Activities for Very Young Learners

Mgr. Tereza Havrlantová
WARM-UP

CONTENT

Interesting facts

Pictures

Sounds

Vocabulary
Learning English from the age of 5-7

Arguments FOR

Arguments AGAINST
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
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.
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
- Develop and strengthen the school readiness
- Catchy pictures
- Develop social skills and interpersonal relationships
- Natural connection to other subjects (soft CLIL)
- Age - appropriate (attention span, topic choice, amount of items in the activities...)
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
3 DECORATE AND COLOUR YOUR EASTER EGG.

VYZDOB A VYBARVI SI SVÉ VELIKONOČNÍ VAJÍČKO.
COLOUR. VYBARVUJ.
COLOUR AND SAY. VYBARVI A ŘÍKEJ.

5

MY COLOURFUL WORLD

35
4 FIND THE DIFFERENCES AND SAY. NAJDI ROZDÍLY A ŘÍKEJ.
SOUNDS – chants, rhymes, songs

• Sound perception, sound distinction
• Concentration
• Memory
• Prosody (intonation, tone, stress, rhythm)
• Breathing exercises
• Physical coordination
• Relaxation
1. WORDS

2. CHANT (RHYME)

3. SONG
3 SAY, NUMBER AND COLOUR. ŘÍKEJ, OČÍSLUJ A VYBARVUJ.

- Sun
- Number 1
- Door
- Saltshaker
- Christmas tree
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)
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!
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
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
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)
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
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
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…)
NEW ENGLISH COURSE

e-shop

FRAUS
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
Ústí nad Labem
Praha
Liberec
Zlín
Plzeň
Hradec Králové
České Budějovice
Brno
Ostrava
Olomouc
*conference
QUIZ

Q: What do bat friends do?

A: They hang out together.
Mgr. Tereza Havrlantová
havrlantova@fraus.cz
Check

www.fraus.cz
http://therapystreetforkids.com
https://learnenglishkids.britishcouncil.org/en

Book – Activites for Very Young Learners
https://ucebnice.fraus.cz/catalog/cs/p8676.html