

План мероприятий по ДПО

Перечень курсов повышения квалификации для обучающихся

Название	Содержание курса	Количество часов	Модули	Разработчик РП
Курс для обучающихся по программе 45.03.02 Лингвистика «English Tutor for Young Learners» «Специалист в области английского языка для детей дошкольного возраста».	<p>Для кого: Курс для студентов языковых направлений подготовки / дипломированных специалистов в области языка/ желающих узнать методику обучения английского языка как второго для детей дошкольного возраста.</p> <p>Цель: подготовка занятий для детей дошкольного возраста с языковым уклоном, основанные на дошкольной практике и теории воспитания. Обучение детей, которые еще не освоили чтение и не начали обучение в школе (3-7 лет). Уровень английского не имеет значения. Ребенок может иметь базовые знания в области иностранного языка, а также может не иметь никаких навыков общения на иностранном языке.</p>	36 часа	<ol style="list-style-type: none"> 1. The creative classroom (6 часов) 2. Basic language activity (6 часов) 3. All about me (6 часов) 4. Number, colour, and shape (5 часов) 5. The world around us (5 часов) 6. Festivals (4 часов) 7. Strategies to Motivate Your Child to Learn (4 часов) 	Скачкова Е.А.



ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ
«ЮЖНО-УРАЛЬСКИЙ ТЕХНОЛОГИЧЕСКИЙ УНИВЕРСИТЕТ»

УТВЕРЖДАЮ

Ректор ОУ ВО «Южно-Уральский
технологический университет»

А.В. Молодчик А.В. Молодчик

« 21 » июня _____ 2021 г.



Дополнительная профессиональная программа повышения квалификации
«English Tutor for Young Learners»

(Специалист в области английского языка для детей дошкольного возраста)

(уровень образования: среднее профессиональное и высшее образование)

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Рецензент: доктор филологических наук, профессор кафедры «Теории и практики английского языка» Олизько Н.С.

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1. ОБЩАЯ ХАРАКТЕРИСТИКА ДОПОЛНИТЕЛЬНОЙ ПРОФЕССИОНАЛЬНОЙ ПРОГРАММЫ

Дополнительная профессиональная программа повышения квалификации «English Tutor for Young Learners» (Специалист в области английского языка для детей дошкольного возраста): (далее - Программа) предназначена для повышения квалификации в области преподавания английского языка.

Главная задача курса заключается в получении первичных навыков и умений в области преподавания английского языка для детей дошкольного возраста. Все люди обладают разными способностями в отношении изучения языков и пользования ими, и на основе знания родного языка нельзя предсказать, до какой степени может быть выучен второй, так как у взрослого человека в этих процессах участвуют разные участки и свойства мозга. Только у детей в возрасте до 5-8 лет сохраняется способность усваивать второй язык тем же способом (и при активации тех же участков головного мозга), что и первый. В возрасте 7-11 лет второй язык все больше начинает усваиваться иным способом, чем первый, меняется психологический фундамент для овладения языком. В период с 12 до 18 лет способности к овладению вторым языком постепенно затухают, но очень индивидуально: одни люди остаются способными к изучению языков, другие нет. Если ни один второй язык не был изучен до взрослого возраста, то шансы овладеть им после 18 лет остаются только у небольшого процента людей.

Чем младше ребенок, тем у него больше шансов для совершенного овладения вторым языком, но только в том случае если обучение правильно организовано.

В результате освоения дополнительной профессиональной программы повышения квалификации слушатели получают практические навыки работы с детьми дошкольного возраста на начальном этапе их знакомства с английским языком. Узнают все нюансы работы с детьми на разных этапах формирования детской речи: голофраз – когда ребенок начинает произносить первые слова; телеграфная речь – когда высказывания становятся двусловными; речевой взрыв – лавинообразное развитие речи.

Слушатели научатся работать с учебной литературой и цифровыми носителями, предназначенными для обучения детей дошкольного возраста. Слушатели получают умения по составлению различных тематических уроков для языкового погружения ребенка. Научатся работать с детьми в «период молчания», когда мозг ребенка активно накапливает словарный запас, обрабатывая большое количество поступивших новых знаний. Со временем этот период проявится в виде скачка в развитии.

В Программе учтены требования Федерального государственного образовательного стандарта высшего образования (ФГОС ВО), Приказа Минобрнауки России от 01 июля 2013 г. № 499 «Об утверждении Порядка организации и осуществления образовательной деятельности по дополнительным профессиональным программам»; Федеральный закон от 29

декабря 2012г.№273 - ФЗ «Об образовании в Российской Федерации», ФГОС ВО по специальности 45.03.02 Лингвистика, утвержденного приказом Министерства науки и высшего образования Российской Федерации от 12 августа 2020 г. № 969.

Программа предназначена для дополнительного профессионального образования лиц, имеющих среднее профессиональное образование в области педагога иностранных языков, имеющих или получающих высшее образование.

2. ЦЕЛЬ И ПЛАНИРУЕМЫЕ РЕЗУЛЬТАТЫ ПРОГРАММЫ

2.1 Дополнительная профессиональная программа повышения квалификации «English Tutor for Young Learners» (Специалист в области английского языка для детей дошкольного возраста), реализуемая в ОУ ВО «Южно-Уральский технологический университет», направлена на совершенствование или получение новой компетенции, необходимой для профессиональной деятельности в области лингвистики, и повышения профессионального уровня в рамках имеющейся квалификации.

2.2 Цель реализации дополнительной профессиональной программы: развитие профессиональных компетенций, необходимых для выполнения профессиональной деятельности, повышения квалификации работника в области лингвистики и преподавания иностранного языка.

2.3 По итогам освоения дополнительной профессиональной программы в рамках имеющейся квалификации совершенствуются следующие профессиональные компетенции:

– способен осуществлять и оптимизировать профессиональную деятельность в соответствии с нормативными правовыми актами в сфере лингвистики и преподавания иностранного языка;

2.4 Программа направлена на совершенствование профессиональной компетенции, необходимой для профессиональной деятельности, и повышения профессионального уровня в рамках имеющейся квалификации, включающими в себя способность:

- способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах) (УК-4);

– способен применять систему лингвистических знаний об основных фонетических, лексических, грамматических, словообразовательных явлениях, орфографии и пунктуации, о закономерностях функционирования изучаемого иностранного языка, его функциональных разновидностях (ОПК-1);

– способен порождать и понимать устные и письменные тексты на изучаемом иностранном языке применительно к основным функциональным стилям в официальной и неофициальной сферах общения (ОПК-3);

– способен осуществлять межъязыковое и межкультурное взаимодействие в устной и письменной формах как в общей, так и профессиональной сферах общения (ОПК-4).

В результате освоения компетенции обучающийся должен:

Знать:

- языковую политику, способствующую формированию двуязычия в детском возрасте;
- аспекты взаимного влияния языков и культур на практическом уровне при организации уроков и изучения иностранного языка;
- каким образом установки взрослых и общественное мнение воздействует на формирование навыков общения на иностранном языке;
- особенности двуязычия и дошкольников;
- особенности поведения детей билингов;
- методику преподавания английского языка как второго для детей дошкольного возраста;
- игровые методики, направленные на усвоения иностранного языка как второго;
- основы работы с детьми в «период молчания» (silent period);

Уметь:

- использовать языковую систему разными способами в соответствии с определенной речевой ситуацией;
- применять коммуникативные стратегии (частичного понимания, участия и др.), позволяющие ребенку дошкольного возраста участвовать/имитировать участие в диалоге при недостатке когнитивных и системно-языковых навыков;
- составлять тематический план урока с учетом психологических особенностей детей дошкольного возраста;
- проводить урок с применением игровых методик для лучшего усвоения материала детьми дошкольного возраста

Владеть:

- системно-языковой и коммуникативной компетенцией для формирования навыков общения на иностранном языке;
- навыками проведения групповых и индивидуальных занятий с детьми дошкольного возраста;
- владеть стратегией baby talk (беби-тока), предполагающей переход в языковом общении от простого к сложному.

3. УЧЕБНЫЙ ПЛАН

Дополнительная профессиональная программа повышения квалификации «English Tutor for Young Learners» (Специалист в области английского языка для детей дошкольного возраста).

Трудоемкость программы: 1 зачетная единица (36 часов)

Срок обучения: 4 недели

Форма обучения: очная

№ п/п	Наименование разделов (модулей)	Трудоемкость		Объем аудиторных часов			Внеаудиторная (самостоятельная) работа	Форма итогового контроля
		в зачетных единицах	в часах	Всего	Лекции	Семинары/практические занятия		
1	The creative classroom (6 часов)	0,15	6	4	2	2	2	Зачет
2	Basic language activity (6 часов)	0,15	6	4	2	2	2	
3	All about me (6 часов)	0,15	6	4	2	2	2	
4	Number, colour, and shape (6 часов)	0,15	5	3	2	1	2	
5	The world around us (6 часов)	0,15	5	3	2	1	2	
6	Festivals (6 часов)	0,15	4	3	2	1	1	
7	Strategies to Motivate Your Child to Learn	0,10	4	3	2	1	1	
	ИТОГО:	1	36	24	14	10	12	2

4. КАЛЕНДАРНЫЙ УЧЕБНЫЙ ГРАФИК

4.1 Календарный график учебного процесса представляет собой последовательность реализации дополнительной профессиональной программы, включая теоретическое обучение и итоговую аттестацию.

4.2 Обучение по программе осуществляется в объеме академических часов, отведенных на ее реализацию, в учебные дни (понедельник – суббота) любого учебного месяца (с 01 сентября по 30 июня текущего календарного года) в зависимости от соответствующего набора слушателей и потребностей заказчиков дополнительной профессиональной программы.

5. СОДЕРЖАНИЕ ДОПОЛНИТЕЛЬНОЙ ПРОФЕССИОНАЛЬНОЙ ПРОГРАММЫ

Рабочая программа по дополнительной профессиональной программе повышения квалификации «Сметное дело в строительстве «Программа Гранд Смета».

Unit 1. The creative classroom.

1.1. Syllabus and lesson planning.

Designing a syllabus

A syllabus for pre-school children will be quite different from one for older learners. First of all, most children of this age cannot yet read and write, or make the kind of abstract deductions that even a child of seven can make. The children will still be gaining basic skills such as holding a crayon or pencil, colouring in, relating the real thing to a pictorial representation of it, being able to recognize shapes, sorting and classifying, recognizing similarities and differences, using scissors, glue, and other implements. Any syllabus will have to take all these things into consideration.

Whereas older children could be expected to follow a clear structural progression and to acquire some basic grammar rules, small children will learn better by mimicking and using language in context. It is quite normal for native-speaker children to say things like 'I did went' at the age of four or five, and so in the early stages it is better

not to worry too much about grammatical correctness but to get the children to enjoy using the language. This is best achieved by topic-led work.

In many countries there is no prescriptive syllabus for pre-school teaching. This has the advantage of giving teachers the freedom to design the syllabus around the children's own needs and interests, but the disadvantage is that teachers have no guidelines as to what they should teach and how they should set about it. We hope that the teaching suggestions contained in this book will help you work out and implement your own syllabus.

How you plan your syllabus and your lessons will depend on your teaching situation, but as far as possible it would be a good idea to link what you are teaching to what the children are learning in their pre-school classes in their own language. If you are their teacher all the time this will be easier, but if not, you may need to liaise with their other teachers and their parents/guardians. It is important to show the children that English is a means of communication and that it can be a vehicle through which they learn other things.

A typical order might be:

1. Identification-name (verb - am, is, are)
2. Numbers, age (verb - am, is, are)
3. Parts of the body (verb - I've got ...)
4. Colours, Description (verbs - am, is are, I've got ...)
5. Family (verb - I've got ...)

This is only a suggestion as there are no hard and fast rules about creating a syllabus. If your pupils have had no contact with English before, it is important to start off with simple, basic language and to recycle it as many ways as possible.

Lesson planning

How much can small children reasonably be expected to learn in one lesson? Although children might seem to have no trouble understanding and using the language being presented, this does not mean that they have learnt it, and only repeated exposure

and recycling over many lessons will ensure that they are able to use the language independently. Fortunately, young children like what is familiar and want the same story, song, etc. again and again.

Your lesson planning will depend on your children and how long you see them for. If your lessons are more than fifteen minutes in length, you need to keep the children's interest by changing activities every five or ten minutes. This is why it is important to have a wide variety of activities.

Organization of the classroom.

If your teaching situation allows for some flexibility, it is best to have a space in the classroom where physical activities such as dancing and active games can take place. When telling stories, taking the register, etc., if possible seat the children on a carpet in semicircles facing the teacher as this makes communication easier. If your desks are fixed to the floor, perhaps you could use the area between the teacher's desk and the pupils' desks. It is important to have a place where the children's work can be displayed. If the classroom is used for other subjects perhaps there could be an 'English corner'.

Class management

Children of this age are not used to pair or group work and the activities will generally be whole-class, choral-type work led by the teacher or done on an individual basis. However, it is important that children of this age learn to co-operate. Games, role-play, and joint efforts all contribute to this end.

It is not easy to organize small children into a homogeneous group.

In many pre-school classes a large amount of time is spent on free or semi-directed play with just some of the time spent on whole-group activities such as story-telling or singing. There are often helpers to organize the rest of the children while the teacher deals with individuals or small groups.

However, in the majority of schools the situation is very different. Classes are large and teachers often receive no assistance at all. English teachers may see the children for one or more periods a week varying in length between 15 minutes to an hour or more. This means that different strategies will need to be employed according to the situation. Most teaching will tend to be teacher-centred and opportunities for free play will be minimal due to the classroom setup and the need to expose the children to the target language as soon as possible.

Although some of the work will involve whole-class activities such as choral work, question and answer, chanting and singing, in other activities, such as crafts, the children will be working individually. If there is a mix of ages or abilities it may be necessary to divide the class into smaller groups according to their developmental age and deal with them separately so that while one group is colouring and cutting, for example, another group is listening to a story or doing some specific language practice. This sounds difficult to organize, but it is preferable to forcing some children to do things they are not ready for or boring those who are ready to go on to something more challenging

Classroom language

Children can pick up a lot of language through the normal day-to-day routine of what we do in class. Greetings, instructions, etc. should all be carried out in English. From the beginning you can respond in English even if the children use their first language, but gradually encourage them to use English themselves. Non-native teachers of English often ask what expressions they should use. This is very difficult to say as native speakers vary a lot in what they use, but a few of the most common are given below:

Instructions (teacher)

- *Look at me! Listen to me/Could you come here please?*
- *Put your (coat) on/take your (coat) off.*
- *Don't do that/Stop (pushing, picking your nose, etc.)*
- *Quiet, please/Pay attention, please.*

- *Please get into line.*
- *Make a circlehold hands/drop hands.*
- *Put your hand up.*
- *This is how you (colour, fold, cut, stick, tear) it.*
- *Go and find/fetch me a ...*
- *Give me your papers.*

Praising

It is important to praise small children's efforts. Here are some useful phrases:

- *Well done!*
- *Very good.*
- *That's a nice picture.*

Requests (pupils)

- *Can I have a ...?*
- *Can I go to the toilet?*
- *Can I borrow a ...?*
- *Can I clean the board/give out the papers/collect the papers?*

Clarification (pupils)

- *What's [hermano) in English?*
- *I don't understand.*

Activity types

Story-telling and drama

When we are teaching pre-literate children, we need to revert to time-honoured story-telling skills and use visual aids, dramatic tone of voice, mimicry, gesture, and mime to bring the story alive. You do not have to be good at acting to keep a group of children enthralled. Even though modern children are brought up on a diet of television, they still enjoy the human contact of a real live person telling them a story.

When telling a story, it is important to create a close and intimate atmosphere. It is better to tell a story than to read it from a book, in order to create better interaction with the children and to have eye contact with them.

Using story-books and videos

Here are some guidelines for choosing a video to use in the English class with very young children:

- *It should be short (5-10 minutes)*
- *It must have a good storyline*
- *It must be suitable for the age group*
- *The language should be easy to understand by watching the actions.*
- *Think about what activities you could do to help the children understand it, for example acting it out.*

Songs, chants, rhymes, and music

Art and craft activities

Art and craft activities are an important part of the pre-school curriculum and need to be a common feature in classes. Children need both free and guided art and craft activities and it is important to provide both.

Craft activities are a very valuable way of giving the children 'comprehensible language input' as they have to listen to instructions in order to complete an activity. Instructions should be given in the target language and supported by a lot of demonstration. It is important not to forget free painting. Children need and enjoy this type of activity. It develops the children's independence and allows them the freedom to choose what they draw. Although there is no specific language being taught, the teacher can go round asking children questions in English about their painting, for example, Who's this? What is he doing? What colour are you going to paint the ...?

When doing craft activities it is always a good idea to make things yourself first so that you have an example to show the children. It is also advisable to prepare more materials than you need in case a child makes a mistake and has to start again.

Unit 2. Basic language activities.

There are many activities which seem like games to children but which practise basic language. Most of them can be adapted to fit in with the topics in this book.

We have divided the activities in this unit into '**lively**' and '**calming**' activities to help you choose which type you need for a particular stage in the lesson. Little

children need to move around a lot and it is unreasonable to expect them to remain glued to their seats for any length of time. Doing a lively activity gives them a chance to move about under the teacher's control and with a specific language aim in view. On the other hand, being able to sit down and concentrate on a task is an important part of their development and necessary for their later studies. Therefore, teachers of this age-group need to balance both aspects when planning a lesson.

Lively activities:

2.1 Roll the ball

AGE	All
TIME	5 minutes
AIMS	Language: question and answer Other: motor skills, eye-hand co-ordination
DESCRIPTION	The children roll the ball to each other, ask and answer questions.
MATERIALS	A small ball (such as a tennis ball).
PREPARATION	Choose which question and answer you want to practise. Spend one or two minutes teaching and practising it.
IN CLASS	<ol style="list-style-type: none"> 1. Get the children to sit down on the floor in a circle. 2. Roll the ball to the first child and ask, What's your name? (or whatever question you are practising). 3. Supply the answer (e.g. Ana) and then get the child to answer. 4. Indicate that you want the child to roll the ball to another child. 5. Look at the child who has rolled the ball and encourage her/him to say What's your name? to the child who received the ball. 6. When the child has asked the question, look at the child who received the ball and repeat the question, encouraging her/him to answer. 7. When the second child has answered, get her/him to roll the ball to a third child, and so on.
COMMENTS	This might seem a bit laborious at the beginning but once the children get the idea they enjoy it very much. If older children are able to throw and catch they might enjoy this instead of rolling the ball."

2.2 Pass the ball

AGE	All
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TIME	5-10 minutes
AIMS	Language: whatever language you want to practise. For example, the children could practise saying <i>My name's... or I'm four, colours, or animals</i> ; or you could give an instruction such as <i>Run round the circle</i> or <i>Touch your toes</i> . Other: linking music and movement to language
DESCRIPTION	The children pass a ball round while music plays. When it stops, they practise the target language.
MATERIALS	A cassette or record player, some lively music, a small ball.
IN CLASS	<ol style="list-style-type: none"> 1. Get the children to sit on the floor in a circle and give the ball to one of the children. 2. Start the music and tell them to pass the ball from one to the other round the circle. 3. Stop the music suddenly and say <i>Stop!</i> Indicate that they must stop passing the ball round. 4. Say to the child holding the ball, <i>My name's Pedro</i> (or whatever phrase you want to practise) and indicate that he is to say his name. When he does it correctly, clap your hands and get the others to clap too. 5. Start the music again and get the children to carry on passing the ball round. 6. Stop the music suddenly and get the child who is holding the ball to say <i>My name's ...</i> 7. Carry on in this way three or four more times.
COMMENTS	If you have a very large class, only a few children will get a chance to they get caught with the ball. The excitement of the speak but they will all have to rehearse the language mentally in case involve them all.
VARIATION	Put pictures of words the children have been learning into a box or bag. They pass this round while the music is playing. When the music stops, they take out a picture and say what it is.

2.3. Go and find a ...

AGE	All
TIME	5-10 minutes
AIMS	Language: to follow instructions, to practise vocabulary, to introduce a useful piece of classroom language
DESCRIPTION	The teacher gives instructions and the children run to the correct picture.

MATERIALS	Pictures of vocabulary items you want to practice.
PREPARATION	Cut out or draw some large pictures of the vocabulary you want to practise. Stick the pictures around the wall before the children come in.
IN CLASS	<ol style="list-style-type: none"> 1. Walk to the first picture and elicit the word or tell the children what it is. Get them to repeat. 2. Do the same with the other pictures. 3. Call one child out: <i>Andreas, come here, please</i> (beckoning and gesturing). When the child is standing beside you, say and mime, <i>Go to the bus</i>. If he does it correctly say, <i>Well done</i>. If he is not sure, take his hand and run with him to the bus. 4. Repeat the procedure with other children.
VARIATION	Older children may like a competitive element. You could call out two children and give them both an instruction, for example: <i>Andreas, go and find a bus and James, go and find a plane</i> . The first one to get there is the winner.

2.4. Fetching

AGE	All
TIME	5-10 minutes
AIMS	Language: to follow instructions, to revise vocabulary
DESCRIPTION	The children listen to instructions and fetch the correct item.
MATERIALS	Some objects or pictures of vocabulary you have already introduced in a previous lesson.
IN CLASS	<ol style="list-style-type: none"> 1. Show the children the objects or pictures and practise the vocabulary. 2. Spread the things and pictures on the floor. 3. Call out one of the children and give the instruction: <i>Marta, could you fetch me a rabbit, please</i>. If she has difficulty, go with her to pick up the rabbit and then get her to fetch it for you. 4. Continue in the same way, getting different children to fetch things.
FOLLOW-UP	<ol style="list-style-type: none"> 1. Place the objects or pictures in different places around the before the children come in. 2. Get the children to go and fetch you things.

2.5. Pointing

AGE	All
TIME	5-10 minutes
AIMS	Language: to follow instructions, to practise vocabulary
DESCRIPTION	The children come out and point to the correct picture.
MATERIALS	Pictures of the vocabulary you want to practise, something to stick them on to the board with.
IN CLASS	<ol style="list-style-type: none"> 1. Show the children the first picture, and teach or revise the word. Then stick the picture low down on the board at child height. 2. Do the same with the other pictures. 3. When all the pictures are on the board call out one of the children say <i>Wanda, point to the tree, please</i>. If the child has difficulty, take her hand and point her finger to the tree. 4. Continue in the same way, calling different children for each picture.

2.6. Drawing on the board

AGE	All
TIME	5-10 minutes
AIMS	Language: to follow instructions, to practise parts of the body
DESCRIPTION	The children draw on the board according to the teacher's instructions.
MATERIALS	Board and chalk or board-pen
IN CLASS	<ol style="list-style-type: none"> 1. Call out one of the children and tell her/him to draw a head. 2. Call out another child and tell her/him to draw the body and join it to the head. 3. Continue in this way, calling out different children to add the different features until the drawing is complete.
VARIATIONS	This could be done with other vocabulary.
COMMENTS	Children love being allowed to draw on the board using the teacher's chalk or board-pen, and you can turn this to good use in the language class.

2.7. Simon says

AGE	All
TIME	5 minutes
AIMS	Language: listening, following instructions, parts of the body, classroom vocabulary
DESCRIPTION	The children listen and carry out the instructions only when 'Simon' tells them to.
MATERIALS	Board and chalk or board-pen
IN CLASS	<p>1 Tell the children that you are going to give them instructions, but they must only obey if you begin by saying 'Simon says'. (You can change this to fit any current popular characters such as Robocop says'.)</p> <p>2 Say the instructions, doing the actions yourself: <i>Simon says touch your nose. Simon says touch the floor. Simon says stand on one leg.</i></p> <p>Then say <i>Touch your nose</i> and do not do the action. Normally anyone who does the action without 'Simon says' is out, but with young children it is better not to exclude them from the game. It is enough to look at them, smile, shake your head and say, I didn't say Simon says:</p> <p>3 If you have a child who is very confident and speaks well, you could let her/him give some of the instructions.</p>
VARIATIONS	Use 'Robot game', where children obey instructions only when the speaker says 'please'.

Calming activities:

These activities encourage the children to work quietly and independently at a task. They help to develop the children's cognitive skills and visual recognition and prepare them for the kind of work they will be expected to do at Primary School.

2.8. Classifying

On each large piece of paper draw a picture to represent a topic. For example: a wardrobe (for clothes), a table with plates (for food), and a toy basket (for toys).

2.9. Recognition

The children select an object in a picture according to the teacher's instruction.

2.10. Find the odd one out

The children have to recognize which item is different from the others.

2.11. Spot the difference

The children try to find differences between two pictures.

Unit 3 All about me.

This chapter concentrates on the children themselves and their immediate surroundings: family and likes and dislikes. It contains the most activities because small children are still largely egocentric. They learn to tell and ask each other their names and identify parts of the body. There is only a little on 'The family' because family situations are so diverse nowadays and we wished to avoid a stereotypical view. The best way to deal with this topic is to find out as much as you can about the family situation beforehand. You can let the children produce drawings or bring photos of the people who mean most to them and teach the appropriate vocabulary.

Food and toys are also of particular importance to children and work on these topics gives children the opportunity to talk about what they like and dislike, and learn to respect others' likes and dislikes. It also helps them to understand how things work and how they are made.

Songs and rhymes

3.1. What's your name?

AGE	All
TIME	10-15 minutes
AIMS	Language: asking and telling names Other: confidence
MATERIALS	A toy or puppet.
IN CLASS	Lesson 1 1 When the children come in, introduce yourself and the puppet (in this case a dog). Teacher: <i>Hello boys and girls. My name's This is Bingo.</i> Walk up to a child and say as if Bingo was speaking: <i>Hello. What's your name? My name's Bingo.</i> 2 Go round to each child doing the same. Encourage them to stroke the dog, which will help them relax. Don't force them to speak but if some try, praise their efforts saying: Very good. Don't forget to smile and nod, as at this stage the children need all the visual back-up and reassurance you can give them. 3 When you have finished this exercise, sing Bingo's song. Pretend Bingo is singing. What's your name? I'm a little dog. My name is Bingo.

	<p>Bingo, Bingo. What's your name? (S.M. Ward) Sign it again and encourage the children to join in.</p>
VARIATIONS	<p>If you want to introduce other characters, toys, etc., you can add to the song. For example: I'm a teddy bear. My name is Teddy. Teddy, Teddy. What's your name? This may be enough for one lesson.</p> <p>Lesson 2 The next stage depends on the age of your pupils and how confident you think they are feeling. It could be done at a later stage in your course as revision.</p> <p>4 Show the children your puppet and ask one child her or his name. Then teach them: For a girl: <i>I'm a little girl. My name is Carla. Carla, Carla. What's your name?</i></p> <p>For a boy: <i>I'm a little boy. My name is Pedro. Pedro, Pedro. What's your name?</i></p> <p>5 If the children are confident, let them take the puppet and sing the song to each other.</p>
FOLLOW-UP	<p>In future, you can use the puppet to present new language. You can pretend to have a dialogue with the puppet. The children will soon want to take the part of the puppet.</p>
COMMENTS	<p>Having a familiar character which is integral in the learning process puppet can be a good character and you can introduce a naughty puppet who plays tricks on the good one. In time the children may make up spontaneous dialogues with the characters.</p>

Song's variations:

- 3.2 Where are you
- 3.3 Birthday cake and song
- 3.4 You've got me
- 3.5 If you're happy and you
- 3.6 My favourite toys
- 3.7 I am a robot man
- 3.8 Five currant buns
- 3.9 The wheels on the bus
- 3.10 Here we go lobby loo
- 3.11 I've got a lot of pets
- 3.12 Body Rhymes
- 3.13 Jelly on a plate
- 3.14 Pat-a-cake, pat-a-cake

3.15. I like toys

AGE	All
TIME	10-15 minutes
AIMS	Language: toy vocabulary, stress and rhythm, likes/ dislikes Other: hand co-ordination
MATERIALS	Flascards of the toys in the chant
IN CLASS	<p>1 Draw a smiley face on the board and say <i>I like</i> Get the children to repeat it.</p> <p>2 Hold up one of the flashcards and say: <i>I like</i>..., inserting the word. The children need to repeat what you say. Go through the same procedure for some of the other cards.</p> <p>3 Draw another smiley face except with the smile from ear to ear and say <i>I love</i> ...and go through the procedure for I like ... with the remaining flashcards.</p> <p>4 Say the chant, clapping on the stressed words or syllables. The children should learn it as a whole, not line by line.</p> <p>5 Ask the children to suggest other toys to include in the chant.</p> <p>I like toys I like toys Dolls, cars, trains I love them all Puppets and games</p>
FOLLOW-UP	Free painting. The children paint or draw their favourite toy.

Games

3.16. Step forward

AGE	5, 6
TIME	5-10 minutes
AIMS	Language: to practice have got, to revise the names for members of the family, listening Other: following the rules of a game
MATERIALS	Chalk or string
DESCRIPTION	The children listen to instructions to hear which are relevant to them.
PREPARATION	<p>1 Prepare instructions according to what language you wish to practise and the level of your learners.</p> <p>2 Draw a line across the classroom halfway between the two side walls. If you cannot draw on the floor you could use a long piece of string</p>

IN CLASS	<p>1 The children line up with their backs to one wall. Demonstrate what they should do (explaining in their first language if necessary), then stand with your back against the opposite wall.</p> <p>2 Say, for example: <i>Step forward if you have got a Maria in your family.</i></p> <p>3 Any child who has got someone of that name in their family must step forward and say, for example: My mother's name is Maria.</p> <p>4 The game continues with you giving different names.</p> <p>5 The first child to cross the line is the winner and can take your place for the next round. Stop playing before the children get bored.</p>
VARIATION 1	With shy or younger children you can leave out step 3.
VARIATION 2	You can use other actions and target language, for example, Stand up if you're wearing green

3.17. Change places

AGE	5, 6
TIME	5-10 minutes
AIMS	Various depending on what you want to practise
DESCRIPTION	The children change places according to the instructions given by the leader.
PREPARATION	Put chairs in a circle: enough for every child.
IN CLASS	<p>1 You are the leader. Stand in the middle whilst the children sit on the chairs around you.</p> <p>2 Say for example: <i>Change places if you are wearing green.</i> All those wearing green must change places. At the same time you try and sit down on one of the chairs.</p> <p>3 The child left standing is the leader and must say: <i>Change places if you are wearing ..</i></p>
COMMENTS	This game can be used to practise other language, for example, Change places if you've got a sister. Change places if you like chocolate.

3.18. Robot game

AGE	All
TIME	10 minutes
AIMS	Language: listening, giving/ following instructions, Total Physical Response Other: encouraging politeness
DESCRIPTION	The children listen to instructions and obey only when the speaker says <i>Please</i> .
IN CLASS	1 Call out one of the children and tell her/him that she/he is a robot and must follow your instructions.

	<p>2 Say things like: <i>Sit down please. Stand up please. Walk to the door, please.</i> The child must do what you tell them to do.</p> <p>3 Choose two children to demonstrate. One is the robot and the other gives instructions. Make sure they say <i>Please</i>.</p> <p>4 Put all the children into pairs and get them to practise being robots and giving instructions.</p> <p>5 Tell the children to sit down and explain that you are going to play a game. You give the instructions but the children only obey if you say <i>Please</i>.</p>
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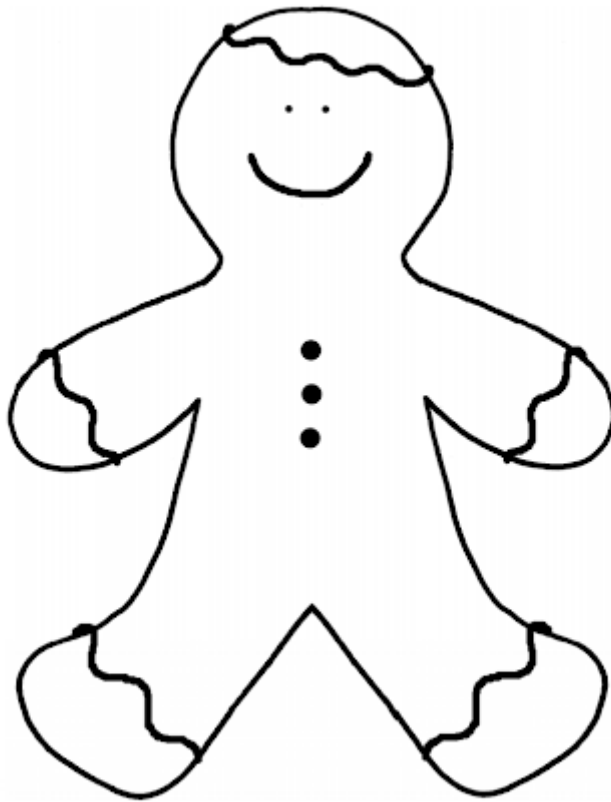
3.19 The gingerbread man game

AGE	5-6
TIME	15-20 minutes
AIMS	<p>Language: reading and saying numbers, parts of the body</p> <p>Other: to practise hand control</p>
DESCRIPTION	If you have children who cannot use scissors you will have to cut out the 'gingerbread man' beforehand or perforate the outline with a sewing-machine.
IN CLASS	<p>1 Give each child a 'gingerbread man' and tell them what it is.</p> <p>2 Tell them to colour him brown.</p> <p>3 Tell the children to cut round him. (They may need some help with this.)</p> <p>4 Revise the parts of the body, pointing to yourself or a child. Ask the children which numbers correspond to which parts of the gingerbread man's body, for example, What number is his head? Try and elicit the number from the children.</p> <p>5 The children then cut along the lines so that he is in six parts.</p> <p>6 In groups of four or five, the children place all the parts of their 'gingerbread man' in the middle.</p> <p>7 Explain that the object of the game is to retrieve their 'man'.</p> <p>8 The first child throws the dice and says, for example, six—his body.</p> <p>9 The next child follows the same procedure.</p> <p>10 If they throw a number they already have, they miss a turn. If they do not say the number and then the part of the body they cannot take the part of the body.</p>

Gingerbread man worksheet:

Name..... Date.....

Gingerbread Pattern



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3.20 .The gingerbread man game

AGE	All
TIME	10-15 minutes
AIMS	Language: listening, animal vocabulary, <i>Where is ...?</i> , numbers Other: introduction to books, deducing from clues, drama
DESCRIPTION	The teacher reads a story to the children, who act it out.
MATERIALS	The book <i>Spot's Birthday</i> by E. Hill, a picture or model of a birthday cake with candles; pictures of the following animals: a dog, a lion, a hippo, a bear, a penguin, a monkey, a crocodile, and a tortoise.
IN CLASS	1 Revise or teach the words for the different animals. 2 If possible, get the children to sit on a mat round your chair. 3 Show the picture of the birthday cake and ask the children if they know what it is and when we eat it. Point to the candles and count them

	<p>encouraging the children to join in with you.</p> <p>4 Show the children the book. Point to Spot and say: <i>This is Spot. He's a dog.</i> Then point to Spot and the birthday cake and say: <i>It's Spot's birthday today.</i></p> <p>5 Open the book at the first page, point to the big dog and say: This is Spot's mummy. Point to the balloons and say: Spot's having a party.</p> <p>6 Point to Spot with his eyes closed and say: Spot's playing a game of hide-and-seek with his friends. (The children may know the name for this game in their own language. If they do, you could elicit it.)</p> <p>7 Say: <i>Where are Spot's friends?</i> Go through the pages, encouraging the children to guess which animal is hidden in each place. Then lift the flaps to show them and tell them the character's name.</p> <p>8 Ask for ten volunteers to act out the story and call them to the front of the class. Give them roles according to the characters in the book.</p> <p>9 Tell 'Spot' to close her/his eyes and count to ten (with your help). Tell the others to hide under the desks, behind the curtains, in cupboards, etc.</p> <p>10 When "Spot' has finished counting, get her/him to say: <i>Ready or not, here I come.</i> She/he then has to try to find the other characters.</p>
COMMENTS	<p>You may find that the youngest children will not sit still while they are not involved, so you can let them all hide. It does not matter if they are not well concealed. Like Leo the lion, a lot of very young children think that if they can't see you, you can't see them.</p>
VARIATION	<p>Another useful book on the theme of birthdays is <i>My Presents</i> by Rod Campbell. It also consists of surprises hidden behind flaps and could be exploited in a similar way.</p> <p>You might like to make your own flap book on the theme of birthdays or 'hide and seek'.</p> <p>1 Get the children to draw different animals on sheets of paper.</p> <p>2 Cover each animal with a picture of a different place in a house: a curtain, a bed, a fridge, etc. Stick the picture down with sticky tape along one edge only.</p> <p>3 Staple or sew the pages together.</p> <p>This idea can be adapted to different topics, such as: 'Where are the animals on the farm?' 'Where are the children at the seaside? What food is in different containers?'</p> <p>You can then read the class their own story, which gives a great sense of achievement.</p>

Art and craft activities

3.21. Faces – an information gap activity

AGE	4,5,6
TIME	10-15 minutes
AIMS	Language: to revise the parts of the face; to let the children give some instructions; listening to each other Other: eye-hand co-ordination, colour recognition
DESCRIPTION	The children paint features on a paper plate 'face', following instructions given by their partners.
MATERIALS	A screen (an old sheet and some pegs), paints or crayons, paper plates or cardboard circles, face pictures (see Preparation).
PREPARATION	Draw some pictures of faces and colour each one differently (or the children could do this in a previous lesson). Put up the screen so that it is ready for the activity.
MATERIALS	1 Practise the colours and the parts of the face, and the question <i>What colour is ...?</i> 2 Divide the class into pairs. 3 Put one child from each pair on one side of the screen with the paints and paper plate, and the other child on the other side with the picture. 4 The child with the paints asks, for example, <i>What colour is the nose?</i> When the other child replies, for example, <i>Yellow</i> , the first child paints a yellow nose on the paper plate, and so on until the face is complete.
COMMENTS	1 Do not be too strict about the children's language as long as it is English. The object is for them to communicate with the language resources they have, for example: <i>Nose—what colour? Nose-yellow.</i> 2 If it is difficult for you to rig up a screen, the children could simply sit on chairs back to back. 3 If you have a large class, you may find it necessary to give some of the children a quiet activity to do while you are involved with those who are doing the face-painting, or spread it over several lessons.

3.22. My family

AGE	All
TIME	15 minutes
AIMS	Language: family vocabulary Other: drawing
DESCRIPTION	The children draw pictures of their families and

	talk about them.
MATERIALS	Paper, coloured pencils or crayons, a photo of your family (optional)
IN CLASS	<p>1 Show the children a photo of your family if you have one, or draw a simple picture on the board. Point to the people and talk about them: <i>This is my mummy. This is my sister. Her name's This is my baby. This is me.</i></p> <p>2 Ask the children to draw pictures of their families.</p> <p>3 As they draw, go round talking to the children individually about them in English. (Be sensitive to different family circumstances.) Encourage the children to point to their family members and say who they are in English.</p> <p>4 Display the pictures on the wall. Point to some of the people and talk about them: This is Mima's brother. Who's this? Encourage the children to join in.</p>
FOLLOW-UP	Encourage the children to bring in photos of their families and talk about them.

Unit 4. Number, colour, and shape.

This unit is designed to complement the children's regular pre-school classes in their first language. It helps to develop skills needed for numeracy, literacy, aesthetic ability, and the beginning of scientific understanding.

Context and overview

Young children, even infants, develop essentially non-verbal basic concepts of quantity: more/less, order, same, and adding/subtracting. Children learn most of these things on their own, without much adult help. Children often use these concepts in everyday life, for example, to determine who has more or less ice cream. Children's concepts and procedures are useful under certain conditions but need to be enriched. (Perhaps that's why number was invented: the shepherd needs to know not only that he has a lot of sheep, but exactly how many.) This is what children know and what they need to learn at roughly ages three, four and five.

More/less

Children need to be able to see that there are more objects here than there. They often solve this problem not by counting but by physical appearance. "This flock of

geese in the sky must be larger because it covers a greater area than does the other flock." This approach is often adequate but can lead to wrong answers and confusion.

Order

Judgments of more or less are sufficient for many purposes, but sometimes a comparison between more than two things needs to be made. Thus, the idea of order, which includes subtle ideas:

- In a group of three objects, the second item is larger than the one preceding it but smaller than the one following it.
- Also, the item that was first can become last under a new order.

Again, young children tend to rely too much on appearances to solve the problems.

Same number

The idea of same number evolves, sometimes even without adult assistance, through several stages: The first step is seeing that two groups identical in shape and arrangement are also the same in number. Thus, if a brown bear and a yellow canary are placed directly below another brown bear and yellow canary, both rows are the same in number (as well as in shape, color, and arrangement).

The second step is seeing that two groups differing in color or shape can still be the same in number. Thus, if a brown bear and a yellow canary are placed directly under a pink pig and blue heron, both rows are the same in number (and arrangement, although they differ in shape and color).

The third step is seeing that two groups differing only in arrangement are the same in number. Thus, if a brown bear and a yellow canary are not placed directly under a pink pig and blue heron but instead lie elsewhere, both groups are the same in number (although they differ in arrangement, shape and color).

The fourth is seeing that one group, when rearranged, has the same number as it did before it was moved around. Thus, if the child first sees a brown bear and a yellow canary in one arrangement, which is then transformed, the child realizes that the

number did not change from what it was before the rearrangement.

The fifth is first seeing that two amounts are the same number when they look similar, for example five eggs in a row and five egg cups in a row both have the same number. But then if there is a transformation (for example spreading the eggs apart so that the line of eggs is longer than the line of egg cups), the child has to be able to understand that the eggs and egg cups are the same in number even though the two lines look different.

The idea of adding as resulting in more and subtracting in less

Children learn that:

- When you add something to an existing set, the result is that you have more than you had at first.
- If you start with two groups of the same number, and by magic (while the child is not looking), one set is now more numerous than the other, you must have added to one or subtracted from the other
- You don't have to count to arrive at these judgments concerning more and concerning addition and subtraction: you can solve the problem by reason alone.

Learning the Counting Words

Context and overview

In everyday life, we use counting words all the time, selecting items from the supermarket (“we need two bananas”) or playing “10, nine, eight, ... blast off!” Children love counting as high as they can, like grown-ups. They may even be interested in the name of the highest number. Fluency in the counting words aids later computation.

Rote memory plus

At first, children memorize the counting words from about one to 10 or so. But their learning doesn't involve only memory. Children learn some ideas and rules about number too, namely that proper order is essential; numbers are different from letters; and you are not supposed to skip or repeat numbers when you count.

Structure

Later, children pick up the underlying structure of number: ten is the basic unit (20, 30, etc.) and we tack units onto the tens (twenty-one etc.). The rules for saying the English counting words from eleven to nineteen are especially hard to learn because they are poorly designed. Eleven should be "ten-one," just like twenty-one. Fifteen should be "ten-five," like twenty-five. The East Asian languages get this right, but English and many other languages do not. By contrast, English is fairly well designed for the number words beginning with twenty. Each of the tens words resembles a unit word. Forty is like four; eighty like eight, and so on. Fifty comes before sixty. (A fairly minor problem is that twenty should sound more like two and ideally should be "two-ten;" thirty should be "three-ten" and so on). After saying a tens word, the child appends the unit words, one through nine. Learning to count to 20 and beyond is a child's first experience with base-ten ideas. In this case, teaching needs to stress the base-ten pattern underlying the counting numbers: the structure. We need to "instructure" (teach the structure) not "instruct."

Counting Things: How Many Are There?

Context and overview

Children's ideas about same, more, less, and order are heavily influenced by perception and by their own imperfect logic (for example, that what looks like more is more). These are good ideas but lack precision, so children need help in taking the next step. The counting words that children learn early on can be used for enumeration; in determining the exact number of a collection, it is the cardinal number that tells how many. Accurate enumeration and understanding of cardinal number are fundamental for all arithmetic (and measurement) and are not as simple as they seem. Rather they involve key mathematical ideas and strategic thinking.

Principles needed to understand enumeration

Enumeration refers to using the counting words to figure out the number of objects. (This includes any object, from imaginary monsters to marbles.) Children must

learn to follow several rules and principles to enumerate accurately. This set of rules is fundamental:

- Say number words in their proper order.
- Match one number word with only one thing (one-to-one correspondence between number word and thing).

Count each thing once and only once.

Given these rules and principles, there are several ways to enumerate with accuracy. Children need to be able to:

- "See" small numbers (up to four or so) without counting. This is subitizing, which can reduce the drudgery of counting.
- Count one object at a time.
- Point at objects.
- Push objects aside to keep track of which ones have been counted.
- Put objects in a line or other orderly arrangement.
- Count on the fingers.
- Group objects into convenient groups that can be subitized or counted.
- Group by 10s.
- Check the answer.

Children need to learn to use these approaches in appropriate situations. For example, if there are only two objects, subitizing may be useful, but if there are nine, then pushing objects aside may be indicated.

Understanding cardinality

Children who enumerate accurately also need to understand the result achieved. Suppose a child accurately counts five things. Correct enumeration alone does not necessarily mean that the child understands cardinality. Asked how many there are, the child may simply count the objects another time. For that child, answering the question of how many simply activates the counting routine but does not provide an understanding of the result. Children need to learn several things about cardinal number. The core idea is that correct enumeration yields the cardinal value of set. The

last number word does not refer to the last object counted but to the set as a whole. When we count, the number one refers to the first object; two refers not to the second object counted but to the two objects in the new group, and so on. Furthermore, once the child has determined that there are five objects in the set, it does not matter if they are hidden, or if the objects are simply rearranged (say from a straight line to a circle). There are still five objects. This is conservation of number.

Common mistakes or misconceptions

When counting, children often rely too heavily on physical appearance, just as they did in determining more or less. One goal of teaching should be to help children learn that reason must trump appearance. Children need to think abstractly about tangible things. Eventually, they need to embed understanding of cardinal number (for example, the abstract idea that there are five objects here) within the larger system of number, for example, that five comes after four and is half of 10.

Everyday Numerical Addition and Subtraction

Context and overview

Next, we need to understand how concepts of more/less, order, same, adding and subtracting without exact number (knowing that adding means making a set larger even if you don't know of the exact number), and enumeration get elaborated to create numerical addition and subtraction. Children learn some of this on their own, but adults can and should help.

Understanding addition

These concepts need to be learned to understand addition (subtraction is similar):

- Addition can be thought of in several ways, including combining two sets, increasing the size of one set, and jumping forward on a number line.
- Simple counting is also adding, one at a time.
- The order of addition makes no difference (the commutative property).

- Adding zero changes nothing.
- Different combinations of numbers can yield the same sum.
- Addition is the inverse of subtraction.

Strategies used to add (or subtract)

Children often begin by using concrete objects and fingers to add but gradually learn mental calculation and remember some of the sums.

Using concrete objects, children may do the following to solve a simple problem like $3 + 2$: They may count all ("I have three here and two there and now I push them together and count all to get five") or they may count on from the larger ("I can start with three and then say, four, five.")

Approaching the problem mentally, children may solve the problem by derived facts, building on what is known ("I know that two and two is four, so I just add one to get five") and by memory ("I just know it!").

More features of numerical addition and subtraction

- It's always useful to have backup strategies in case one doesn't work. For example, if unsure about memory, the child can always count to get the answer.
- It's important for the child to be able to check the answer.
- It's important for the child to explain why $3 + 2$ gives five as the answer, since proof is a social act requiring language.
- The child needs to learn different strategies for different set sizes. (Counting one by one is good for adding small sets but tedious and inefficient for larger sets.)
- The child should also be able to describe how he got the answer. (Self-awareness is one aspect of metacognition. Of course, remembering what you just did is essential for describing it in words.)
- Language is vital for describing one's work and thinking, and to convince others; children need to learn mathematical vocabulary.
- The child should be able to apply the math in real situations or stories about real situations (such as word problems).

Number Sense

Context and overview

Children need to develop number sense, a concept that is notoriously difficult to define in a simple and exclusive way. I like to think of it as mathematical street smarts, which can be used in just about any area of number, including those discussed above. Number sense, which helps the child to make sense of the world, has several components, each of which undergoes a process of development.

Thinking instead of calculating

Number sense involves using basic ideas to avoid computational drudgery, as when the child knows that if you add two and three and get five, then you don't have to calculate to get the answer to three-and-two.

Use what is convenient

Number sense involves breaking numbers into convenient parts that make calculation easier, as when we mentally add $5 + 5 + 1$ instead of $5 + 6$.

Knowing what's plausible or impossible

Number sense may involve a "feel" for numbers in the sense of knowing whether certain numbers are plausible answers to certain problems (if you are adding two and three you know that the answer must be higher than three; anything lower is not only implausible but impossible).

Understanding relationships

Number sense involves intuitions about relationships among numbers. (For example, "this is 'way bigger' than that.")

Fluency

Number sense involves fluency with numbers, as when the child knows immediately that eight is bigger than four, or sees that there are three animals without

having to count.

Estimation

This involves figuring out the approximate number of a group of objects and is related to the notion of plausible answers.

The Transition to Written, Symbolic Math

Context and overview

Formal, symbolic mathematics can provide children with more powerful tools and ideas than those provided through their informal everyday math. Formal math (and its use of symbols) developed in several cultures and is now virtually universal. Children need to learn it.

Everyday origins and formal math

Children encounter math symbols in everyday life: elevator numbers, bus numbers, television channels and street signs are among the many. Often parents, television, and software activities introduce some simple symbolic math, such as reading the written numbers on the television or on playing cards.

Schools certainly have to teach formal math. But doing so is not easy. Even if they are competent in everyday math, children may have trouble making sense of and connecting their informal knowledge to what is taught in school. Teachers often do not teach symbolism effectively. If children get off on the wrong symbolic foot, the result may be a nasty fall down the educational stairs. So, the goal for teachers is to help children, even beginning in preschool, to understand why symbols are used, and to use them in a meaningful way to connect already-known informal mathematics to formal symbolic mathematics. The teacher needs to “mathematize” children’s everyday, personal math; that is, help children connect their informal system with the formal mathematics taught in school. It’s not ill-advised or developmentally inappropriate to introduce symbols to young children, if the activity is motivating and meaningful. On

the contrary, it is crucial for the teaching of symbols to begin early on, but again, if and only if it is done in a meaningful way.

Here are key issues surrounding the introduction of formal math to young children:

Young children have a hard time connecting numerals and the symbols of arithmetic (+ and -) to their own everyday math

They may add well but be confounded by the expression $3 + 2$. It is as if the child is living in alternate realities: the everyday world and the “academic” (in the pejorative sense) world. The everyday world makes sense and the world of school does not. You think for yourself in the former and do what you are told in the latter.

The equals sign (=) is a daunting challenge

The teacher intends to teach the equals sign as "equivalent," and thinks she has, but the child learns it as “makes” (e.g., $3 + 2$ makes 5). This is a tale of how child egocentrism meets teacher egocentrism but neither talks with the other.

The solution

We should not avoid teaching symbols but need to introduce them in a meaningful way. This means taking account of what children already know and relating the introduction of symbols to that prior knowledge. It also means motivating the use of symbols. Thus, if you want to tell a friend how many dolls you have at home, you need to have counted them with number words (symbols) and then use spoken words (“I have five dolls”), written words (“I have five dolls” written on a piece of paper or a computer screen), or written symbols (5) to communicate the result.

Manipulatives can help

Use of manipulatives can be effective in teaching symbolism and formal math, but they are often utilized badly. The goal is not to have the child play with concrete objects but to use these objects to help the child learn abstract ideas. The goal of manipulatives is to get rid of them by putting them in the child’s head to use as needed

in thought. For example, suppose the child learns to represent tens and ones with base-ten blocks. Given the mental addition problem 13 plus 25, the child may understand that each number is composed of 10s (the 10 by 10 squares) and some units (the individual blocks), and that solving the problem involves adding one 10 and two more, which is easy, and then figuring out the number of units. The mental images of the 10s and ones provide the basis for her calculation, part of which may be done by memory (one plus two is three) and part of which may be done by counting on her fingers (five fingers and three more give eight).

Conclusion

The basics of number are interesting and deep. Although young children develop a surprisingly competent everyday mathematics, they have a lot to learn and teachers can help.

Recommended Counting Picture Books



Supporting Engagement with Counting Books

Look through the book from a child's perspective. Think about what might help children understand the math on the page or what they might find confusing. For example, on the left-hand page above, in addition to the text describing the fish, you can see eight holes. These were the holes for the previous page, which showed eight mice. Children might be confused because this page is about the number nine, but they see eight holes on the left. The reader can anticipate their confusion and cover those eight holes with her hand or draw attention to the nine fish and nine holes on the right.

Look through the book from a mathematics perspective. The nine holes on the right-hand page can help children practice their number skills. Each hole shows the eye of one fish. Young children benefit from using their fingers to help them count carefully. The holes in the book provide tactile references to help children touch each fish and make sure they count each fish once and only once. The arrangement of the fish in rows and columns can also help children learn that numbers can be decomposed into smaller numbers, in this case, 9 is made up of 4 and 4 and 1 (looking at the columns), or 2, 2, 3 and 2 (looking at the rows). Or the groups of fish can be seen as 2, 2, 2, 2, and 1.

Games

Please, Mr Crocodile

AGE	All
TIME	10 minutes
AIMS	Language: to listen for colours, asking permission Other: taking part in an organized game
DESCRIPTION	The children ask the 'crocodile' for permission to cross the river' and the crocodile gives permission to those wearing a certain colour. Those who are not wearing that colour try to cross and the crocodile tries to catch them.
MATERIALS	A large piece of blue material (a bed sheet) or blue paper to act as water, or two long skipping ropes to define the banks of the river.
PREPARATION	Clear an area in the classroom and place the 'water' or the river banks' on the floor in the middle.
IN CLASS	1 Pre-teach the question: Please, Mr Crocodile, can we cross the river? Explain that the crocodile only likes certain colours and he will only let you cross his river if you are wearing that colour. 2 You are the crocodile at first. Stand in the middle of the river. Say: I'm a crocodile and I like to eat children. Make snapping noises and look fierce. Elicit the question: Please Mr Crocodile, can we cross

	<p>the river?</p> <p>3 Choose a colour that one of the children is wearing and say: Only if you're wearing (red). Those that are wearing that colour can cross safely. When they have crossed, the others have to try to run across while you try to catch them. Any children caught join you as crocodiles.</p> <p>4 Continue this procedure. When you feel the children are confident enough, one of them could give the instructions.</p>
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The shape bag

AGE	4, 5, 6
TIME	10 -15 minutes
AIMS	<p>Language: to practise colours and shapes, e.g. green triangle, yellow circle, etc.</p> <p>Other: awareness of shapes</p>
DESCRIPTION	The children revise shapes and play a guessing game.
MATERIALS	A bag with different coloured shapes in.
PREPARATION	Cut out triangles, circles, squares and rectangles from coloured card. Make enough so that each child has a couple of opportunities to win a shape. It is a good idea to laminate them so them over and over again.
IN CLASS	<ol style="list-style-type: none"> 1 Lay all the shapes on your desk. 2 Choose a shape and elicit the colour and shape. 3 Get the children to repeat its name in chorus, for example, yellow square. 4 Put the shape in the bag you prepared. 5 Do the same with all the shapes. 6 Divide the children into groups of about four or five. 7 Put the bag behind your back and take out a shape, keeping it hidden. 8 Get each group of children to guess which shape it could be. They must all say a different shape. 9 When each group has had a try, show them the shape. If one group guessed correctly give them the shape. 10 Continue until you have used up all the shapes. The winner is the group with the most shapes.
COMMENTS	As this is a game of luck it should give those children who are less competent a chance to win.

The Importance of Play Dough and Plasticine for Motor Skills in Preschoolers

1. Fine Motor Development

Your little one is growing and motor development is crucial at this stage. Playing with dough and plasticine will build up strength in those little fingers and hands. As a result, you will make your kid ready to hold the pencil and pen. Strong fingers are a must and will be an asset for life. A good handwriting is often associated with stronger finger muscles. Kneading and poking the clay will help gain this strength.

Rolling and pinching the dough to make certain shapes will also bring a better control in the hands and fingers. There will be an increased concentration on the fingers

that will in turn enable your kid to focus on the job. Also, cutting the dough with plastic knives will increase strength in the forearms.

2. Unlock Passion

Let your preschooler be a little free at play. Soon, you will see your kid unlocking creativity and imagination. Provide some additional materials like grass, sticks and ribbons and wait for the magic. Soon, your toddler will be able to make some of the Christmas decorations and other decorative with the clay by himself.

3. Social Development

Playing with dough or Plasticine will make your toddlers talk and discuss what she/he is doing with the people around. Be it for a suggestion or seeking appreciation, your kid will definitely seek attention. This in turn will develop her/his social skills. Mingling in a crowd is essential for her present and future.

4. Stress Buster

Compare the same activity with a video game or a cartoon show. Without a doubt, this activity will be a better stress buster. In essence, playing with dough will act as a therapy to your stressed kid. Overexposure to TV and gadgets can develop eye strain and other health issues. Physical activities like this will surely nullify the above.

Play time with dough or Plasticine is essential for your growing toddler. Make sure to find some time for it and let your preschooler enjoy the whole exercise.

Plasticine shapes

AGE	All
TIME	10 minutes
AIMS	Language: the names of shapes, following instructions Other: to encourage the children to use their hands to model
DESCRIPTION	The children make shapes out of modelling clay according to the teacher's instructions.
MATERIALS	Plasticine or other modelling materials such as clay or dough.
PREPARATION	Get enough plasticine or dough so that all the children can use it at the same time.
IN CLASS	1 Give each child a piece of plasticine. 2 Tell them to make a circle (demonstrate first if necessary). Go round observing and helping them. 3 When they have finished, do the same for other shapes like square, rectangle, triangle, etc.

Unit 5. The world around us.

This chapter is about things that children come into contact with when they are out and about. It includes activities that will encourage children’s awareness of nature, and also includes potentially frightening situations such as emergencies and going to the doctor, which can be dealt with in class through role-play. Learning about traffic signals will be an opportunity for the children to learn other aspects of road safety.

Songs and rhymes

5.1. Animals.

AGE	All
TIME	5 - 10 minutes
AIMS	Language: animals, adjectives, <i>it likes</i> , action verbs, Total Physical Response Other: awareness of animals and their characteristics
DESCRIPTION	The children learn the names of animals, mime them, and sing a song.
MATERIALS	Pictures of wild animals, including: a lion, an elephant, a crocodile, a snake, a monkey, a camel, a hippo, a parrot.
PREPARATION	Get enough plasticine or dough so that all the children can use it at the same time.
IN CLASS	1 Show the children the pictures and tell them the names of the animals. Do this once or twice. 2 Stick the pictures on the board in the order of the song and elicit the names from the children. 3 Ask one of the children to pretend to be a lion. While she/he is doing this, explain that we call the lion 'the King of the Jungle'. (Most children will now be aware of this because of the film The Lion King.) 4 Ask another child to pretend to be an elephant. While she/he is doing this describe the elephant's characteristics (big, strong). 5 Continue in this way with the other lines of the song, eliciting the description wherever possible. 6 Sing the song, miming the characteristics as suggested. 7 Sing it again a couple of times, encouraging the children to do the actions and join in.
VARIATIONS	There are traditional songs which mention animals, for example: 'Old MacDonald had a farm', 'The animals went in two by two', and 'Baa baa black sheep'.

Animals

<p>The li - on is the king of the jungle, The elephant is big and strong, The crocodile is very dangerous, The snake is very long. The monkey likes to swing through the branches,</p> <p>The camel likes to walk, walk, walk, The hippo likes to sit in the mud all day,</p>	<p><i>Walk round looking proud</i> <i>Walk round swinging your</i> <i>arm in front of your nose</i> <i>Open and close your hands</i> <i>like a crocodile's jaws</i> <i>Move your arm like a snake</i> <i>Pretend to swing</i> <i>Walk round</i></p>
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<p>The parrot likes to talk, talk, talk, talk, talk, talk, talk Talk, talk, talk, talk, talk</p> <p>(S.M. Ward)</p>	<p><i>Make a gesture for 'fat' and pretend to sit</i></p> <p><i>Open and close your hand</i></p> <p><i>Like a beak</i></p>
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5.2. The weather

AGE	All
TIME	5 minutes
AIMS	Language: vocabulary about weather Other: Total Physical Response
DESCRIPTION	The children say a rhyme about the weather and do the actions
MATERIALS	Four pictures to represent the snow, the rain, the sun, and the wind
PREPARATION	Prepare the pictures
IN CLASS	<p>1 Show the picture of the snow and say: <i>It's snowing</i>. Wrap your arms around yourself and shiver (as in the song below). Get the children to repeat.</p> <p>2 Repeat this procedure with the other pictures.</p> <p>3 Put the pictures up on the board in the order of the rhyme.</p> <p>4 Say the rhyme, doing the actions.</p> <p>5 Repeat a couple of times, encouraging the children to join in.</p>
FOLLOW-UP	When the children come to school each day, ask them ' <i>What's the weather today?</i> '

Weather rhyme

<p>It's snowing, it's snowing, Brr, brr, brr, It's raining, it's raining, pit-a-pat, pat, It's sunny, it's sunny, Phew! Phew! It's windy, it's windy, Whoosh! Whoosh!</p> <p>(V. Reilly and S. M. Ward)</p>	<p><i>Move your hands downwards slowly wiggling your fingers</i></p> <p><i>Wrap your arms round yourself and shiver exaggeratedly</i></p> <p><i>Move your hands downwards quickly, wiggling your fingers</i></p> <p><i>Tap your fingers lightly on the top of your head</i></p> <p><i>Spread your fingers out and sweep them in a big circle over your head</i></p> <p><i>Pretend to wipe the sweat from your brow</i></p> <p>Fill your cheeks with air and make a whistling or blowing sound</p>
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Games

5.3 Going to the doctor's

AGE	All
TIME	15 minutes

AIMS	Language: to learn to say what is wrong when they are not well Other: to role-play
DESCRIPTION	The children learn how to describe common ailments and role-play being at the doctor's.
MATERIALS	An overall, a toy stethoscope (if available) or an improvised one with a bit of rubber or plastic tubing; a picture of a doctor.
PREPARATION	Prepare the pictures
IN CLASS	<p>1 Show the picture of the doctor and ask the children if they know who it is and if they have ever been to the doctor's. Ask if they know the name of their doctor. (This stage could take quite a long time if the children want to regale you with all the illnesses they've had. You will need to use your own discretion depending on how long the lesson lasts.)</p> <p>2 Hold your head and start moaning: Oh, oh, I've got a headache. Then hold your stomach, moan, and say: I've got stomach-ache. Then put your hand on your jaw and say: I've got toothache. Wipe your brow and say: I've got a temperature. Pretend to sneeze and say: I've got a cold.</p> <p>3 Do this once or twice then call out one of the children. Say: I've got a headache and see if she/he can mime the action. Do this with other children and the other expressions.</p> <p>4 Call out one of the children to do a mime and the other children have to say: headache, toothache etc.</p> <p>5 Drill the sentences, getting the children to mime as they say them.</p> <p>6 Put on the overall and put the stethoscope round your neck and say: I'm the doctor. Ask for a volunteer to come out and be the patient.</p> <p>7 Ask the 'patient': What's the matter with you?</p> <p>8 Get her/him to mime and say: I've got ...</p> <p>9 Pretend to write a prescription and say: Here you are.</p> <p>10 Repeat this with one or two more children and then let them do the role-play in pairs.</p>

5.4. Traffic lights

AGE	All
TIME	10-15 minutes
AIMS	Language: colours, following instructions, Total Physical Response
DESCRIPTION	The children pretend to be cars and go fast or slow or stop according to which traffic sign is shown.
MATERIALS	One green, one red, and one orange circle of cardboard (or whatever colours are used in the country where you teach).
PREPARATION	Prepare the circles.
IN CLASS	<p>1 Hold up the green circle and elicit the colour.</p> <p>2 Do the same with the orange and red circles.</p> <p>3 Get the children to form a circle round you and tell them that they are driving cars. They must walk round you quickly when you say 'green', slowly when you say 'orange' and they must stop when you say 'red'.</p>

5.5. Weather game

AGE	All
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TIME	10-15 minutes
AIMS	Language: to understand instructions, to revise words for clothes and the weather, Total Physical Response Others to encourage independence in putting on clothes, doing up buttons, zips, etc.
DESCRIPTION	The children revise vocabulary for weather and clothes and play a game in which they have to choose the appropriate clothes for the weather
MATERIALS	One green, one red, and one orange circle of cardboard (or whatever colours are used in the country where you teach).
PREPARATION	Teach the weather on a day-by-day basis and through pictures, books, or videos.
IN CLASS	1 Revise weather vocabulary using pictures, and clothes using the ones that the children are going to put on in the game. 2 Put all the clothes in the centre of the room and get the children to fetch you the right item when you say, for example, <i>Louis, go and find a hat.</i> 3 After practising this a few times, tell the children that you are going to play a game in which they have to choose the right clothes according to the weather. Then you say, for example: Kumiko, it's raining, Kumiko must go and find something suitable for a rainy day. If she brings something suitable, she can wear it but if it is unsuitable, she must take it back. If you think the children would like a competition, the person who is wearing the most clothes at the end of the game is the winner.

5.6. Animal movements

AGE	All
TIME	10-15 minutes
AIMS	Language: to listen for instructions, words for animals and the way they move, Total Physical Response Other: learning about animals
DESCRIPTION	The children learn the words for animals and the way they move. They then play a game in which they imitate the animals.
MATERIALS	Pictures of the following animals: a kangaroo, a bird, a camel, a snail, a snake, a jaguar, a horse (prepare flashcards). A recording of some instrumental music (e.g. The Carnival of the Animals by Saint-Saens). If you like you can make animal masks.
PREPARATION	If you think it is preferable, teach the words for the animals in previous lessons
IN CLASS	1 Show the pictures of the animals and teach or elicit the names for them. 2 Show the picture of the kangaroo and say: Kangaroos jump. (Jump up and down to illustrate the meaning.) 3 Show the picture of the kangaroo again and say: Kangaroos jump. Indicate that you want the children to do the action. 4 Repeat stages 2 and 3 with the following: Binds fb Camels walk. Snails crawl. Snakes wriggle. Jaguars run. Horses gallop. (If you think there are too many, you could save some for another occasion.) 5 Put the instrumental music on and the children start walking round the room. When you call out the name of an animal, they must do the appropriate movement. 6 If you wish, divide the children into groups of different animals.

	When you call out the name, only those in that group do the action.
VARIATION	On another occasion you could use the sounds that animals make instead of the way they move. For example: <i>Dogs say woof woof, Gas say miaow. Pigs say oink oink. Birds say tweet sweet. Snakes say Ssssss. Horses say neigh.</i> If you prefer, you can use the animal sounds that the children are familiar with in their own language, although they do like learning the English equivalents.

Unit 6. Festivals.

Festivals are a good way of introducing children to the culture of the countries where English is spoken. Children also enjoy the celebrations immensely and can get very excited. We have included Christmas and Easter in this chapter as they are very popular with young children and they lend themselves to games, dressing up, and colourful activities to which family and friends can be invited.

Although these three festivals are part of the Christian calendar, many of the elements are based on ancient pagan celebrations and many of the ideas could be adapted to other festivals, such as a dragon procession for Chinese New Year or making presents for Eid ul-Fitr. For children of pre-school age the main interest lies in Christmas presents and Easter eggs and the celebrations need not have any religious significance at all. Whether or not you include these or other festivals is at your discretion depending on your teaching situation.

Christmas

Christmas is a festival which is very important for children in many countries where English is spoken. In schools many hours are dedicated to decorating the classroom, preparing school concerts and nativity plays, and making Christmas cards to send to family and friends. It is perhaps the most important festival for children: full of colour, fun, and surprises. Children mark the days off on a calendar until Christmas Eve (24th December), when Father Christmas brings presents in the night. Usually children get up very early on Christmas Day (25th December), often having only slept a couple of hours, to see what Father Christmas has brought them. They then spend the day with their family eating turkey, Christmas Pudding (a hot cake-type dessert with raisins and other dried fruit), and lots of chocolate.

6.1. Guess the present

AGE	All
TIME	15 minutes
AIMS	Language: <i>What is it?</i> , shapes, colours, vocabulary Other: to guess something by its shape
DESCRIPTION	A guessing game
PREPARATION	Make the 'presents'. Draw or find pictures of objects that are reasonably easy to guess by their outline. Cut out and stick them to cardboard. On the other side stick some pretty paper.
IN CLASS	1 Tell the children that you have some presents and they must guess what they are. 2 Hold up a 'present' with the pretty paper facing the children and ask them to try and guess what it is. 3 The child who guesses correctly holds the picture. 4 The child with most 'presents' is the winner.
COMMENTS	Some children will shout out the answers. Give quieter children a chance to win a 'present' too.

6.2. Make a Christmas tree

AGE	All
TIME	20 minutes
AIMS	Language: <i>to revise colours</i> Other: eye-hand co-ordination
DESCRIPTION	The children make a pretend tree.
MATERIALS	Triangles of green card, sweet papers, bottle tops, and other pieces of bright junk.
IN CLASS	1 Show the children one of the green triangles and ask them what they think they are going to make. 2 Fold the triangle in half and stand it up. If they cannot guess then tell them they are going to make a Christmas tree. 3 Ask them which colours they expect to see on a Christmas tree. 4 Show them the bright papers, etc. you have collected and get them to tell you the colours they want on the tree. Stick decorations to your tree as they tell you. 5 The children now make a tree themselves.
VARIATION 1	If your children are just learning the colours and are not very confident at speaking, you could convert it into a listening exercise by telling them which colours to take from the pile of papers.
VARIATION 2	Put one big green triangle on the wall, low enough for the children to reach. All the children help to decorate the class 'tree'.

Easter

Although Easter is an important Christian festival, the traditional symbols such as eggs, chicks, and rabbits are celebrations of spring. In some places the Easter Bunny (rabbit) brings chocolate eggs on Easter Sunday. In Britain, on Easter Monday (the following day) there are many different traditional games and contests such as Hunt the Egg, Egg Rolling, Egg and Spoon Races, and Egg Painting. Some villages compete against each other with 'Tug-of-War' (rope pulling) or ball games.

6.3. Egg painting

AGE	All
TIME	15 minutes
AIMS	Language: revision of colours, following instructions Other: eye-hand co-ordination
DESCRIPTION	The children decorate eggs.
MATERIALS	One hard-boiled egg per child and one for the teacher, coloured crayons or pencils (not paints or pens if the children are going to eat them afterwards, as eggs are porous).
IN CLASS	1 Revise colours by showing the colours and eliciting the names for them (see Chapter 4, 'Number, colour, and shape'). 2 Show the children how to decorate an egg. 3 Give each child an egg and let them decorate it in any way they want.
FOLLOW UP	The children can have an egg rolling competition. 1 Draw a mark on the floor. 2 Each child takes a turn at rolling her/his egg towards the mark from a particular point. 3. The child who gets her/his egg closest to the mark is the winner.
VARIATION	The children can paint the eggs with food colouring, or dye them with special edible dye.
COMMENTS	1 You will probably have to ask parents to provide the eggs. 2 When the eggs have been coloured, they can be eaten as long as the colour has not penetrated the shell and marked the white of the egg. But the children may want to keep their eggs.

Strategies to Motivate Your Child to Learn

Put your child in the driver's seat as much as possible

When it comes to education, all some kids experience is control, control, control. When a child feels controlled, or out of control when it comes to their education, they often withdraw from learning. It's important to guide children through the learning process, but it's just as important to allow children to have control of their own learning experience. Whether at home, or in the classroom, provide children the ability to have direct input into their learning choices. A good way to do this is to provide children options.

Focus on your child's interests

When learning engages children in areas and subjects of interest, learning becomes fun and children engage in learning. If you really want to help your child to become a good learner, encourage him to explore topics and subjects that fascinate him. If he likes dinosaurs, help him find engaging and interesting books and stories about dinosaurs. Then challenge him to identify his five favorite dinosaurs and explain

why he chose each one.

Introduce and encourage different types of learning styles

Every child has learning preferences and styles that are best suited to their way of learning. Some children have a dominant learning style, while others prefer to learn using a mix of learning styles. There isn't necessarily one right or wrong learning style, or mix of learning styles. However, by helping your child discover his preferred learning styles, you can use techniques that will improve his rate and quality learning.

There are seven fundamental learning styles: Visual, Auditory, Verbal, Physical, Logical (mathematical), Social and Solitary. For example, children who are visual learners learn best by seeing how things work. Conversely, children who are auditory learners learn best by listening to things being explained. For young children, it's beneficial to explore and employ different types of learning styles.

Share your enthusiasm for learning

Enthusiasm rubs off, especially when it comes to learning new things. If your child sees that you're sincerely enthusiastic about learning, they're likely to become enthusiastic about learning. Whether it's history, science, reading, writing or even math, help him see that learning is a journey of exciting new discoveries. Take every opportunity – without being overwhelming or overbearing – to discover new information with him. As your child sees the joy and excitement learning brings to your life, he'll begin to share your enthusiasm for learning new things as well.

Make learning fun through game-based learning

Game-based learning is not a new concept. It's been around for a long time. Game-based learning can be very advantageous for many reasons. Using games as an education tool not only provides opportunities for deeper learning and development of non-cognitive skills, it helps motivate children to want to learn. When a child is actively engaged with a game, their mind experiences the pleasure of learning a new system. This is true regardless of whether the game is considered "entertainment" (e.g., video game) or "serious" (e.g., military simulator). Games that are entertaining provide the added benefit of motivating children to want to engage in the learning process and want to learn more.

Help your child stay organized

Helping your child organize his/ her toys, papers, books and assignments will go a long way to helping him feel motivated to learn. Disorganization is typical among pre-school and young school age children, but it can also lead to a feeling of being overwhelmed. Overwhelmed children spend more time and effort being frustrated and worried than they do learning. Be patient, but consistent, in helping your child organize his school supplies and assignments. This will help him feel in control, less overwhelmed and more motivated to learn.

Recognize and celebrate achievements

No matter how small they may be, it's important to recognize and celebrate your child's achievements. This is especially important for elementary age school children who require constant positive reinforcement to keep them motivated to learn and challenge themselves to do better. We're not suggesting that you praise mediocrity, but that you offer recognition and celebrate your child's achievements. Finishing a difficult project deserves a special treat; doing well on a math test could call for a trip to get ice cream. Always use positive reinforcement as your tool to motivate learning with your child.

Перечень практических занятий

Раздел	Наименование практического занятия	Кол-во часов
1. The creative classroom	Story-telling and drama. Art and craft activities	2
2. Basic language activity	Basic language activity	2
3. All about me	All about me. The gingerbread man game. Reading a book: Spot's birthday.	2
4. Number, colour, and shape	Number, colour, and shape. Games: Please, Mr Crocodile. The shape bag. Playing with dough and plasticine.	2
5. The world around us	The world around us. Going to the doctor's. Traffic lights. Weather game. Animal movements	2
6. Festivals	Festivals. Guess the present. Make a Christmas tree	2

Тестовые задания: указать верные ответы

<p>1. What is one of the main goals of a quality learning environment?</p>	<p>a) Ensure discipline is rigidly maintained b) Keep all facilities clean and in good condition c) Maximising learning</p>
<p>2. What might be your role be in organizing, using and maintaining the learning resources, materials and equipment for the lesson? (Select three)</p>	<p>a) Ensure that security in the school is up to standard b) Assisting in preparation of resources before lessons and tidying afterwards c) Keep classroom resources in good order d) Assist in the presentation of work and display areas e) Enforce disciplinary action</p>
<p>3. What aspects of safety would you consider before and during the lesson discussed in Question One? (Select three)</p>	<p>a) Check the availability and location of safety equipment in the learning environment b) What safety equipment is kept in different learning environments c) The principles and practices of inclusive education and the implications of these for setting out learning environments d) The roles and responsibilities of others within the school in respect of establishing and maintaining learning environments e) The school's health and safety policy as it applies to learning environments, resources and materials f) Maintain a complete and accurate inventory of resources</p>
<p>4. In many countries there is no prescriptive syllabus for pre-school teaching. This has the advantage of giving teachers the freedom to design the syllabus around the children's own needs and interests, but the disadvantage is that teachers _____.</p>	<p>have no guidelines as to what they should teach and how they should set about it.</p>
<p>5. When we are teaching pre-literate children, you have to be good at acting to keep a group of children enthralled.</p>	<p>a) True b) False</p>
<p>6. You may find that the youngest children will not sit still while they are not involved, so you can let them all _____. It does not matter if they are not well concealed. you, you can't see them.</p>	<p>a) hide</p>

7. If your lessons are more than fifteen minutes in length, you need to keep the children's interest by changing activities every a) _____ or b) _____ minutes. This is why it is important to have a wide variety of activities.	a) five b) ten
8. Small children are still largely egocentric.	a) True b) False
9. Another useful book on the theme of birthdays is _____.	a) My Presents by Rod Campbell
10. For learning parts of the face vocabulary what game fits best?	a) Step forward b) Pizza face c) Robot game d) Draw a face
11. Young children tend to rely too much on _____ to solve the problems.	a) appearance b) sounds c) sense of touch
12. Number sense involves _____ with numbers, as when the child knows immediately that eight is bigger than four, or sees that there are three animals without having to count.	a) fluency
13. Estimation involves figuring out the approximate number of a group of objects and is related to the notion of plausible answers.	a) True b) False
14. Regardless of the objects being counted, you should ask _____ questions	a) concrete b) abstract c) both
15. Rolling and pinching the dough to make certain shapes will bring a better control in the _____ and _____.	a) hands b) fingers
16. Unit 6 "The World Around Us" includes activities that will encourage children's awareness of nature, and also includes potentially frightening situations such as emergencies and going to the doctor, which can be dealt with in class through _____.	a) dancing b) role-play c) signing d) making rhymes
17. Miming is	a) to attack or treat with ridicule, contempt, or derision b) the art or technique of portraying a character, mood, idea, or narration by gestures and bodily movements c) to play or trifle idly; fool
18. Teach the _____ on a day-by-day basis and through pictures, books, or	a) food b) colours

videos.	c) weather d) all above
19. Festivals are a good way of introducing children to the _____ of the countries where English is spoken.	a) culture
20. There are seven fundamental learning styles: _____, _____, Verbal, Physical, Logical (mathematical), Social and Solitary. For example, children who are _____ learners learn best by seeing how things work. Conversely, children who are _____ learners learn best by listening to things being explained.	a) Visual b) Auditory c) Visual d) auditory

6. ФОРМЫ АТТЕСТАЦИИ И ОЦЕНОЧНЫЕ МАТЕРИАЛЫ

6.1 Оценка качества освоения дополнительной профессиональной программы осуществляется в форме итоговой аттестации – зачет.

Качество контрольно-измерительных материалов документально подтверждено независимым работодателем по следующим показателям:

- Соответствие теоретического материала содержанию дополнительной профессиональной программы;
- Достаточность вопросов по итоговой аттестации для подтверждения качественного изменения профессиональной компетенции;
- Соответствие содержания вопросов характеристике профессиональной компетенции;
- Соответствие практических знаний содержанию дополнительной профессиональной программы;
- Достаточность объема практических знаний для подтверждения качественного изменения профессиональной компетенции;
- Соответствие содержания практических заданий характеристике профессиональной компетенции.

6.2 По итогам аттестации выставляется оценка «зачтено» или «не зачтено».

Шкала	Критерии оценивания
Оценка «зачтено»	Оценка «зачтено» выставляется студенту, если он глубоко и прочно усвоил программный материал, исчерпывающе, последовательно, четко и логически стройно его излагает, умеет тесно увязывать теорию с практикой, свободно справляется с практическим заданием, вопросами и другими – видами применения знаний, не затрудняется с ответом при видоизменении задания, использует в ответе материал различной литературы, правильно обосновывает принятое нестандартное решение, владеет разносторонними навыками и приемами выполнения практической задачи.
Оценка «не зачтено»	Оценка «не зачтено» выставляется студенту, который не знает значительной части программного материала, неуверенно отвечает, допускает серьезные ошибки, не имеет представлений по методике выполнения практической работы.

6.3 Освоение дополнительной профессиональной программы в полном объеме завершается выдачей удостоверения о Повышении квалификации установленного образца.

7. МАТЕРИАЛЬНО-ТЕХНИЧЕСКИЕ УСЛОВИЯ РЕАЛИЗАЦИИ ПРОГРАММЫ

№ и адрес учебного здания	№ и наименование учебных аудиторий,	Оснащенность учебных аудиторий, лабораторий, библиотек, спортзалов, помещений для хранения и профилактического обслуживания учебного оборудования и т.п.	Перечень лицензионного программного обеспечения. Реквизиты подтверждающего документа
г. Челябинск, ул. Комсомольский проспект 113А	Аудитория № 215: для проведения занятий семинарского типа (практических занятий), групповых и индивидуальных консультаций, курсового проектирования (выполнения курсовой работы), текущего контроля успеваемости и промежуточной аттестации.	компьютеры – 24; парты - 24; стулья - 24; маркерная доска - 1; мультимедийный видеопроектор - 1; демонстрационный экран - 1, рабочее место преподавателя (рабочая станция преподавателя с выходом в Интернет и обеспечением доступа в электронную информационно-образовательную среду Университета).	Microsoft Windows (Договор Tr000522757, Акт предоставления прав № Tr085850 от 19.08.2021, дополнительное соглашение №1 к договору от 23.08.2021) Microsoft Office (Договор Tr000522757, Акт предоставления прав № Tr085850 от 19.08.2021, дополнительное соглашение №1 к договору от 23.08.2021) Adobe Acrobat Reader DC Линко V8.3 Договор № 03 (бессрочный) Google Chrome
г. Челябинск, ул. Комсомольский проспект 113А	Аудитория № 215: для проведения занятий семинарского типа (практических занятий), групповых и индивидуальных консультаций, курсового проектирования (выполнения курсовой работы), текущего контроля успеваемости и промежуточной аттестации.	компьютеры – 24; парты - 24; стулья - 24; маркерная доска - 1; мультимедийный видеопроектор - 1; демонстрационный экран - 1, рабочее место преподавателя (рабочая станция преподавателя с выходом в Интернет и обеспечением доступа в электронную информационно-образовательную среду Университета).	Microsoft Windows (Договор Tr000522757, Акт предоставления прав № Tr085850 от 19.08.2021, дополнительное соглашение №1 к договору от 23.08.2021) Microsoft Office (Договор Tr000522757, Акт предоставления прав № Tr085850 от 19.08.2021, дополнительное соглашение №1 к договору от 23.08.2021) Adobe Acrobat Reader DC Линко V8.3 Договор № 03 (бессрочный) Google Chrome
г. Челябинск, ул. Комсомольский проспект 113А	Аудитория № 216: для проведения занятий семинарского типа (практических занятий), групповых и индивидуальных консультаций, курсового проектирования (выполнения курсовой работы), текущего контроля успеваемости и промежуточной аттестации.	компьютеры – 24; парты - 24; стулья - 24; маркерная доска - 1; мультимедийный видеопроектор - 1; демонстрационный экран - 1, рабочее место преподавателя (рабочая станция преподавателя с выходом в Интернет и обеспечением доступа в электронную информационно-образовательную среду Университета).	Microsoft Windows (Договор Tr000522757, Акт предоставления прав № Tr085850 от 19.08.2021, дополнительное соглашение №1 к договору от 23.08.2021) Microsoft Office (Договор Tr000522757, Акт предоставления прав № Tr085850 от 19.08.2021, дополнительное соглашение №1 к договору от 23.08.2021) Adobe Acrobat Reader DC Линко V8.3 Договор № 03 (бессрочный) Google Chrome

8. ОРГАНИЗАЦИОННО-ПЕДАГОГИЧЕСКИЕ УСЛОВИЯ РЕАЛИЗАЦИИ

8.1. Педагогический состав, обеспечивающий реализацию дополнительной профессиональной программы, соответствует всем нормативным требованиям. Реализация дополнительной профессиональной программы обеспечивается педагогическими кадрами, имеющими базовое образование, соответствующее профилю преподаваемой дисциплины и систематически занимающимися научной и научно-методической деятельностью.

8.2. В учебном процессе в подготовке по дополнительной профессиональной программы участвуют преподаватели, имеющие ученые степени кандидата наук и/или доктора наук, ученое звание доцента, а также практические работники образовательных организаций,

8.3. Реализация дополнительной профессиональной программы обеспечивается доступом каждого обучающегося к базам данных и библиотечному фонду. Во время самостоятельной подготовки обучающиеся обеспечены доступом к сети Интернет, доступом к электронно-библиотечной системе (ЭБС) IPRbooks.

8.4. Библиотечный фонд, помимо учебной литературы, включает официальные, справочно-библиографические и периодические издания. Университет обеспечен необходимым комплектом лицензионного программного обеспечения.

9. УЧЕБНО-МЕТОДИЧЕСКОЕ И ИНФОРМАЦИОННОЕ ОБЕСПЕЧЕНИЕ ПРОГРАММЫ

Основная учебная литература:

1. Вронская, И. В. 105 занятий по английскому языку для дошкольников : пособие для воспитателей детского сада, учителей английского языка и родителей / И. В. Вронская. — Санкт-Петербург : КАРО, 2020. — 368 с. — ISBN 978-5-9925-0352-4. — Текст : электронный // Электронно-библиотечная система IPR BOOKS : [сайт]. — URL: <https://www.iprbookshop.ru/100883>

2. Дмитриев, Ю. А. Информационные и коммуникационные технологии в профессиональной деятельности педагога дошкольного образования / Ю. А. Дмитриев, Т. В. Калинина, Т. В. Кротова. — Москва : Московский педагогический государственный университет, 2016. — 188 с. — ISBN 978-5-4263-0475-8. — Текст : электронный // Электронно-библиотечная система IPR BOOKS : [сайт]. — URL: <https://www.iprbookshop.ru/97724>

3. Основы дошкольной педагогики / Л. В. Коломийченко, Н. А. Зорина, Л. С. Половодова [и др.] ; под редакцией Л. В. Коломийченко. — Пермь : Пермский государственный гуманитарно-педагогический университет, 2013.

— 157 с. — Текст : электронный // Электронно-библиотечная система IPR BOOKS : [сайт]. — URL: <https://www.iprbookshop.ru/32075>

Дополнительная литература:

1. Дошкольная педагогика. Эстетическое воспитание и развитие : учебник и практикум для вузов / Е. А. Дубровская [и др.] ; под редакцией Е. А. Дубровской, С. А. Козловой. — 2-е изд., испр. и доп. — Москва : Издательство Юрайт, 2021. — 179 с. — (Высшее образование). — ISBN 978-5-534-06300-4. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/470661>

2. Савенкова, Т. Д. Развитие социального интеллекта дошкольников : учебное пособие для вузов / Т. Д. Савенкова. — Москва : Издательство Юрайт, 2021. — 146 с. — (Высшее образование). — ISBN 978-5-534-13640-1. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/477160>

Перечень ресурсов информационно-телекоммуникационной сети «Интернет»

1. IPR BOOKS: Электронно-библиотечная система : [сайт]. — URL: <http://www.iprbookshop.ru>
2. Управление в современных системах : электронный журнал : [сайт] / ОУ ВО «Южно-Уральский технологический университет. – Челябинск, 2013-... - URL: <http://journal.inueco.ru/>
3. ЮРАЙТ: Электронно-библиотечная система : [сайт]. — URL: <https://urait.ru>

10. ПЕРЕЧЕНЬ ВОПРОСОВ ДЛЯ ПРОВЕДЕНИЯ ИТОГОВОЙ АТТЕСТАЦИИ:

1. How you plan your syllabus and your lessons for pre-literate children?
2. What are organization of the classroom for pre-literate children?
3. Speak about peculiarities of class management for pre-literate children.
4. What are 'lively' and 'calming' activities during the lesson? Why you need to balance both aspects when planning a lesson?
5. Describe the principle of the game "Simon says", explain what functional issues this game develops and what are its advantages.
6. What are calming activities. List them and speak out precisely about each one.
7. Give the rules of "The gingerbread man game" and explain how it helps to develop language skills.
8. What evolves the idea of same number (list all five steps)?
9. What does Number Sense mean? What does it involve?
10. List key issues surrounding the introduction of formal math to young children.
11. How to work and analyze counting books in the process of learning both language and maths?
12. Explain the rules of the game "Please, Mr Crocodile". What is it for? What language skills it helps to develop and which vocabulary?
13. Explain the importance of playing dough and plasticine for motor skills in preschoolers. What games you as a teacher can play with them using dough and plasticine?
14. Explain how miming helps when teaching English with pre-school students using song "Animals".
15. List key games, rhymes, songs and other activity to learn different vocabulary items connected with festivals and celebrations.
16. Talk about one of strategies to motivate your child to learn - Put your child in the driver's seat as much as possible.
17. Talk about one of strategies to motivate your child to learn - Focus on your child's interests.

18. Talk about one of strategies to motivate your child to learn - Introduce and encourage different types of learning styles.
19. Talk about one of strategies to motivate your child to learn - Share your enthusiasm for learning.
20. Talk about one of strategies to motivate your child to learn - Make learning fun through game-based learning.
21. Talk about one of strategies to motivate your child to learn - Make learning fun through game-based learning.
22. Talk about one of strategies to motivate your child to learn - Help your child stay organized.
23. Talk about one of strategies to motivate your child to learn - Recognize and celebrate achievements.

БИЛЕТЫ

ОУ ВО «ЮЖНО-УРАЛЬСКИЙ ТЕХНОЛОГИЧЕСКИЙ УНИВЕРСИТЕТ»

УТВЕРЖДАЮ:
Нач. отдела Крыгина Е.И. _____

Билет №1

**на итоговый зачет по дополнительной профессиональной программе
«English Tutor for Young Learners»**

1. How you plan your syllabus and your lessons for pre-literate children?
2. Talk about one of strategies to motivate your child to learn - Recognize and celebrate achievements.

ОУ ВО «ЮЖНО-УРАЛЬСКИЙ ТЕХНОЛОГИЧЕСКИЙ УНИВЕРСИТЕТ»

УТВЕРЖДАЮ:
Нач. отдела Крыгина Е.И. _____

Билет №2

**на итоговый зачет по дополнительной профессиональной программе
«English Tutor for Young Learners»**

1. What are organization of the classroom for pre-literate children?
2. Talk about one of strategies to motivate your child to learn - Help your child stay organized.

ОУ ВО «ЮЖНО-УРАЛЬСКИЙ ТЕХНОЛОГИЧЕСКИЙ УНИВЕРСИТЕТ»

УТВЕРЖДАЮ:
Нач. отдела Крыгина Е.И. _____

Билет №3

**на итоговый зачет по дополнительной профессиональной программе
«English Tutor for Young Learners»**

1. Speak about peculiarities of class management for pre-literate children.
2. Talk about one of strategies to motivate your child to learn - Make learning fun through game-based learning.

ОУ ВО «ЮЖНО-УРАЛЬСКИЙ ТЕХНОЛОГИЧЕСКИЙ УНИВЕРСИТЕТ»

УТВЕРЖДАЮ:
Нач. отдела Крыгина Е.И. _____

Билет №4

**на итоговый зачет по дополнительной профессиональной программе
«English Tutor for Young Learners»**

1. What are 'lively' and 'calming' activities during the lesson? Why you need to balance both aspects when planning a lesson?
2. Talk about one of strategies to motivate your child to learn - Share your enthusiasm for learning.

ОУ ВО «ЮЖНО-УРАЛЬСКИЙ ТЕХНОЛОГИЧЕСКИЙ УНИВЕРСИТЕТ»

УТВЕРЖДАЮ:
Нач. отдела Крыгина Е.И. _____

Билет №5

**на итоговый зачет по дополнительной профессиональной программе
«English Tutor for Young Learners»**

1. Describe the principle of the game “Simon says”, explain what functional issues this game develops and what are its advantages.
2. Talk about one of strategies to motivate your child to learn - Introduce and encourage different types of learning styles.

ОУ ВО «ЮЖНО-УРАЛЬСКИЙ ТЕХНОЛОГИЧЕСКИЙ УНИВЕРСИТЕТ»

УТВЕРЖДАЮ:
Нач. отдела Крыгина Е.И. _____

Билет №6

**на итоговый зачет по дополнительной профессиональной программе
«English Tutor for Young Learners»**

1. What are calming activities. List them and speak out precisely about each one.
2. Talk about one of strategies to motivate your child to learn - Focus on your child's interests.

ОУ ВО «ЮЖНО-УРАЛЬСКИЙ ТЕХНОЛОГИЧЕСКИЙ УНИВЕРСИТЕТ»

УТВЕРЖДАЮ:
Нач. отдела Крыгина Е.И. _____

Билет №7

**на итоговый зачет по дополнительной профессиональной программе
«English Tutor for Young Learners»**

1. Give the rules of “The gingerbread man game” and explain how it helps to develop language skills.
2. Talk about one of strategies to motivate your child to learn - Put your child in the driver's seat as much as possible.

ОУ ВО «ЮЖНО-УРАЛЬСКИЙ ТЕХНОЛОГИЧЕСКИЙ УНИВЕРСИТЕТ»

УТВЕРЖДАЮ:
Нач. отдела Крыгина Е.И. _____

Билет №8

**на итоговый зачет по дополнительной профессиональной программе
«English Tutor for Young Learners»**

1. What evolves the idea of same number (list all five steps)?
2. List key games, rhymes, songs and other activity to learn different vocabulary items connected with festivals and celebrations.

ОУ ВО «ЮЖНО-УРАЛЬСКИЙ ТЕХНОЛОГИЧЕСКИЙ УНИВЕРСИТЕТ»

УТВЕРЖДАЮ:
Нач. отдела Крыгина Е.И. _____

Билет №9

**на итоговый зачет по дополнительной профессиональной программе
«English Tutor for Young Learners»**

1. What does Number Sense mean? What does it involve?
2. Explain how miming helps when teaching English with pre-school students using song “Animals”.

УТВЕРЖДАЮ:
Нач. отдела Крыгина Е.И. _____

Билет №10

**на итоговый зачет по дополнительной профессиональной программе
«English Tutor for Young Learners»**

1. List key issues surrounding the introduction of formal math to young children.
2. Explain the importance of playing dough and plasticine for motor skills in preschoolers. What games you as a teacher can play with them using dough and plasticine?

Билет №11

**на итоговый зачет по дополнительной профессиональной программе
««English Tutor for Young Learners»»**

1. How to work and analyze counting books in the process of learning both language and maths.
2. Explain the rules of the game “Please, Mr Crocodile”. What is it for? What language skills it helps to develop and which vocabulary?

ЛИСТ СОГЛАСОВАНИЯ

Наименование программ	Подпись		
	Заведующая библиотечно- информационным центром	Начальник отдела дополнительного образования	Начальник редакционно- издательского отдела
«English Tutor for Young Learners» (Специалист в области английского языка для детей дошкольного возраста)			