*Physical development:* Moving and handling

*Mathematics:* Shape, space and measure

*Expressive arts and design:* Exploring and using media and materials

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**Critical thinking**

Ask: Why is it important for us to learn other languages?

Accept all answers. Tell children that learning languages opens our minds and helps us communicate and understand people who come from different countries.

**Early Learning Goals**

*Understanding the world:* People and communities

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**Activity Book time**

Ask each child how they say 'hello' in their home language. Ask any monolingual children what language they would like to learn from the home languages chart and invite them to say 'hello' in that language.

Direct the children to page 4 of the Activity Book and point to the Glitterling. Elicit what is written in the speech bubble. Ask the children to draw a picture of themselves saying hello to the Glitterling and to circle the word 'hello' in the speech bubble. Then ask children to trace over the word 'hello' in their own speech bubble.

Prepare a 'hello' chart and invite parents to write 'hello' in their home language. Display the chart in the classroom. Learn this simple greeting in all of the children's languages. When the word for 'hello' has been written in all the languages on the chart help the children find their language and copy 'hello' in their language at the bottom of Activity Book page 4.

**Early Learning Goals**

*Communication and language:* Understanding, speaking

*Literacy:* Reading, writing

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**Quick ideas**

Sing 'Heads, Shoulders, Knees and Toes' in English and in the children's home languages. Point to the body parts as you sing:

*Heads, shoulders, knees and toes, knees and toes,*

*Heads, shoulders, knees and toes, knees and toes,*

*And eyes and ears and mouth and nose,*

*Heads, shoulders, knees and toes, knees and toes.*

**Early Learning Goals**

*Communication and language:* Listening and attention, understanding

*Personal, social and emotional development:* Self-confidence and self-awareness, Making relationships

*Physical development:* Moving and handling

*Expressive arts and design:* Being imaginative

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**Extension**

After having drawn around the body of another child, encourage the children to experiment with tracing the outline of their own hands and feet with chalk. This requires a more sophisticated use of fine motor skills. They might like to decorate the outlines. Encourage the children to label their body outline by writing their name alongside it in English, or their home language.

**Early Learning Goals**

*Mathematics:* Shape, space and measure

*Physical development:* Moving and handling

*Expressive arts and design:* Being imaginative

*Literacy:* Writing
1 Learning objectives

- Physical development: Moving and handling
- Expressive arts and design: Exploring and using media and materials, Being imaginative
- Understanding the world: People and communities
- Communication and language: Listening and attention, Understanding, Speaking
- Personal, social and emotional development: Self-confidence and self-awareness, Managing feelings and behaviour, Making relationships
- Literacy: Reading

2 Warm-up

Show the children the classroom scene on page 5 of the storybook and ask them who the adult is and what she is doing. Ask: Can you remember her name? Help them with the pronunciation of 'Ms Glyn'.

Point to the displayed class language chart and ask the children how they say the word 'language' in their home language. Prepare a T-chart (see page 176) on some chart paper. In the left column write the heading 'language' and in the right column write the word 'tongue'. When parents are in the classroom ask them to write these words in their home language, or write the words in a notebook labelled 'New Words Book' for the children to take home. Use the PCM on page 172 as the cover for the book, asking children to write their name on the first line. Help them to write their home language. It is important to note that in many languages the same word is used for the words 'tongue' and 'language'. Ask: Why do you think that is? Explain that the tongue is very important. It helps us make sounds and say words and that if we did not have a tongue we would not be able to speak our language. Ask them to try and say "hello" without using their tongues. Allow lots of fun and laughter.

Early Learning Goals EYFS

Communication and language: Understanding

3 Story time

Read pages 6 and 7 of The First Glitterling (or play the audio CD). Ask the children to repeat the sentences. Model how you raise your voice to ask a question, exaggerating this for 'guess what?' and 'Poly what?' Point to the children on page 7 and tell the class there are many of them. Write 'Poly' on the board and tell the children 'poly' means 'many'.

Point to the boy on page 7 and ask what he is doing. (Showing his tongue.) Ask the children to stick their tongues out as far as they can. Tell them that 'Glot' means 'tongue'. Write poly + glot = polyglot on the board.

Early Learning Goals EYFS

Communication and language: Listening and attention, Understanding, Speaking

4 Talking points

Ask the children how they say the word 'tongue' in their home language. Add the word to the T-chart. Remind them that in many languages the same word is used for 'tongue' and 'language'. Ask: Why do you think that is? Explain that the tongue is very important. It helps us make sounds and say words and that if we did not have a tongue we would not be able to speak our language. Ask them to try and say "hello" without using their tongues. Allow lots of fun and laughter.

Early Learning Goals EYFS

Communication and language: Understanding

5 Moving and doing

Select four musical instruments with distinctive sounds, for example, a drum, triangle, maraca and tambourine. Ask the children to sit on the floor in front of you. Play the instruments one at a time so children can hear each sound. Talk about the sounds, introducing words such as 'bang', 'tinkle', 'soft' and 'loud'.

Next, choose a child to play each instrument. Ask them to stand behind the other children, facing you. Ask each child to play their instrument when you point to them, and ask them to stop playing when you make a stop sign with your hand by holding up your palm. Have a practice together.

Explain that the rest of the group will need to listen closely to the sounds they are going to hear and guess which instrument made them. They should listen quietly until you ask them to guess. Ask the children to face you and close their eyes. Now point to one of the children at the back – after the selected child has played their instrument for a few moments, make the stop sign. Tell the children who are listening to open their eyes and ask them for their guesses. Congratulate them when they are correct and repeat the activity, until all of the instruments have been played.

Now make the activity harder by having combinations of two or more instruments played together. You can swap children's roles around, so everyone has a turn at both playing and guessing.
Early Learning Goals  EYFS
Communication and language: Listening and attention, Understanding
Personal, social and emotional development: Self-confidence and self-awareness, Making relationships
Physical development: Moving and handling
Expressive arts and design: Exploring and using media and materials

Activity Book time
Refer children to page 5 of the Activity Book. Read the text. Say: Which things would you like to play with? Talk with children about the play activities in the picture, and ask them to point to the ones they find appealing. Read the text, ‘Sticker fun. Stick Glit into his hiding place.’ Encourage children to look carefully for the outline of the Glit sticker in the picture. Ask children why they think Glit wants to hide, and whether they think he’s chosen a good hiding place. Direct them to place the Glit sticker inside the outline. Copy the words of the ‘How we make sounds’ chant below onto chart paper. Point to the words of the chant on the chart and ask the children to say the chant together.

How we make sounds
The tip of the tongue
The teeth
And the lips
Are all we
Need
To make
Sounds
Gl, gl, gla, gla glot

Early Learning Goals  EYFS
Communication and language: Listening and attention, Understanding
Physical development: Moving and handling
Expressive arts and design: Being imaginative

Warm-up
Ask the children to make themselves as small as they can. Ask them to call out the names of small animals. Ask them to pretend they are one of the small animals they called out. Clap your hands and tell them you want them to make themselves as big as they can. Ask them to call out the names of big animals. Tell them to pretend they are one of the big animals they called out. Write ‘BIG words’ on chart paper. Ask: What BIG words do you remember from the story so far? Accept Glittering / Polyglot. Write these on the chart. Remind children to listen carefully and look out for more BIG words as you read the story.

Quick ideas
Choose a child to cover their eyes or turn their back on the class. Ask another child to say “Good morning/afternoon”. Can the first child recognise the voice? Play the game several times with different children swapping roles.

Extension
Make mirrors available to the children. While looking in a mirror, invite them to say “I am a polyglot” so they can observe how their mouth moves when they say the words. Ask: What do you notice when you say the ‘y’ in ‘polyglot’? (Their mouth turns into a smile!)

Early Learning Goals  EYFS
Physical development: Moving and handling
Expressive arts and design: Being imaginative
Understanding the world: People and communities

Learning objectives
- Physical development: Moving and handling
- Expressive arts and design: Exploring and using media and materials, Being imaginative
- Understanding the world: People and communities
- Communication and language: Listening and attention, Understanding, Speaking
- Personal, social and emotional development: Self-confidence and self-awareness, Managing feelings and behaviour, Making relationships
- Literacy: Reading

Early Learning Goals  EYFS
Communication and language: Listening and attention, Understanding
Mathematics: Number, Shape, Space and measures
3 Story time

Read The First Glitterling (or play the audio CD) again. Invite the children to join in with you up to page 7. Point to the word Polyglot on the board. Ask: *Who can remember what poly means? What does glot mean?*

Turn to page 8 and read the text: “*No! No! No! Glitterlings don’t look like that!*” Encourage a reaction from children by accentuating your delivery by shaking your head. Explain that a polyglot is someone who speaks, or can use, different languages. Read or play the audio for page 9.

**Early Learning Goals**

*Communication and language: Listening and attention, Understanding, Speaking*

*Literacy: Reading*

4 Talking points

Ask the children if they know a polyglot. Encourage them to tell you about their polyglot. Ask: *What languages do they know?*

Read the definition of polyglot again on page 9. Ask: *What other ways can you use language?* Mime reading, writing and listening and elicit these words from the children.

**Early Learning Goals**

*Understanding the world: People and communities, The world, Technology*

*Communication and language: Listening and attention, Understanding, Speaking*

*Personal, social and emotional development: Making relationships*

5 Moving and doing

Explain to the children that you are going to make a face, and you’d like them to guess how you are feeling. Make a sad face. Congratulate children when they guess correctly, and stress that they were able to understand that you were feeling sad without hearing you talk. Repeat the activity, this time making a happy face. Talk about the differences in the two expressions – the mouth curves upwards when we’re happy and smiling, and downwards when we are sad.

Using a range of craft materials, tell the children you would like them to each make one happy face and one sad face. For example, children may use a paper plate or a circle of cardboard as the face itself. They can then colour the skin and create the facial features (eyes, nose, mouth) with paints, chalks, crayons, coloured pencils or felt-tip pens.

6 Critical thinking

Ask: *If you could choose one musical instrument that every child should learn to play what would it be?*

Prior to the lesson find some photographs of musical instruments or have some real ones on hand. Elicit names and ask how you say these in home languages. Ask the critical thinking question and have children explain their responses.

**Early Learning Goals**

*Expressive arts and design: Being imaginative*

7 Activity Book time

Refer to page 6 of the Activity Book. Read the text, ‘Find the stickers to show the order of the story.’ Talk with children about the story event depicted in each picture box and on each sticker. Ask if they can remember the order in which the events happened. If not, refer to the storybook together. Direct children to place the stickers in the right order. Read the text, ‘What language do you speak at home?’ Elicit the answer from each child, and show them the relevant word on the home language chart you made earlier. Have them copy the word onto the page.

**Early Learning Goals**

*Physical development: Moving and handling*

*Understanding the world: People and communities*

*Communication and language: Understanding, Speaking*

*Personal, social and emotional development: Making relationships*

8 Quick ideas

Choose a musical instrument. Assign a movement to it, and ask children to perform that movement when they hear the instrument played. For example, ask children to clap when they hear a drum beat. Now introduce —
other instruments and movements, such as standing on one leg when they hear a maraca or a tambourine. Play the instruments in turn. Children will enjoy performing the corresponding sequence of actions.

**Early Learning Goals** **EYFS**

**Communication and language:** Listening and attention

**Expressive arts and design:** Exploring and using media and materials

**Mathematics:** Moving and handling

### Extension

Encourage children to look at their reflection in a range of ways, such as in a window, in a shiny object or in water (in the sink or water tray). Ask children to describe how they look. Do they look the same? Is their reflection distorted? Use mirrors to see how the mouth moves when we say words such as hello, goodbye, glitterling, tongue and polyglot.

**Early Learning Goals** **EYFS**

**Communication and language:** Understanding, Speaking

**Understanding the World:** The world

### Learning objectives

- **Physical development:** Moving and handling,
- **Expressive arts and design:** Exploring and using media and materials, Being imaginative
- **Understanding the world:** People and communities, The world, Technology
- **Communication and language:** Listening and attention, Understanding, Speaking
- **Personal, social and emotional development:** Self-confidence and self-awareness, Managing feelings and behaviour, Making relationships
- **Literacy:** Reading

### Warm-up

**Ask:** Why do you think it is good to be able to speak, read and write in different languages? Accept all answers and write them on the board. Tell the children about a personal experience when you found it difficult to explain what you wanted. Elicit what sort of things might be difficult for a new student who doesn’t understand English. For example, telling an adult they need the toilet or are thirsty.

**Early Learning Goals** **EYFS**

**Communication and language:** Listening and attention, Understanding, Speaking

**Personal, social and emotional development:** Self-confidence and self-awareness, Managing feelings and behaviour, Making relationships

**Physical development:** Health and self-care

### Story time

Ask the children to retell The First Glitterling story up to page 9.

**Say:** Listen carefully and tell me what is special about the Glitterlings? Read or play the audio CD for page 10 and confirm that the Glitterlings are polyglots.

**Ask:** Does anyone know where this is? (Peru) **Ask:** How do you say hello in Spanish? (Hola.) Refer back to the picture and ask children to guess what language the Glitterling speaks. Read page 11 and repeat the questions for the Japanese word. **Say:** Isn’t it wonderful we can all become polyglots?

**Early Learning Goals** **EYFS**

**Understanding the world:** People and communities, The world

**Communication and language:** Listening and attention, Understanding, Speaking

**Personal, social and emotional development:** Self-confidence and self-awareness, Making relationships

### Talking points

**Ask:** Who wants to be a polyglot? Why?

Encourage children to remember some of the things discussed in the Warm-up and elicit that as a polyglot you can talk to people from other places in the world.

**Early Learning Goals** **EYFS**

**Understanding the world:** People and communities, The world

**Communication and language:** Listening and attention, Understanding, Speaking

**Personal, social and emotional development:** Self-confidence and self-awareness, Making relationships

### Moving and doing

Cut out one blank puppet outline and one Glit puppet outline (see page 26) for everyone in the class – including you. You will also need a print-out of a full outline (see page 26) for everyone in the class –
body photo of each child and yourself. Alternatively, children can draw themselves onto the puppet outline. Explain that everyone is going to make a puppet of themselves (including you, the teacher), and also make a puppet of Glit. When finished, you will have puppets of the whole class to play with, and lots of Glitterlings too!

Give each child the Glit puppet outline. Show them how to put their fingers through the holes to make Glit walk along. Ask them to colour their Glit puppet with felt-tips or pencils. Take a blank puppet outline, and with the children watching, demonstrate sticking your own photo onto the outline to create a teacher puppet. Have children do the same with their own photos. Leave the glue to dry. You will use the puppets in an activity later. (See page 25).

**Early Learning Goals**

*Physical development: Moving and handling*
*Expressive arts and design: Exploring and using media and materials, Being imaginative*
*Communication and language: Listening and attention, Understanding*
*Personal, social and emotional development: Self-confidence and self-awareness.*

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**Activity Book time**

Draw a boy with an empty speech bubble on the board. **Say:** This is … (choose a name from the class). Explain that he’s walking down the street (model with your fingers) and then draw a girl on the board coming from a different direction and say This is … Bring both your hands together to demonstrate ‘meet’. Explain that the boy and the girl meet in the street. **Ask:** What do you say when you meet in the street? (Accept ‘Hi’ and ‘Hello’) **Ask:** What would your face do when you meet in the street? (Accept smile.)

Ask children to form two circles – one inside the other. One walks clockwise the other anticlockwise. When you clap your hands they should  ‘meet’, smile and say hello and chat. Elicit that chat means to talk in a friendly and informal way, for example, say how you are or comment on the weather. Let the children meet several partners.

Refer children to page 7 of the Activity Book. Read the text, ‘Write in the speech bubbles and find the stickers’. Explain that in the first picture, a child is saying “hello”. Elicit how the other child should reply and accept “hello”. Ask children to trace over ‘hello’ into the blank speech bubble. Then children write ‘hello’ in the second picture. Direct them to find the pencil sticker in the classroom scene and place it in the box. (The chair picture has been provided as an example.) Ask children to write in the missing words in the street scene speech bubbles (hello). Direct them to find the vehicle stickers and place them in the boxes. Read the text, ‘I am a polyglot’ and recap the meaning of polyglot. Direct children to trace over the word. Read the text, ‘Listen, sing and clap.’ Write the ‘Hello’ song on chart paper (for the lyrics see ‘Song 1 – Hello’ on the CD). Play the audio CD and join in together.

**Say:** Listen and sing verse 1.

Listen again and repeat a line at a time pointing to the words on the chart. Clap three times in lines 5 and 6.

Now tell the children they are going to sing the song again but this time they will say “hello” in their host country language (if you are in an English-speaking country you can leave this step out). Ask them to whisper “hello” and then shout “hello” in their home languages. Repeat the activity with the second verse.

**Early Learning Goals**

*Physical development: Moving and handling*
*Expressive arts and design: Exploring and using media and materials*
*Understanding the world: People and communities*
*Communication and language: Listening and attention, Understanding, Speaking*
*Personal, social and emotional development: Self-confidence and self-awareness, Making relationships*

**Literacy:** Reading

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**Quick ideas**

Sing the ‘Tommy Thumb’ song with actions.

*Tommy Thumb,*
*Tommy Thumb,*
*Where are you?*
*Here I am,*
*Here I am,*
*How do you do.*

(Repeat with Peter Pointer, Finger Tall, Ruby Ring and Baby Small.)

**Early Learning Goals**

*Expressive arts and design: Exploring and using media and materials*

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**Extension**

Take photos of children making facial expressions. For example, a sad face, a happy face, an angry face. Show the photos to the children and help them to print them out. Display the photos on the wall. Add
captions which include children's names. For example, ‘Dayanta feels happy’. Alternatively, children can draw themselves making faces, and these pictures can be displayed with captions.

Early Learning Goals  EYFS
Expressive arts and design: Exploring and using media and materials, Being imaginative
Understanding the world: Technology
Personal, social and emotional development: Self-confidence and self-awareness, Managing feelings and behaviour, Making relationships
Literacy: Reading

1 Learning objectives
- Physical development: Moving and handling
- Expressive arts and design: Exploring and using media and materials
- Understanding the world: People and communities, The world, Technology
- Communication and language: Listening and attention, Understanding, Speaking
- Personal, social and emotional development: Self-confidence and self-awareness, Managing feelings and behaviour, Making relationships
- Literacy: Reading, Writing

2 Warm-up
Put your fingers to your lips. Say: Ssh...
When the room is quiet, tell the children you want them to listen carefully and try and remember everything they hear in the room or outside.
Ask children to share what sounds they heard as a whole group.

Early Learning Goals  EYFS
Communication and language: Listening and attention, Understanding
Understanding the world: The world

3 Story time
Read or play the audio CD up to page 11.
Refer children to the Glitterling on page 12. Ask: What is he doing? (He's listening very carefully to something.) How do you know he is listening carefully? (Accept all answers.)

4 Talking points
Ask children what they notice about the Glitterling. (He looks different.) Ask: How does he look different? (Accept all answers.)
Read or play the audio CD for pages 12 and 13. Ask: What can the Glitterling hear coming from the earth? (All the different languages.)

Early Learning Goals  EYFS
Communication and language: Listening and attention, Understanding, Speaking
Understanding the world: The world
Literacy: Reading

5 Moving and doing
Play a game of 'Singing Hide and Seek.' Choose a child and ask them to find a hiding place, while the rest of the group close their eyes. Once hidden, ask the child to start singing. The rest of the group should follow the sound to find the child. Once the child is found, select a new child to hide and repeat the game. When everyone who would like to hide has had a turn, gather children together. Ask them about their favourite songs. Select two songs for the whole group to sing and record the singing with an audio recorder. Children can take turns to operate this.
Play the recording and ask children to listen quietly.
Ask: Can you hear your own voices? Now play the recording again, this time giving children the opportunity to play along with musical instruments.

Ask the children to tell you all the times in the day when they are listeners. e.g.
- When a friend is talking to them.
- When they watch TV.
- When they are in the car with the radio on.
- When the teacher is talking.
- When someone is telling them a story, etc.
Ask: Why is it important to listen carefully? (Accept all answers.)

Early Learning Goals  EYFS
Physical development: Health and self-care
Communication and language: Listening and attention, Understanding, Speaking
Understanding the world: The world
Personal, social and emotional development: Self-confidence and self-awareness, Making relationships

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Critical thinking

Ask: What do you think would be the hardest thing about not being able to hear?
Ask the children to identify various sounds – what noise does a dog make? What do you hear when a car brakes? What noise do you hear when you turn on a tap? etc.
Now ask the critical thinking question and have children explain their answers.

Early Learning Goals
Understanding the world: People and communities

Activity Book time

Ask: How many ears do we have? (Two.) Ask: How many ears do Glitterlings have? Direct them to the illustration of the three Glitterlings on page 8 of the Activity Book. Say: Oops! The artist forgot to give these two ears. Can you draw them? Say: Let’s count how many ears there are in total. Have children write 6 in the box.
Refer the children to the Home Languages Chart.
Say: Find someone who speaks … (choose a home language). All the other children run to the child. Continue until you have covered all home languages.

Early Learning Goals
Understanding the world: People and communities

Quick ideas

Hide a small object in your hand, such as a toy block, a conker or a shell. Describe it to the children, encourage them to ask questions about it and invite them to guess what it is. When children understand the game, choose a child and secretly give them an object to describe. Help them as necessary, then ask the rest of the group to guess what it is.

Early Learning Goals
Communication and language: Listening and attention
Expressive arts and design: Exploring and using media and materials

Warm-up

Prior to the lesson ask children to bring in some songs in their home language.
Play a little bit of each song and comment on how beautiful they sound. Ask for volunteers to explain to the class what the song is about in one word. For example, happy, weather, baby, animal, time, etc. Keep the game going and give different children the opportunity to operate the audio player.

Early Learning Goals
Understanding the world: People and communities, The world, Technology
Communication and language: Listening and attention, Understanding, Speaking
3 Story time

Read The First Glitterling (or play the audio CD) up to page 13 and invite the children to join in. Ask children to repeat sections of the story with emphasis. For example:

Page 6
"Now here's the thing about Glitterlings... guess what?"
Page 8
"No, no, no! Glitterlings don't look like that!"
Page 11
"Each and every one of us can be a polyglot".
"You can be a polyglot too."

Use your hands to show 'each' by pointing and 'every one of us' by opening your arms wide. Encourage children to point to a friend to emphasise the word 'you'.

Page 13
"Way up high on planet Glitterling, two stars left of the moon..."

Stretch out your arms and look upwards. Ask children to raise their arm and show two fingers as they point to the moon.

Read or play the audio CD for pages 14 and 15. Stop after "He decided to...". Ask: What do you think he decided to do? Accept all answers and continue with the story.

Early Learning Goals EYFS

Communication and language: Listening and attention, Understanding, Speaking
Physical development: Moving and handling
Expressive arts and design: Exploring and using media and materials

4 Talking points

Say: Wow! It's going to be a long journey from way up high on planet Glitterling, two stars left of the moon down to earth!
Ask: How long do you think it will take? (Accept all answers.)
Ask: Have you ever been on a long journey? Encourage children to tell the class or a partner about their own long journey.
Ask: Who was singing the beautiful song? (Accept all answers.)

Early Learning Goals EYFS
Understanding the world: The world
Communication and language: Listening and attention, Understanding, Speaking

5 Moving and doing

Make a copy of the Sound Lotto game board for each child (see the PCM on page 27). Give each child nine large counters (or nine small objects). Talk about the pictures on the game boards, and ask what sound each object or animal depicted makes.

Explain that the group needs to listen carefully to a recording of sounds. Whenever they hear a sound that matches a picture on their board, they should cover that picture with a counter. Continue until all the pictures have been covered.

Early Learning Goals EYFS

Understanding the world: The world
Communication and language: Listening and attention, Understanding, Speaking
Personal, social and emotional development: Self-confidence and self-awareness, Managing feelings and behaviour, Making relationships

6 Activity Book time

Point to the Home Languages chart and review the home languages and who speaks which language.

Play the 'Find Someone Who...’ game.

Say: Find someone who speaks...
All the children run to that child/children/teacher.
Keep playing until you have covered all the languages listed on the Home Languages chart.

Refer the children to the 'Game' box on page 8 of the Activity Book. Read the sentence 'Find someone who speaks a different language' and ask children to look at the chart to find the name of someone who they would like to write in their book. Help them copy the name.

Early Learning Goals EYFS
Understanding the world: People and communities
Communication and language: Listening and attention, Understanding
Mathematics: Number
Physical development: Moving and handling

7 Quick ideas

Ask: How do you say 'song' in your home language?
Provide some examples for the class, e.g. canzone (Italian), lied (German), piosenka (Polish), chanson (French).

Early Learning Goals EYFS
Communication and language: Speaking
1 Learning objectives

- Physical development: Moving and handling
- Expressive arts and design: Exploring and using media and materials, Being imaginative
- Understanding the world: The world
- Communication and language: Listening and attention, Understanding, Speaking
- Personal, social and emotional development: Self-confidence and self-awareness, Managing feelings and behaviour, Making relationships
- Literacy: Reading
- Mathematics: Number, Shape, space and measures

2 Warm-up

Give the children some art dough. Let them play with it while you are talking. Ask: How does it feel? Elicit words such as stretchy, soft, cold, squishy. Ask them how they say ‘art dough’ in their home language. If they don’t know ask them to ask their family and tell you tomorrow. Write ‘art dough’ in the New Words Book.

Early Learning Goals EYFS

Physical development: Moving and handling
Expressive arts and design: Exploring and using media and materials
Understanding the world: The world

3 Story time

Read The First Glitterling (or play the audio CD) up to page 15.
Refer children to the little girl on page 16 and ask what she is doing. (Playing with art dough.) Read page 16. Make a squeezing action with your hands as you read ‘squeezed’ and open your hand as if you are letting go as you say ‘splodged.’ Have the children repeat ‘squeezed’ and ‘splodged’ several times together with the actions.
Ask: Why is the girl called Messy Tessy? (Accept all answers.)
Ask the children to find the Glitterling on page 17.
Ask: How does he look? (Accept all answers.)
Continue with the story to page 17.
Put ‘lonely’ in New Words Book.

Early Learning Goals EYFS

Communication and language: Listening and attention, Understanding, Speaking

4 Talking points

Ask: Do you ever feel lonely? Encourage children to tell a partner or the class a time when they felt lonely.
Ask: Why is the Glitterling lonely? (His family are far away.)
As a class discuss feeling lonely and how it makes us feel. Elicit what we can do when we feel lonely. For example, talk to our family or friends. Discuss how technology such as Skype and email help us to keep in touch with people who live far away.

Early Learning Goals EYFS

Communication and language: Listening and attention, Understanding, Speaking

5 Moving and doing

Have children put on aprons and wash their hands. Together, follow this art dough recipe: Measure 1 cup of flour and sieve into a mixing bowl. Measure and add ½ cup of salt. Add a few drops of food colouring to ½ cup of water. Stir until the water is coloured, then add to the bowl. Mix ingredients together with a spoon until combined. Now knead until the dough will form a ball. Share out the dough, and allow children to play. Make simple tools available, e.g. rolling pins and shape cutters.

Early Learning Goals EYFS

Physical development: Moving and handling
Expressive arts and design: Exploring and using media and materials, Being imaginative
Personal, social and emotional development:

Self-confidence and self-awareness

Communication and language:

Listening and attention, Understanding, Speaking

Physical development:

Moving and handling

Mathematics:

Number, Shape, space and measures

Critical thinking

Ask: What special thing do you like to make with your family?

Tell the children about a special treat you like to make for your friends and family.

Ask the critical thinking question and have children explain their answers.

Early Learning Goals EYFS

Personal, social and emotional development: Self-confidence and self-awareness

Warm-up

Write on a piece of chart paper ‘Why is it important to listen carefully in class?’

Ask: Why is it important to listen carefully in class?

Remind the children that you discussed the importance of listening carefully before, but now you want them to think about why it’s particularly important in class.

Illustrate the need to listen by telling a story about a time on a day trip when a little girl in your class wasn’t paying attention and didn’t put her hand up when you asked the very important question “Who would like an ice-cream?”

If the children get stuck prompt them with questions.

Ask: Why do we come to school? (To learn.) Explain that we learn better if we listen carefully, we need to listen carefully to be able to follow instructions, and we need to listen carefully to understand our friends or teacher.

Write the children’s responses on the chart.

Early Learning Goals EYFS

Communication and language: Listening and attention, Speaking

Activity Book time

Refer children to page 8 of the Activity Book and recap how many languages are spoken in the class (referring to the Home languages chart.). With your help, ask children to write the number word on the dotted line and then circle the number.

Quick ideas

Gather the group in the book corner. Name an emotion such as happy or sad, and challenge children to find an illustration in any book that depicts that emotion, such as a little pig looking sad because his house has been blown down.

Early Learning Goals EYFS

Personal, social and emotional development: Managing feelings and behaviour, Making relationships

Extension

Experiment with adding smell, colour or texture to art dough using spices or herbs, food colouring or glitter, seeds and rice.

Early Learning Goals EYFS

Physical development: Moving and handling

Expressive arts and design: Exploring and using media and materials, Being imaginative

Story time

Do a story talk through. Elicit the story from the children for pages 4–17. Prompt them to do actions, using the key phrases and Big words. Allow them also to use their own words for the retelling.

Read The First Glitterling (or play the audio CD) for page 18 up to ‘happen’. Draw out and exaggerate the pronunciation of ‘extraordinary’. Ask the children what extraordinary thing happened. Some will guess from the picture, some may remember from the initial reading of the story, some may use their imagination. Accept all answers.
Read the last sentence with a sense of wonder in your eyes as well as your voice, and point to the sparkle.

Continue reading page 19. Ask children what they think Glitterling words might sound like. Start the ball rolling by suggesting some made-up word sounds, e.g. gleek, bazoom, figgle, etc. Make them fun to say and hear!

Add ‘extraordinary’ to the BIG words chart.

**Early Learning Goals**

*Communication and language:* Listening and attention, Understanding, Speaking

*Literacy:* Reading

### 4 Talking points

Ask the children why the Glitterling sometimes thinks in Glitterling and sometimes in English. (Because he knows Glitterling best.)

Ask them if they sometimes think in their home languages. **Say:** *We can understand better when we use all our languages to help us think.*

**Early Learning Goals**

*Communication and language:* Listening and attention, Understanding

### 5 Moving and doing

Set up free play activities. Include art dough, pictures of Glit to colour in with crayons and pencils, and the set of class puppets and Glit puppets made previously by the children (see page 16). Spend some time playing with the puppets yourself, role-modelling how to role play Glit arriving in your classroom. It’s likely that you will soon be joined by intrigued children. Once children begin to play along beside you with the puppets, gradually withdraw so that children lead their own imaginary play. Remain in the background, ready to ask prompting questions or to make suggestions when play starts to flag.  

For example: “What did Glit do next?” or “Where did Glit hide?” You may like to take some photos of the imaginary play. These will make an excellent future talking point, and can be both shared with parents and used for assessment purposes.

**Early Learning Goals**

*Physical development:* Moving and handling

*Expressive arts and design:* Exploring and using media and materials, Being imaginative

*Understanding the world:* The world

*Communication and language:* Understanding, Speaking

*Personal, social and emotional development:* Managing feelings and behaviour, Making relationships

### 6 Activity Book time

Show the children the Glitterling on page 9 of the Activity Book and say for one Glitterling we say ‘I’. Read “I am a Glitterling.” If we want to say it quickly we can say ‘I’m’. Ask them to find where Glit says ‘I’m’ on page 23.

Read the text together. “Hello, I am a Glitterling and I am a polyglot.”

Ask children to look at the picture of the five children. **Say:** *Can we say “I am a Polyglot” when there are five?*  

Shake your head and say “No.” We say “We are Polyglots”. Exaggerate the ‘s’ sound and say we also need to say **polyglots** when there are more than one. Read the text together.

**Early Learning Goals**

*Communication and language:* Understanding, speaking

*Literacy:* Reading, Writing

### 7 Quick ideas

Describe a child in the class: For example: “He has brown hair and a blue T-shirt.” Invite the children to guess which child it is. Children can then take turns describing one another.

**Early Learning Goals**

*Communication and language:* Understanding, Speaking

*Understanding the world:* People and communities

### 8 Extension

Suggest children make their own art dough Glit, or create a new Glitterling.

**Early Learning Goals**

*Physical development:* Moving and handling

*Expressive arts and design:* Exploring and using media and materials, Being imaginative

*Understanding the world:* People and communities, The world

*Communication and language:* Listening and attention, Understanding, Speaking

*Literacy:* Reading

*Mathematics:* Number

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**Learning objectives**

- Physical development: Moving and handling
- Expressive arts and design: Exploring and using media and materials, Being imaginative
- Understanding the world: People and communities, The world
- Communication and language: Listening and attention, Understanding, Speaking
- Literacy: Reading
- Mathematics: Number
2 Warm-up
Before the lesson ask the children to bring some storybooks in their home languages to class. Prepare sentence strips and ask them to complete this sentence with their parents in their home languages and English. They will need to practise saying it several times.

I love this story because it's ........................................

[Home language translation] [Add one word only]

Point out the different scripts. Show that you read some books from left to right-like in English and in others such as Arabic or Urdu you read from right to left. Ask the children which language they prefer to hear stories in and ask them to explain their answers.

Early Learning Goals EYFS
Understanding the world: People and communities
Literacy: Reading

3 Story time
Refer the children to the illustration on page 20 of The First Glitterling and ask what the Glitterling is doing.

Say: Just like us the Glitterling likes to listen to all the home languages in the class.

Read or play the audio CD for pages 20 and 21, stopping after "...happened". Let the children predict what might happen in their own words. And then confirm "More sparkly glowing colours appeared". Point out that Glitterlings earn sparkly colours when languages are learnt.

Early Learning Goals EYFS
Communication and language: Listening and attention, Understanding

4 Talking points
Point to all the home language books. Discuss how interesting they all are and talk about similarities and differences.

5 Moving and doing
Provide glue, paper or card and a selection of sparkling materials. Remind children of the shapes of the Glitterlings and ask children to draw and create their own shimmering Glitterling collage to take home. Sparkling materials could include sequins, glitter, sparkly fabric scraps, sweet wrappers, silver foil or shiny wrapping paper torn into small pieces.

Early Learning Goals EYFS
Physical development: Moving and handling
Expressive arts and design: Exploring and using media and materials, Being imaginative
Understanding the world: The world

6 Critical thinking
Ask: Do we make a story when we draw a picture?
Ask the question and have children explain their answers.

Early Learning Goals EYFS
Expressive arts and design: Exploring and using media and materials, Being imaginative

7 Activity Book time
Turn to page 8 of the Activity Book and review how many different languages there are in your class. Ask how you say 'how many' and 'altogether' in home languages. Write these words on a chart in two columns and have parents write them in home languages when they visit the classroom. Display the chart in a prominent place.

Write 'how many' and 'altogether' in the New Words Book.

Early Learning Goals EYFS
Communication and language: Speaking
Mathematics: Number
Quick ideas

Ask: How many sparkly things can we think of? Write a list of children's responses on the board.

Early Learning Goals EYFS
Communication and language: Speaking
Understanding the world: The world

Extension

Provide children with both sparkly collage materials and paint and brushes. Encourage them to explore the materials using them on the same piece of paper or card to create a piece of mixed media art.

Early Learning Goals EYFS
Physical development: Moving and handling
Expressive arts and design: Exploring and using media and materials, Being imaginative
Understanding the world: The world

Learning objectives

- Physical development: Moving and handling
- Expressive arts and design: Exploring and using media and materials, Being imaginative
- Understanding the world: People and communities, The world, Technology
- Communication and language: Listening and attention, Understanding, Speaking
- Literacy: Reading, Writing
- Mathematics: Shape, space and measures

Warm-up

Ask the children to take turns retelling the story (two pages each) up to page 21. Circulate and encourage them to tell the story with expression. For example, raise their voices for questions or act out the key phrases. Encourage children to think about what might happen next in the story.

Early Learning Goals EYFS
Communication and language: Listening and attention, Speaking

Story time

Refer the children to the illustration on page 22 and ask children to describe what they see.
Read or play the audio CD for pages 22 and 23.
Demonstrate ‘tingly’ by dancing your fingers of your right hand in the palm of your left. Ask the children to try and say the word ‘tingly’ at the same time.
When you read ‘two stars left of the moon’ raise your left hand and showing two fingers only look up towards the moon and tell the children to do the same.

Have the children take turns introducing themselves to each other as Glit and Tessy.
Write ‘breeze’ and ‘brave’ in the New Words Book.

Early Learning Goals EYFS
Physical development: Moving and handling
Expressive arts and design: Being imaginative
Understanding the world: The world

Talking points

Say another word for ‘brave’ is ‘courage’. The little Glitterling had courage. Ask the children to guess what this means. Children from French, Italian and Spanish backgrounds may recognise the word courage. Accept answers like ‘not afraid’.

Ask: Why was the little Glitterling brave? (He was beginning to use English.)

Say: Tell me about a time you were brave. Encourage children to tell their story to the class.
Read through the Fun Facts.
Read the back cover. Ask: Do you think there are any Glitterlings hiding in our classroom?

Early Learning Goals EYFS
Understanding the world: People and communities, The world
Communication and language: Listening and attention, Understanding, Speaking

Moving and doing

Hide the Glit puppets children made previously around the room when the children are not present. Explain that there’s a little Glit waiting for everyone in the class – all they have to do is find him! If children are struggling, give them clues using mathematical positional language. For example, have you looked under the chair? Is he on the shelf? Is he in the book corner?
Finger puppet outlines

Cut out and make the finger puppet.
Oxford International Early Years: The Glitterlings is an interlingual, story and play based English programme for ages 4–6. By blending the robust and successful Early Years Foundation Stage framework with internationally recognised, research-based pedagogy of multilingualism, this programme offers a ground-breaking international approach for early learning.

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The Teacher Book and CD-Rom include:
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Sample Material

Teacher Resource Book