

TEACHING GUIDELINES FOR PRESCHOOL EDUCATION

CURRICULUM – CLIL



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BILINGUAL EDUCATION
A STEP AHEAD



Erasmus+

TEACHING GUIDELINES FOR PRESCHOOL EDUCATION

CURRICULUM – CLIL

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ROLA NAUCZYCIELA

„UCZYMY SIĘ RAZEM I NAWZAJEM OD SIEBIE, SZANUJĄC KAŻDĄ INDYWIDUALNOŚĆ”

Nauczyciele wychowania przedszkolnego to bardzo zróżnicowana grupa zawodowa. Oprócz wieku, wykształcenia i doświadczenia różnią nas pasje i zamiłowania oraz a może przede wszystkim teorie wychowawcze. Naszym światopoglądom niejednokrotnie nie jest „po drodze”. Spieramy się w wielu kwestiach, ale w jednej musimy być jednomyślni - nasza praca to nasza misja, którą powinniśmy wypełniać jak najlepiej. Mamy świadomość swojej roli i odpowiedzialności za cały **proces edukacyjno-wychowawczy**, tym bardziej, że ów proces dotyczy dzieci najmłodszych. W ramach projektu Erasmus+ „*Bilingual education: a step ahead*” wspólnie wypracowaliśmy model nauczyciela, który odpowiada naszej wizji wychowawczej i edukacyjnej.

Przede wszystkim identyfikujemy się z założeniami *pedagogiki emancypacyjnej – humanistycznej*, której celem jest samorealizacja. Według niej wychowanie powinno być niedyrektywne, bezinteresowne, oparte na ofertach i wyborach. Powinno *stawiać na jednostkę, jej indywidualność oraz na wspólnotę, do której należy*. Służy ono *wydobywaniu z człowieka jego potencjału z myślą o jego życiu*. Emancypacyjne „**zmięć się**” oznacza korzystanie z przysługującego człowiekowi prawa do podmiotowości. To *chęć bycia sobą przez poszukiwanie oparcia we własnym odczuciu świata, wiedzy i innych wartości w nim nagromadzonych*.

Takie podejście pozwala nam inaczej, szerzej, perspektywicznie patrzeć na naszych wychowanków. Widzimy wszystkich i każde z osobna, także tych o specjalnych potrzebach edukacyjnych. Nie różnicujemy i nie izolujemy. Tworzymy społeczność, w której wzajemne, dobre relacje są fundamentem wszelkich działań. Wybrałyśmy model równych szans nie!!!! jednakowego rozwoju.

Jako nauczyciele jesteśmy wpisani w rozwój dziecka i to w dużym stopniu od nas zależy jak ten rozwój będzie przebiegał w przyszłości.

NASZA WIZJA NAUCZYCIELA PREDSZKOLA

Nauczyciel:

1. respektuje ideę podmiotowości dziecka;
2. ma świadomość niezależności dziecka oraz potrzeby bycia samodzielnym, wdraża do odpowiedzialności, szanuje jego wybory, nie stosuje przymusu;
3. tworzy bezpieczne i przyjazne dziecku otoczenie społeczne;
4. organizuje otoczenie społecznoedukacyjne tak, aby sprzyjało zachowaniu odrębności rozwojowej wychowanków oraz wzmacniało i rozwijało ich indywidualność;

5. jest otwarty na każde dziecko, jego potrzeby, oczekiwania i możliwości;
6. pomaga, jeżeli jest o to proszony, „usuwa się w cień”, jeżeli dziecko tego oczekuje, nie wyręcza;
7. jest aktywny, kiedy wprowadza dziecko w związki z otoczeniem - pasywny, kiedy relacja ta się już nawiązała;
8. szanuje odrębności i indywidualności pozwalające jemu dziecku na rozwój swych twórczych zamierzeń;
9. posiada orientację w różnych sposobach komunikowania się dzieci, zarówno werbalnych jak i niewerbalnych; rozumie nie tylko słowa, ale także komunikaty nadawane przez dzieci za pomocą gestów, min i spojrzeń;
10. posiada umiejętność dobrego komunikowania się – umie mówić i słuchać;
11. prezentuje postawę, która będzie stanowić dla dziecka wzorzec, punkt odniesienia;
12. podtrzymuje zapal poznawczy dziecka, wykazuje zainteresowanie tym, co ono robi;
13. dostrzega, rozumie i właściwie reaguje na emocje dziecka – jest empatyczny, co oznacza: *-,wiedzieć, kiedy śpieszyć z pomocą a kiedy się od niej powstrzymać, umiejętnie występować w obronie dziecka, rozumieć jego postępowanie”;*
14. kształtuje i rozwija motywację poznawczą oraz potrzebę osiągnięć dziecka, ma twórczy, otwarty na modyfikacje i innowacje stosunek do własnych zadań, chętnie się uczy;
15. przyjmuje postawę zaciekawienia światem i zarazem nią dzieci;
16. współpracuje ze środowiskiem rodzinnym dziecka;
17. współpracuje ze środowiskiem lokalnym i instytucjami działającymi na rzecz dziecka i jego edukacji.

Nauczyciel, aby mógł akceptować dziecko, jako jednostkę autonomiczną, odmienną i niepowtarzalną przede wszystkim musi akceptować samego siebie. Z szeroko pojętej akceptacji wynika stosowanie w pracy zasady dwupodmiotowości, która zakłada wzajemność brania i dawania, naprzemiennność zajmowania pierwszej (inicjującej) i drugiej (przyjmującej) pozycji w procesie komunikowania się, dochodzenia do wspólnych znaczeń. Przyjęcie tej zasady przejawia się w traktowaniu dziecka, jako drugiego człowieka, a więc stosowaniu i przestrzeganiu wobec niego takich samych zasad zachowania jak wobec innych dorosłych.

Zgodnie z zasadą dwupodmiotowości nauczyciel nie powinien podkreślać ciągle własnej kompetencji wobec dziecka, natomiast powinien być świadomy tego, że dziecko jest również kompetentne w wielu dziedzinach.

Napisane przez:

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THE ROLE OF A TEACHER

„WE LEARN TOGETHER AND FROM EACH OTHER, WITH RESPECT TO INDIVIDUALITY“

Pre-school teachers conform a strongly diversified professional group. We may be of different ages, educational backgrounds, and areas of experience, but we also have different passions, interests, and, maybe primarily, different pedagogical approaches. Our worldviews do not necessarily coincide. We may disagree on numerous matters, but we must concur about one thing – our job is our mission and we should fulfill it the best we can. We are aware of our role and responsibility for the entire educational and pedagogical process, especially since this process concerns the youngest children. In the Erasmus + “Bilingual education: a step ahead” project, together, we have developed a model of a teacher that corresponds to our educational and pedagogical vision.

Above all, we identify ourselves with the assumptions of the *pedagogy of emancipation – of humanities*, that focuses on self-fulfillment. It states that education should be non-directive, selfless, and based on proposals and choices. It should *center on individuals, their uniqueness as well as a community they belong to*. Its role is to bring out human potential having in mind one’s life. The liberating “change” means using a person’s given right to empowerment. It is a will to be oneself through the search for support of one’s sense of the world, knowledge, and other values it brings about.

Such approach allows us to view our pupils in a different, broader and future-oriented manner. We see all and each of them, including those who have special educational needs. We do not differentiate or isolate. We build a community where good mutual relations form the base of all our activities. We have chosen a model of equal chances, not of equal development!!!

As teachers, we are embedded in children’s development and it greatly depends on us how this development will evolve in the future.

OUR VISION OF A PRE-SCHOOL TEACHER

A teacher:

1. Respects the idea of children’s empowerment;
2. Is aware of children’s independence and their need to be autonomous; instills responsibility, respects their choices, and does not use coercion;
3. Creates a safe and child-friendly social environment;
4. Organizes the social and educational environment in a way that is suitable for students to develop at their own pace as well as reinforce and advance their individuality;
5. Is open to all the children, their specific needs, expectations, and capabilities;

6. Helps when asked, “remains in the shadow” when a child expects it, does not perform tasks for children;
7. Is active when introduces a child into social interaction, passive when this interaction is already in place;
8. Respects distinctiveness and individuality that allows him/her and children to develop their own creative objectives;
9. Is familiar with various ways of communication with children, both verbal and non-verbal; understands not only words but also messages sent by children through gestures, facial expressions, and glances;
10. Can communicate effectively – is able to talk and listen;
11. Is a model of behavior and a reference point for children;
12. Maintains children’s eagerness to learn and shows interest in what they do;
13. Notices, understands, and properly reacts to children’s emotions – demonstrates empathy, which is *“knowing when to offer help and when to refrain from it, mindfully defending a child and understanding his/her behavior”*;
14. Molds and develops children’s cognitive motivation and their need of achievement; has a creative and innovative approach to own tasks and is open to modifications; learns willingly;
15. Demonstrates curiousness about the world and transmits it to children;
16. Collaborates with children’s family environment;
17. Collaborates with local environment and institutions that influence children’s wellbeing and education.

A teacher must above all accept him/herself in order to accept a child as an autonomous, singular, and unique being. A widely-understood notion of acceptance gives rise to the application of the rule of dual capacity which is based on the mutual relation between taking and giving, the alternation between assuming the primary (initiating) and the secondary (receiving) position in the communication process and reaching common meanings. This rule manifests itself in treating a child as a person which translates into subjecting him or her to the same rules of conduct as other adults.

According to the rules of dual capacity, teachers should not constantly emphasize their own competence in their relations with children, but should be aware that children are also competent in numerous areas.

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ROLA I ZADANIA DZIECKA W PROCESIE EDUKACYJNYM

IDENTYFIKACJA PROBLEMU, BUDOWANIE WIEDZY NA BAZIE DZIAŁANIA I SAMODZIELNYCH DOŚWIADCZEŃ

Od momentu narodzin dziecko staje się istotą aktywną, która w trakcie swojego rozwoju – dorastania przejawia zainteresowanie otaczającym je światem, nieprzerwanie dąży do poznawania właściwości rozmaitych przedmiotów, nabywa oraz doskonali różne formy aktywności. W procesie edukacyjnym najważniejszym czynnikiem wpływającym na prawidłowy rozwój dziecka jest atmosfera, w której się ono wychowuje. Atmosfera oparta na akceptacji dla dziecięcych umiejętności, potrzeb oraz motywowanie dziecka do działania ułatwi nauczycielowi wypracowanie u dziecka poczucia wysokiej samooceny i wiary we własne siły, co w procesie edukacyjnym pozwoli wykorzystać potencjalne możliwości dziecka oraz uzyskać wysoką aktywność podczas wykonywania powierzonych zadań.

Dziecku w odkrywaniu świata, najpierw pomaga rodzina, a później przedszkole i szkoła. W czasie jego aktywności edukacyjnej na terenie przedszkola wdramy je do aktywnego udziału w zabawach i zajęciach, zachęcamy do zabaw i komunikacji z rówieśnikami, zadawania pytań. Aby osiągnąć sukces edukacyjny, należy już od najmłodszych lat rozbudzać u dzieci aktywność, chęć poszukiwania i odkrywania. Koniecznym jest uczenie przez działanie oraz rozwijanie wyobraźni. W edukacji dwujęzycznej (zintegrowane kształcenie przedmiotowo-językowe – CLIL) przedszkolak zdobywa wiedzę o otaczającym go świecie za pomocą dwóch języków – ojczystego oraz języka obcego. Dziecko podejmując różnorodną aktywność w czasie zabaw i zajęć dwujęzycznych, ćwiczy swoją spostrzegawczość, uwagę, wzbogaca słownik, poszerza i utrwala wiadomości o otaczającym świecie. Okres przedszkolny jest dla dziecka przede wszystkim naturalnym okresem rozwoju umiejętności posługiwania się mową ojczystą, dziecko w tym okresie uczy się wymawiać prawidłowo wszystkie głoski, uczestniczy w komunikacji językowej z osobami dorosłymi i rówieśnikami.

Podobnie wygląda w tym okresie nabywanie umiejętności posługiwania się drugim językiem. Jednak aby zdolności komunikacyjne zostały uruchomione, dziecko musi być „otulone” w drugim języku –autentycznie słyszeć wypowiedzi w nim formułowane, mieć codzienną okazję do naśladowania wypowiedzi dorosłych i aktywnie uczestniczyć w komunikacji językowej.

Rolą i zadaniem dziecka jest więc po prostu dobra i aktywna zabawa podejmowana w radosnej atmosferze, pełna akceptacji dorosłych i życzliwości otaczającego środowiska. Jeśli warunki te zostaną dziecku zapewnione to proces wdrażania do dwujęzyczności przebiegać będzie harmonijnie.

W grupie dwujęzycznej zapewnia się dzieciom codzienny kontakt z językiem obcym, co zapewnia naturalne zdobywanie nowych językowych kompetencji. Dzieci poprzez gry, zabawy i odpowiednio dobrane pomoce dydaktyczne zadziwiająco szybko zaczynają rozpoznawać i reagować na komunikaty w języku obcym. Zapamiętują zwroty językowe, potrafią je stosować w praktyce, komunikują się za ich pomocą z nauczycielem.

W przedszkolu dzieci uczą się wszystkich treści edukacyjnych zawartych w programach wychowania przedszkolnego poprzez język obcy. Nauczyciel realizując w przedszkolu metodologię CLIL nie naucza dzieci gramatyki i słówek. Realizuje z nimi codzienne treści

zwracając się do dzieci w języku obcym co w sposób naturalny „wprowadza” nowe zwroty i słownictwo. Na terenie grupy dzieci rozwijają swoje kompetencje językowe poprzez: naśladowanie wypowiedzi dorosłych (zwroty codzienne takie jak: powitanie, pożegnanie, mycie rąk przed posiłkami, sprzątanie zabawek, wspólne zabawy, spacery itd.), uczenie się wielu rzeczy na pamięć (piosenki, wierszyki), samodzielne rekonstrukcje systemu drugiego języka na podstawie rozumienia sensownych komunikacyjnie wypowiedzi językowych.

Należy pamiętać, że dziecko dość późno zyskuje świadomość istnienia dwóch różnych systemów językowych i w pierwszych dwóch latach wychowania dwujęzycznego, często dochodzi do mieszania przez nie obu języków, jednak okresie późniejszym z reguły nie ma już z tym problemów.

Jeśli dziecko będzie otrzymywać ze swojego otoczenia wystarczająco dużo bodźców w postaci interesujących, sensownych komunikacyjnie i zrozumiałych na podstawie kontekstu sytuacyjnego i komunikacyjnego wypowiedzi językowych, to – podobnie jak w rodzinie dwujęzycznej – będzie miało szansę rozwinąć swoją umiejętność czynnego posługiwania się drugim językiem. Poprzez innowacyjne prowadzenie zajęć przez nauczyciela, przedszkolak wzbogaca zasób swojego słownictwa, jest zainteresowany i bierze aktywny udział w proponowanych mu zadaniach, które wymagają twórczego ich rozwiązania, uważnego słuchania i reagowania na krótkie polecenia nauczyciela, które wypowiedzane są w języku obcym.

Najlepsze efekty uzyskamy gdy język obcy używany będzie w przedszkolu co najmniej w 50% sytuacji komunikacyjnych, da to możliwość rozwijania lepszej sprawności rozumienia wypowiedzi w tym języku. Maluchy uwielbiają reagować na polecenia wydawane w języku angielskim wykonując ruch opisany w poleceniu, chętnie uczą się wyliczanek, piosenek i wierszyków, manipulują przedmiotami, posługują się kartami obrazkowymi, opowiadają na podstawie historyjek obrazkowych, odgrywają scenki darmowe. Nie jest to jednak formalna nauka drugiego języka. Język obcy nie jest przedmiotem nauczania, lecz środkiem komunikacji oraz ogólnego rozwoju poznawczego dzieci.

Pierwotną motywacją dziecka do opanowania języka jest potrzeba komunikowania i bycia zrozumianym przez otoczenie, dlatego z własnego doświadczenia możemy przytoczyć także pomysł na wsparcie dwujęzyczności – w przedszkolu w którym pracujemy gościł nauczyciel obcokrajowiec (np. asystent z programu Erasmus), z którym dzieci chciały nawiązać relacje i starały się komunikować w znanym nauczycielowi i dzieciom języku angielskim. Ta bardzo prosta komunikacja nie tylko wzbogacała czynną umiejętność komunikacji językowej ale wpływała również na otwartość dzieci wobec innych narodowości i kształtowanie relacji społecznych.

Ważne jest to, aby dzieci otrzymywały możliwie dużo bodźców językowych z różnych źródeł, a oferta językowa była różnorodna, bogata i interesująca dla dzieci z punktu widzenia ich potrzeb i możliwości poznawczych. Należy przy tym pamiętać, iż możliwie jak najbardziej intensywny i wszechstronny kontakt z językiem obcym prowadzi do lepszej jego znajomości a wychowanie dwujęzyczne w przedszkolu może być traktowane tylko jako wczesny początek procesu nauki drugiego języka. Aby dzieci mogły osiągnąć

wysoki poziom kompetencji – edukacja dwujęzyczna musi być kontynuowana także w kolejnych etapach edukacyjnych.

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ROLE AND TASKS OF THE CHILD IN EDUCATIONAL PROCESS

THE PROBLEM IDENTIFICATION, BUILDING KNOWLEDGE - BASED ACTIVITIES AND SELF-EXPERIENCE

Since the birth of the child, he/she becomes an active entity, which in its development - shows interest in the world around it, permanently explores the properties of various objects, receives and perfects various forms of activity.

In the educational process, the most important factor affecting the normal development of a child is the atmosphere in which it educates. The atmosphere based on the acceptance of children's skills, needs and motivating child to action will help the teacher to develop a child's sense of self-esteem and self-confidence, which allows to use potential possibilities of the child and achieve high activity while performing tasks in the process of education.

First, the family helps the child in discovering the world and later a kindergarten and a school. During its educational activity in kindergarten, teachers implement children to active participation in games and activities, we encourage them to games and communicating with others, ask questions. In order to achieve an educational success, the activity and the desire to explore and discover must be awoken in children from an early age. It is necessary to learn by doing and developing imagination.

In bilingual education (CLIL – Content and Language Integrated Learning) the pre-schooler gains knowledge about the world around it basing on two languages - mother tongue and a foreign language. The child taking diverse activity during games and bilingual classes, practices its perception, attention, enriches vocabulary, broadens and consolidates information about the surrounding world. The period of pre-school child is primarily a natural period of development skills and using the mother tongue. The child in this period, learns to pronounce correctly all the sounds, participates in the language communication with adults and peers. At this period, acquiring skills in a second language looks pretty similar. If we want communication skills to be launched, the child must be "wrapped" in a second language - genuinely hear the formulated expression, have the daily opportunity to follow the speech of adults and actively participate in verbal communication.

The role and task of the child is simply have a good fun in a joyful atmosphere, full of kindness and acceptance of adults. If these conditions are provided, the child's implementation of the bilingualism will run harmoniously.

In the group of bilingual children, daily contact with a foreign language is provided, which gives a natural acquiring new language skills. Through games, fun and adjusted teaching aids children surprisingly quickly beginning to recognize and respond to messages in a foreign language. They remember phrases in a foreign language, they can use them in practice, and they communicate with the teacher. In kindergarten, children learn all the educational content in the programs of preschool education through foreign language. Teacher does not teach children grammar and vocabulary during fulfilling methodology CLIL in kindergarten. She/he performs daily content in a foreign language, which naturally 'introduces' new phrases and vocabulary.

Children develop their language skills by: imitating the speech of adults (phrases everyday such as greeting, farewell, washing hands before meals, cleaning toys, playing together, walking, etc.), learning many things by heart (songs, poems), self-reconstruction system of a second language based on the understanding of the meaningful expression in communication.

It should be remembered that the child gains an awareness of the existence two different languages quite late, so in the first two years of bilingual education, children often mix both languages, but later they usually not have problems with that any more. If your child receives enough interesting, meaningful and understandable in communication incentives so - like in a bilingual family - he/she will have the chance to develop its ability to actively use the second language. Through innovative leading classes, pre-schooler enriches its vocabulary. He/she is interested and takes an active part in offered tasks that require creative solutions, careful listening and responding to short instructions of teacher, which are spoken in a foreign language.

The best results are obtained when a foreign language is used in kindergarten, at least 50% of communication situations, this gives the opportunity to develop a better understanding of expressions in this language. Kids love to respond to commands in English by following the movement described in the command, they are eager to learn rhymes, songs and rhymes, manipulate objects, use the card 's picture, telling stories based on picture, play drama scenes.

Although this is not a formal way of learning a second language. Foreign language is not a subject to be taught, but it is a mean of communication and overall cognitive development of children. The primary motivation for the child to learn a language is the need to communicate and be understood by the environment, because of our own experience, we can use ideas for a specific support of bilingualism - in kindergarten where we work, we hosted a foreign teacher (eg. an Erasmus assistant), with who the kids wanted to establish relationships and tried to communicate in a well-known English language. This very simple communication did not only enriched the active communication skills of language, but also affected the openness of children to other nationalities and forming social relationships.

It is important that children receive as much as possible linguistic stimuli from different sources and language is diverse, rich and interesting for children in terms of their needs and cognitive abilities. It is important to remember that as much as possible intensives and comprehensive contact with a foreign language leads to better knowledge and bilingual education in kindergarten can be treated only as a beginning process of learning a second language. Children reach a high level of competence if bilingual education is continued also in another stages of education.

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MONITOROWANIE I EWALUACJA

1. Monitorowanie i ocena (ewaluacja) realizacji/wdrażania programu oraz jego rezultatów muszą być kompatybilne/integralne z całościową ewaluacją koncepcji pracy przedszkola. Szczególny nacisk należy położyć na zgromadzenie i analizowanie ilościowych i jakościowych informacji o programie i jego efektach (rzeczowy i jakościowy postęp).

Celem działań monitorujących będzie:

- a) bieżąca ocena realizacji programu , porównywanie z założonymi celami i planem pracy w powiązaniu z priorytetami;
- b) systematyczne/bieżące modyfikowanie wszystkich działań edukacyjno-wychowawczych, tak aby zapewnić płynność i efektywność ich realizacji.

Narzędzia:

- a) "Checklist " - lista kontrolna: systematyczne monitorowanie realizacji programu, wykonanych zadań zgodnie z przyjętym planem wdrażania;
- b) kontrola dokumentacji pedagogicznej pod kątem realizacji programu – 2 razy w roku;
- c) arkusz monitorowania wewnętrznego(wynika z wewnętrznego nadzoru pedagogicznego) – 2 razy w roku;
- d) prezentacje multimedialne, zdjęcia, prace dzieci, scenariusze zajęć itp.

Na poziomie przedszkola działania monitorujące mogą być prowadzone przez zespół ewaluacyjny, nauczyciela-koordynatora lub innych nauczycieli wskazanych przez dyrektora przedszkola.

1. Ewaluacja programu podzielona będzie na trzy etapy w cyklu 1 rocznym lub 2 letnim:
 - a) Mid - term - w połowie okresu wdrażania programu, służy ocenie dotychczas przeprowadzonych działań i wyciągnięciu wniosków dla dalszych etapów realizacji programu.
 - b) Ex-post - podsumowanie całościowe realizacji programu. Sformułowanie wniosków i rekomendacji służących wprowadzeniu konstruktywnych zmian w odniesieniu do wszystkich obszarów programowych.
 - c) On going - ewaluacja bieżąca, ma charakter uzupełniający dla wymienionych powyżej rodzajów ewaluacji. Działania służące pogłębianiu/analizie uwarunkowań kontekstowych, które mają istotne znaczenie z punktu widzenia osiągnięcia celów programu.

Podsumowanie działań monitorujących i ewaluacyjnych zostanie zawarte w raportach: częściowym (w połowie realizacji projektu) i końcowym (po zakończeniu roku szkolnego).

Napisane przez:
Grażyna Małachowska

MONITORING AND EVALUATION

1. Monitoring and assessment (evaluation) of project's activities and results will be an integrated part of schools' and preschools' evaluating processes during the project. Within the monitoring we will put a lot of pressure on gathering and analysing quantitative and qualitative indicators of the project progress.

The aims of monitoring activities are:

- a) current assessment of progress in terms of project activities, their comparison with aims and timetable in relation to the priorities;
- b) systematic/current modifications of all project activities to ensure flow and effectiveness of their realisation.

Tools:

- a) Checklist - systematic monitoring of the activities being realised by the partners in accordance to the timetable of implementation, project dissemination, planning further stages of project's realisation;
- b) Controlling the pedagogical documentation in terms of the project realisation – twice a year;
- c) Inner monitoring spreadsheet (as a part of inner pedagogical supervision) - twice a year;
- d) Multimedia presentations, children's works, lesson plans etc.;

Locally at the preschool level the monitoring activities will be run by an evaluating team, teacher-coordinator or other teachers assigned by the preschool headmaster.

1. The evaluation process is to be divided into three stages within a year or two-year cycle:
 - a) Mid-term - to be held in the mid time of the project implementation (summary of the first year of the project). This evaluation is to criticise the first outcomes, products and results that will enable assess the quality of monitoring and implementation; where it is necessary to correct anything in the process.
 - b) Ex-post - final assessment of the project - after the end. It will make possible evaluate its effect and sustainability. It will allow to draw constructive conclusions and recommendations to all programme areas.
 - c) On-going - current evaluation complimentary to the former ones will be realised throughout the project. The on-going evaluation will specifically deal with programme management (diagnosis and analysis of occurring problems and their solutions). Additionally, deep analysis of crucial for the project, contextual aspects will be done.

Summary of monitoring and evaluation will be implemented in reports: partial (mid-time of the project) and final (project summary).

*Translated by:
Julia Budzowska*

Topic #1: Fairy-tale surprise. Trucking fun.

Group: 20-25

Age: 5

General objectives:

- developing thinking and speaking skills;
- implementation of the cooperation and consistent functioning in situations full of fun and task;
- forming and developing physical skills

Language Aim:

- Start, finish;
- run, do;
- fast, slow;
- front, back;
- right, left

Didactic resources:

- ribbons and scarves in two colours blue and green (to mark the way and teams)
- envelopes with tasks instructions, hula-hoop, bags, a little bench, bollards, tunnel;
- the bowl full of water, basket with 3 things that sink and float ;
- 3 jars with yellow paint, red and blue one, a green pot;
- a ball;
- a key to the chest (made by a teacher and cut in two halves)

INTRODUCTION:

1. Reading the instructions

Dear children!

I found that you very like a fairy tale, and you would like to find the treasure. I used a fairy-tale magic and in your room there is a fairy-tale trunk full of wonderful surprises, but to open it you need... well this is my surprise hidden in your kindergarten! To find it, please divide into two teams and follow the footsteps, in envelopes there are tasks hidden for you. Please fulfil them very carefully.

Good luck!

Your friend - Tale swapper.

* Discussing a game rules:

- two teams BLUE and GREEN.
- the kind of clue: BLUE RIBBON or an envelope, GREEN RIBBON or an envelope.
- In the time of looking for a key, both teams fulfil tasks from the envelopes placed in relevant places. Tasks are read by the teacher.

* Reminding safety rules.

* Dividing children for two teams.

PROCEDURE:

2. Starting a fun:

TASKS FOR A BLUE TEAM:

- a) Solve the mystery words and you will know where I've hidden the first clue for you: It's a place where you wash your hands before eating a dinner (the bathroom). Go there!
- b) There are different things in the basket, let's check which of them sink and float. The circle one is a clue for you where to go (a ball means a gym). Let's go there foot by foot.
- c) Let's make a circle, your task is to give a ball to the person who stands next to you, using only one hand in the rhythm of a rhyme:

**IT IS SO NICE AND FUNNY WHEN THE BALL IS GOING AROUND!
THE BALL HERE, THE BALL THERE!
HERE AND THERE!**

Please, stand face to face and make 20 steps forward, there is the next task!

- d) Please show: 1 jump; 2 slopes
How many squats should you make? - three
- e) Please stands 'one by one' and go through an obstacle course:
 - go through the tunnel
 - go on the bench
 - go slalom between the bollards
 - throw the bag to the hula-hoop, there is another clue!
- f) Hurray, You've done it!! You've found half of the treasure that I've prepared for you. The second half is for the GREEN team. If you make them together, you'll get the key, which helps you Fairy-tale Chest in your classroom. Go there now!!

TASK FOR GREEN TEAM:

- a) Solve the mystery words and you will know where I've hidden the first clue for you: It's a place where you can smell a yummy dinner (the kitchen). Go there!
- b) In the three jars, there are paints: yellow, red and blue. Please mix them to get the green colour. On the hall, there is a pot in this colour, find it because there is another clue for you. Go there foot by foot!
- c) Let's make a circle, your task is to give a ball to the person who stands next to you, using only one hand in the rhythm of a rhyme:

**IT IS SO NICE AND FUNNY WHEN THE BALL IS GOING AROUND!
THE BALL HERE, THE BALL THERE!
HERE AND THERE!**

Go to the gym, counting your steps.

- a) Please show: 1 jump; 2 slopes
How many squats should you make? - three
- b) Please stands 'one by one' and go through an obstacle course:
- go through the tunnel
 - go on the bench
 - go slalom between the bollards
 - throw the bag to the hula-hoop, there is another clue!
- c) Hurray, You've done it!! You've found half of the treasure that I prepared for you. The second half is for the BLUE team. If you make them together, you'll get the key, which helps you Fairy-tale Chest in your classroom. Go there now!!

**Get to the gym and join two halves of the key.
Opening FAIRYTALE CHEST, where the surprise is hidden.
The figures from the fairy-tale „Little Red Riding Hood” are there.
Please take them and colour them. ENJOY!!**

*Written by:
Paulina Dubilas*

*Translated by:
Karolina Michałek*

Topic #2: In Numberland.

Group: 20-25

Age: 4

General objectives:

- Development of counting number to 6.
- Development of logical thinking in English language

Language Aim:

- count, show, build,
- what number is behind/in front of you?
- what is the shape?
- choose from the stuff the one that fits into the garden of six
- how many dots are there?
- let's do the same!
- how many times should you do it?
- what colour is it going to be?

Didactic resources:

- „In the Numberland – The concept of early learning mathematics through fun – Gerhard Friedrich, Viola de Galgóczy, Barbara Schindelbauer
 - a) The fairy about number six modified by the legend of Wawel Dragon.
 - b) The way full of numbers, Hodgepodge, Forget-me-not, number garden, house, wooden figures, numbers,
- Legend of Wawel Dragon, the dragon figure
- Two big dices – one with dots, another with tasks and gestures: run, clap, jump
- CD and CD player
- Things to choose according to the concept
- To the blind man's buff – the boards with points
- The rhymes about the Wawel Dragon

PROCEDURE:

1. Welcome – let's remind the heroes of of Numberland (In the background, there is a music introducing to the Numberland)
2. Full of numbers way to Numberland - all children get on the numerical way and pass it. (Children say loudly the passing number. They can stand, hop on one leg - the child stops and answer tt question: "Where are you? ", "what's the number in front of/ behind you?"," is everything correct?", maybe Hodgepodge (if the child makes a mistake, we call that Hodgepodge came and mistook all) messed everything in the world of Numbers? " - can Foreget-me-not (the fairy who helps in troubles)?

3. In Numberland – study nursery rhyme:

*one two three four five six
Wawel Dragon wants to eat you
he lives in an old castle
He goes out of his cave
Skuba - the shoemaker visited
he brings him a sheep
thirsty dragon was drinking until he burst
there was no longer fear*

Remaining building gardens of numbers from 1-5, free conversations with the children and asking questions in English:

- **What is the shape of this garden?**
- **How many windows has a house of this number got? - Count**
- **Where is the roof, chimney and window?**
(Children chosen by the nursery rhymes build the house)

4. We host in the garden of six: we listen to fairy tales telling us a story about SIX
What shape has a garden six got? Let's build it from your bodies (study the shape of hexagon) Building a garden of six.
5. Brainstorm - "What else fits to the garden number six?"
Teacher: "Choose from the prepared things": hexagon, honeycomb, beetles, dragon with six heads, six spools of thread, six hammers, six shoes for dolls, rainbow
6. Fun "blind man's buff" –
The teacher asks a question in English: „What do you think - how many dots are here?"
A chosen child with closed eyes needs to feel how many points are on the board using foot (blindfolded) - Children guess in English
7. Fun "Pick - gesture" - play with two dices, one with the points (dots) (meaning how many time the task must be done), the second with drawings gestures and tasks to do (squat, run, clap your hands, the dragon roar, the sound of sheep - bee).
8. Game „all or nothing" - two groups having of 20 things each– how many dots is on the dice – that many things the group must give to the other team.
9. Art „rainbow" – make a rainbow from the colourful stripes or using markers.

FOLLOW UP:

It can play with children with creation of derivative colors in six glasses. We pour the basic colors into three glasses: red, yellow and blue, and then we pour in the other cups creating of creating derivatives colors (mixed with the primary). Fun can be additionally entertained, if during emptying the glass so that adequate capacity creates different sounds when the child taps the glass. Then, children and it can play easy, funny sounds.

Lesson plan according to: „The concept of early learning mathematics through fun” and „legend of the dragon Wawel” in the group of 4 years old – classes made during project: ‘fairy-tale’ in PM 206 in February ‘16.

Written by:

Agnieszka Unczur-Tracińska

Translated by:

Karolina Michałek

Topic #3: Parts of the body.

Group: 15-25

Age: 5-6

Time: 20 min

General objectives:

- improving physical coordination;
- improving for signal reaction;
- orientation of the body schema
- improving cooperation in pairs.

Language Aim:

- head, shoulders, trunk, stomach (belly), back, arms, legs, knees, feet, fingers and toes, neck, eye, ear, cheek, nose, lips, chin.

Didactic resources:

- wrap (as many as the number of students)
- CD player, CD with classical music
- big sheets of a grey paper, crayons, markers
- a figure of a boy who's wearing a top and pants

INTRODUCTION:

1. The teacher shows the children a large figure of a boy, children show body parts: head, shoulders, belly, back, arms, legs, knees, feet, toes and foot, neck, eye, ear, cheek, nose, mouth, chin. The teacher gives English names mentioned parts of the body and the children repeat them.
2. The teacher asks the children to divide body parts to those which are single and those which are in pairs. Children count fingers and tell which parts of the body is more
3. Fun song with a movement „Head, shoulders, knees ...” Children with teacher sing a song in English illustrated movement.
4. Game with movement. Children move (dance) to the sound of music in any way. When the teacher says: "child to child" children get the pairs. When they hear the music, they dance. When the music stops the teacher says an English names of body parts, children's task is touch the relevant part of the body to the same one of her/his friend. (E.g. 'knees' children touch their knees to knees; leg to leg, back to back, nose to nose, ear to ear, etc. It says: "child to child" the children the partner and play again.

PROCEDURE:

Part I

To Get ready for the task, Tt gives scarf (wraps) to each child.

1. March, run, stop - to respond to the signal.
2. The kneeling position placed in front of the knees - and moving forward and back scarves (wraps).
3. Showing circles scarf (wrap) over a head first and then behind back.
4. Sling rolled – jumping on one leg or jumping with both legs by a scarf (wrap)
5. Throwing the scarves up and catching it by left or right hand
6. Dancing during sitting. The whole body must be stationary. Then TT says part of the body, only this one dance: eyes, one finger, two fingers, right hand and so on.

Part II

7. Exercise of the body - the slopes forward – scarf is spread - 2x touching above and below the scarves, 2x stand straight and clap.
8. Dancing with a scarf - children holding ends by two hands, when they hear the slow rhythm they walk and during the fast rhythm they dance.
9. Fun in pairs "mirror" - one of the kids moves his/her arms and the second kid mimics them. After a while they change roles.
10. The children sit in pairs touching their feet. One child's holding a scarf for two ends. When they hear a signal they start dragging scarves.
11. While standing, children grasp a scarf lying on the floor by the foot. They toss it up and watch its movement during falling out. Repeat the movement of your own body (twice).

FOLLOW UP:

Body - task for groups. Children work in the 5 - persons groups. One of the children (volunteer) is placed on a large sheet of paper, the others draw with felt-tip pen the rest of his body. At the command of the teacher each group colors the relevant part of the body (naming English). Colorful character can be described by the teacher.

Written by:

Paulina Dubilas

Translated by:

Karolina Michałek

Topic #4: Looking for music treasure.

Group: 15-25

Age: 6-7

Time: 40 min

General objectives:

- Forming the sense of rhythm and recognising the value of rhythm as whole note, half note and a quarter note.
- Development of logical thinking with using English.

Language Aim:

- fivelines
- Treble Clef
- whole note
- half note
- quarter note
- count
- look for, find
- If I say: 'one' - jump, 'three' - squat
- choose between many, riddle
- let's guess what song is that
- name the shape
- save – place the notes on the board according the pattern
- place (art) your rhythm - make a task for another child or TT

Didactic resources:

- multimedia board and worksheets
- Cd and marching music
- piano
- 3 apples, a knife
- music tubes

Needed links:

- | | |
|--|--------------------------------|
| • www.youtube.com/watch?v=KUteG8Qxuxk | rhythm |
| • www.youtube.com/watch?v=0XnG675l84U | Treble clef |
| • www.youtube.com/watch?v=nlNxytJE3p8 | quarter note |
| • www.youtube.com/watch?v=SVcroZz8uZs | the song in Polish and English |

PROCEDURE:

1. Welcome rhythm
Good/mor/ning/chil/dren (clapping)
Good/mor/ning/tea/cher

The teacher tells the children that today they will look for musical treasures.
In the box (worksheet on the multimedia whiteboard) children look for the first element which is the music riddle (tied a yellow bow)
Which elements lead us into the world of music?

TT introduces an English name: – Fivelines

Tt: Count the lines - 5

On the multimedia board, there is an empty Fivelines.

If you want to play with music, we need to open the way to the melody-

Tt: What do we need to open a melody ?

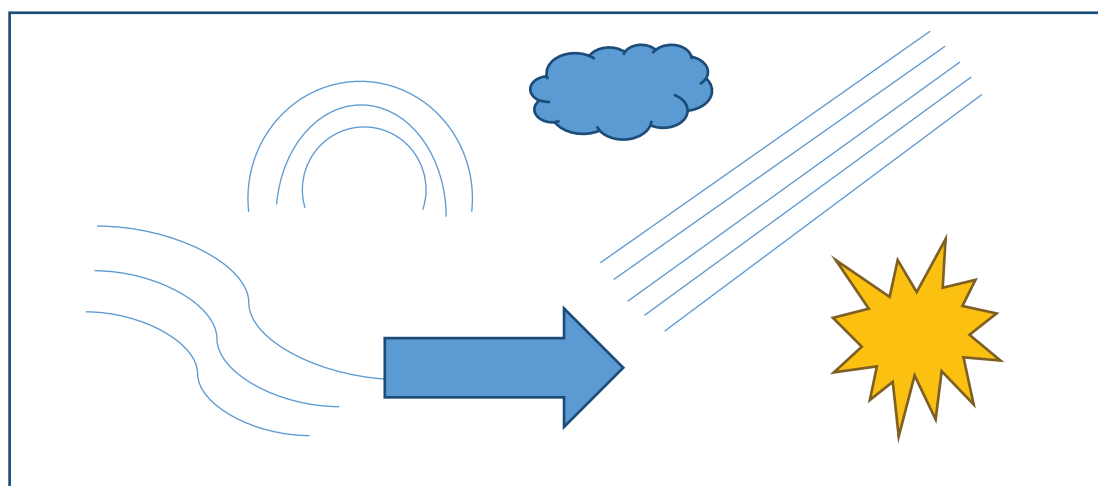
Let's look for in a chest!

(In the chest on the multimedia board – there are many keys, e.g. treble clef)

2. The teacher plays the song Treble Clef and introduces the name. Children listen to the song carefully and try to guess on which sound there must be a treble clef.
Tt helps – G- so on the 2nd line.
3. The teacher shows children an apple. The second one is divided into halves. Tt explains that in the same way the music rhythm is divided, it is created like an apple.
4. Quarter notes.- divided into 4 quarters . He explains that so divide the musical notes that create rhythms.
5. Movement game. Accompaniment marching. Children jump if TT says: A chosen child counts in the rhythm of quarter notes 1,2,3,4 (in English) as the teacher does. Now let's divide into two groups. One still jumps at once, the other - like bunnies jumps to 1, 3 making a squat.
6. The teacher plays the song from the link: values of the rhythm. Children develop known values and introduce writing of the note values.
7. The teacher asks the children that they "take out of the box " known musical notes “.
The introduction of naming in English
(On the board there appear notes together with divided parts of apples)
 - **Whole Note**
 - **Half Note**
 - **Quarter Note**The teacher says that 4/4 means how many quarter-notes are in one tact.

8. Children receive music tubes from the teacher. The teacher divides children by their colour of the tubes.
 E.g. The red colour means whole notes – they need to click hearing ‘1’. (important for children to know that it takes note of the whole bar so for example they can scrape another tube emphasizing to 1, it can sing the children the note length)
 Green – means half notes and they will be clicking on 1 and 3
 Purple –means quarter notes and children knock on 1,2,3,4 ,
 Children play to the accompaniment of marching.
 TT switches on the Middle on the multimedia board – ‘the torch’
 TT asks: what do you think the song is about ?
 (Twinkle, twinkle little star...) – What’s the shape ?
9. Studying the above song in both languages
10. TT shows how to write the song using the notes – children try to play the rhythm clapping.
11. Do children know why the notes jump on the Fivelines? - It’s the writing of the melody, not only the rhythm.
12. Art fun – rhythm on the multimedia board.
 Note storage – fivelines – children make any rhythms – others clap their hands or
 TT plays the piano.

Riddle #1



Written by:
Agnieszka Unczur-Tracińska

Translated by:
Karolina Michałek

Topic #5: How much food will animals from Milly's ZOO get?

Group: 20

Age: 5-6

Time: 60 min

General objectives:

- Developing of counting skills
- Developing assigning items to the collection
- Studying and developing logical thinking in English.

Didactic resources:

- CD and USB player
- maths house according to the concept of Milly's way of learning maths
- farms in three shapes and three colours
- figures of animals
- a dices
- 60 pieces of food for animals
- 15 pieces of numbers
- 1-3 colourful plates
- moving eyes
- colourful stripes
- origami circles

PROCEDURE:

Welcome to the zoo. Have you already met a Dapdap, a little curious penguin? No !!? So it's a time to meet him finally. Dapdap lives in a zoo, and he plays there and experiences funny adventures. His nurse is Milly. She takes care of all the zoo animals. In her zoo, there are various animals: A bear BENNO, two lions LEO and LEA, and three elephants EDDI, ELLA and EGON.

Animals in Milly's zoo love the various games, but besides fun they also need food. Who of you today will help Milly and Dapdap in preparing food for their friends? I think we all will handle this task. The entire introduction is based on illustrated books attached to a mathematical Milly's zoo. Each book tells the story of one house. During the introduction to the world of Milly's Zoo, she begins to build the first farm using a red circle, yellow ellipse, a blue triangle and a Green square. Then, she joins the house to the farms. Then, children put the roofs on the top of house in a relevant colour and shape. There must also be an exact amount of windows:

- a) Please, pass me a circle garden
- b) Please, pass me a house with a red roof
- c) What is the colour of a circle?
- d) Please, pass me a yellow garden
- e) Please, pass me a house with a yellow roof

- f) What's the shape of a yellow garden?
- g) Please, pass me a square garden
- h) Please, pass me a house with a blue roof
- i) What's the colour of a square?

„Who lives in which farm?“

Children freely choose the inhabitants of the pen watching prepared in advance farms and illustration booklets zoo Milly shown by the teacher.

(TT asks): Who lives in the first farm?

(Kids answer): The bear Benno.

(TT asks): Who lives in the second farm?

(Kids answer): Two lions Lea and Leo

(TT asks): Who lives in the third farm?

(Kids answer): Three elephants Eddi Ella and Egon

„Who likes eating what?“

Children are in front of the farms with houses and their inhabitants, and plate of food symbolizing hay, honey and meat on the floor. The teacher takes the selected label and asks:

- What's this? - honey
- Which animal like it ?
- What's this? - hay
- Which animal like it ?
- What's this?? - meat
- Which animal like it ?

„How much do they eat?“

Children throw the dice in turns. A child who threw, finds the right combination plates with food. Eg. a child thrown no 3 and finds the appropriate combinations of 3 plates with a pot of honey or one plate with two pitchers and one with a jug. Another children do the same:

- How much food do you need?
- Which animal eats it...?
- Put the relevant one

Repeat these questions for each child.

A game physically – imitative „animals in the zoo“

Children move in rhyme of music for running, jumping and walking. When the music stops the teacher says the name of the animal which children need to show the movement and the voice of children.

- An elephant
- A lion
- A penguin
- A bear

FOLLOW UP:

Art – paper animals in the zoo.

Children draw their paper plates in grey, brown, orange, black. After drawing, children are divided into four groups according to colour they got. They sit down to the table. TT asks:

- Which animal is grey?
- An elephants team
- Which animal is brown?
- A bears team
- Which animal is black?
- A penguin team
- Which animal is orange?
- A lions team
- Children say one by one which animal are they.

Children have the moving eyes, origami black circles (various sizes) white, brown, grey stripes and thin black stripes. Children stick the selected items so that the resulting animals such name as the team (Children can have the pattern previously made by the teacher).

Written by:

Sylwia Kowalczyk

Translated by:

Karolina Michałek

Topic #6: The forest adventures!

Group: 25

Age: 3-6

Time: 30 min

General objectives:

- To develop creative skills.
- To improve knowledge about nature.
- To cooperate in the group.

Detailed objectives:

Children:

- experimenting with different kinds of materials;
- comments own work;
- expressed in the artistic work form own experience and knowledge about the forest;
- divides the trees in the conifer and deciduous trees;
- cooperate in the group;
- present results of the work;

Language Aim:

- paint trays
- cardboard
- cones
- leaves
- sticks
- branches
- bark

Grammar:

- Show me how?
- Find... Looking for...
- What is it?
- Segregate materials
- Dip it in the paint
- Stamp on the cardboard

Didactic resources:

- paint trays
- cardboard
- cones
- leaves

- sticks
- branches
- bark

INTRODUCTION:

1. Movement games - Entrance to the forest. Children show their own way of moving and walking into the forest...

PROCEDURE:

1. "Treasure hunters" game based on tracking. The teacher divides children into 5 teams. The task of each group is to find and collect the "gifts of the forest" while walking in the Forest.
2. "Presentation" - the children present and name found treasures.
3. "Leaves and needles" -children segregate natural material that comes from deciduous and coniferous trees.
4. "Artwork in the Forest". Children using paints and materials found in the forest doing an artwork by dipping materials in the paints and stamp on the cardboards.

FOLLOW UP:

1. Children show to each other results of the work and explain what kind of materials they have used.

Written by:
Emilia Leśniewska

Translated by:
Jagoda Przybysz

Topic #7: Pythagoras.

Group: 20

Age: 4-6

General objectives:

- To develop skills to solve mathematical operations.
- To develop skills to create mathematical operations.
- To develop skills of proper writing of numbers.

Detailed objectives:

Children:

- Calculate the number of letters, syllables, dots;
- Indicate toadstools with the largest and smallest number of dots;
- Put in order from smallest to largest;
- Create a mathematical operation;
- Solve mathematical operations;
- Write numbers from 1 to 9.

Language Aim:

- one, two, three, four, five, six, seven, eight, nine;
- math operation;
- result;
- solve the math operation;
- find the result;
- count the number of letters;
- syllables dots;

Didactic resources:

- Tambourine
- Silhouette of mushrooms
- Chalk

INTRODUCTION:

1. The Song "Welcome everyone".

PROCEDURE:

1. The riddle: "Sometimes pine, oak sometimes, is old or young, on vacation you can find there wild strawberries and blueberries." The teacher shows silhouettes of various mushrooms. The task for children is to count:

- letters in the words
 - syllables in the word;
2. Teacher shows six silhouettes of toadstools with different number of dots.
Children count how many dots are on the toadstools hats. Children say which hat is having the highest number of dots. Children arrange the toadstools in the order: starting from the least amount of dots. Children divide toadstools into two groups - that the sum of the dots on the left and the right side is the same.
 3. Children are trying to create math operation, which was founded by selecting the appropriate hats. Children receive emblems with written math operations. Children as a toadstool - run around the classroom. When the music stops they need to find the leaf with correct number of the result of math operation.

FOLLOW UP:

1. Children receive the piece of chalk. When the teacher hit the tambourine children run when the tambourine stops teacher says a number from 1 to 9, the task for the children is to draw the correct number.

Written by:

*Sandra Kosmalska
Anna Markowska*

Translated by:

Jagoda Przybysz

Topic #8: Forest orchestra.

Group: 20

Age: 4-6

Time: 30 min

General objectives:

- To develop concentration and orientation in space.
- To develop run ability.
- To have fun of doing music together.
- To introduce of new vocabulary: fox, wolf, squirrel, rabbit, snake, bird, mole, deer, hedgehog, beaver, butterfly, frog, owl

Detailed objectives:

Children:

- share the space with the others;
- execute commands from the teacher;
- implement movement sequences;
- experience positive emotions during playing music;
- use the new vocabulary.

Language Aim:

- Fox
- Squirrel
- Snake
- Deer
- Bear
- Owl
- "Hello", "Goodbye", "How are you?"
- Let's play, let's go, get up, sit down, let's go to sleep
- What animals were in the song?

Didactic resources:

- Computer.
- Song "Forest Animals", "Forest Dance", "Make a circle".
- Percussions instruments.
- Pictures of forest animals.
- Interactive whiteboard.

INTRODUCTION:

1. Teacher welcome all children with „Make a circle” song., Children dance according to the lyrics.

2. The Riddle- What is this place? – children are watching parts of the hidden pictures and trying to guess what place is it (The Forest). Teacher informs children they will go for a imagination walk to the forest where they will meet some animals.

PROCEDURE:

1. Children watching on the interactive whiteboard vide “Forest dance”. After the show children name all animals in the song.
2. Movement game - “We are going to visit the owl” Children show the movement of the chosen animals.
3. Music game - “We are really happy” Children sit in the circle and receive some percussions instruments from the teacher. Teacher gives instructions who is playing in which moment of the song – e.g. squirrel or fox only drum will play, bear or owl- tambourine will play, deer or snake - maracas. During the chorus all children will play.

FOLLOW UP:

1. Children put the instruments back. They lay on the carpet and rest listening to relaxing music.

Written by:

*Elżbieta Grzelak
Katarzyna Fischer*

Translated by:

Jagoda Przybysz

Topic #9: Coniferous and deciduous trees.

Group: 20-25

Age: 4-6

Time: 45 min

General objectives:

- Get to know selected conifers and deciduous trees
- Educate to understanding/speaking English
- Learning to cooperate in a group

Detailed objectives:

Children

- Know the build of a tree
- Called and identify parts of trees: root, trunk, branches, leaves, (needles), fruit
- Called and resolves the selected conifers and deciduous trees
- Cooperation within the group
- Do the task using the teacher instructions
- Showing the work results

Language Aim:

- **Vocabulary:** forest, root, trunk, branches, leaves, needles, fruit, spruce, larch, oak, maple, birch, pine cones, chestnuts, acorns, natural specimens, task, drawing.
- **Grammar:** select a picture, what is this, this is..., sing me a song, give me the ball, choose a picture which you like, choose a boy or a girl, segregate pictures, now we will create groups.

Didactic resources:

- pictures of the trees: pine, spruce, larch, oak, maple, birch
- pictures of the parts of the trees: root, trunk, branches, leaves, needles, fruit
- pine cones, chestnuts, acorns, needles, leaves
- cartons, paints, brushes
- ball
- the song „I can run...” (www.youtube.com/watch?v=GHy4s7V3DUA)

INTRODUCTION:

Today we will talk about a forest and trees that grow up there. But first we will play. First of all we will sing the song together:

The song "I can run":

*I can run. I can run.
I can run and run and I'm having lots of fun.
I can run. I can run. Can you ?*

*I can jump. I can jump.
I can jump and run and I'm having lots of fun.
I can jump. I can jump. Can you ?*

*I can swim. I can swim.
I can swim and run and I'm having lots of fun.
I can swim. I can swim. Can you ?*

*I can hop. I can hop.
I can hop and run and I'm having lots of fun.
I can hop. I can hop. Can you ?*

*I can skip. I can skip.
I can skip and run and I'm having lots of fun.
I can skip. I can skip. Can you ?*

PROCEDURE:

1. The teacher has prepared drawings/parts of trees: root, trunk, branch, leaves, needles, fruit. Teacher chooses pictures, children called them. Selected children put the finished pictures of the tree
2. "What is associated with the forest?"
Children sit in the big circle. Teacher rolls the ball to the children, saying: Forest is
Children finish the sentence, eg.: Forest is animals..., Forest is a clean air.... A forest is trees, etc. . The ball every time come back to the teacher.
3. "Conifers and deciduous".
The teacher divides the children into teams. Each team received illustrations of conifers (pine, spruce, larch) and deciduous trees (oak, birch, maple) and natural specimens: leaves, pine cones, chestnuts, needles. The task of the children is sorting specimens (coniferous and deciduous)

SUMMARY:

Artwork: "Forest image" - painting. Finally, the children present their art works.

Written by:
Krystyna Milcarz

Topic #10: I can sing a rainbow.

Group: 20

Age: 4-5

Time: 25 min

General objectives:

- By the end of the activity pre-schoolers will learn the song *I Can Sing a Rainbow*, educating their interest and love for singing songs and playing musical games.

Detailed objectives:

Children:

- Sing alone and with others.
- Respect the beginning and the finish signals of the melody and the rhythm of the song.
- Use appropriate posture, timbre (tone), and diction.
- Use proper phrasing and breath control.
- Echo short rhythmic patterns.
- Perform beat and rhythm.
- Recognize familiar songs when played or sung.

Language Aim:

- What are the colours of the rainbow?
- What colour is it?
- **Nouns:** red, orange, yellow, green, blue, pink, purple.
- **Grammar:** take a look, pick up, sing, smell, blow.
- **Adjectives:** slow, fast
- singular – plural (colour - colours)

Didactic resources:

- images
- coloured wooden blocks
- computer
- drums
- tambourine

INTRODUCTION:

Teacher will discover an image which represents a rainbow and ask the pre-schoolers what the colours of the rainbow are. She will announce that today they will learn how to sing the *I can sing a rainbow* Song.

PROCEDURE:

Teacher and pre-schoolers sing and play the *I see something blue* Song. Pre-schoolers will sit in a circle. There inside the circle will be wooden coloured blocks. At *I see something blue*, pre-schoolers will stop and pick up a blue wooden block. It will be continued with the rest of the colours.

Lyrics:

Blue!
I see something blue. Blue!
I see something blue.
Blue, blue, blue, blue...
I see something blue.
Find something blue! [Take a look and pick up a blue wooden block.]

Yellow!
I see something yellow.
Yellow!
I see something yellow.
Yellow, yellow...
I see something yellow.
Find something yellow! [Take a look and pick up a yellow wooden block.]

Red!
I see something red.
Red!
I see something red.
Red, red, red, red...
I see something red.
Find something red! [Take a look and pick up a red wooden block.]

Green!
I see something green.
Green!
I see something green.
Green, green...
I see something green.
Find something green! [Take a look and pick up a green wooden block.]

Blue. [Point to something blue.]
Yellow. [Point to something yellow.]
Red. [Point to something red.]
Green. [Point to something green.]
I see colours everywhere.

FOLLOW UP:

Announcing the theme and the objectives of the current activity.

Pre-schoolers have to obey a few rules:

- Begin and end at teacher's signal;
- Keep a good posture while singing.

EXERCISES OF CULTURE VOICE – WARM UP VOICE EXERCISES

1. Breathing Exercises:

- Smell a red rose
- Blow on a yellow dandelion
- Blow up a blue balloon
- Blow colourful soap bubbles

Demonstrate and practice breathing techniques. Pre-schooler lies on floor, place small stuffed animal on belly, breathe deeply enough to cause animal to fall off belly.

Teacher will explain and demonstrate to pre-schoolers to inhale air through the nose and on exhalation will blow stronger.

2. Diction exercises

- Pre-schoolers will slowly recite the song lyrics.

3. Intonation exercises

- Echoing short rhythmic patterns.

4. Teacher's singing model

- Teacher will perform the song once. Following this, pre-schoolers attempts an imitation of teacher's model with a corresponding modification of their vocal production.

5. Pre-schoolers sing along

Lyrics - I Can Sing a Rainbow Song

*Red and yellow and
Pink and green
Purple and orange and blue*

*I can sing a rainbow
Sing a rainbow
Sing a rainbow too*

*Listen with your eyes
And sing everything you see
Now you can sing a rainbow
Sing a rainbow, too.*

The song will be sing first with a large group of girls then with a group of boys and at last individually.

Use **Clap Your Hands** to teach the rhythms "ta" and "ti-ti". Pre-schoolers will be encouraged to improvise their own words and actions to this simple 8 beat song.

*Clap, clap, clap your hands,
Clap your hands together,
Clap, clap, clap your hands,
Clap your hands together.*

*Stamp, stamp, stamp your feet,
Stamp you feet together,
Stamp, stamp, stamp your feet,
Stamp you feet together.*

*Nod, nod, nod your head,
Nod your heads together,
Nod, nod, nod your head,
Nod your heads together.*

*Shake, shake, shake your head,
Shake your heads together,
Shake, shake, shake your head,
Shake your heads together.*

*Stretch, stretch, stretch up high,
Stretch up high together,
Stretch, stretch, stretch up high,
Stretch up high together.*

*Dig, dig, dig the ground,
Dig the ground together,
Dig, dig, dig the ground,
Dig the ground together.*

*Crawl, crawl, crawl along,
Crawl along together,
Crawl, crawl, crawl along,
Crawl along together.*

Useful links:

www.youtube.com/watch?v=nRTdq0VsLGQ

www.youtube.com/watch?v=jYAWf8Y91hA

mysongfile.com/songs/clap_your_hands

[mysongfile.com/songs/clap_your_hands_\(beat_rhythm_icons_colour\)](http://mysongfile.com/songs/clap_your_hands_(beat_rhythm_icons_colour))

bussongs.com/songs/clap-your-hands.php

www.kididdles.com/lyrics/c119.html

*Written by:
Agapie Daniela*

Topic #11: The rainbow face.

Group: 25

Age: 4-5

Time: 30 min

General objectives:

- To improve knowledge about colours and body parts.

Detailed objectives:

Children:

- Pre-schoolers will learn the colours of the rainbow: red, orange, yellow, green, blue, indigo, violet;
- Preschoolers will draw eyes, nose and mouth on the rainbow face;
- Pre-schoolers will stick coloured stripes of the rainbow (red, orange, yellow, green, blue, indigo, violet) as hair.

Language Aim:

- **Nouns:** colours (red, orange, yellow, green, blue, indigo, violet), face, eye - eyes, nose, mouth, ear - ears.
- **Adjectives:** red, orange, yellow, green, blue, indigo, violet.
- **Grammar:** to be'
- **Question and sentences:** What is this?, This is the ..., What are these?, These are the eyes/ears, What colour it is? It is

Didactic resources:

- markers
- crayons
- glue sticks
- coloured paper
- cardboard
- computer

INTRODUCTION:

Pre-schoolers are placed in a circle on the floor. They sing a song called *Rainbow, rainbow*:

*Rainbow, rainbow high and bright
Rainbow, rainbow made of light
From the clouds down to the ground
I see colours all around
Red, orange, yellow, green, blue
Indigo and violet, too.*

PROCEDURE:

Warm up:

Teacher introduces into the activity a puppet named *Rainbow*. Teacher asks pre-schoolers to observe the puppet and say what colours they can notice.

Activity:

Teacher gives pre-schoolers stickers with rainbows. Pre-schoolers are divided in four groups. They decorate the paper face in the following way:

1. Teacher shows pre-schoolers a ready-made paper rainbow face and asks them to describe it.
2. Pre-schoolers receive a blank paper face.
3. Pre-schoolers draw two eyes, one nose and one mouth.
4. Pre-schoolers stick the coloured paper stripes (red, orange, yellow, green, blue, indigo, violet) as hair.

Teacher plays a short video on the computer - *Movement Song Colours Dance*. After watching it, teacher and pre-schoolers play the game together.

Useful links:

www.pinterest.com

www.youtube.com/watch?v=aME-JWXvPds

www.youtube.com/watch?v=CevlvvtW7zU

Written by:
Zanfir Flori-Georgiana

Topic #12: Put on the right colour.

Group: 20

Age: 4-5

Time: 20 min

General objectives:

- By the end of the lesson pre-schoolers will know to form groups of objects by colour and learn the meaning of new vocabulary words.

Detailed objectives:

Children:

- to realize classifications of objects by colour;
- to establish relationships between objects and groups of objects;
- to select identical objects;
- to understand simple orders and messages given by teacher in English.

Cognition: - to name and recognize the contents of the activity (colours, flower, flag, basket).

Culture: - to bring pre-schoolers closer to the English language in general.

Language Aim:

- **Vocabulary and simple questions and answers about flowers and colours:** What is this? It's a flower/ basket/ flag. What colour is it? It is red/ green/ yellow/ blue/ orange.
- **Grammar:** put, select.
- **Adjectives:** big and small.
- **Grammar structures:** singular – plural (flower – flowers/ basket – baskets/ flag – flags).

Didactic resources:

- A duck toy
- Paper flowers (red, green, yellow)
- Paper baskets (red, green, yellow)
- Pictures of the song content
- Flags (red, yellow, green, blue, orange)
- Five big coloured paper circles
- Five kindergarten models (red, yellow, green, blue, orange)
- Worksheets
- Crayons

INTRODUCTION:

Teacher shows pre-schoolers Mac-Mac the duck. This is very upset because the flowers from the basket are mixed and asks pre-schoolers to help her to go to the kindergarten to offer them to children:

*I am the duck Mac-Mac
And I'm quite upset.
Flowers have mistaken their colours.
Someone mixed them all
Help them, please
Put their right colours on!*

PROCEDURE:

Warm up:

Teacher shows pre-schoolers some pictures of a song content named "*The Colour Song*" and asks them to sing together:

Red, red } 3 times
The apple is red }
The apple is red, red, red.

Green, green } 3 times
The tree is green }
The tree is green, green, green.

Blue, blue } 3 times
The ball is blue. }
The ball is blue, blue, blue.

Yellow, yellow } 3 times
The lemon is yellow }
The lemon is yellow, yellow, yellow.

Orange, orange } 3 times
The juice is orange }
The juice is orange, orange, orange.

Black, black } 3 times
The hat is black. }

The hat is black, black, black.

Activity:

Near the basket with mixed flowers, brought by Mac-Mac, teacher puts other 3 baskets of different colours - red, green, yellow. One by one, pre-schoolers take a flower, say the right colour of each flower and put it in the basket of the same colour as the flower.

Next, pre-schoolers will form bouquets of flowers with the same colour. Then, Mac-Mac will pretend she mistakes the colours in order to see if the pre-schoolers notice her wrong choices for flower bouquets. Pre-schoolers have to correct the mistakes.

Project ideas/ variations:

Each pre-schooler will receive a coloured flag. There on five big coloured paper circles are placed kindergarten models in the same colours as the flags (red, green, yellow, blue and orange). Pre-schoolers have to place each coloured flag on the right kindergarten roof top.

Useful links:

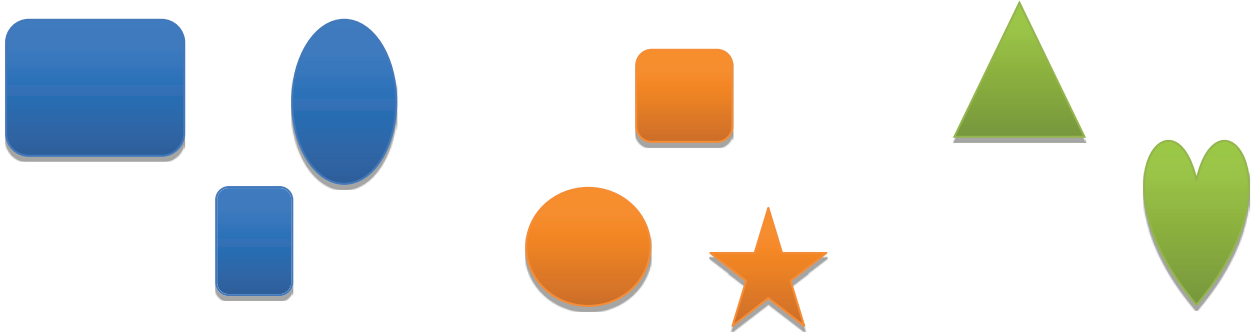
www.youtube.com/watch?v=BGa3AqeqRy0
jocuripentru copiimaritimici.blogspot.ro/2012/01/fise-de-colorat-cu-forme-simple.html

Written by:

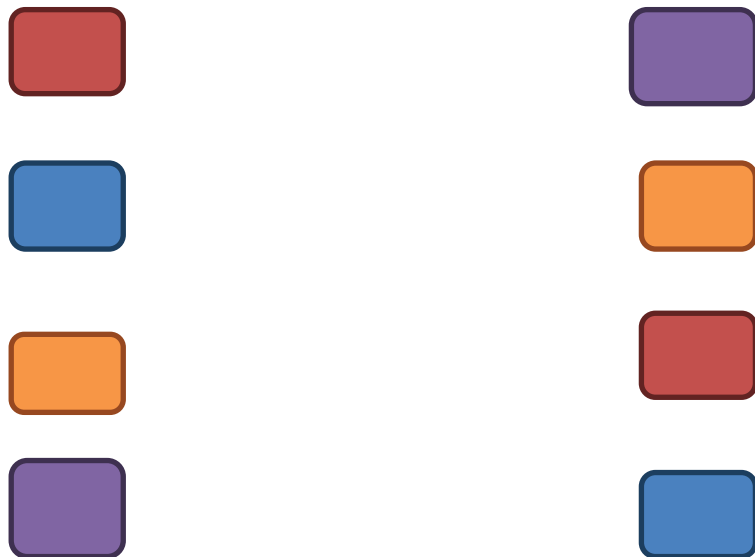
Adina-Elena Pastorcici

Worksheet #1: Put on the right colour.

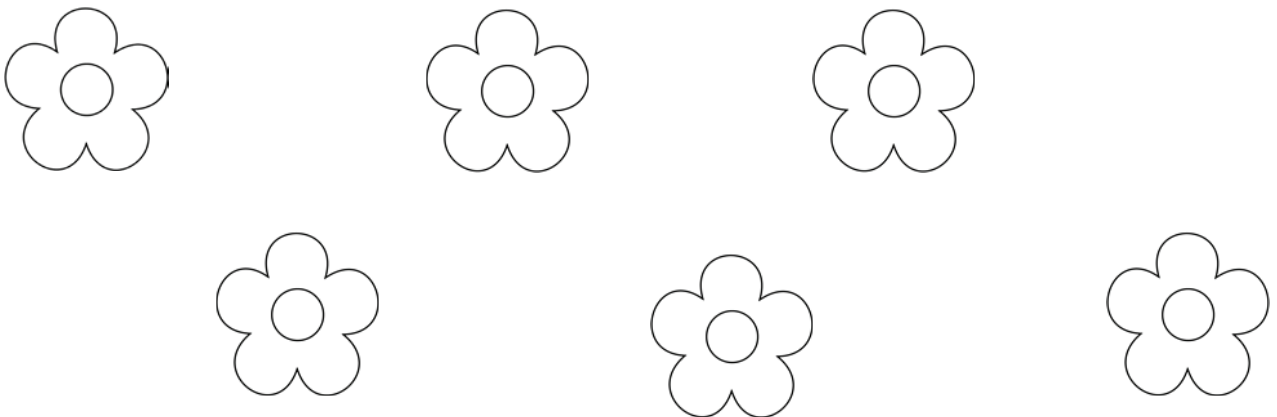
1. Circle objects of the same colour.



2. Draw lines to connect the matching colours.



3. Colour one flower red; two flowers green; three flowers yellow.



Topic #13: The colour game.

Group: 20

Age: 4-5

Time: 20 min

General objectives:

- To improve gross motor skills of jumping and running.

Detailed objectives:

Children:

- To perform physical exercises aiming to work out different segments of the body;
- To be able to perform a race among obstacles;
- To constantly maintain a good body posture during the activity;
- To respect the rules of the game;

Language Aim:

- **Simple questions and answers:** What colour is this? What colour do you like? This is ... (red). I like (red).
- **Grammar:** gallop, jog, jump, slide, hop, skip, crawling, crab walking, *walk*, jump, run, creep, stop.
- **Adjectives:** red, yellow, green, orange, blue, pink.
- **Orders:** hands up, hands down, turn around.

Didactic resources:

- Paper flowers (red, yellow, orange, green)
- Coloured balloons (red, yellow, orange, green)
- Boxes
- Tunnel.

INTRODUCTION:

Each pre-schooler shall choose a colour which he or she prefers and stick it on T-shirt. Pre-schoolers will sit down in a circle singing the “*What colours do you like?*” Song. When pre-schoolers hear their colours they stand up.

Lyrics – “What colours do you like?”:

*What colours do you like?
I like blue sky
I like green grass
I like purple butterflies,
I like yellow daisies.*

*Red daisies as well
Pink and orange sunsets
Watching them with you.
I like snowy-white.
The black of the night.
I like the brown of the earth in the ground
What colours?*

*What colours do you like?
What colours do you like?
I like blue - blueberry pie.
Green cabbage and broccoli
I like yellow corn
Orange carrots too
White mashed potato and a brown gravy stew.
I like red strawberries
Purple grapes.
What colours?*

*What colours do you like?
What colours do you like?
I like blue, blue, blue
I like green, green, green
I like yellow, yellow, yellow
I like orange, orange, orange
I like red, red, red*

PROCEDURE:

Warm up:

Traffic Lights Game

Pre-schoolers walk and teacher calls out a traffic signal colour.

- When teacher says “green light,” pre-schoolers should walk quickly.
- On “yellow”, pre-schoolers should move in slow motion.
- Finally, when teacher says “red,” pre-schoolers should stop completely.

Change the movement each time you play. You can pick the movement, or ask pre-schoolers to pick one. Examples are: sideways, backward, gallop, jog, jump, slide, hop, skip, crawling, crab walking, on tiptoes.

Exercise 1

- A. Keep the back straight with the legs kept together.
- B. Arms on waist, slowly turning head clockwise.

Exercise 2

- A. Back kept straight with the legs slightly spread.
- B. Arms on waist.
- C. Leaning twice on the left side.
- D. Leaning twice on the right side.

Exercise 3

- A. Keep the back straight with the legs slightly spread.
- B. Lift up right leg while left knee is bent then straighten it
- C. Return to the original position.
- D. Lift up left leg while right knee is bent then straighten it.
- E. Return to the original position.

Exercise 4

- A. Hands on hips.
- B. Jumping on tiptoes.
- C. Jump with hands up.
- D. Jumping on tiptoe.

Activity:

Option 1:

Pre-schoolers will be divided into four teams, depending on the colours of flowers they choose (Red Flower Team, Yellow Flower Team, etc.). In front of each team there are coloured obstacles through which each member of teams has to pass. That team whose members manage to get to the finish line first is the winning one.

Option 2:

Pre-schoolers will be divided into two teams. One pre-schooler from each team will choose a balloon which has the same colour as a flower from the box, holding the balloon in his/ her hand he/ she will have to crawl through a tunnel. That team whose members finishes first is the winning one.

Useful Links:

www.youtube.com/watch?v=tQASh8bbkUY
www.youtube.com/watch?v=GzGvV7OAXvY
www.youtube.com/watch?v=tkpfg-1FJLU
www.youtube.com/watch?v=iLnmTRQf2QI
www.youtube.com/watch?v=Asb8N0nz9OI

Written by:
Irina Maria Iorga

Topic #14: The Colour - Experiment.

Group: 20

Age: 5-6

Time: 40 min

General objectives:

- By the end of the activity pre-schoolers will identify and recognise primary and secondary colours and understand new English words.

Detailed objectives:

Children:

- recognise primary colours;
- identify the obtained secondary colours;
- understand simple messages and orders given in English;
- get closer to English language in general.

Language Aim:

- **Vocabulary, simple questions and answers on weekdays and colours:** What colour is it? It is red/orange/yellow/green/blue/violet.
- **Grammar:** take, put, colour.

Didactic resources:

- red, blue and yellow food colour
- 1 cup of milk/ cream
- dish soap
- a big plate
- images of fruit
- the colour wheel

INTRODUCTION:

Teacher will get pre-schoolers' attention with a game about colours and fruit mixing the lyrics.

*Yellow is the orange
Orange is a pear
Brown is the apple
Green is the bear.*

Pre-schoolers will have to reproduce it correctly, according to the given images.

*Orange is the Orange
Yellow is the pear
Green is the apple
Brown is the bear.*

PROCEDURE:

Warm up:

Lyrics – “Colour Song”:

*Red, red, red,
The apple is red.
Red, red, red,
The apple is red, red, red.*

*Green, green, green,
The three is green.
Green, green, green,
The three is green, green, green.*

*Blue, blue, blue,
The ball is blue.
Blue, blue, blue,
The ball is blue, blue, blue.*

*Yellow, yellow, yellow,
The lemon is yellow.
Yellow, yellow, yellow,
The lemon is yellow, yellow, yellow.*

*Orange, orange, orange
The juice is orange.
Orange, orange, orange,
The juice is orange.*

*Black, black, black,
The hat is black.
Black, black, black,
The hat is black, black, black.*

Activity:

Teacher will show pre-schoolers the experiment: primary colours are blue, red and yellow. Primary colours cannot be made from other colours. Colour wheel show how colours are related. They remind artists how to mix and think about colours.

Artists create all the other colours of the rainbow by mixing the primary colours together. The secondary colours are green, orange, violet (purple). Secondary colours are made by mixing two primary colours. Each secondary colour is made from the two primary colours closest to it on the colour wheel. Just by mixing these colours, you can get all the colours of the rainbow.

Directions:

- Pour 1 cup of milk/ cream on a plate
- Add three drops of red food colour to one edge of the plate
- 1/3 of the way away, add three drops of blue food colour
- 1/3 of the way away add three drops of yellow food colour
- Don't mix or jiggle
- Squeeze a drop of dish soap in the centre of the bowl

Pre-schoolers should record what they see. Teacher asks them to express their thoughts related to what happened?

Variations:

Mixing paint colours to get what you want...

- Red + White = Pink
- Purple (mix red + blue) + White = Lilac
- Orange (mix red + yellow) + White = Peach
- Black + White = Gray
- Green + White = Mint Green
- Blue + White = Sky Blue
- Yellow + White = Pale Yellow
- Blue + Green = Turquoise
- Red + Green + Blue = Brown
- Orange + Red = Red-Orange
- Purple + Red = Fushcia
- Brown + Black = Dark Brown

Useful links:

www.youtube.com/watch?v=BGa3AqeqRy0

www.kidzone.ws/science/colorwheel.htm

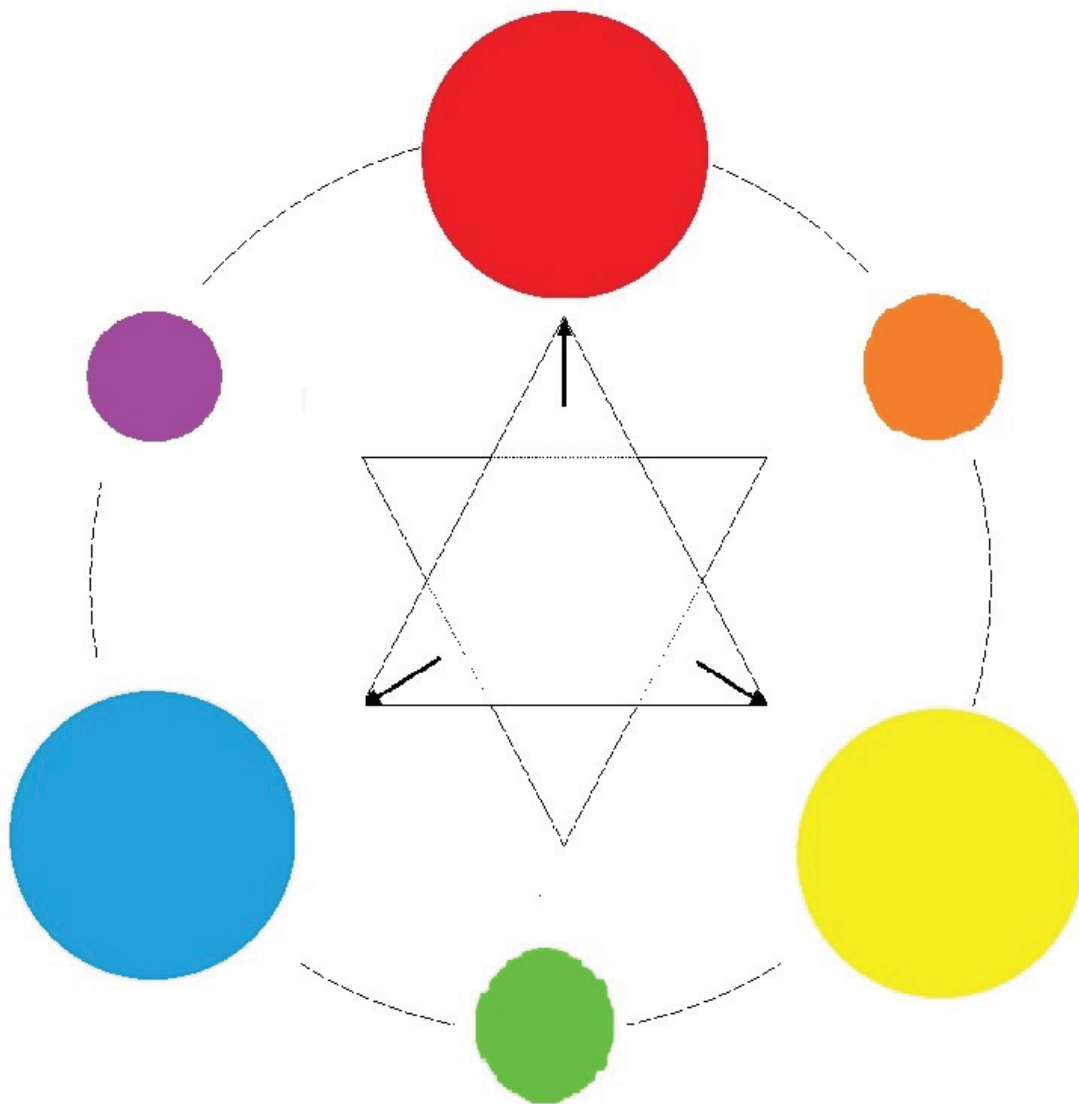
www.kidzone.ws/science/rainbow.htm

Written by:

Nicoleta Mînescu

The colour wheel

Primary and secondary colours



Topic #15:

Group:

Age:

Time: min

1. GENERAL INFORMATION:

Teacher/ Teachers

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Topic:

.....

Group size:

Age group / Level: Preschool /

Timing:

Subject / Curriculum Integration

2. OBJECTIVES:

General objectives:

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Detailed objectives/ Children:

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3. REQUIRED RESOURCES:

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4. VOCABULARY:

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5. GRAMMAR:

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6. PROCESS:

Introduction:

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Warm up:

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Activities:

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Follow-up / Summary:

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