

NATIONAL
GEOGRAPHIC
LEARNING

OUR WORLD

STARTER

SECOND EDITION



LESSON PLANNER

OUR WORLD

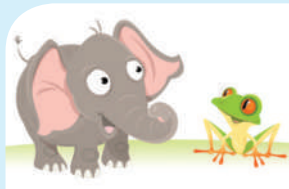
STARTER

Series Editors
Joan Kang Shin and
JoAnn (Jodi) Crandall

SECOND EDITION

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Scope and Sequence



	0 p. 6	1 My School p. 10	2 My Toys p. 18	3 My Family p. 26
CONTENT AREA CONNECTION	Social and Academic Language, Maths	Social and Academic Language, Maths	Social and Academic Language, Maths	Social Studies, Maths
OBJECTIVES	<ul style="list-style-type: none"> greet and say goodbye to one another listen to and respond to classroom instructions identify and name things that are <i>red</i> and <i>blue</i> count up to two items 	<ul style="list-style-type: none"> identify and name classroom objects ask and answer questions to identify classroom objects identify and name things that are <i>green</i> and <i>yellow</i> count up to four items 	<ul style="list-style-type: none"> identify and name toys ask and answer questions about toys identify and name things that are <i>brown</i> and <i>orange</i> count up to six items 	<ul style="list-style-type: none"> identify and name family members ask and answer questions about family members identify and name rooms in the house identify and name things that are <i>black</i> and <i>white</i> count up to eight items
VOCABULARY ▶ SC: 1	Hello. I'm [Eddie]. What's your name? Hi. I'm [Freddy]. Goodbye, [Polly]! Bye, [Mia]. Stand up. Sit down. Open your book. Close your book.	<i>book, chair, crayon, desk, paper, pen, pencil, rubber</i>	<i>ball, balloon, car, doll, kite, lorry, robot, teddy bear</i>	<i>brother, father, grandma, grandpa, mother, sister bathroom, bedroom, kitchen, living room</i>
LANGUAGE IN USE ▶ SC: 2		What is it? It's a [chair].	Is it a [doll]? Yes, it is. / No, it isn't. Is it a [teddy bear]? Yes, it is. / No, it isn't.	Who's this? It's my [brother]. Where's [my grandma]? In the [kitchen].
CONCEPTS ▶ SC: 3	Colours: blue, red Numbers: 1, 2	Colours: green, yellow Numbers: 3, 4	Colours: brown, orange Numbers: 5, 6	Colours: black, white Numbers: 7, 8
THE SOUNDS OF ENGLISH ▶ SC: 4	/h/ hello /aɪ/ goodbye Chant: Hello, hello	/p/ pen /eɪ/ paper /e/ desk Chant: I've got some paper	/b/ ball /əʊ/ robot /k/ car Chant: Dolls and robots	/æ/ black /s/ sister /u:/ room Chant: I love my grandpa!
READING ▶ SC: 5		Time for School	Birthday Boy	Eight is Great
WRITING PP. 78-90		Aa Bb Cc	Dd Ee Ff	Gg Hh Ii
REVIEW		Units 1-4	pp. 42-43	

▶ BONUS REVIEW VIDEO: SC: 6



4 My Body

p. 34

5 Stories

p. 44

6 I Like Food

p. 52

7 Clothes

p. 60

8 Animals

p. 68

Health and Physical Education, Maths

Language and Literature

Health and Physical Education, Social Studies

Social Studies

Science

- identify and name parts of the body
- say what parts of the body people have got
- identify and name things that are *pink* and *purple*
- count up to ten items

- identify and name people and things in a story
- identify and name the feelings *happy* and *sad*
- say what you want
- identify and name things that are *gold* and *silver*

- identify and name foods and drinks
- talk about likes and dislikes
- identify and name *circles* and *squares*

- identify and name clothing items
- say what you and others are wearing in hot and cold weather
- identify and name *rectangles* and *triangles*

- identify and name animals
- talk about actions that people and animals do
- identify and name *hearts* and *stars*

arms, ears, eyes, feet, hair, hands, legs, mouth, nose

bird, crown, friends, king, prince, princess, queen
happy, sad

bananas, biscuits, bread, chicken, milk, noodles, orange juice, rice, water

coat, dress, hat, shoes, T-shirt, shorts, skirt, socks, trousers

crocodile, giraffe, hippo, lion, monkey, zebra
drink, eat, run, walk

I've got [two hands].
He's/She's got [two hands].

I want a [crown], please.
I want a [friend].

I like [noodles].
I don't like [noodles].

It's [cold].
I'm wearing [a coat].
It's [hot].
He's/She's wearing [shorts].

Is [the lion] [eating]?
No, it isn't. It's [drinking].

Colours: pink, purple
Numbers: 9, 10

Colours: gold, silver

Shapes: circle, square

Shapes: rectangle, triangle

Shapes: heart, star

/ɑ:/ arm
/l/ leg
/aʊ/ mouth
Chant: One mouth for me

/g/ gold
/i:/ queen
/ŋ/ king
Chant: The prince wants silver

/tʃ/ chicken
/n/ noodles
/r/ rice
Chant: I like chicken

/ʃ/ T-shirt
/ɒ/ doll
/ɪ/ milk
Chant: I want a T-shirt

/ʌ/ run
/z/ zebra
/ə/ lion
Chant: Look, I'm a lion

It's Me!

The Crown

A Picnic

Clean Clothes

At the Animal Park

Jj
Kk
Ll

Mm
Nn
Oo

Pp
Qq
Rr

Ss
Tt
Uu
Vv

Ww
Xx
Yy
Zz

Units 5–8

pp. 76–77

STUDENT'S BOOK WALK-THROUGH

Our World, Second Edition, a seven-level primary series for young learners of English from National Geographic Learning, uses real-world content, stunning photographs and video from National Geographic, and a variety of interactive digital resources to fully engage and motivate students as they learn about the world in English. Young learners will be captivated by the beautiful photography and high-interest content relevant to their world as they learn about people and places from across the globe. Young learners will achieve more through collaboration, extensive critical thinking and visual literacy work, and activities that inspire meaningful thinking and sharing. *Our World* truly brings the world into the classroom and improves learning outcomes, motivating learners to use English to show the world what they can do – and achieve more.

The **Unit Opener** uses high-interest photographs to engage students, present the unit theme and provide opportunities for speaking and discussion.

Units feature high-interest **cross-curricular topics**, which are woven throughout the unit, from the opening photo to the unit Reading.



Image **captions** help students and teachers to understand the image and make connections with the unit theme.

Target vocabulary is presented in meaningful contexts to help students to **build fluency** and confidence to discuss **relevant real-world topics**.

All target language is recorded on the **Audio** to help students to practise pronunciation.

VOCABULARY

- 1 Listen and point. TR: 2.1
- 2 Point and say.



a robot



a ball



a balloon



a car



a doll



a kite



a lorry



a teddy bear

20 Unit 2 21

A video segment presents the **Target Vocabulary**.







STUDENT'S BOOK WALK-THROUGH

Language in Use models provide students with contexts for practising the vocabulary in sentences and short conversations.

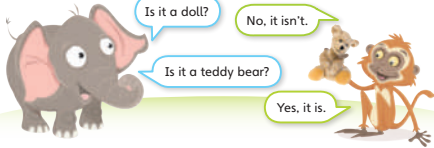
LANGUAGE IN USE

1 Listen and circle. TR: 2.2

1.  2. 

3.  4. 

2 Listen and say. TR: 2.3



Is it a doll? No, it isn't.
Is it a teddy bear? Yes, it is.


3 Listen. Stick. TR: 2.4

1	2	3	4
5 22 Unit 2	6	7	8




Sticker activities in each unit provide reward, motivation and interactive practice.




COLOURS AND NUMBERS

1 Listen and point. Say. TR: 2.5




brown orange

2 Listen and colour. TR: 2.6


1.  2.  3. 

4.  5.  6. 

3 Listen. Count and say. Trace. TR: 2.7


4 Listen. Count and say. TR: 2.8



5 Listen and say. TR: 2.9

Cut out the cards at the back of the book. Play the game. TR: 2.9

Four balls. Five kites. No match.



Concepts such as **colours**, **numbers** and **shapes** are introduced visually, and reinforced through listening and speaking activities.




Animated mascots present the **Language in Use** model. **Contents** such as colours, numbers and shapes are presented in fun, engaging video segments.

The **Sounds of English** activities introduce students to **pronunciation** using target vocabulary.

THE SOUNDS OF ENGLISH

1 Listen and say. TR: 2.10




ball robot car

2 Listen. Which words have got the sound? Tick ✓. TR: 2.11

sound	word 1	word 2	word 3
1. ball			
2. robot			
3. car			

3 Listen and chant. TR: 2.12

Dolls and robots
and more toys.
Balls and kites
for girls and boys!



24 Unit 2

READING

1 Listen to the story. TR: 2.13

Birthday Boy



Look, it's a teddy bear.

A kite, a ball, a teddy bear and ... a robot.

Happy birthday!

This is my favourite toy!

2 Do you like the story? Circle.

25

A unit **Chant** supports the theme and incorporates target language and sounds. The rhythm of each chant makes it easy to learn and remember.

Each unit ends with a **Reading** of a four-frame original story, engaging students with colourful illustrations and audio. The story incorporates target language and develops students' **readiness for reading**.



The **Sounds of English** chant is presented as a karaoke video. The **Reading** comes to life as Story Time.



A **Bonus Review Video** reviews the unit content with real-world video.



WORKBOOK, OUR WORLD ABC AND OUR WORLD PHONICS

The *Our World Starter Workbook* contains activities that **reinforce and consolidate** the Student's Book instruction. Practice includes listening, speaking and writing. The workbook includes:

READING

1 Listen and read. 16-17

Polar Bears



These bears are polar bears. The small polar bears are babies. Their legs are short. Their mother is big. She's got a big body. Her head is small. Her eyes and ears are small. Polar bears can walk and jump. Their legs are strong. A polar bear can stand on two legs!

2 Read. Circle.

1. A mother polar bear is big / small.
2. Baby polar bears are big / small.
3. Polar bears have got strong arms / legs.
4. A mother polar bear has got a big / small head.
5. A mother polar bear has got a big / small body.
6. Baby polar bears have got short / long legs.

88 Unit 7

3 Look at the chart. Read. Write.

Big Polar Bear

What has it got?
a big body
a small head

What can it do?
stand on two legs

4 Read and write.

1. A big polar bear has got a _____ head.
2. It has got _____ legs.
3. A big polar bear can stand on _____.

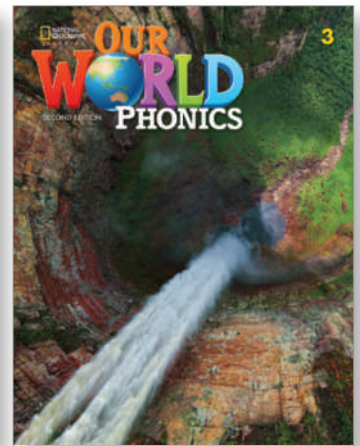
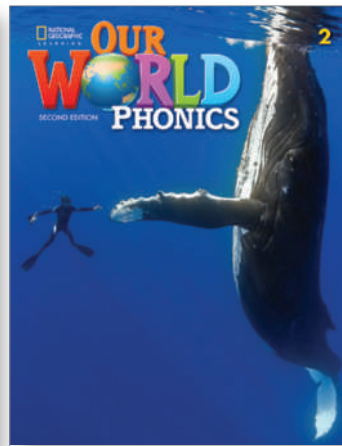
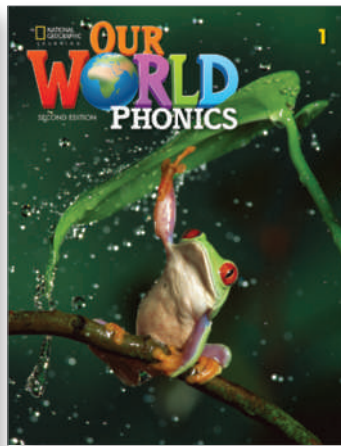
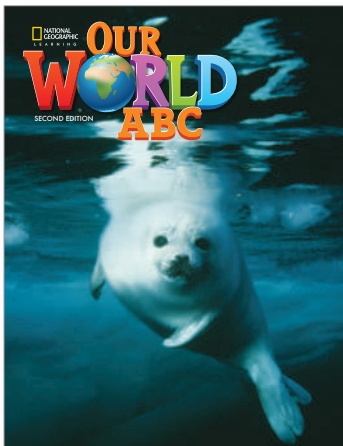
5 What about you? What have you got? What hasn't a polar bear got? Write.

I've got _____

A polar bear hasn't got _____

89

- Four pages of skills practice and activities, as well as an additional verse for each chant
- Review sections
- English pronunciation practice through **The Sounds of English** activities
- audio for all listening comprehension, speaking and Review sections, available online at ELTNGL.com/starterourworld
- Sixteen pages of writing practice



Our World ABC introduces and practises the letters of the **alphabet**, as well as **numbers**, **shapes** and some high-frequency words.

Our World Phonics introduces young learners to the **sounds and letters of English** and helps them to learn and practise sound/spelling relationships in order to develop their listening, speaking, reading and writing skills.

- **Our World Phonics 1** introduces **single-letter sounds**, including **consonants and short vowels**, as well as some **common consonant digraphs**.
- **Our World Phonics 2** introduces **long vowels** and **diphthongs**, and **two-letter blends**.
- **Our World Phonics 3** introduces **word stress** and the **schwa sound**, **three-letter blends** and other **letter combinations**.

New to the second edition, the **Our World** Starter Classroom DVD can be used to present, support and review each section in the Student's Book unit.

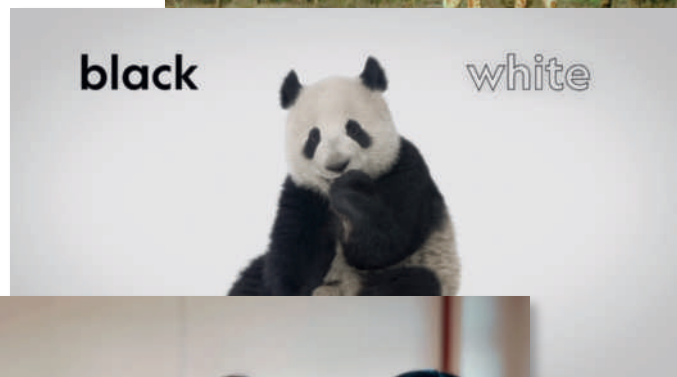
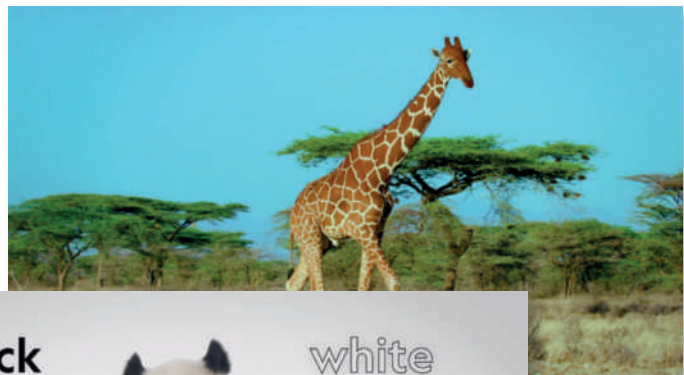


A Bonus Review Section at the end of each unit reviews the vocabulary, language and concepts of the unit using real-world video.

Our World videos are available on the Classroom DVD bound with the Lesson Planner, and on the Classroom Presentation Tool.

Scenes include:

- Scene 1: Vocabulary
- Scene 2: Language in Use
- Scene 3: Concepts (colours, numbers, shapes)
- Scene 4: The Sounds of English
- Scene 5: Reading
- Scene 6: Bonus Review Video



TEACHER RESOURCES

Our World Lesson Planner

The **Lesson Planner** with **Student's Book Audio CD and DVD** provides everything needed to successfully plan, teach and supplement lessons.

COLOURS AND NUMBERS

Objectives

- Students will ...
- identify and name things that are green and yellow.
- count up to four items.

Colours: green, yellow

Numbers: 3 (three), 4 (four)

Recycling: 1 (one), 2 (two), red, blue

Resources: Classroom Presentation Tool; TR: 1.4-1.8; Flashcards 13, 18-22; Unit 1 Cutouts; Classroom DVD Sc. 3; Colours and Numbers; Activity Worksheet 1.3; Workbook page 7; Workbook Audio TR: 1.4-1.8; Online Practice

Materials: red, blue, green and yellow crayons; four pencils; scissors; green and yellow paper

Warm Up ●●●

- Motivate and focus** Get students ready to use English using the *English Time* chant (page 18).
- Recycle** Hold up one blue crayon. Ask *How many?* (one) Then ask *What colour?* (blue) **Note:** If students need extra support, instead ask *Red or blue?* Repeat this with one red crayon, two blue crayons and two red crayons.
- Give each student two blue crayons and two red crayons. Say different combinations aloud and ask students to show them to you. For example, say *Show me two red crayons* or *Show me one red crayon and one blue crayon*. Choose individual students to say different colour and number combinations.

Present ●●●

- 1** Say *You know red and blue. Today we will learn new colours.* Play TR: 1.4. Tell students to point to each colour as they hear it. Then ask students to name each of the colours.
- Say *Show me green.* Tell students to hold up or point to something green. Then say *Show me yellow.* Tell students to hold up or point to something yellow.
- Hold up one pencil and ask *How many?* Then hold up two pencils and ask the question again. Write the numbers 1 and 2 on the board. Then write the number 3. Hold up a third pencil and say *Three. Three pencils.* Prompt students to repeat. Then write the number 4. Hold up a fourth pencil and say *Four. Four pencils.* Prompt students to repeat.

Practise ●●●

- Play TR: 1.6. Tell students to count the pencils as they listen. Pause the audio after number 3. Model tracing the number 3 on page 15. Then ask students to do it. Walk around the classroom to make sure that students are holding their pencils correctly. Continue playing TR: 1.6 and ask students to do the same for the number 4.

Apply ●●●

- Show students the coloured pencils on page 15. Ask *What colours can you see?* (yellow, blue, green, red) Say *Listen. Play TR: 1.7.* Pause after the first question. Repeat the question *How many green pencils?* Then say *Let's count.* Count the green pencils as a class. (four) Continue the audio, pausing after each item so that students can count and say the number.

Extend ●

- Teach students the following chant:
*Blue, red, yellow, green.
How many colours have we seen?*
First, say the chant two or three times, while students just listen. Tell students to repeat the first line a few times and then the second line. Then tell students to say the entire chant. Repeat it until students are comfortable saying it. Ask *How many colours have we seen?* If students can't answer *four*, count the colours together. Say *Blue, one. Red, two. Yellow, three. Green, four.*

Wrap Up ●●●

- Say *Well done today, everyone. Now let's chant.* Join in with the class in saying the *Goodbye* chant (page 18).

Review ●

- For additional practice, direct students to Activity Worksheet 1.3.

BE THE EXPERT

Teaching Tip

Practise number and counting skills during the lesson, even when numbers are not the focus of a day's lesson. For example, ask students to count the number of objects needed for an activity. Tell students to find and name numbers in print. Read books and sing songs that include numbers. Students learn numbers and become comfortable using them through practice.

Workbook and Online Practice
Colours and Numbers

Formative Assessment

Can students ...

- identify and name things that are green and yellow?
Hold up the pencil and crayon flashcards. Ask students to name the colours they can see.
- count to find the quantity of up to four items?
Put three pens and four books on the table. Tell students to count and say how many there are of each item.

Colours and Numbers 41

The Lesson Planner includes:

- a **Professional Development** section that introduces key principles of the programme
- a detailed **Scope and Sequence**
- simplified **step-by-step instructions** for carrying out lessons
- reduced Student's Book pages with **answers at point-of-use**
- Student and Workbook **audio scripts**
- **Extension activities** to supplement the Student's Book, including instructions for using the **Worksheets** found on the Teacher's Resource Website
- **Teaching tips** and professional development at point of use
- **Formative Assessment** suggestions
- A handy **Pacing Guide** key to accommodate classrooms with a range of instruction time

The **Our World Classroom DVD** and **Student's Book Audio CD** contain all of the multimedia to support the Student's Book instruction.

Our World Starter Flashcards

The **Flashcards** include **all target vocabulary**. Printable **Mini Flashcards** are available on the **Teacher's Resource Website**.



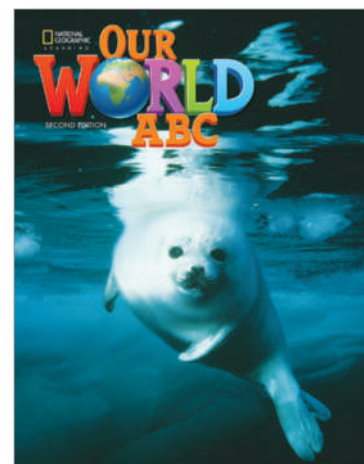
Poster Sets

Eight full-colour **Posters** bring **beautiful photography** into the classroom and **reinforce** the unit themes.

Our World Phonics Teacher's Guide

The **Our World Phonics Teacher's Guide** provides everything needed to successfully plan, teach and supplement lessons in *Our World Phonics* 1, 2 and 3, including:

- a detailed **Scope and Sequence**
- **complete lesson plans**, including Warm Ups, detailed lesson instruction, interactive Extend activities and Wrap Ups
- an **Audio CD** for each level of *Our World Phonics*.



Assessment

The **ExamView© Assessment Suite** includes activity banks to **generate customised unit quizzes**, **progress tests**, **final exams** and a **placement test**, and is available through the **Teacher's Resource Website**.

DIGITAL RESOURCES

Classroom Presentation Tool

The **Classroom Presentation Tool** integrates all *Our World* resources, including **video, audio, Student's Book** and **Workbook** pages, as well as **interactive activities and games**, making it easy to carry out lessons in any classroom with an interactive whiteboard or a computer and projector.

The Classroom Presentation Tool is available on USB or online through the Learning Management System.



New Online Practice and Learning Management System

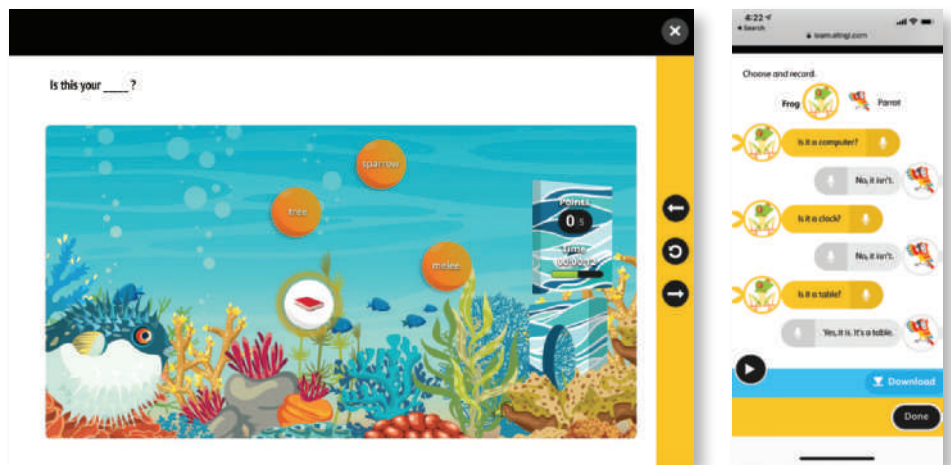
Our World, Second Edition's **Online Practice** is **completely new** with improved games for practice and comprehension, additional activities for assessment preparation, progress tracking and access to audio and video resources.

For teachers, a brand-new **Learning Management System** is available, with teacher resources, class management functionality, progress reports, assignment creation tools and messaging features.

Both the Online Practice and Learning Management System are accessible at **learn.eltngl.com** with an access code, and both work on laptops, tablets and smartphones.

The Online Practice offers students **independent, interactive practice**. It includes activities and games to support each section of the Student's Book, with integrated audio:

- Vocabulary
- Language in Use
- Concepts
- The Sounds of English
- Reading
- Review



The Online Practice includes **fun games** that reinforce and expand on Student's Book content. Each unit has got two vocabulary games, two grammar games and a unit review game.

Additionally, parents can **track students' progress** and review activity results.

The Online Practice is accessible through **learn.eltngl.com** with an access code and course activation key. It's optimised for all devices.

Student's Resource Website

Student resources, including audio for Student's Book and Workbook activities, are available at ELTNGL.com/starterourworld.

Teacher's Resource Website

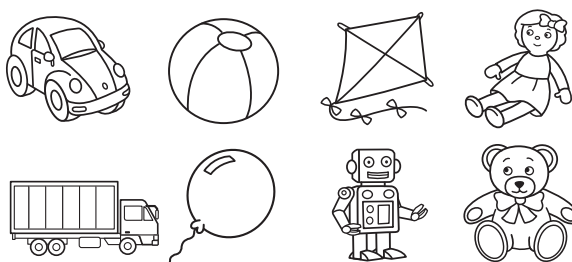
Teacher resources can be found at ELTNGL.com/ourworld and include:

- **Student's Book, Workbook** and assessment **audio**
- unit-by-unit **Pacing Guides** for easy lesson planning
- three-step **Teaching Routines**
- printable **Worksheets** for extension activities
- printable **Mini Flashcards**
- printable **Graphic Organisers**
- Workbook **Audio Scripts**
- **Home-School Connection letters**
- the **ExamView© Assessment Suite**

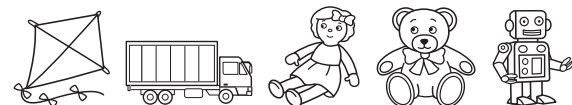
Name _____ Date _____

Vocabulary – Activity Worksheet 2.1

1 Listen. Find and colour. TR: 2.1.1



2 What is it? Work with a partner. Ask and answer.




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Name _____ Date _____

Reading – Activity Worksheet 2.4

1 Listen to the story. One toy is not for the boy. Which one? Put a X. TR: 2.4.1



2 Listen to the story. Look and write 1, 2, 3 and 4. TR: 2.4.1



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PROFESSIONAL DEVELOPMENT

The *Our World Professional Development* website helps you to **improve classroom practice** and get the most out of your young learners with resources available online.

New to the second edition

New videos show teachers how to use the *Our World Lesson Planner*. Videos provide instruction on:

- how to teach vocabulary
- how to teach grammar
- how to teach reading and writing


Routines

A series of three-step teaching routines offer teachers a streamlined approach to lesson planning. The routines can be used for any major lesson type and will help teachers execute successful lessons.

The three-step teaching routines and all other Professional Development materials are available at: ELTNGL.com/OurWorldPD.

The website includes:

- downloadable training videos for pre-primary and primary teachers
- preview and review training slides
- handouts for workshops
- links to additional development resources

 **OUR WORLD**

THREE-STEP GRAMMAR ROUTINE

Step 1

- Model the grammar topic by giving a personal example or using it in a real-world context.
- Read or ask a student to read the grammar examples in the Student's Book aloud.
- Play the audio track and ask students to listen.

Step 2

- Ask students to complete the Student's Book activities. Ask partners or small groups to share their work.
- (Optional)
 - Ask students to practise using the grammar topic when it appears in the unit song or applies to the Unit Opener photograph or other lessons.
 - Help students to explore and expand on the topic with a graphic organiser, diagram or other visual aid.

Step 3

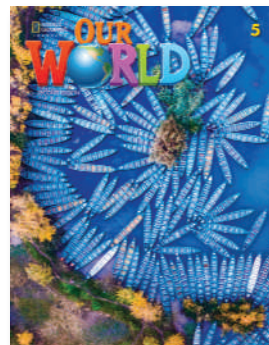
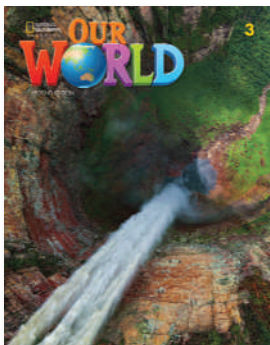
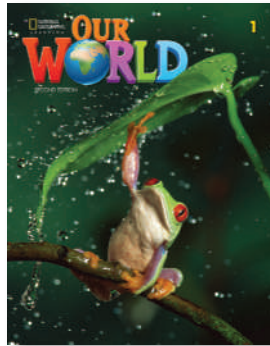
- Ask pairs or small groups to work together to complete and share the personalised or open-ended Student's Book activities.
- (Optional) Ask students to personalise the grammar topic by
 - asking and answering questions.
 - illustrating and acting out original conversations or role plays that use target grammar.
 - creating and labelling diagrams, models, photo-essays and other types of classroom presentations that feature the topic being taught.

OUR WORLD PHILOSOPHY: KEY CONCEPTS

The *Our World* series reflects key concepts and principles of English language teaching and learning.

- Students learn through a process of constructing meaning. They are active learners who work to make sense of their world through interaction in personal, social and academic contexts.
- Activities designed for young learners should provide multiple opportunities for the understanding and construction of meaning at a level appropriate to the emotional and intellectual stages of their development.
- Students learn effectively when they're challenged just one step beyond their current stage of cognitive and language development. They most often need support from a knowledgeable person at this time to successfully understand and incorporate new information.

- **Goal-oriented learning** contributes to young learners' success. In addition to the larger goals of educating students to be responsible global citizens in the 21st century and to be knowledgeable and caring stewards of our planet, providing explicit language learning goals helps learners to understand the purpose of the activities they carry out.
- Learning about the world through theme-based units is an approach that benefits young learners because a variety of topics provides a meaningful basis for exploration as well as a rich variety of language learning tasks.
- Addressing the needs of the whole child in the language lesson includes paying attention to learning styles, learning strategies, critical thinking skills, 21st-century skills and universal cultural values.
- Authentic assessment of young learners goes beyond traditional paper-and-pencil tests. In *Our World*, multiple opportunities for concept comprehension and performance provide a variety of ways to determine a student's depth of learning.



OUR WORLD CONTENT

Global Citizenship

To empower young learners for the 21st century, teachers of English as a Foreign Language must understand the global importance of English, as well as what it means to be a global citizen.

Our World uses real-world and multicultural content to help young learners to grow up to become successful global citizens. Dramatic photos and content from National Geographic spark curiosity and broaden students' perspective by exposing them to multiple cultures and ideas.

Home and Cultural Connections

It's important to encourage young learners to connect to their home cultures while in the English language classroom. Making connections to the local culture helps young learners to relate personally to the content and build a stronger understanding of themselves and their place in the world. In addition, learning to express aspects of their own culture in English is another step toward effectively using English as a global language.

Global Values

Each unit in *Our World* Levels 1–6 has got a National Geographic Value or Mission page that connects to the real-world content presented in the unit. These pages promote universally recognised values for students, bring real-world content to the classroom and inspire young learners to develop their curiosity and to value their own cultural traditions as well as those of others.

CHARACTERISTICS OF YOUNG LEARNERS

In general, young learners are energetic and spontaneous. They don't like to sit still for long periods of time and they've got relatively short attention spans. They can be easily distracted, but are curious and will pay attention if the topic is interesting or if the activity is engaging.

Although these characteristics can make teaching young learners challenging and even difficult at times, they can also make the young learner classroom joyful and rewarding. By using developmentally appropriate activities that cater to their learning profiles, *Our World* keeps young learners active and engaged.

Learning Styles

Young learners tend to process information about the world primarily through their senses. The principal sensory learning styles are visual, auditory, tactile and kinesthetic.

- **Visual learners** notice the details of their surroundings and use colour, shape and position to help them to learn and remember information. They tend to understand instructions for activities better when they're *shown* rather than *told* what to do. Visual learners respond well to board work and to activities involving photos, drawings, flashcards, posters, video, arts and crafts, collages, projects, puzzles and board games.
- **Auditory learners** learn and remember information through sound and rhythm. They memorise information easily and can repeat back the text of stories, role plays and song lyrics after listening only once or twice. They understand oral directions for activities and may be willing to act them out or repeat them for other students. They do well with listening and pronunciation activities, and enjoy discussions, sound tracks, video and computer games, songs and chants.
- **Tactile learners** use touch and the manipulation of objects to help them to process and remember information. They depend on their physical and material surroundings for cues. For example, when trying to concentrate, they may flip pencils or play with their hair. To understand instructions, they need to see, hear and physically carry them out. Tactile learners do well with arts and crafts, flashcards, puzzles, board games and realia.
- **Kinesthetic learners** process and remember information through physical movement. Like tactile learners, they touch and manipulate objects,