

Activities for Very Young Learners

Mgr. Tereza Havrlantová

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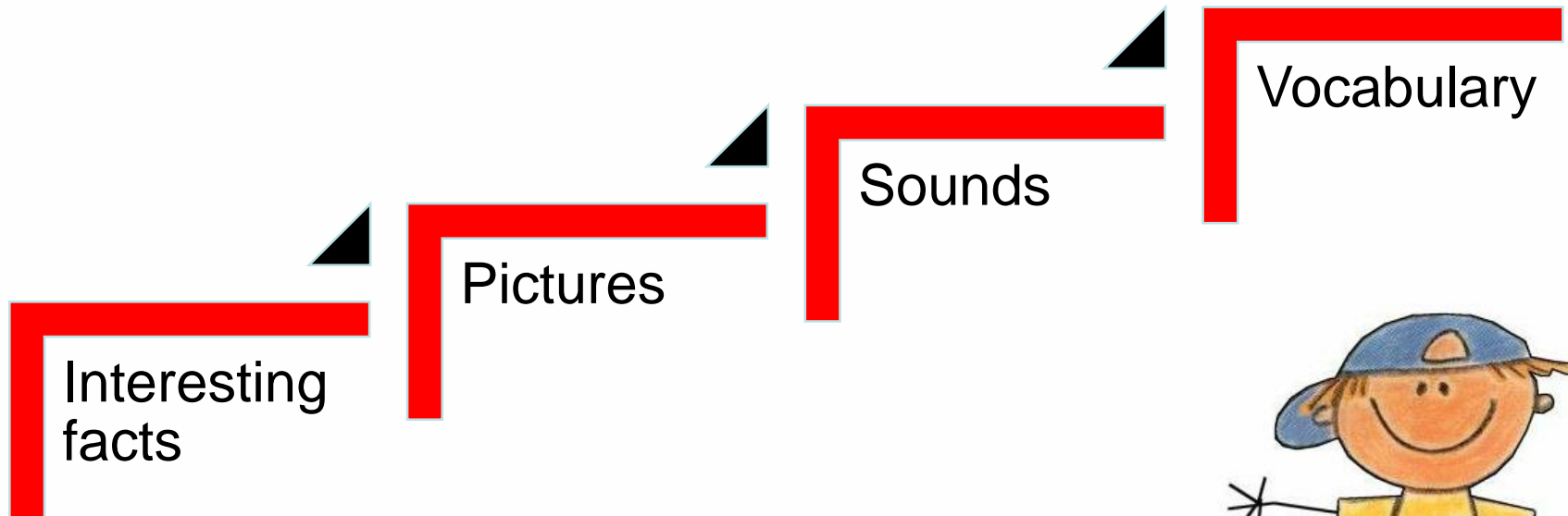
WARM-UP

<https://learnenglishkids.britishcouncil.org/en/sounds/clap-clap-clap>



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CONTENT



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Learning English from the age of 5-7

Arguments FOR

X

Arguments AGAINST

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FOR

- Early foreign language learning can have a positive influence on **children's cognition**
- An early start can foster children's attitudes and **motivation**
- Higher chance to achieve language **proficiency**



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AGAINST

- Learning a foreign language 'too early' might have a **negative impact on L1** (mother tongue) development.
- Young children **need more time** than adolescents and adults to learn a new language.

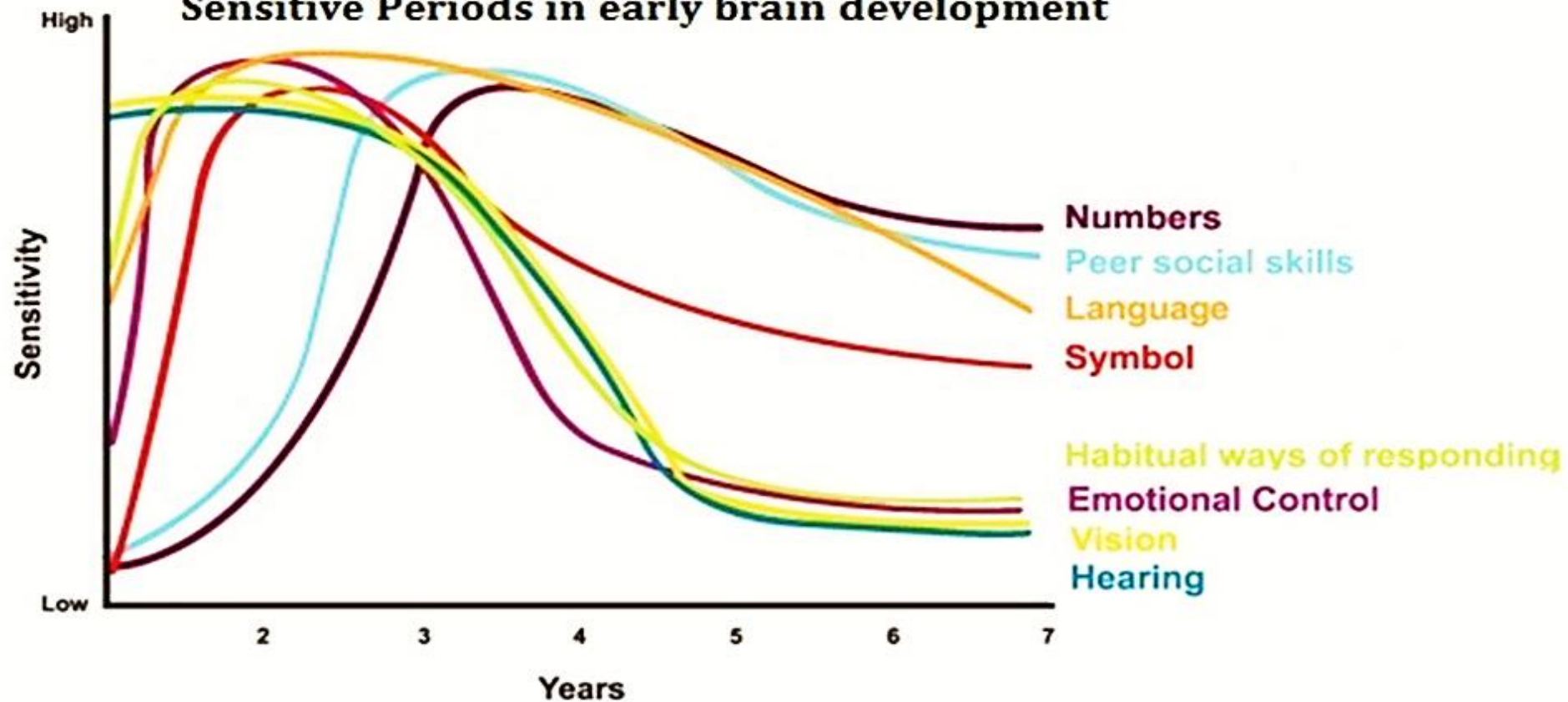


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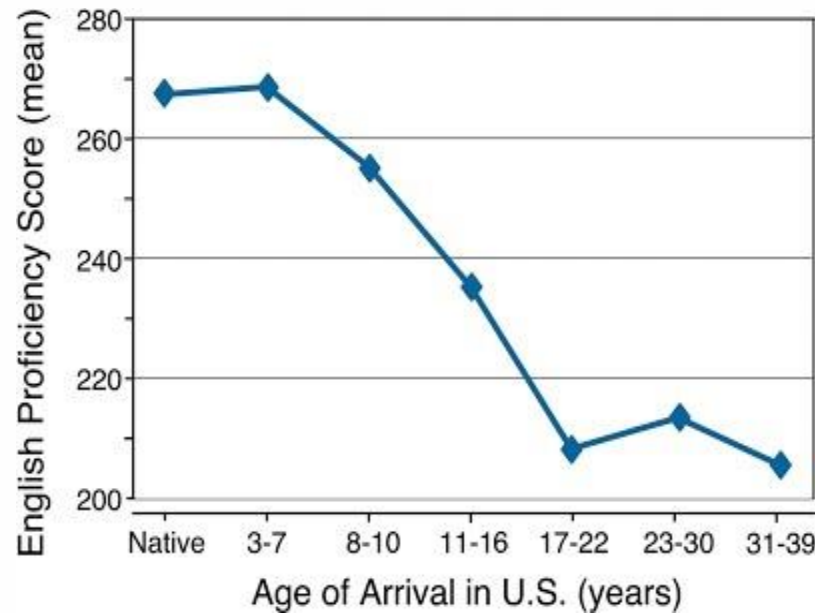
Center on the Developing Child
HARVARD UNIVERSITY

Sensitive Periods in early brain development



The Critical Period Hypothesis

- a period in which full native competence is possible when acquiring a language
- from early childhood to adolescence
- internal + external factors



How should a coursebook for 5 to 7-year-olds look like?

Enable work with heterogeneous class;
be adaptive

Catchy pictures

Develop social skills and interpersonal relationships

Develop and strengthen the school readiness

Age –appropriate
(attention span, topic choice, amount of items in the activities...)

Natural connection to other subjects
(soft CLIL)



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Pictures and images

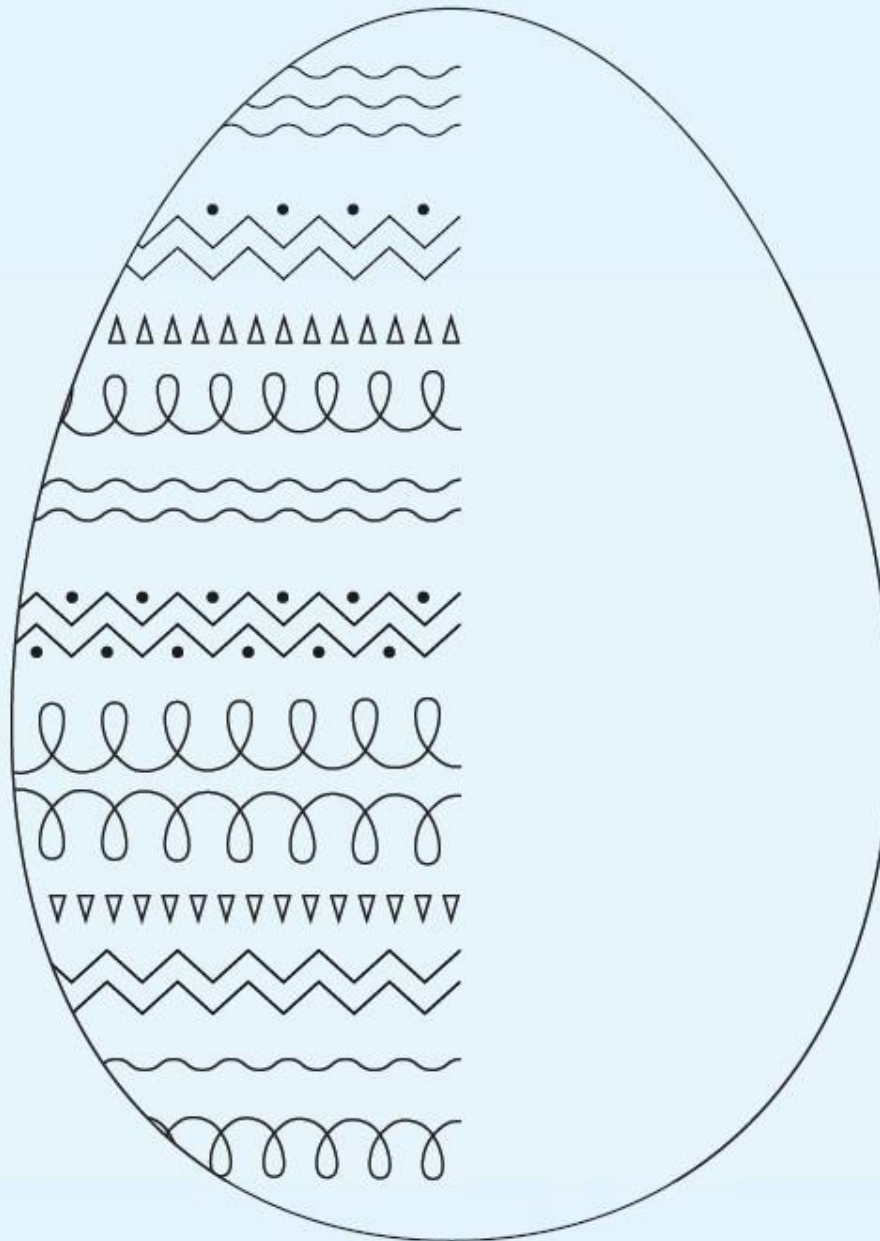
(max 6 elements)

1. Development of graphomotor skills
2. Eye-hand coordination (visual-motor)
3. Left-right orientation, lateralization
4. Space perception
5. Comparison
6. Sorting
7. Attention to details



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- 3 DECORATE AND COLOUR YOUR EASTER EGG.
VYZDOB A VYBARVI SI SVÉ VELIKONOČNÍ VAJÍČKO.



5



COLOUR. VYBARVUJ.

1

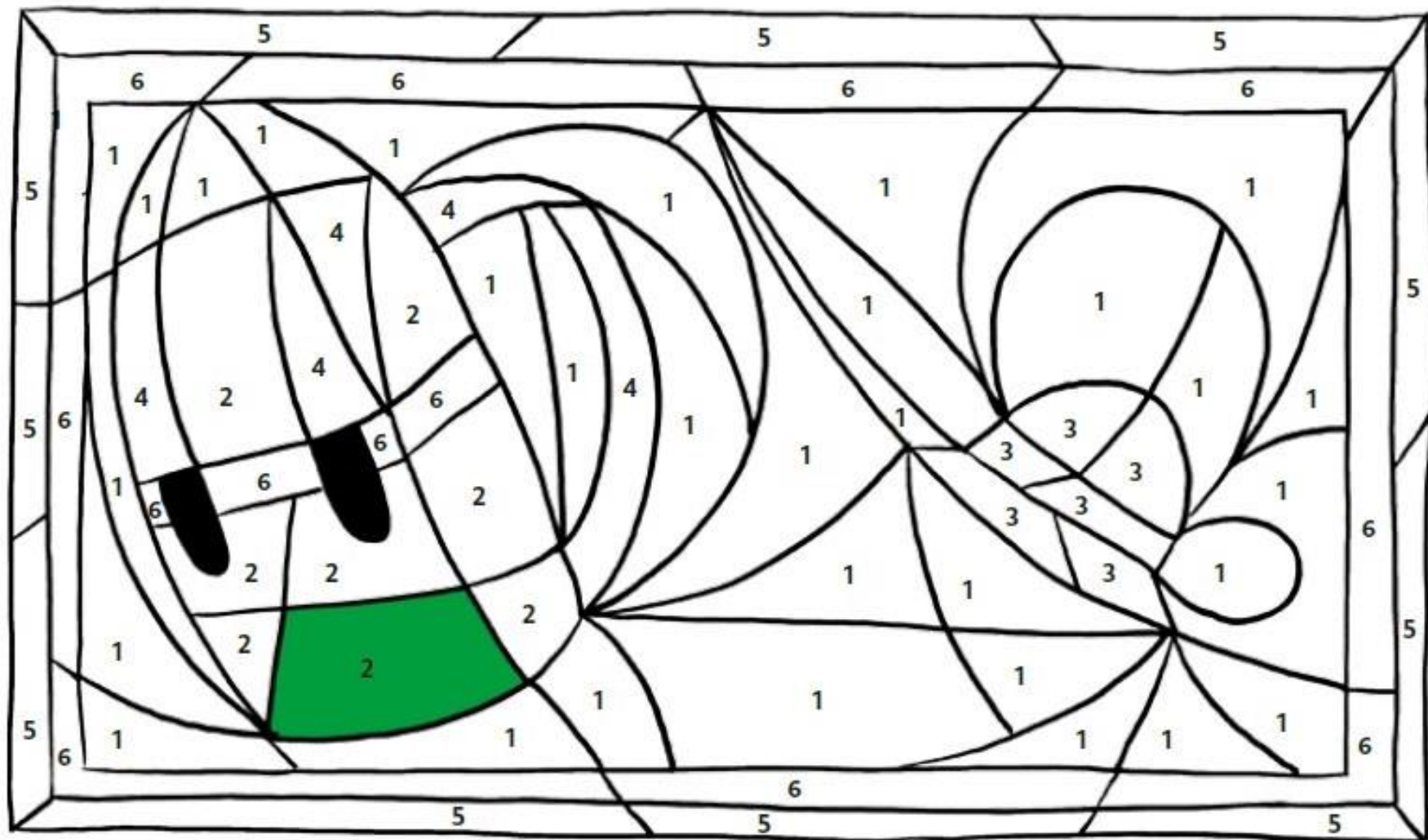
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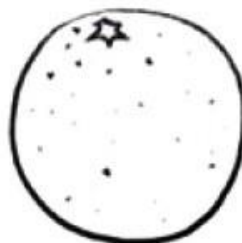
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5



COLOUR AND SAY. VYBARVI A ŘÍKEJ.



35

MY COLOURFUL WORLD

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4 FIND THE DIFFERENCES AND SAY. NAJDI ROZDÍLY A ŘÍKEJ.



39

SOUNDS – chants, rhymes, songs

- Sound perception, sound distinction
- Concentration
- Memory
- Prosody (intonation, tone, stress, rhythm)
- Breathing exercises
- Physical coordination
- Relaxation



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1.WORDS

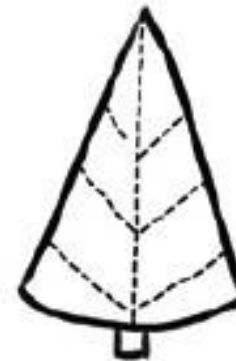
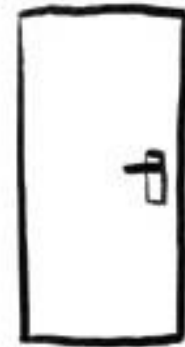
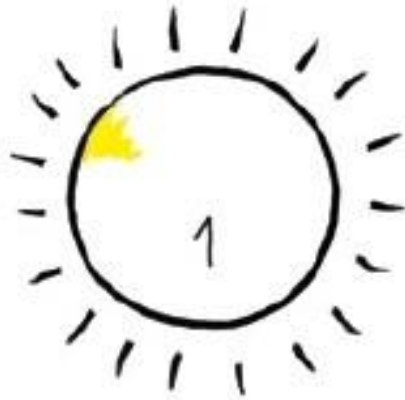
2.CHANT (RHYME)

3.SONG



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3 SAY, NUMBER AND COLOUR. ŘÍKEJ, OČÍSLOJ A VYBARVUJ.



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1. Learn new words

loud, whisper, fast, slow, backwards

2. Create a chant (rhyme)

One – the sun

Two – a glue

Three – a tree

Four – a door

Five – a knife

3. Create a song (simple melody)

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One, one, one, the yellow sun.

Two, two, two, the glue is blue.

Three, three, three, a green big tree,

Four, four, four, an orange door,

Five, five, five, a small red knife,

Six, six, six, what a colour mix!

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Follow up:

- Sing again and stop throughout the song – pupils will finish the line
- Draw a volume sign on the board, move left-right with a finger, change the volume/pitch of voice

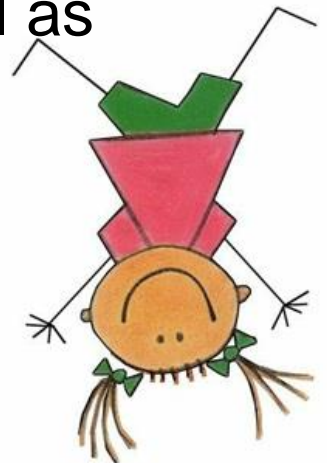


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Why we love songs

- catchy, fun and motivating
- language in a natural context
- singing together with a group or whole class - sense of class identity, everyone involved
- opportunity to 'show off' what pupils have learnt to friends or family
- help develop memory and concentration, as well as physical co-ordination (TPR approach)
- improve the pronunciation and intonation
- learning how language is used

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What to do BEFORE listening

- visualize the main vocabulary (flashcards, toys, drawing)
- give a topic and guess words that could appear
- tell a story (give context)



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What to do AFTER listening

- put the jumbled lines of a song in order
- match half-lines
- circle pictures that appeared in a song
- order pictures or words as they follow
- true/false statements
- arts and crafts activities
- drama and acting out narratives



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What helps to **learn** new **VOCABULARY**?

- Different sources for encountering new words
- Different experience (multisensory)
- Learn the meaning of the words in a context
- **Use the words at least 5 times per unit**
- Recycle, refresh across units



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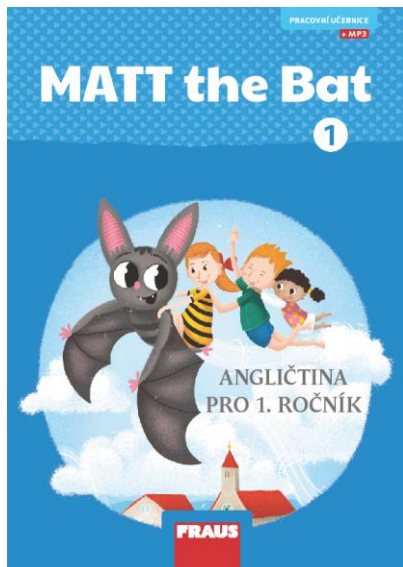
How to **reinforce** new **VOCABULARY?**

- Thematic organisation of vocabulary
 - collage, mindmap, sorting, "raise your hand if"
- Relations of wholes to parts (body – monster drawing)
- General to specific hierarchies (food – apple, cheese)
- Brainstorm (things to take on picnic)
- Association game (apple-green-grass-cow...)



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NEW ENGLISH COURSE



[e-shop](#)

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MATT the Bat

- Audio-oral course
 - 1st and 2nd graders
 - Perfect for heterogeneous classes
 - CLIL
-
- **Classbook – 199 CZK**
 - Teacher's book, CD, interactive book, Teacher's pack with photocopiable materials, flashcards



MATT the Bat

5.4. Ústí nad Labem

7.4. Praha*

12.4. Liberec

14.4. Zlín*

18.4. Plzeň

www.seminare.fraus.cz

26.4. Hradec Králové

2.5. České Budějovice

3.5. Brno

15.5. Ostrava

17.5. Olomouc

*conference

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QUIZ

Q: What do bat friends do?

A: They hang out together.



Contact

www.fraus.cz



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Check

www.fraus.cz

<http://therapystreetforkids.com>

<https://learnenglishkids.britishcouncil.org/en>

Book – Activities for Very Young Learners

<https://ucebnice.fraus.cz/catalog/cs/p8676.html>

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