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**An Examination of the Helen Doron
Early English Methodology**

Bakalářská práce

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Anotace

Bakalářská práce zkoumá platnost metodiky Helen Doron Early English pro výuku angličtiny pro děti s ohledem na vývoj dětí, jejich specifické charakteristiky jako žáků a v rámci RVP PV. Nabízí podrobné uvedení do metodiky Helen Doron Early English a ukazuje, jak metodika reflektuje konkrétní potřeby dětí v souladu s jejich celkovým vývojem. Také ukazuje, v kterých ohledech souhlasí s přístupy RVP PV a ve kterých bodech se neshoduje.

Práce rovněž zkoumá funkčnost plánů hodin, které jsou k dispozici učitelům Helen Doron Early English s ohledem na výše zmíněné a nabízí vlastní soubor plánů v rámci metodiky Helen Doron Early English, které se pokouší o kompaktnější zachycení metodiky jako takové.

Klíčová slova

Helen Doron Early English, děti, angličtina pro děti, vývoj dětí, hypotézy S. Krashena, přezkoumání, RVP PV

Abstract

The Bachelor's Thesis examines the validity of the Helen Doron Early English methodology for teaching English to very young learners within the frames of child development, nature of child learners, and the RVP PV document. It provides an in-depth introduction to the methodology and shows how it links to the specific needs of children with respect to their development as a whole. It also describes in which areas it corresponds to the RVP PV document, and points out the differing points.

The thesis also offers an analysis of the lesson plans provided by the Helen Doron Early English methodology with respect to the above stated and to the methodology itself, and proposes a new set of lesson plans within the Helen Doron Early English methodology that attempt to provide more cohesive reflection of the methodology as such.

Key Words

Helen Doron Early English, children, teaching English, child development, Krashen's Hypotheses, examination, RVP PV

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INTRODUCTION

Over the last few centuries the approach to children's learning has changed a lot. Human knowledge about child development and the needs of children has expanded and the status of children has shifted. In the last few decades a lot of studies in early child development have been carried out and prove the importance of exposure to early stimuli. Therefore, the field of early education appeared and has continued to expand.

In today's global world the English language is the important variable. English language acquisition and learning has thus become a widely debated topic. Parents today are interested in providing English language education to their children. With the growing information on the importance of early education available, parents search for opportunities to expose their children to English language stimuli as early as possible.

Helen Doron, a linguist and educator has noted the demand and developed a methodology to teaching the English language to very young learners which has existed for almost 30 years now hence proving some extent of success and validity. The thesis shows an examination of the Helen Doron Early English methodology as it relates to child development and the Czech Framework of Reference for Pre-primary Education.

The theoretical part is dedicated to an in-depth introduction to the Helen Doron Early English methodology to maximise understanding of what it is about (chapter one). Later on its validity is examined with respect to early child development and nature of child learners as a whole (chapter 2). Last but not least the thesis examines the ways in which it corresponds or does not correspond to the Czech Framework of Reference for Pre-primary Education (chapter 3).

The practical part shows an analysis of the Helen Doron Early English methodology as it is reflected in practice in the official proposed lesson plans in the teacher's guide to one of the courses. It also offers a set of my original lesson plans on teaching the same language matter.

I. Theoretical Part

1. INTRODUCTION TO HELEN DORON EARLY ENGLISH

“While linguistic relativity remains a debated topic, linguists, sociologists and psychologists all agree that language development is irrevocably linked to the actualisation of human potential.”

Helen Doron

Helen Doron Early English (here in after referred to as HDEE) forms one part of Helen Doron Educational Group (for more information on the organisation of the system see p. 18) and has been available to child learners since 1985. It claims to possess a unique methodology of teaching English to very young learners simulating the mother-tongue principles. The idea also includes a holistic approach to child development incorporating elements of any exposure of children to early education in the necessary areas at each stage of their development.

I aim at introducing the HDEE methodology from different perspectives examining its validity within the frames of language, cognitive, physical, and emotional and social development in children, as well as with respect to the characteristics of a child as a language learner and to the Czech educational system requirements¹.

To understand the methodology fully, the concepts that were inspiring sources for the author – Helen Doron are included. The basic principles of the methodology, brief description of the lesson plans proposed by HDEE in the HDEE teacher’s guides, the principles governing each particular HDEE lesson, and the organizing elements of the whole system provide an in-depth introduction to understanding what the HDEE methodology is about.

¹ Specifically the RVP PV document (the Czech Framework of Reference for Pre-primary Education).

1. 1. Inspiring Concepts to Helen Doron

As Helen Doron herself says in *The Music of Language*² not only has she been influenced by several important moments in her personal life, she was also inspired by various concepts along the way of creating the HDEE methodology. The most influential ones forming the shape of the methodology as a whole were Glenn Doman's thoughts on brain development, Shinichi Suzuki's experience with teaching music to children, and Helen Doron's own conviction about the validity of the Saphir-Whorf Hypothesis.

While raising her own children, Doron came across Glenn Doman's Institute for the Achievement of Human Potential. Glenn Doman's primary interest was in the neurological function of the brain – originally in disabled children or people physically damaged (*The Music of Language* 25). Later he applied “the same concepts of early brain development to a whole series of programmes, including early reading, early mathematics and encyclopaedic knowledge” (25). He also claimed that a child's brain grows both in size and in the number of neural connections until the age of six.

From the above stated Helen Doron understood that “anything involved in early-childhood development must, by its very nature, be interdisciplinary” (25). As the brain develops best at early age, it is important to stimulate a child early in all of the areas of his or her development in an integrative manner to encourage holistic development helping the child in reaching his or her maximum potential. This assumption forming the basics of the HDEE methodology fully corresponds to the requirements of the Czech Framework of Reference for Pre-primary Education (here in after referred to as RVP PV) and to the nature of a child's development (see p. 21).

Based on Doman's findings about the development of the human brain Doron also realized that it is important to expose children to any kind of knowledge as early as possible as it is the amount of stimuli the young brain is exposed to that can eventually increase children's potential to learn and their potential as a whole. Early

² Doron, Helen. *The Music of Language*. Helen Doron, 2010. Print.

exposure to language necessarily belongs to such a stimuli and therefore directly influences the quality of life a child may have and the readiness to face life's challenges (25-26). It is the basis of the HDEE concept to use children's desire to learn and teach them to learn – encourage their natural delight in learning and help their brain development in such a way that they will be able to learn (25). As such it also corresponds to the requirements of the Czech educational system laid out in RVP PV and to the nature of child development, as well as to general characteristics of children as language learners (see p. 21, 31).

Another of the influences shaping what the HDEE methodology has become, was the Suzuki Method for teaching music to children. Shinichi Suzuki believed that very young children could learn music in a mother-tongue manner – that is “first they hear the sounds of their language again and again. When they eventually say their first word, their parents inevitably whoop with delight and the child is encouraged to say it again and again. This is the way they learn to speak. Only later do they learn to read” (27). When playing the musical instruments or singing the children first learn to make music and only then they learn to read notes. Suzuki's perspective was that notes in themselves are not music. Therefore insisting on children first learning to understand notes would be like forcing children to read before they could speak (27).

Doron's focus on the music of language stems from what she has learnt from Shinichi Suzuki. “Replicating the concept of a repeated background melody” (29), she created a background hearing medium singing, chanting rhymes, and telling stories in English emphasizing its music. Making the most out of children's innate ability to hear, distinguish, and play with the sounds of language, Doron focuses predominantly on the receptive competence in children gained by exposure to the language that forms the basis of acquiring a language. In that her approach agrees with the theories of language development in children as described for example by David Fontana or Noam Chomsky (see p. 25).

Using the background hearing medium she creates an environment in which children are exposed to the sounds of English for at least 40 minutes a day actively

absorbing the language. Only after the children have taken in the specific sounds and patterns of English, they learn the meanings in intentionally constructed meaningful contexts in once-weekly classes. The idea of a meaningful context has been described by other linguists and theoreticians – of those the most known is Stephen Krashen’s hypothesis. Such similar processes of acquiring comprehensible language input within meaningful contexts take place when children are acquiring their mother tongue as described by David Fontana. The approach of the HDEE methodology in proceeding from form to meaning therefore closely correlates with both of the other experts (see p. 25, 28).

The last but not least is Doron’s conviction of validity of the Sapir-Whorf Hypothesis (or the linguistic relativity principle). It says that “at a basic level of cognitive development, there is the concept that language mastery directly affects intellect and even behaviour” (26), meaning that each individual perceives the surrounding world through the ability to express oneself using language. The more of the linguistic devices one has, the more he or she can understand about the attributes of the world he or she lives in. Language shapes extra-linguistic reality and extra-linguistic reality shapes language.

Therefore, if a child is exposed to language early, he or she can better grasp the immediate reality of his or her surrounding environment. From the above stated Helen Doron concluded that “it all came back to early language acquisition” (26) and pursued examining the benefits of bilingualism and early second language exposure – as the logical conclusion from the previously described is that the more means of language and even of more languages one has at one’s disposal, the bigger is one’s knowledge and understanding of the world.

2. 2. Basic Principles of the Methodology

Helen Doron Early English methodology is based on the belief that:

A person’s intellectual capability is shaped not just from their genetic makeup, but from the extremely early brain stimulation that leads to the creation of neural pathways. As more neural pathways are added, the potential for storing and retrieving information is increased. (36)

The greater the stimulation, the bigger the potential there is for children and future adults to succeed in school, to adapt in a new job, and to absorb new information throughout an active lifetime – just to name a few. During the first year of a human life the brain acquires 60% of its ultimate adult size and the basic determining foundation for mental capability is created (36). Early exposure to language and even an additive language therefore necessarily acts as one of the possible stimuli that eventually aids a child in increasing the above mentioned chances.

In agreement with the above described aspects of early brain development, it is essential to the HDEE methodology to provide a maximum amount of stimulating opportunities to facilitate child's cognitive growth. Therefore, in addition to the language stimuli in itself, the HDEE methodology promotes multisensory approach to teaching children, incorporating appeal to many learning styles (*Fun with Flupe Teacher Guide* 11) to prepare children's brains for intellectual development that eventually can bear distinct advantages in life.

A child exposed to such stimulation at an early age develops more neural pathways. This process then allows improved cognitive functioning and he or she "has the tools to continue learning, and therefore the possibility of achieving wonderful things" (*The Music of Language* 37). Creating and reinforcing existing neural pathways requires frequent, intensive, and lengthy stimulating processes. All of these aspects of a child's development and a child's needs reflected in the HDEE approach are in agreement with other theories describing a child's development and with the requirements of the official Czech document - RVP PV (see p. 22, 31-32).

The methodology works with the awareness that mother-tongue language acquisition is unique in its nature. Its origin is directly linked to early brain development and as such it is permanently coded into the brain co-funding the premises for learning. Mother-tongue is acquired through forming of the associations between the sound and a meaning in a natural immersion environment (38). "The infant is absorbing the audio data, much as a sponge soaks up water" (39). However, it is not just the audio input that they are exposed to. Parents speaking motherese to their children using complex properties specific to it

(rhythm, pitch, sing-song cadence etc.) and making the most of expressing meaning para-linguistically, continuously include their babies in communicating (39).

Helen Doron says that exposing a child to bilingual stimulation from very early age therefore necessarily helps brain development as a whole as there are more neural pathways constantly being created and the cognitive capabilities are enhanced (40). The HDEE methodology aims at imitating mother-tongue acquisition technique to teaching English to very young learners finding it the most effective and beneficial.

Helen Doron explains that traditional second-language training is “doomed to failure” (41), even though knowledge of English has been growing in importance. It is so because of a number of reasons which she explicitly lists:

1. Students are expected to master all aspects of a language (reading, writing, speaking, understanding, grammar and phonics) simultaneously.³
2. Students do not get enough individual speaking time.
3. Students do not receive enough direct feedback.
4. Pronunciation suffers.
5. Inhibition leads to failure.
6. Traditional education models focus on correction. (41)

The HDEE methodology has been developed as an opposing direction in educating very young learners and teenagers to such traditional models.

Students acquire the sounds and forms of English first through repeated background home hearing thus “replicating natural mother-tongue language acquisition by creating an immersion system” (49). The children hear a portion of the audio playing in the background twice daily while playing, eating, or before

³ This in particular is the case of the Czech educational system requirements for the 3rd grade of elementary school. Unfortunately as far as I know – the children suffer from overload and impossibility of understanding and dealing with all aspects of language (especially understanding grammar which requires ability of abstract thinking impossible to ask of children that are eight years old). Therefore, there is a great danger that children end up giving up on English being constantly discouraged and do not like learning languages at all.

going to sleep. Their attention to it is peripheral and the language material “goes straight to long term memory and creates hard-wired mastery of language” (49). The CDs present correct models of pronunciation of varieties of English from all over the world. Throughout the acquisition process the HDEE methodology emphasizes the exposure to the music of language focusing on the receptive skills in correlation with language development in children and Stephen Krashen’s differentiation between language acquisition and language learning (see p. 28).

Only afterwards the children come to once-weekly classes “with the sounds and songs of the language already in their ears” (29), learning the meanings through “flashcards, games, song movements and lots of fun activities” (29). Just as children first only hear the language around them and only later they start to understand its meaning in real-life situations and contexts. The environment for such language acquiring and learning in general should be pleasant and supportive including friends enjoying their time together in English. All of the above stated correlates closely with Stephen Krashen’s theories concerning second language acquisition – specifically the Acquisition-Learning Hypothesis and the Affective Filter Hypothesis (see p. 28-30).

As opposed to high affective filters created in students learning through the traditional models, the HDEE methodology emphasizes positive reinforcement constantly encouraging any effort the children make. “Children learn⁴ their mother tongue partly because when they say something, their parents whoop with delight and the infant thinks: Hey, I’m good at that! I’ll do it again” (49). The HDEE teacher should never focus on error correction – rather he or she should support any communicative attempts of their students and build on their feelings of success. The communicative function of language is seen as crucial (49).

The approach to language learning nowadays has generally moved more towards the emphasis on the communicative function of language. There are many publications on CLT (Communicative Language Teaching) available. Further in the

⁴ Helen Doron often uses the term learn, even though she means acquire – she uses the terms interchangeably throughout *The Music of Language* in order for the readers who are supposed to be of non-linguistic background to understand.

thesis I come back to Stephen Krashen's ideas on language acquisition and learning which are in agreement with the above described Helen Doron's thoughts (see p. 28-30).

2. 3. HDEE Lesson Plans and Principles Governing Each Lesson

Helen Doron Early English published a teacher's guide for each of the courses. It provides the HDEE teachers with quite a detailed plan of each particular lesson structuring each course as a whole. That can be very helpful especially for the starting teachers, however, quite limiting for the experienced ones.

For example the *More Fun with Flupe Teacher Guide* (more drawn onto in the practical part of the thesis, p. 37) is constructed of two versions of lesson plans – lesson plans A and lesson plans B (in case of twice-weekly lessons, see the scanned lesson plans, p. 76-91). Each unit (story) usually consists of three lesson plans with numbered activities (points) that include very specific instructions on what to teach and how (through what games, pictures, or props), what should the teacher say, and what should be elicited from the children. Some of the activities are marked optional. New words and phrases and reviewed words and phrases, as well as the list of props (possibly even photos of handmade props) needed in the particular lesson with reference to the HDEE internet materials and sources are listed at the beginning of the lesson plan. There are also separate sections on games, flashcard games and activities, and song scripts with described gestures for each song.

However, “these lesson plans are not divine decrees; the teacher must be flexible in listening to the needs of the children and be ready to change the lesson plan if necessary” (*Fun with Flupe Teacher Guide*, 10). The HDEE teachers are encouraged to stay alert and creative in teaching, exploring various ways and techniques, looking for the most effective organization of the lessons for the children to learn through and enjoy. Therefore, lesson planning is integral and essential part of the teaching process and can never be underestimated. There should be a specific pedagogical purpose behind each activity. The importance of lesson planning is emphasized in other methodology material on teaching children and in the RVP PV document (see p. 37).

The Helen Doron Early English teachers are encouraged to create regular repetitive routines with the children – especially at the beginning of the lessons. Each lesson then starts in the same pattern of greeting the children and a method that Helen Doron named the brain jog. Such repetitive routines are in accordance with children’s developmental needs and their specific characteristics as language learners (see p. 24-25, 27).

Helen Doron’s interest in brain development and functioning results in acknowledging the existence and separate roles of both of the hemispheres of the human brain. “The right hemisphere deals with synthetic, spatial, language and meaning processing while the left hemisphere deals with analytical, logical, and grammatical processing” (11). She also notes that until the age of two language is stored in both sides of the brain and then between the ages of two and three it is transferred to the left hemisphere (11).

Brain jog is a physical activity that should “stimulate both hemispheres to function together, thus promoting whole brain learning” (11). It consists of “crossover patterns [...] for instance touching the right foot with the left hand etc.” (11), and it is always incorporated at the beginning of each lesson with the very little children as well as with older learners. The level of maturity of the brain jogs should always be adjusted to the age of the children (11).

Helen Doron states that each lesson should be composed of many short activities (each just a few minutes long) with standing up and moving, and sitting down activities in alternation. It is so in accordance with children’s developmental needs (specifically the physical need to move and shorter concentration span) and with the nature of children as learners. It is also a logical result of providing variety within a lesson. Other methodology theoreticians propose the same attitude to lesson planning (see p. 23-24).

The lessons should always cover “a wide range of subject matter, some new and some familiar” (10) of one unit. Helen Doron emphasizes that “it is most definitely a mistake to try to spend a whole lesson on one subject” (10). This approach prevents children from getting bored – they stay interested constantly looking out

for what is going to happen next. “It is also much more likely the way in which the child pieces together the knowledge of her mother tongue” (10). The contexts of the language are presented in systematically scattered manner allowing the children to grasp the concept as a whole. The same ideas are expressed by other experts in teaching languages to children (see p. 22, 28-29). There is a close link between the focus on the variety of the matter and the organisation requirements of the Czech official document RVP PV (see p. 31-32).

The parents are always welcome to join in the lessons. Within the younger learner groups their presence is mandatory – they participate actively throughout the lessons sitting down on the cushions with their child, initiating the activities if the child is shy – helping her or him where necessary to join in, and imitate what the teacher says or does. The parents must always respect the authority of the teacher and be aware of their participating role. Counting on and encouraging co-operation with the parents is one of the strongest similarities between the HDEE methodology and the requirements of the Czech educational system on pre-school education in the area of communicating with the parents to maximize the child’s growth fulfilling his or her potential (see p. 32).

The rule of using only English should be established at the beginning of the course and the parents should be reminded never to translate what the teacher says (7-10). It is explicitly noted that “mother tongue is strictly forbidden in the lesson, and if the parent wants to address the child, he or she can only do it in English” (10). Lots of activities are designed for the parents to bond with their children and also encourage co-operation within the parents creating pleasant social environment among the group (7-10). There are differing opinions on the extent of the mother tongue usage within the lessons of English, Helen Doron strictly stating it should not be used at all (see p. 35-36).

The children should never be pressured into speaking and always encouraged to co-operate and help each other. However, the teacher should encourage the students to speak as much as possible eliciting group answers (7-10). If a child does not speak, it does not mean that he or she does not learn. Most likely “he is absorbing

the language without speaking and he will eventually speak; it may take a month or it may take six months” (10). Any assessment or testing of the children’s knowledge of the material should be done without them feeling that they are being tested (10).

In regard to the children’s active production of language, Helen Doron seems, as far as the materials available (in this case specifically the instructions within the teacher’s guides) say, more urgent especially in encouraging the HDEE teachers to come up with ways and techniques to encouraging children speaking as soon and as much as possible. While the HDEE methodology is based on receptive skills in language acquiring, within the individual boundaries of each child she encourages the active production of language to quite an extensive measure asking the teachers to elicit the language from the children (see the scanned pages from one of the teacher’s guides, p. 76-91).

With respect to assessment, her ideas are compatible with other methodology theoreticians (see p. 24, 29). Helen Doron continually notes that the children should not be discouraged in any way and positive reinforcement and praise are the only manner of assessing. However, from the materials available it seems that there is no system of assessment as such and the HDEE teachers are not specifically instructed to assess each individual child systematically using proper criterion measures nor formative assessment. Neither the children are guided to reflect on their abilities in English. In contrast to that, RVP PV states very clearly that the development of each individual child should be monitored and assessed. Ideas of other methodology experts note that complex assessment of each child’s abilities in English should be kept track of and assessed as well (see p. 33).

2. 4. Organisation of the Courses

Helen Doron Educational Group is a superior unit to Helen Doron Early English. It not only offers courses in English, they also developed programmes in early mathematics (MathRiders), physical education (Ready Steady Move!), and four integrated programmes for wholesome education for children up to the age of two, including pre-natal care and stimulation (Dada-Vinci).

HDEE currently offers nine follow up sets of one year courses to children from 3 months of age to 14 year olds. In addition to these there is a 10 week course in reading and writing in English for students whose mother tongue does not use the Roman alphabet and phonetic reading and writing system of language. There have also been developed two follow-up one-year courses for teens and two others are in preparation plus four follow-up one-year courses for kindergartens, and two follow-up one-year courses for the first years of elementary schools. English through Drama and other holiday courses are also available. The chart of how the courses are arranged (apart from the kindergarten and primary school courses) is enclosed in the attachments section of the thesis (see p. 73).

All of the courses taught at the HDEE centres (that is not the courses offered to kindergartens or primary schools) are divided into four units – each consisting of an activity book and a CD. A DVD with story episodes is included in some of the courses. The groups of children are never bigger than eight and never smaller than four – as the HDEE methodology supports co-operative learning and group interaction (*Fun with Flupe Teacher Guide 7*). Co-operative learning is one of the basic principles required by the Czech educational system described in RVP PV (see p. 31). Such learning also encourages emotional and social development of children (see p. 24).

It is usually the case that the first six years (courses) of learning English do not include teaching reading and writing – those two skills are only added once the children read and write in their own mother languages (3rd grade in the Czech Republic) or at a special request of the parents. Such a lesson then lasts 45 minutes. The three subsequent courses include reading and writing and it is highly recommended that they last at least 60 minutes including 15 minutes of work portion in the specified workbook.

What has been continuously emphasized throughout the existence of the whole business is that once the children start learning English, they can continue in being “exposed to the language regularly and systematically” (4) throughout the whole series of courses, and thus acquire English naturally over the years eventually

communicating without any problems. Helen Doron points out that “HDEE is not just a single programme, but an integrated series of courses that are designed to complement each other and support the needs of children as they grow” (*The Music of Language* 31). As such the wide range of courses for children of different ages should provide continuous bilingual education from the moment the child is born until he or she is in his or her late teens.

2. HDEE AND A PRE-SCHOOL CHILD'S DEVELOPMENT

“Without a knowledge of child's various stages of cognitive, emotional, physical, social, and language development, and an ability to recognise these changes, it is difficult for a teacher to plan an effective programme.”

Opal Dunn

Holistic approach to early stimulation of a child and making the most out of children's natural delight in learning form the basis of the HDEE methodology. Also Carolyn Meggitt emphasizes the importance of keeping in mind that “even a tiny baby is a [whole] person” (1). The HDEE methodology regards child development as holistic acknowledging its characteristics and natural patterns in all of its areas. Such approach also necessarily leads to incorporating teaching strategies that include appealing to all of the senses. The knowledge of cognitive, physical, emotional and social, and language developmental needs of children is reflected in the overall principles of the HDEE methodology.

2. 1. Cognitive Development of Children (aged 3- 7)

There are many theories that describe cognitive development in children. Those mostly known and accepted are Piaget's, Bruner's, and Vygotsky's. For the practical purposes of the thesis it is not necessary to go into a lot of detail about each of the approaches to constructing knowledge about the world in children. Therefore the main source of all of the theories is Carolyn Meggitt's *Child Development* (2007) where she not only introduces the above mentioned theories but she also describes practical cans and can'ts of important stages in child development.

All three of the theories emphasize the importance of social context in cognitive development as it is within the social life of a child that he or she “acquires a framework for interpreting experiences” (Meggitt 156) and constructs the knowledge about the world. The HDEE methodology works in agreement with the above stated as the acquiring processes within each class take place through carefully planned and constructed real-life contexts and in a group of children for co-operative and social interaction (see chapter one).

The most influential of the above mentioned theories of cognitive development in the last ten years as David Fontana states (74) remains Piaget's theory. Jean Piaget describes four stages of development of thought of which the second stage – Preoperational – applies to the children from the age two to seven.

The most important characteristics at this stage of cognitive development is the need for the concrete and the real. The ability of transfer of knowledge is still very limited, however, children are able to use symbols for the real and experienced. They are very egocentric and only understand the context from their point of view. They concentrate their attention towards one property of a situation, context, or object, and are not able to conserve mass, volume, and number (Fontana 67 – 68).

Also Jayne Moon points out that children construct their understanding about the world through “physical activity and experiencing things at first hand” (7). The same idea is presented by Opal Dunn as well: “young children find it easier to learn from real objects” (23). Working with the real and the concrete is directly connected to senses and multisensory approach to stimulation of cognitive development. Scott and Ytreberg note that put into practice it means movement, plenty of objects and pictures, and demonstration of the matter (language or other) (5). The common denominator of all that is variety. Multisensory approach presenting real objects and experiencing the concrete, as well as variety of integrated interdisciplinary activities represent the integral component of the HDEE lessons and methodology (see chapter one).

Between the ages of three to seven children undergo gradual change in their cognitive development and are continuously learning. Throughout that time they learn to name and distinguish up to twelve colours and grow in understanding of sorting objects into categories and forming associations between the objects. They start mastering repeating and remembering songs and nursery rhymes. They continuously manage to understand the concept of cause and effect and keep asking why (Meggitt 74-108).

Eventually, they grasp the concept of time – first distinguishing past and future, later talking about events taking place and referring to either past or future. They

develop pre-mathematical skills by first counting to ten and later twenty and distinguishing between one and lots. Later they learn about different mathematical and scientific concepts, and eventually they start to understand conserving quantity (Meggitt 74-108).

Their memory skills increase and they become able to give reasons and solve problems. At the age of seven they arrive at logical conclusions and are able to think in a more co-ordinated way holding more than one point of view at a time. From confusing fact and fiction they grow into understanding what is real and what is not, and they are steadily developing literacy skills – first by having stories read to them to later reading and writing stories on their own. They enjoy learning about the principles and workings of the world around them expressing their findings in continually developing drawing abilities (Meggitt 74-108).

These particular developing cognitive patterns are acknowledged by the HDEE methodology specifically in the language material presented to the children and the activities proposed in the teacher's guides (eg. nursery rhymes and songs, colours, counting, use of plural, proposing scientific experimenting, matching and sorting games and activities etc.).⁵

2. 2. Physical, Emotional, and Social Development of Children (aged 3-7)

Early physical development in children is closely connected to the above described cognitive need of experiencing the real and the concrete because that directly correlates to physical activity. Children are gradually developing gross and fine motor skills including the development of the senses. Opal Dunn notes that it is their physical need to move and “activities need to give children an opportunity to move around within the classroom” (14).

One other characteristic of a child at this point of development is his or her rather short concentration span as described by Scott and Ytreberg (2, 56, 22) and Slattery and Willis (4). Promoting physical and sensory development in children with respect to their short concentration span again requires a variety of appropriate

⁵ Specifically in the teacher's guides to courses Fun with Flupe, More Fun with Flupe, and English for All Children that are designed for children aged two to eight.

stimuli. As such it all comes back to the above mentioned, presenting children with real objects they can touch and experience, visual and auditory aids, and activities that allow lots of movement acknowledging their specific abilities at each stage of all three (gross, fine, and sensory) areas of physical development. The HDEE methodology works in agreement with the above stated in a way that has been described earlier in chapter one – promoting multisensory approach, alternating short and varied activities, and demonstrating the matter as a whole in integrated interdisciplinary manner.

Carolyn Meggitt describes emotional and social development as the development of feelings of self-awareness as well as understanding concept of self and acquiring self-esteem. It also involves the development of feelings towards others and growth of relationships, and processes of socialisation (3). At early stages of both (at ages from three to seven) a child grows in understanding his or her own independence, developing likes and dislikes, and expressing his or her will. Children become interested in making friends and understand the concepts of helping, sharing, and taking turns. They also grow to being sensitive towards other people and are learning to co-operate. They start understanding concepts of responsibility and consequences of their own actions (75-108).

Healthy emotional and social development occur in a positive encouraging environment that accepts and respects a child as a whole human being. Scott and Ytreberg emphasize the need to create an encouraging, inclusive atmosphere within the classroom, making room for shared experiences and feelings of belonging and togetherness (6-12). Also Slattery and Willis (4) and Moon (44) promote encouraging attitude towards children helping them feel comfortable and not afraid. The atmosphere within the classroom should be friendly and the teacher and pupils should get on well together.

Children also need to feel secure and as such, long for boundaries. Scott and Ytreberg (2-6) and Slattery and Willis (4) note that children's feeling of safety and familiarity is beneficial to their learning and development. They propose that creating routines and making the most out of repetition (of activities, rhymes and

stories) are thus necessary parts of each lesson – “routines build up familiarity and security” (Scott and Ytreberg 11). Opal Dunn agrees saying that “teachers often find it helpful to use the same lesson framework for each lesson. This framework is the basis of a routine which is followed each lesson, the activities being slotted into the framework” (26). She also points out that repetition seems to give children feelings of satisfaction and achievement saying that “they appear to enjoy doing the same thing again and again” (53). According to Dunn the use of repetitive nursery rhymes and songs also adds to the development of language competence in children as such (see p. 27-28).

The HDEE methodology emphasizes positive reinforcement, praise, and encouragement of each child’s effort. From the teacher’s guides to respective courses⁶ it is apparent that the activities are designed to promote the above stated – encouraging each child to developing his or her self-awareness, elevating co-operation⁷ and creating repetitive patterns and routines. The classes take place within small groups of children encouraging social interaction (see chapter one). The HDEE language material presented to children is filled with repetitive chants, nursery rhymes and songs (see p. 74-75).

2. 3. Early Language Development in Children

With respect to early language development in children the HDEE methodology is based on the assumption that children possess a special innate ability to distinguish, imitate and acquire sounds of a language (and possibly languages) that they hear in their immediate surroundings. At early stages of language development exposure and emphasis on the receptive competence are essential to the acquiring processes that eventually lead to mastering the language (or languages). Therefore, the HDEE methodology suggests proceeding from acquiring the form to understanding meaning, thus simulating the mother tongue acquisition. This specific suggestion of the HDEE methodology is in accord with the influential

⁶ Teacher’s guides to courses Fun with Flupe, More Fun with Flupe, and English for All Children that are designed for children aged two to eight.

⁷ However, in some of the proposed games and activities in respective teacher’s guides competition is also recommended to motivate children to participate. Personally, I strongly disagree. Also Scott and Ytreberg prefer co-operation (6-11) and they strictly state: “language learning is a situation where everyone can win” (11).

hypotheses of Stephen Krashen (see p. 28-29) and David Fontana (see p. 26) as well as the emphasis on viewing language predominantly as a means of communication (see chapter one).

David Fontana describes a similar attitude to the above stated innate ability of a child to distinguish and imitate sounds and to the importance of exposing a child to the sounds of a language emphasizing his or her receptive competence. He describes the existence of a pre-speech stage in the language development that is characterized primarily by children's enjoyment in "creating quite a range of pleasant sounds out of what seems to be just pure joy [...] combining vowels and consonants" (Fontana 83).⁸ This stage of babbling and crooning occurs between the fourth and sixth months in healthy children and it seems that speech eventually comes from their experimenting with the sounds and from their innate ability to acquire language (83).

It seems that children gradually compare and contrast the sounds they make with the sounds people around them make. By the age of ten months they keep those that match and stop using the ones that do not. Being constantly rewarded by their parents' praise for the sounds that resemble existing words in their mother tongue, children continue to make those particular sounds. Infants also realize that particular sounds convey meaning in different but specific contexts and they continuously add new meanings by imitating and distinguishing sounds trying out which meaning works and which does not (84).

The importance of absorbing sounds and acquiring listening skill first is also expressed by Slattery and Willis (4), Scott and Ytreberg (21), and Dunn (7, 59, 84). They especially comment on a child's ability to imitate and pick-up sounds and speech patterns in a manner hardly distinguishable from the model. They also agree to the above stated in that when children start acquiring a language it is "going in mainly through their ears and [...] listening is the skill that children acquire first" (Scott and Ytreberg 21). Opal Dunn encourages families who possess cassette or record players to set some time aside to listen to English. She also suggests doing that every night or at least once or twice a week (84).

⁸ Translated from: "Děti začínají vydávat velmi rozmanité příjemné zvuky, zdá se, že z pouhého potěšení [...] v těchto zvucích kombinují samohlásky a souhlásky" (Fontana 83).

The HDEE methodology encourages children to acquire an additive (English) range of sounds and meanings to their mother tongue exposing them regularly and systematically to the English language (using a background hearing medium), explaining the meanings in different contexts using different tools and props only after the children have acquired the sounds through hearing them.

The HDEE methodology also works with a premise that children are able to acquire any language supposing they are continually being exposed to it through hearing it and real-life experience. Carolyn Meggitt agrees pointing out that children “learn to speak more than one language if they hear more than one language spoken around them as they grow” (74). Noam Chomsky drew on the same conclusion claiming that “there must be some innate core of abstract knowledge about language form, which pre-specifies a framework for all natural human languages” (in Mitchel and Myles 12). He called the phenomenon Universal Grammar. He also incorporates the idea of Language Acquisition Device. Through that, children are programmed to discover the rules of a language to which they are exposed naturally (in Oksaar 137). Therefore, children are able to grasp easily such an abstract phenomenon as language is, plus it is not restricted to any language, nor the number of languages they can acquire.

The use of repetitive nursery rhymes and songs seems to have a special place within early language development. Opal Dunn describes these bits of language chunks as “prefabricated language” (3). She defines the difference between prefabricated language and analytic or creative language and suggests that developing language competence moves from prefabricated language use to creative one. Prefabricated language presents “routines or patterns which are memorised as whole utterances. By contrast, analytic or creative language develops word by word and utterances are consciously constructed by the speaker” (4-5). She notes that “in the initial stages of learning, prefabricated language is more used; however, all learners develop use of creative language which eventually dominates” (5).

The advantage of such an assumption is that “prefabricated speech serves as a short cut to allow social interaction and interpersonal communication with a

minimum of linguistic competence” (5). Therefore, a child’s exposure to repetitive patterns and his or her active producing them helps in early communication and in developing creative mastery of a language. Moon suggests the same thing (6) noting that “when children begin to break down a phrase [that has been memorised earlier as a chunk] it is a sign of language development” (6). However, the language input within the nursery rhymes has to be adjusted to encourage practical knowledge of language accentuating its communicative function (Dunn 20).

2. 5. HDEE and Krashen’s Hypotheses

The above stated and described HDEE principles accentuate the importance of distinguishing between acquiring and learning a language (acknowledging children as acquirers of language), the significance of meaningful context and comprehensible input of a language, and the necessity of a pleasant and supportive environment building on the success of a child. These concepts have been proposed and described also by other experts in the area – specifically by Stephen Krashen.

He describes the acquisition learning distinction as subconscious and conscious ways of learning a language. While acquisition is a way of “picking-up” a language in a natural way communicating in real-life situations, learning means “knowing about” a language and refers to explicit learning (Krashen 10). Krashen points out that “language acquisition [is] a process similar, if not identical, to the way children develop ability in their first language” (10). Based on the above described level of cognitive development at an early age it is not possible to ask children to focus on and learn the abstract rules and functioning of a language. Also Scott and Ytreberg (6), Slattery and Willis (4), and Dunn (3) clearly state that children are acquirers who pick up language through play and interpersonal communication developing grammatical structures gradually and subconsciously.

Stephen Krashen states that when acquiring a language a child goes for meaning and reaches understanding through context. As a result he or she acquires the structure. In other words, if the teacher provides comprehensible input of the language material in a meaningful context, a child reaches understanding and acquires the structure being able to sooner or later actively produce the provided

language in a correct situation (20-21). Also Moon suggests that children assign meaning to language, based on understanding the situation. She says that “language is closely related to what is happening in the situation, and so children can get clues about the meaning from the activity which accompanies the language” (8).

When acquiring a language, error-correction of a child’s attempts is not an appropriate tool to assess his or her language competence. In the process of acquiring his or her mother-tongue, parents encourage their child by repeating his or her utterances in the correct form but they never correct his or her language competence. Error-correction is only applied when the meaning has been understood incorrectly. Correcting every single item that has not yet been acquired fully inhibits the process as such and denies the nature of language development (specifically its systematic and logical in sequence character). The same principles should be respected when acquiring an additive language. Inappropriate use of error-correction could inhibit the acquiring process and lead to formation of high affective filters (Krashen 18, 81).

Also Opal Dunn expresses the same opinion stating that “the idea that it is bad to make a mistake must not be allowed to penetrate into the language lesson. Mistakes are a necessary part of language learning and young beginners must be expected to make some as they revise their Language 1 rule system to approximate to the rule system of Language 2” (58). Slattery and Willis strongly agree (4), and Scott and Ytreberg encourage the teachers to accept anything that a child tries to express as “constant, direct correction is not effective and it does not help to create a good class atmosphere” (10).

Last but not least Stephen Krashen ponders the significance of low or high affective filters in the process of acquiring language. An affective filter is a variable that prevents, and in a sense, inhibits the acquiring processes. Therefore it is essential to establish an environment and conditions (set up clear affective aims for each of the lessons) that prevent the formation of affective filters so that their number is and remains low or none so that effective acquisition can take place (30-32). As it has already been said before (see p. 24), also Scott and Ytreber, Slattery

and Willis, Dunn, and Moon accentuate the same need for keeping in mind that above all the children should enjoy themselves in company of friends and an encouraging teacher.

2. HDEE AND RVP PV

“Pre-school education means arranging such environment and conditions that support healthy and flourishing development of each individual child.”

RVP PV

In previous chapters the HDEE methodology has been examined with respect to the patterns of a child’s development and his or her needs and the overall approach to educating very young learners has been described. The official Czech document for pre-school education necessarily considers and reflects the same variables. Analysing both – the RVP PV and the HDEE methodology – in their overall principles and approach to educating a pre-school child, there are some corresponding and some differing points.

3. 1. Corresponding points

It is clearly stated in the RVP PV document that educating a pre-school child should lead to his or her global development and prosperity (5-9). That should be reflected in the process of education as a whole – including its organisation and educative tools, as well as in inclusive approach to parents and assessment of the educative processes.

According to RVP PV pre-school education should provide variety of appropriate stimuli for child’s active development and learning (7). It should be adjusted to each child’s developmental needs in respective areas of development and help him or her in understanding the surrounding world. It should also encourage each child to further learn and discover, as well as to live within the society acknowledging its norms and values (7-9).

The RVP PV document states that the appropriate methods to reach these aims are the methods of co-operative and situational learning, and learning by experience (8-9). It also points out that the content of education should be provided “on the basis of integrated units that [...] offer the educational subject matter to children in

its natural connections, bonds, and relationships” (9)⁹ RVP PV thus emphasizes interdisciplinary, varied, systematic, naturally repetitive, and logical in sequence approach to educating pre-school children so that each child makes his or her own picture of the world in its realistic and global bonds and can use the gained knowledge, skills, and abilities in his or her practical life (31).

Such education should take place in an environment that provides a variety of stimuli, and is safe and friendly. The teachers should be encouraging and respectful of children. They should provide good and healthy communicative models and be accepting towards each child showing empathy and understanding. The teacher should avoid negative comments and encourage the child’s venture in learning and presenting him or herself. The teacher’s positive reinforcement should be concrete and proportionate to the child’s efforts and existence¹⁰ (34).

The RVP PV document counts on active inclusion of parents into the educational processes. The teachers and parents should communicate on a daily basis and parents’ opinions and family values should be respected. The education of each child should be planned in co-operation with and talked about by both – the teachers and the parents (35-36). The importance of communicating with parents to reach maximum development of a child is also emphasized by Dunn (2, 17, 84).

The HDEE methodology works in agreement with all of the above mentioned points and areas of pre-school education. It also corresponds to the statement of the Czech official document RVP PV in regard to foreign languages within a pre-school environment that says that at the end of pre-school education a child should know that people can communicate using different languages and that he or she can learn the languages. A child should also have developed elementary prerequisites to learning a foreign language (13).

⁹ Translated from RVP PV: “Na základě integrovaných bloků, které [...] nabízejí dítěti vzdělávací obsah v přirozených souvislostech, vazbách a vztazích” (9).

¹⁰ However, it could be discussed to what extent the positive assessment can be specific when only English is allowed in the HDEE lessons (see p. 35-36).

3. 2. Differing points

The main areas in which the HDEE methodology and the RVP PV document diverge are the organisation of the pre-school education and assessment.

The RVP PV document suggests that for effective learning to take place, spontaneous, partially directed, and directed activities should be interconnected and balanced. However, the HDEE lessons are predominantly directed by the teacher. The teacher is there for the whole lesson and the activities are, in majority, dependent on him or her. However, even though the lesson is directed, the environment stays supportive, pleasant and friendly, and free will of each child is respected. The nature of the activities is in accord with the needs of the children and the RVP PV document.

RVP PV clearly states that assessment cannot be random and accidental. On the contrary, it has to be continuous, regular, systematic and pre-defined according to clear and concrete criteria. It should incorporate an interrelated assessment of the educative processes as a whole – including the assessment of the education, assessment of the children, and self-assessment of the teacher (40-41). The HDEE methodology does not seem to provide such a thing. It only accentuates positive reinforcement and an encouraging approach building on children's success. The importance of planning and incorporating assessment of the education process as a whole (in accord with the Czech RVP PV document) as well as encouraging a child's self-assessment is clearly stated by Scott and Ytreberg (104-106), and Moon (148-162).

4. SUMMARY AND DISCUSSION

The HDEE methodology offers a holistic approach to child learners acknowledging their specific needs in all of the areas and at each of the stages of their development. Encouraging early brain stimulation and thus helping – brain development, it incorporates an additive stimuli – the English language. With respect to early language development in children, it builds their receptive competence by exposure to the music (sounds and speech patterns) of English creating an immersion system using a background hearing medium. It provides comprehensible input (form) and creates meaningful contexts in which the meaning is then acquired through a variety of integrated activities accentuating a multisensory approach and whole brain learning. The necessary part of the acquiring processes is creating a friendly and encouraging environment. The HDEE methodology considers positive reinforcement the basis of a child's assessment. However, it does not seem to provide any systematic criterion-based formative assessment.

I feel that on the whole it proves to be an appropriate, well-functioning option for presenting English to very young learners, however, I would like to raise a few points for discussion.

First of all, after examining the HDEE methodology closer, I think that it is not as unique as it presents itself. The above described approach to teaching children on the whole proves to be the only one appropriate for very young learners and has been described by other methodology experts as well as by professionals within the child development studies – including the RVP PV document. The approach to teaching children thus is not anything unique. On the contrary, it is a concept generally accepted and required.

The focus on receptive competence in acquiring a language and the exposure to comprehensible input, its meaning is then acquired through meaningful contexts (thus replicating the mother-tongue acquisition), is a phenomenon described by many linguists and psychologists. Of those mentioned in the thesis are David Fontana, Stephen Krashen, and Noam Chomsky. The only specific concept that Helen Doron

came up with could be the background hearing, however, a very similar notion has been described by Opal Dunn as well.

Secondly, Helen Doron claims to have created an immersion system using the background hearing medium, however, the obvious EFL¹¹ situation (in the Czech Republic) can never change into a bilingual or even ESL¹² one. The HDEE methodology states that the language that has been acquired is encoded permanently in the brain which of course is true of, for example mother-tongue, two mother-tongues, or possibly for children acquiring an additive language in ESL environment.

However, as far as I know, there is no data available to prove that acquiring a language in an EFL situation (the HDEE influence) is thus effective – permanently encoded in the brain. Therefore, one might ask whether the pre-school children in an EFL environment actually have a greater capacity of acquiring English or not. I do agree with early stimulation and the importance of early child development – language is a good stimuli – however, one might ask to what extent it is permanent.

Another point that I would like to mention is the quality of the comprehensible input. Where did Helen Doron take the language material from and on what basis did she decide what to present children with? On the whole, it of course provides children with practical language. However, in some cases I question the practicality of the input. Helen Doron seems to have taken traditional English nursery rhymes and songs, and every now and then forgot to adjust the language to the language user - for example, there are structures like “we’re homeward bound¹³. I also wonder if she considered consulting the corpora when creating structures like: “this is my cue, Granny Fix to the rescue.”¹⁴

I also question the “only English” rule within the HDEE lessons. Why is it so strictly stated? Could a use of mother-tongue prevent the acquiring processes? In my opinion and from my teaching practice, I feel that the teacher should not translate her

¹¹ English as a foreign language as described by Thornbury: “English is a foreign language for learners in whose community English is not the usual language of communication. They may be learning English as a school subject, or for travel, business, or academic purposes” (74).

¹² English as a second language as described by Thornbury: “For learners who are living in an English-speaking environment and who need English to become integrated into the environment, the term English as a second language or ESL is commonly used” (74).

¹³ Doron, Helen. *More Fun with Flupe: Script for Parents*. Helen Doron, 2013. Print.

¹⁴ Doron, Helen. *Fun with Flupe: Script for Parents*. Helen Doron, 2012. Print.

or himself in agreement with Dunn's opinion that "direct translation interferes with language acquisition" (7), however, I ask myself how specific and encouraging can positive feedback in English be if the child does not understand? Similarly, if a child starts crying for whatever reason, how can a teacher ask what happened and show compassion and understanding if the child does not understand? In some situations I have felt that not being allowed to speak the mother tongue prevented the children from feeling good and safe.

Also Scott and Ytreberg encourage as much English as possible especially when conveying a meaning, however, they do acknowledge that the teacher should decide for her or himself on the amount of the mother tongue used and the situations in which it could be used (18).

Finally, in some cases I find the HDEE proposed lesson plans not compatible with a child's development needs. Some of the activities proposed to teach a particular piece of language do not agree with cognitive abilities of children at this point of development, or the activities seem to be misleading – the context is not meaningful enough for the children to assign the correct meaning to specific form. Therefore, in the practical part of the thesis I analyse the proposed HDEE lesson plans and present my own ideas on how to teach the same language matter.

II. Practical Part

1. COMMENTS ON THE HDEE LESSON PLANS

The HDEE methodology stresses the importance of lesson planning to provide systematic and efficient contexts for the acquiring processes to take place. Also Scott and Ytreberg (97-107), and Slattery and Willis (131-132) devote a lot of space to long and short term lesson planning. Moon stresses the importance of lesson planning with respect to other subjects and thus promotes cross-curricular approach for organizing language learning (118-134). Opal Dunn sees lesson planning with respect to a child's needs as the core of teaching that can actually make a difference in a child's attitudes and life choices:

If teachers can manage to capture children's enthusiasm and keep it by presenting well-planned lessons, right for their needs and development level, the children they teach should make progress and find that they are good at English. It is at this first stage of learning English that foundations for what may be a life-long interest in English language and culture can be laid. (1)

The concept of the RVP PV document as a whole promotes the same thing – for effective, influential, and stimulating teaching, planning education with respect to individual children is the fundamental element of a teacher's work. Therefore, I looked at the proposed HDEE lesson plans in detail considering how they reflect the overall principles of the HDEE methodology.

The three lesson plans analysed in the practical part of the thesis are proposed to teaching the first out of twelve episodes of the course *More Fun with Flupe* for children aged four to five. The language input taught has been written down as a script for parents and is enclosed in the attachments (see p. 74-75). The course *More Fun with Flupe* is a continuing one after the children have attended one-year course *Fun with Flupe*.

Therefore, they are already familiar with the repetitive structures and patterns within the course and some of the vocabulary – for example the concept of the sea

that is included in the first episode is not new to them. Some of the repetitive structures are for example:

What can I see in my wonderful book today? Hi there, Flupe! Oh! You want us to go into the book! Great! Let's do it. [...] Flupe and Paul, dear, I'm so glad you're here. We can't sing the song. Something's gone wrong. What's wrong? [...] Let's go. [...] Don't get upset now, my dear Flupe and Paul. We can solve any problem, however big or small. [...] Now we can sing the song! [...] Thank you, Paul, for answering my call; until our next son, goodbye and so long! (*More Fun with Flupe: Script for Parents 1-2*)

The language input that is repeating in every episode is thus not included in the lesson plans anymore and the one that is being reviewed from the previous course is included in the listed reviewed words and phrases and is taught with respect to that it has already been encountered.

As it has already been stated (see p. 15) the HDEE proposed lesson plans for the course *More Fun with Flupe* contain two versions – lesson plans A and lesson plans B for the option of two-weekly lessons. For the purposes of the thesis only lesson plans A have been looked at as it is rarely a case that children attend twice-weekly lessons here in the Czech Republic. The structure of the HDEE proposed lesson plans has been discussed previously (see p. 15-17).

It is because the proposed HDEE lesson plans are written and described in so much detail, especially a novice teacher is presented with superb guidelines to carry out each lesson. However, an experienced teacher might like to reconsider some of the activities and ideas – in my opinion they do not always respect the developmental needs of children and the presentation of the meaning can be confusing. Those cases are therefore addressed and commented on. See the attachments for the scanned HDEE lesson plans (p.76-91).

1. 1. Comments on the Lesson Plan 1A¹⁵

- Activity 3

The activity wants to present a meaningful context for “going into the book” to review a part of the repetitive pattern. I think that it is not necessary – by this point the children already know the structure. However, that is not the main problem – when putting the activity into practice, it is misleading as it does not correspond to “into” and it rather means “go through.” As it has been discussed earlier, children at this point of cognitive development need the concrete and the real – they cannot imagine that they are acting as if they are going into the book. They understand the context as “through” because that is what they are actually doing – going through a book.

- Activity 5

The children already know this game very well as it is played quite often throughout the lessons. They understand the concept of “missing”. Why would the teacher suddenly change the language to “disappear”? In my opinion it is confusing for the children and also I do not think that “missing” and “disappear” are the same thing.

- Activity 10

The activity is confusing as it presents “make a wish” and “I want” as a same concept – which I do not think it is. The context is not good either because the children are not presented with a situation where they could actually “want” or “wish for” something.

- Activity 11

I think that it is a very nice activity, however, it does not teach wish at all – the context is not comprehensible and the meaning does not come across right.

- Activity 13

¹⁵ All of the activities are described as they are written in: Doron, Helen, and Justyna Frankiewicz-Popiolek. *More Fun with Flupe Teacher Guide*. Helen Doron, 2013. Print.

At this point the song is too easy and pointing to objects is no fun. The activity is not bad as such but I personally find it unnecessary here.

- Activity 14

The activity is good to teach float, however, I disagree with teaching disappear – the bubbles do not disappear – they are simply gone.

- Activity 16

If you put a drawing of a tree on the floor and ask the children to sit on it, it can never be accompanied by language such as: “I’m sitting in a tree.” The fact is that the children are sitting on a tree.

- Activity 21

I do not agree with this activity at all – it seems quite dangerous and scary. I am not sure either whether the meaning would come across. I do not perceive the concept of “free” as explained through this situation.

1. 2. Comments on the Lesson Plan 2A

- Activity 4

I think it too soon to do this activity. The children have not yet understood the concepts of “I wish for, make a wish” and “it became small”.

- Activity 5

I feel that the activity takes up too much time and does not really teach nor practice anything – but it is not confusing nor misleading if painted well.

- Activities 7 and 8

These two activities are quite good – they have inspired me to creating in my opinion better and more effective ones. I would also encourage creating the association of hot and cold with the temperature of the water – experiencing it kinaesthetically. At this point I have already done this with the children in the episode of the previous course *Fun with Flupe*.

- Activity 11

The children have to understand the connection between the sea and the blue blanket. I think it is more fun to have painted a sea scenery and stick the fish in the sea using Velcro.

- Activity 13

I think it is much nicer to involve parents to have a special time with their children tickling each other – otherwise the activity is good.

1. 3. Comments on the Lesson Plan 3A

- Activity 6

The activity is ok – but I feel that it takes up too much time and the children already count well at this point.

- Activity 7

The activity is not good because the song is too fast to physically do it.

- Activity 10

It does not say so – but this activity is actually very good to teach “want”.

- Activity 20

Why is the teacher asked to say “bowl of soup” when it is proposed to give “bowl of decorated jelly”? The meaning cannot come across at all.

2. MY OWN LESSON PLANS

I usually do not follow the proposed HDEE lesson plans for the above stated reasons. The analysis of the HDEE lesson plans shows that the majority of the activities do not work in correlation to children's developmental needs (specifically to their cognitive need for the concrete and their inability to understand the abstract), nor in agreement with the concept of meaningful contexts.

Therefore, I have created a set of my own lesson plans within the HDEE methodology that in my opinion provide better contexts for acquiring the meaning correctly. I also incorporated the overview of multiple intelligences within the lesson plans. One part of the lesson plans suggests what the children might say – I do not in any extent mean to push children into saying the proposed words or phrases.

In the lesson plans I prefer to leave out those activities that take up too much time and are not really efficient and I try to come up with those that provide enough revision and add new elements, and that are fun. I prefer not to work with the Activity Book that the children have directly unless I have to,¹⁶ for practical reasons - it usually takes too much time for all the children to open their books to the specific page. Therefore, the Activity Book is not included in proposed set of my lesson plans.

The language input provided within the episode is rather extensive and there is not much time for extra activities. If there was I would like to add teaching for example some of the Czech fish also (a carp) so that the children could relate the matter and the topic to their own environment here in the Czech Republic as well.

¹⁶ It is strongly asked of the HDEE teachers to work with the Activity Books because the parents had to buy them as a part of the course – so I do have to incorporate at least some activities from time to time.

Lesson 1

Before the actual lesson of English starts, the teacher asks the children how they are and allows a calming down and bonding time in Czech. After that the teacher asks who their special friend is (Flupe – the puppet) and has the children review why they can only speak English to him (Flupe lives in an English book and only speaks English. As he does not understand Czech, he can feel a little frightened when somebody speaks Czech around him.) We do want to play with Flupe and that is why we play in English.

Stage of the Lesson and Time	Language Material Focused On	Activity Description	What does the Teacher Say?	What do the Children Say?	Props Needed
1. Introduction 2 mins Sitting down	Reviewed items: <ul style="list-style-type: none"> Let's say hello to Flupe, hello. Hello, (the child's name), it's good to see you; I'm so glad you're here. 1, 2, 3, I am --- ----; you are -- ----; she/he is - -----. 	<ul style="list-style-type: none"> Greeting Flupe Passing a ball around the semi-circle of children 	<ul style="list-style-type: none"> Hello, ----- (the child's name). 1, 2, 3, I am -----; you are ----; she/he is -----. 	<ul style="list-style-type: none"> Hello, Flupe. 1, 2, 3, I am --- ----; you are -- ----; she/he is - -----. 	<ul style="list-style-type: none"> Flupe, the puppet A ball
2. Brain Jog 1 min Sitting down	Reviewed items: I am-----; she/he is ----.	A Helen Doron based activity as described earlier in the thesis to encourage whole brain learning.	I am-----; she/he is ---.	I am-----; she/he is -----.	Your hands and knees
3. Activity 1 min Sitting down	New item: a fairy	<ul style="list-style-type: none"> Show a puppet of a fairy that appears in the story. Show pictures of fairies on flashcards/in books. 	She is a fairy. Say hello to the fairy.	Hello.	<ul style="list-style-type: none"> A puppet of the fairy Flashcards/pictures/books with fairies
4. Activity 2 mins Moving around	New items: float, blow	Blowing bubbles out of soap. First the teacher – then the teacher encourages parents to help their children and they blow bubbles together.	Look! The bubbles are floating. Blow a bubble. I see you're catching the bubbles. (The teacher keeps describing what the children are doing).	Bubbles. Floating. Blow.	A "bubble blower" for each child

<p>5. Activity 3 mins Sitting down</p>	<p>Reviewed items: sky, the Sun, the Moon, a tree; I see the -----. New items: a cloud, a star</p>	<ul style="list-style-type: none"> Flash the pictures (twice). Have a laminated paper folder with holes in it – put the flashcards in. The children are guessing what the picture is. 	<ul style="list-style-type: none"> The teacher says the vocabulary items – the children usually shout them out first if they know them. What can you see? What do you think you see? 	<ul style="list-style-type: none"> The children shout out the vocabulary items or repeat it after/with the teacher. I see the -----. (group chanting with gestures) 	<ul style="list-style-type: none"> Flashcards Laminated paper folder with holes in it
<p>6. Activity 1 min Moving around</p>	<p>Reviewed items: a tree + sit on the -----</p>	<p>The children are running around and the teacher too. Then the teacher says: “Sit on the tree.” And everybody does so. The activity is repeated as many times as the children like it.</p>	<p>Let’s run. We’re running. Sit on the tree. Let’s run again. We’re running.</p>	<p>The children usually repeat the instructions naturally – or the place where they should sit (the tree).</p>	<p>Big tree made out of cardboard</p>
<p>7. Activity 1 min Sitting down</p>	<p>Reviewed items: a tree, a fairy, a horse + any other animals the teacher feels is important to review; sitting on the tree</p>	<p>The children take one of the items out of a bag/box/hat – and stick it on the cardboard tree.</p>	<p>Who is sitting on the tree? The fairy/---- is sitting on the tree. Where is it sitting? On the tree.</p>	<p>The fairy/--- is sitting on the tree. On the tree. Fairy/----.</p>	<p>Pictures of sitting animals and a fairy with Velcro on it, cardboard tree with Velcro on it</p>
<p>8. Song: I’m a Little Fairy 2 mins Moving around</p>	<p>Reviewed items: asking for something (a fairy, please) New items: wings</p>	<p>The children can pick out what they want to be – a fairy (they get wings) or a cloud (they get a cloud). The children put the wings/clouds on. Then sing the song with gestures.</p>	<p>Let’s sing a song. What do you want to be? Let’s put the wings/clouds on. Do you need some help? We are fairies and clouds. Let’s fly and float.</p>	<p>A fairy/a cloud, please. I’m a fairy/a cloud. Help, please.</p>	<p>Fairy’s wings, clouds on strings</p>

<p>9. Activity 2 mins Sitting down Looking out of the window</p>	<p>New items: It's sunny. It's raining. How's the weather? What's the weather like today? Look out of the window.</p>	<p>Flash pictures of windows in which the sun/rain is stuck on Velcro. Practice the rhythm of the sentences (chanting clapping/ counting on fingers/etc). Ask how the weather is today – check by looking out of the window with the children.</p>	<p>It's sunny. It's raining. How's the weather today? What's the weather like today? Let's look out of the window. Is it sunny? Is it raining?</p>	<p>It's sunny. It's raining. Yes/ No.</p>	<p>Pictures of windows with the pictures of sun and rain stuck in them (see the attachment of pictures enclosed at the end of the thesis)</p>
<p>10. Activity 2 mins Moving around</p>	<p>Reviewed items: It's sunny. It's raining. Hide. New items: an umbrella</p>	<p>Ask the children first having the pictures of weather in front of them for which of the weather conditions they need an umbrella. Show them the umbrella and teach the word chanting together: It's an umbrella. All of you then stand up and run around – because when it's sunny we can play, run and jump. Then the teacher spreads the umbrella and says: "It's raining, hide under the umbrella!"</p>	<p>It's an umbrella. When do we need an umbrella? Do we need it when it's sunny? Do we need it when it's raining? It's sunny – we can play and run around and jump. Let's run. We are running. It's raining! Come, hide under the umbrella.</p>	<p>It's sunny! Running. It's raining. Hide. Umbrella.</p>	<p>Pictures of windows with the pictures of sun and rain stuck in them, an umbrella – that has drops or a blue strings attached to it – to simulate raining (see the attachment of pictures enclosed at the end of the thesis)</p>

<p>11. Activity 4 mins Sitting down</p>	<p>Reviewed items: the sea New items: a crab, a fish, a dolphin, a starfish</p>	<ul style="list-style-type: none"> Flash the flashcards + pretend that you cannot hear using a funnel to get the children shout out the new words. Play the “what’s missing game” – place the flashcards in front of the children, ask them to cover their eyes and turn one of the pictures over. The children have to find out which of the items is turned over. Once they do chant together: It’s a crab/fish/dolphin/starfish/the sea. Repeat three or four times. Have pictures of the animals cut out into 3 or 4 pieces (jig-saw) and ask the children to piece them together in pairs. Check if they know what it is. 	<ul style="list-style-type: none"> A crab, a fish, a dolphin, a starfish, the sea, I’m sorry I can’t hear you, can you speak louder? Cover your eyes, please. Don’t look. Now you can look at me. What’s missing? It’s a -----. Eliško and Aničko, can you help each other and piece it together? You did it! Excellent. What is it? 	<ul style="list-style-type: none"> A crab, a fish, a dolphin, a starfish, the sea A crab, a fish, a dolphin, a starfish, the sea It’s a -----. It’s a -----. Help, please. 	<ul style="list-style-type: none"> Flashcards with the vocabulary items Jig-saw made out of the corresponding pictures
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<p>12. Activity 3 min Moving around</p>	<p>Reviewed item: high above</p>	<p>The teacher holds a stick with a scarf attached to it and asks the children one by one to come and reach up and touch it. The teacher starts first with the scarf being up, then higher and then so high that the child cannot reach it anymore – it's way up high, high above.</p>	<p>Martinku, come here, please. Can you reach up and touch the scarf? And now? It's higher, right? And now? Can you reach it? No, it's way up high. It's high above you.</p>	<p>Up. High.</p>	<p>A stick and a scarf</p>
<p>13. Activity 2 mins Sitting down Moving around</p>	<p>Reviewed items: little, big New items: an elephant, very big</p>	<ul style="list-style-type: none"> • The teacher takes a little toy elephant out of the box and says that it is an elephant. Then the teacher takes out another toy elephant (a bigger one) and asks the children what it is. Last but not least the teacher takes out another toy elephant (quite a big one) and asks the children what it is (by now the children are laughing and saying that it is of course an elephant). • Then the teacher asks which one is little and which one is big and explains that the third one is very big. • The teacher and the children act out: little-big-very big (crouching, standing up, jumping with arms and legs spread about) 	<ul style="list-style-type: none"> • It's an elephant. What is it? • Is it big or little? Is it big or little? This one is very big. Little, big, very big. A little elephant, a big elephant, a very big elephant. • Let's be little, big, very big. 	<ul style="list-style-type: none"> • Elephant. It's an elephant. • Little, big, very big. Little elephant, big elephant, very big elephant. • I'm little, big, very big. 	<p>Three toy elephants (of different sizes)</p>

<p>14. Activity 8 mins Sitting down Helping decorating Sitting down</p>	<p>Reviewed items: a cat, birthday, a birthday cake, a fish, a candle, blow out the candle, knife, plate; Do you want some cake? Would you like some cake? How old is she? She is -----. How old are you? I'm-----. We are eating. I like it. It's good. New items: wish for, make a wish</p>	<ul style="list-style-type: none"> • The teacher takes a toy cat out of the box and says that it is her birthday and that they are all going to celebrate. The teacher takes party hats for everybody (including the cat) out of the box (the teacher and the children can also decorate the room if there is time). Then the teacher asks the children to wait quietly while she/he goes out of the classroom to bring a birthday cake with the candles lit on. The teacher asks the children to count the candles and asks how old the cat is. Everybody sings happy birthday and then the teacher asks the cat what she wishes for pointing to the picture of a cat wishing for a fish. The cat says that she wishes for a fish and the teacher asks her to 	<ul style="list-style-type: none"> • Look – what is it? It's the cat's birthday. Let's celebrate. Put on the party hats. Let's decorate the room. Will you help me? Wait here quietly. I'll be right back. It's a birthday cake. How old is the cat? Can you count the candles? Let's sing: Happy birthday.... What do you wish for? Ok, make a wish and blow out the candles. Will you help the cat? I've got a present for you. Let's help open it. It's a fish. • How old are you? The cat is -----. See the candles (counting again). 	<ul style="list-style-type: none"> • It's a cat. It's a party hat. It's a birthday cake. It's a candle. Counting. It's a present. Open it. • I'm -----. • It's a knife. It's a plate. Yes, please. Thank you. 	<p>A toy cat, a toy fish wrapped in a present, a cake with candles, a lighter, a picture of a cat wishing for a fish, party hats and decorations, a knife and some plates, laminated paper birthday cakes and laminated birthday candles (see the attachment of pictures enclosed at the end of the thesis), a candle</p>
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		<p>make a wish and with the help from the children they all blow out the candles. The teacher takes a present out of the box and the children help the cat to unwrap it finding out that it is a fish.</p> <ul style="list-style-type: none"> • The teacher gives out a laminated paper birthday cake for each child and puts laminated paper candles in the middle. Then the teacher asks the children to stick as many candles on the children's cakes according to how old they are. • The teacher lights a candle for each child asking him/her to make a wish and blow it out. • The teacher takes out some plates and a knife. The teacher offers a piece of cake (pie) to each child. 	<p>Stick the candles. How old are you, (a child's name)?</p> <ul style="list-style-type: none"> • Ok – now close your eyes, make a wish and blow out the candle. • What is it? It's a knife. It's pointed and prickly. It's a plate. Would you like some cake? Do you want some? We are eating a cake. It's good. Do you like it? Mm, it's yummy. 		
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15. Watching the story on TV 5 mins Sitting down					
16. Close up 1 min Moving around	Reviewed items: Let's say bye bye to Flupe. Good bye, see you next week/soon.	The teacher goes around the children with Flupe the puppet and says good bye to each child.	Good bye, (the child's name).	Good bye, Flupe.	Flupe, the puppet

The lesson is planned for 40 minutes with 5 minutes to spare if some of the activities take longer.

Do not ever forget to praise and encourage the children saying: "Excellent! Good job! Well done! You did great! It works! Perfect! Etc." Be as specific in your praise as possible.

Lesson 2

Before the actual lesson of English starts, the teacher asks the children how they are and allows a calming down and bonding time in Czech. After that the teacher asks who their special friend is (Flupe – the puppet) and has the children review why they can only speak English to him (Flupe lives in an English book and only speaks English. As he does not understand Czech, he can feel a little frightened when somebody speaks Czech around him.) We do want to play with Flupe and that is why we play in English.

Stage of the Lesson and Time	Language Material Focused On	Activity Description	What does the Teacher Say?	What do the Children Say?	Props Needed
1. Introduction 2 mins Sitting down	Reviewed items: <ul style="list-style-type: none"> Let's say hello to Flupe, hello. Hello, (the child's name), it's good to see you; I'm so glad you're here. 1, 2, 3, I am ----; you are -----; she/he is -----. Who is she? She's a fairy. 	<ul style="list-style-type: none"> Greeting Flupe Passing a ball around the semi-circle of children Greeting the fairy (a puppet) 	<ul style="list-style-type: none"> Hello, ----- (the child's name). 1, 2, 3, I am -----; you are -----; she/he is -----. Who is she? She's a fairy. Say hello to the fairy. 	<ul style="list-style-type: none"> Hello, Flupe. 1, 2, 3, I am ----; you are -----; she/he is -----. A fairy. Hello. 	<ul style="list-style-type: none"> Flupe, the puppet A ball A fairy puppet
2. Brain jog 1 min Sitting down	Reviewed items: I am-----; she/he is ----.	A Helen Doron based activity as described earlier in the thesis to encourage whole brain learning.	I am-----; she/he is -----.	I am----; she/he is -----.	Your hands and knees
3. Activity 1 min Sitting down	Reviewed items: a fairy, fly, can't, What's inside? New items: cage, stuck; She can't fly.	The teacher brings a cage covered with a scarf and a fairy puppet on a stick stuck inside. The teacher acts out the situation of not being able to fly free, not being free with the puppet and asks the children what we can do about the situation.	What is it? Oh, look – it's a cage. But what's inside? A fairy, yes! She is stuck! She can't fly free! Is she happy or sad? What do you think? How can we help the fairy? I see! Open the cage! Yeah! Now she can fly free! Look, she's flying free. Yippee! We helped the fairy!	A fairy. Sad. Flying. Free.	A cage, a fairy puppet, a scarf

<p>4. Activity 3 mins Sitting down Moving around</p>	<p>Reviewed items:</p> <ul style="list-style-type: none"> • a cloud, a fairy, wings, fly, float; What do you want to be? What would you like to be? Asking for something (a fairy/cloud, please). • Sit on the tree/table/cushion /chair/floor. 	<ul style="list-style-type: none"> • Distribute wings and clouds asking children what they want. • Play the game as described earlier adding other things they can sit on in the room that they know. Later the children can take on the role of the teacher giving instructions. 	<ul style="list-style-type: none"> • What do you want to be? What would you like to be? Let's put the wings and the clouds on. Do you need some help? We are fairies and clouds. • Fairies and clouds, let's stand up and fly/float. We are flying/floating/running /jumping/etc. Fairies and clouds, sit on the table/tree/cushion/ chair/floor. 	<ul style="list-style-type: none"> • A fairy/ a cloud, please. Help, please. I'm a fairy/cloud. • A tree, a floor, a cushion, a table, a chair, flying, floating, sit on the -----. 	<ul style="list-style-type: none"> • Wings and clouds • Table, chairs, cardboard tree
<p>5. Song I'm a Little Fairy 1 min Moving around</p>		<p>Sing the song with gestures.</p>	<p>Let's sing the song about the fairy and the cloud. Let's fly and float.</p>		<p>Wings and clouds</p>

<p>6. Activity 3 mins Sitting down</p>	<p>Reviewed items: It's sunny/raining. How's the weather? What's the weather like today? Look out of the window. Is it -----? Hide. New items: It's windy + a current kind of weather (eg. It's snowing/cloudy).</p>	<ul style="list-style-type: none"> • Flash windows with the kinds of weather stuck in them + ask the children about the weather on that particular day • Distribute umbrellas to all of the children reviewing when they need them + splash some water on the umbrellas saying that it's raining • Is it sunny/raining/windy/cloudy? Game – keep the windows with the kinds of weather in front of the children. Take one yourself, stick one of the options in the window and hide it. Let the children ask about the kind of weather in your window and guess it. 	<ul style="list-style-type: none"> • It's sunny/raining/cloudy/windy. How's the weather today? What's the weather like today? Go check – look out of the window. Is it sunny/raining/cloudy/windy? • When do we need an umbrella? Take one and spread it. It's raining! It stopped raining. Can I have the umbrellas back? • How's the weather in my window? What's the weather like in my window? No, it's not/Yes, it is. 	<ul style="list-style-type: none"> • It's sunny/raining/cloudy/windy. • It's raining. • Is it raining/sunny/windy/cloudy? (chanting as a group + indicating the intonation with our hands) 	<ul style="list-style-type: none"> • Pictures with windows and kinds of weather stuck inside • Umbrellas and water spritzer • Pictures with windows and kinds of weather stuck inside + one extra one with the pictures of the kinds of weather to pick to stick inside
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<p>7. Activity 1 min Moving around</p>	<p>Reviewed items: wind; It's windy. New items: strong X mild wind, it flew away, a strong wind blew; It's blowing.</p>	<p>The teacher turns on a fan with a strip or more of the strips of crepe paper stuck in it and it blows + he/she changes the strength of the fan blowing – the strip then flies away and the children chase it and bring it back. The children can try out the strength of the “wind” themselves + control the fan.</p>	<p>Look what I brought. It's a fan and it blows. It's windy. It's blowing. It's a strong wind X a mild wind. Now it's very strong and look – it flew away. It flew. Can you bring it back, please?</p>	<p>Wind. Strong. Flew away.</p>	<p>A fan and stripes of crepe paper</p>
<p>8. Activity 5 mins Sitting down</p>	<p>Reviewed items: a star, a horse, blow, little, big, very big New items: magic wand with a star, it/the horse became small</p>	<ul style="list-style-type: none"> • The teacher shows a magic wand with a star (preferably one that shines) to the children. • The children make their own magic wands with stars. • Review little, big, very big and blow with a balloon with a horse drawn on it – once you blow, it becomes bigger and very big. • Do some magic – blow in the balloon and once you cast the spell the horse becomes small as you let the air out of the balloon. (You can do the magic with the fairy's wings on.) 	<ul style="list-style-type: none"> • Look what I have – what is it? It's a magic wand with a star. Would you like to look at it and try it out? It shines. It's shining. • Let's make our own magic wands. • What can you see on the balloon? A horse. Is it big or small? Let me blow in the balloon – look! The horse is big now. And now – the horse is very big. • Let's do some magic. I need my magic wand with a star. Abrakadabra, abrakadabra – horse, be small! Look, the horse became small! 	<ul style="list-style-type: none"> • Magic wand. A star. Yes, please. Thank you. • A horse. It's small. Big. Very big. • Abrakadabra, horse, be small. 	<p>A magic wand, sticks and stars cut out of a foam paper, glitter, balloon with a horse drawn on it, fairy's wings for each child</p>

<p>9. Activity 2 mins Moving around</p>	<p>Reviewed items: float, blow New items: a feather</p>	<p>Blow as much as you need so that the feathers do not fall down on the ground. This can be a group activity – all the children co-operating and keeping one feather in the air or it can be an activity for a child and his/her parent.</p>	<p>It's a feather. Let's blow so that the feather does not touch the floor. The feathers are floating.</p>	<p>It's a feather. Blow. Floating.</p>	<p>Feathers</p>
<p>10. Activity 3 mins Sitting down</p>	<p>Reviewed items: a fairy, happy X sad, magic wand New items: look for the magic wand, sand, find/found</p>	<ul style="list-style-type: none"> • The teacher shows a picture of the fairy (with the magic wand missing) and asks whether she is happy or sad + why is she sad? • Distribute the picture of the fairy with the magic wand missing to all of the children. Look for the magic wands in a box with sand. Once they find it, stick it on the picture in the fairy's hand. Ask whether she is happy or sad now. 	<ul style="list-style-type: none"> • Who is it? Is she happy or sad? Why is she sad? • Here is the sad fairy for you. There are magic wands in the sand. Let's look for the wands in the sand. Look, I've found it! Can you find one for your fairy? Look for the magic wand. • Stick it in the fairy's hand – is she happy or sad now? 	<ul style="list-style-type: none"> • It's a fairy. Sad. No magic wand. • Look for. Magic wand. Have it. • Happy. 	<p>Pictures of sad fairies with no magic wands, box of sand with the wands in it</p>

<p>11. Activity 3 mins Sitting down Moving around</p>	<p>Reviewed items: counting to 10, jump, clap, stomp, a table, a door, a wall, a floor</p>	<ul style="list-style-type: none"> • The teacher has something interesting for the children to count (eg. a box that has 9 other boxes inside and they uncover one by one – the children can never know how many are there eventually and it makes it fun and wondrous to count). • Then we all count as a group while jumping 10 times, clapping, stomping, banging on the table, door, wall, floor etc. 	<ul style="list-style-type: none"> • Counting, can you help me count? I wonder how many there are. • Counting while giving instructions: Let's jump, clap, stomp our feet, bang on the door/table/wall/floor etc. 	<ul style="list-style-type: none"> • Counting to 10 in both of the activities 	<p>Something interesting to count</p>
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<p>12. Activity 1 min Wiggling and moving around</p>	<p>Reviewed items: a feather, possibly parts of the body (nose, ear, tummy, foot, back etc.) New items: tickle, tickle time</p>	<p>It's tickle time for the children and their parents – first the children tickle and then the parents tickle + you can review parts of the body – either give the instructions what to tickle (or I prefer just to let them have fun and close time together without interfering, the aim of the activity is not to teach body parts).</p>	<p>It's tickle time! Take a feather and tickle your mummy. Mummies you can tickle your children too. Tickle, tickle.</p>	<p>Tickle, tickle.</p>	<p>Feathers</p>
<p>13. Activity 3 mins Sitting down and moving around</p>	<p>Reviewed items: a car, a bus, a truck, a bicycle, an airplane, a train, a helicopter, a fire engine, a tractor New item: a motorbike</p>	<ul style="list-style-type: none"> • Flash the pictures of the means of transport • Review the gestures and movements for each of them + invent a new one for the motorbike with the children • Play a game driving/riding the different means of transport around using the special movements and gestures 	<ul style="list-style-type: none"> • A car, a bus, a truck, a bicycle, an airplane, a train, a helicopter, a fire engine, a tractor, a motorbike. • Do you remember how we drive a car? Etc. And how do we go on a motorbike? How do we ride it? • Let's drive a car, ride a train etc. 	<ul style="list-style-type: none"> • A car, a bus, a truck, a bicycle, an airplane, a train, a helicopter, a fire engine, a tractor, a motorbike. • Driving, riding. 	<ul style="list-style-type: none"> • Flashcards with the means of transport

<p>14. Activity 1 min Sitting down</p>	<p>Reviewed items: a fairy, a horse, an elephant, riding</p>	<p>The children take out a picture (an elephant/a horse/a motorbike) and stick a fairy on it.</p>	<p>What is it? The fairy is riding a ----- ----.</p>	<p>A horse/an elephant/a motorbike. Fairy. Riding.</p>	<p>Laminated pictures of horses, elephants and motorbikes with Velcro and separate pictures of fairies with Velcro.</p>
<p>15. Song I'm Riding on my Horse 2 mins Moving around</p>	<p>Reviewed items: I'm riding (on), a horse, a motorbike, an elephant</p>	<p>Singing the song using sticks with horseheads (riding a horse), then the same stick can be used as handlebars (riding a motorbike) and then pretending riding an elephant putting the sticks down.</p>			
<p>16. Activity 2 mins Sitting down Moving around</p>	<p>Reviewed items: a crab, a fish, a starfish, a dolphin, the sea New items: a catfish, a clownfish, a seahorse, an island</p>	<ul style="list-style-type: none"> • Flash the pictures twice. • Hold a stick with strings and little pictures of the sea animals attached to it and ask each child to reach up high and get a particular animal/or let him/her choose which one they want to catch. • Let the children stick the pictures in the sea (a picture of the sea world). 	<ul style="list-style-type: none"> • A crab, a fish, a starfish, a dolphin, a catfish, a clownfish, a seahorse, an island, the sea • Come here (a child's name), please and reach up high for the -----/what do you want to catch/get/reach up high for? • Stick it in the sea. Where is it? In the sea. 	<ul style="list-style-type: none"> • A crab, a fish, a starfish, a dolphin, a catfish, a clownfish, a seahorse, an island, the sea. • In the sea. 	<ul style="list-style-type: none"> • Flashcards with the sea animals, the sea and an island • A stick with strings and pins and pictures of the sea animals with Velcro on them attached to it (see the attachment of pictures enclosed at the end of the thesis) • Laminated sea world with Velcro on it

17. Activity 1 min Sitting down	Reviewed items: a candle, make a wish, a star, blow out, close your eyes New item: shooting star	<ul style="list-style-type: none"> The teacher shows a picture of a shooting star and explains that people make a wish when that happens The teacher takes out a candle and asks each child if she/he wants to make a wish to close his/her eyes, make a wish and blow out the candle. 	<ul style="list-style-type: none"> Look! It's a shooting star. Let's make a wish. Let's close our eyes and make a wish. Do you want to make a wish? Close your eyes, make a wish and blow the candle out. 		<ul style="list-style-type: none"> A picture of a shooting star, a candle and a lighter
18. Watching the story on TV 5 mins Sitting down					
19. Close up 1 min Moving around	Reviewed items: Let's say bye bye to Flupe. Good bye, see you next week/soon.	The teacher goes around the children with Flupe the puppet and says good bye to each child.	Good bye, (the child's name).	Good bye, Flupe.	Flupe, the puppet

The lesson is planned for 41 minutes with 4 minutes to spare if some of the activities take longer.

Do not ever forget to praise and encourage the children saying: "Excellent! Good job! Well done! You did great! It works! Perfect! Etc." Be as specific in your praise as possible.

Lesson 3

Before the actual lesson of English starts, the teacher asks the children how they are and allows a calming down and bonding time in Czech. After that the teacher asks who their special friend is (Flupe – the puppet) and has the children review why they can only speak English to him (Flupe lives in an English book and only speaks English. As he does not understand Czech, he can feel a little frightened when somebody speaks Czech around him.) We do want to play with Flupe and that is why we play in

Stage of the Lesson and Time	Language Material Focused On	Activity Description	What does the Teacher Say?	What do the Children Say?	Props Needed
1. Introduction 2 mins Sitting down	Reviewed items: <ul style="list-style-type: none"> Let's say hello to Flupe, hello. Hello, (the child's name), it's good to see you; I'm so glad you're here. 1, 2, 3, I am -----; you are -----; she/he is -----. 	<ul style="list-style-type: none"> Greeting Flupe Passing a ball around the semi-circle of children 	<ul style="list-style-type: none"> Hello, ----- (the child's name). 1, 2, 3, I am -----; you are -----; she/he is -----. 	<ul style="list-style-type: none"> Hello, Flupe. 1, 2, 3, I am -----; you are -----; she/he is -----. 	<ul style="list-style-type: none"> Flupe, the puppet A ball
2. Brain Jog 1 min Sitting down	Reviewed items: I am----; she/he is ----.	A Helen Doron based activity as described earlier in the thesis to encourage whole brain learning.	I am----; she/he is ---.	I am----; she/he is ----.	Your hands and knees
3. Activity 1 min Sitting down	Reviewed items: a fairy, flying free New items: The fairy has disappeared; disappear	The teacher introduces the fairy puppet again asking the children who she is. Then performs a magic trick – wearing a long-sleeve front opening sweater he/she lets the fairy fly free and then behind his/her back she pushes the fairy into the sleeve. The fairy disappeared. Later in the lesson the teacher says he/she is hot and takes off the sweater.	Who is it? Say hello to the fairy. Look – she is flying. She's flying free. Oh. Where is the fairy? She isn't anywhere – she disappeared!	It's a fairy. Hello. Disappeared.	A fairy puppet

<p>4. Activity 1 min Sitting down</p>	<p>Reviewed items: free, a cage</p>	<p>The teacher has got pictures of different kinds of animals in a cage and out of the cage – sad and happy.</p>	<p>Look! Look at the elephant – is he happy or sad? He is sad. Why? He is not free. But now – look. Is he sad? He is happy. Why? He is free!</p>	<p>Sad. Not free. Happy! Free. He is free.</p>	<p>Pictures of animals in a cage and out of a cage</p>
<p>5. Activity 1 min Moving around</p>	<p>Reviewed items: sit on the tree/table/cushion/floor/chair</p>	<p>The children and the teacher are running around. Then the teacher (or a child in a role of the teacher) gives the instructions where everybody should sit.</p>	<p>Let's run. We're running. Sit on the tree/table/cushion/floor/chair.</p>	<p>Running. Sit on the tree/table/cushion/floor/chair. Tree, table, cushion, floor, chair.</p>	<p>A big cardboard tree</p>
<p>6. Activity 3 mins Sitting down and moving around</p>	<p>Reviewed items: a crab, a fish, a starfish, a dolphin, a seahorse, a clownfish, a catfish, the sea, an island New items: Let's go fishing.</p>	<ul style="list-style-type: none"> Flash the pictures first – the children know the items pretty well by now. Fishing – the teacher has small pictures of the fish on the floor in a hulla hoop with the picture side facing down + attaches paper pins on them; also has a stick with a string and a magnet attached to the string (the fishing pole). Each of the children catches something and says what he/she caught (if the teacher wants, the activity can be turned into a competition). 	<ul style="list-style-type: none"> What is it? It's a ----. Let's go fishing. Would you like to go fishing (to each child – offering the activity)? What did you catch? What is it? 	<ul style="list-style-type: none"> A crab, a fish, a starfish, a dolphin, a seahorse, a clownfish, a catfish, the sea, an island. Yes, please/no, thank you. It's a -----. 	<ul style="list-style-type: none"> Flashcards Fishing poles, little pictures of the items with paper pins attached to them (see the attachment of pictures enclosed at the end of the thesis)

<p>7. Activity 3 mins Sitting down</p>	<p>Reviewed items: float, a ball (two kinds – a light one and a heavy one), a button, a boat, a rubber horse, a feather, a rubber elephant, etc. (anything to revise that can be used in a floating experiment)</p>	<p>The teacher has got a container with water. The children take out an item from a bag and try out if it floats or not.</p>	<p>Look what I've got – there is water. The water is cold. Let's experiment. What is it? Let's see if the ball/feather/etc. floats or not. It's floating! It floats.</p>	<p>It's a -----. Yes/no. It's floating. Not floating.</p>	<p>A container with water, items to put in the water to experiment</p>
<p>8. Activity 4 mins Sitting down and moving around and sitting down</p>	<p>Reviewed items: It's sunny/raining/windy/cloudy. How's the weather today?</p>	<ul style="list-style-type: none"> • Flash the windows with the kinds of weather stuck in them. Ask about the weather on that particular day. • Using our bodies imitate the sound of rain and wind. • Play the game with an umbrella as described earlier. The children can take on the role of the teacher – be cautious with the umbrella. • Have colourful little windows that the children can open and see what the weather is like in them. 	<ul style="list-style-type: none"> • It's sunny/raining/windy/cloudy. How's the weather today? • It's raining. It's windy. Let's make the sound of rain. It's raining a little/a lot etc. • It's sunny – we can run around. It's raining – hide. • Can you open the red/green/etc. window and tell me how the weather is in there?/Pick a window – what colour do you want? How's the weather? 	<ul style="list-style-type: none"> • It's sunny/raining/windy/cloudy. • It's sunny/raining. Running, jumping, hide. • It's sunny/raining/windy/cloudy. 	<ul style="list-style-type: none"> • Windows with the pictures of weather stuck in them • An umbrella with drops/pieces of ribbon attached to it (to make it seem it's raining) • Little colourful windows with a certain kind of weather displayed in them after you open them (see the attachment of pictures enclosed at the end of the thesis)

<p>9. Activity 1 min Wiggling</p>	<p>Reviewed items: Strong wind then blew and the magic wand flew. It flew away. Strong wind is blowing.</p>	<p>The teacher has pictures of (sad) fairies and pictures of magic wands for every child. Show the activity to the children first – put the magic wand onto the fairy and blow until the magic wand flies away. Comment on what you’re doing using the language from the story. You can do it several times – the children enjoy it however simple it seems to be.</p>	<p>Strong wind then blew and the magic wand flew. It flew away. How is the fairy feeling now? Is she happy? Why is she sad?</p>	<p>Wind. Blow. Away. The fairy is sad. No magic wand.</p>	<p>Laminated pictures of sad fairies and laminated pictures of magic wands with stars</p>
<p>10. Activity 3 mins Sitting down and moving around and sitting down</p>	<p>Reviewed items: a car, a bus, a truck, a bicycle, an airplane, a train, a helicopter, a fire engine, a tractor, a motorbike; It’s a ---, Is it a -----? Drive/ride a -----, We’re driving/riding a ----- -.</p>	<ul style="list-style-type: none"> Flash the pictures of the means of transport Play a game driving/riding the different means of transport around using the special movements and gestures + the children can take on the role of the teacher in giving the instructions Play – Is it a-----? game as described earlier (previously played with the weather windows in the lesson 2) 	<ul style="list-style-type: none"> What is it? It’s a - -----. Let’s ride/drive a ----- We’re riding/driving a -- -----. What is it? What have I got? No, it’s not. Yes, it is. 	<ul style="list-style-type: none"> It’s a -----. Ride/drive a -----. Is it a -----? 	<p>Two sets of flashcards of the means of transport</p>

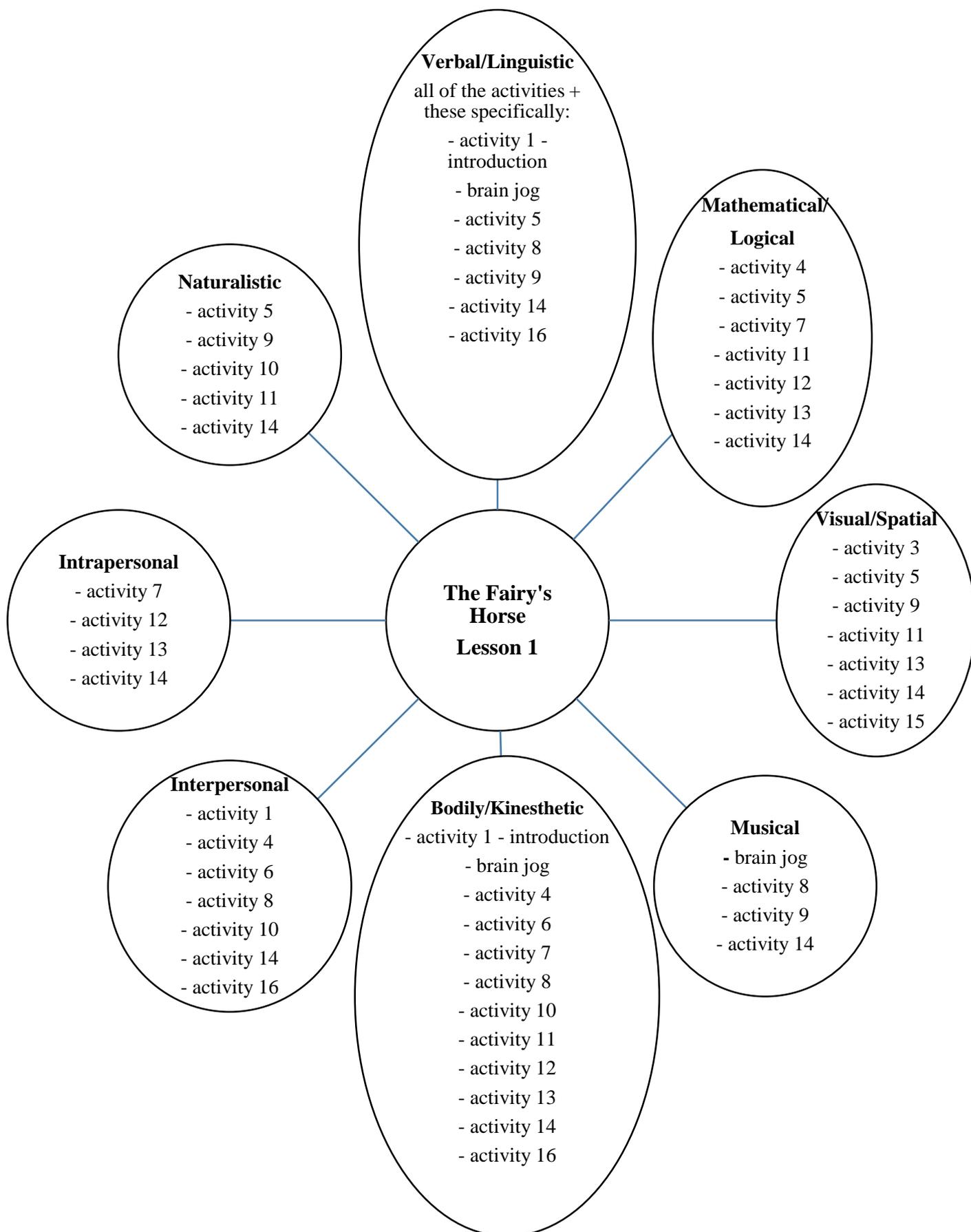
<p>11. Song I'm Riding on my Horse 2 mins Moving around</p>	<p>Reviewed items: I'm riding (on), a horse, a motorbike, an elephant</p>	<p>Singing the song using sticks with horseheads (riding a horse), then the same stick can be used as handlebars (riding a motorbike) and then pretending riding an elephant putting the sticks down.</p>			
<p>12. Activity 2 mins Sitting down</p>	<p>Reviewed items: a crab, a starfish, a catfish, a clownfish, a seahorse, a dolphin, an island, the sea</p>	<ul style="list-style-type: none"> Flash the pictures twice. Put the pictures on the floor and have laminated real photos of the same items – ask the children to match the picture to the photo. 	<ul style="list-style-type: none"> A crab, a starfish, a catfish, a clownfish, a seahorse, a dolphin, an island, the sea. Show me which one it is. 	<ul style="list-style-type: none"> A crab, a starfish, a catfish, a clownfish, a seahorse, a dolphin, an island, the sea. 	<ul style="list-style-type: none"> Flashcards Real photos of the items
<p>13. Activity 1 min Wiggling and moving around</p>	<p>Reviewed items: a feather, tickle, possibly parts of the body (nose, ear, tummy, foot, back etc.)</p>	<p>It's tickle time for the children and their parents – first the children tickle and then the parents tickle + you can review parts of the body – either give the instructions what to tickle (or I prefer just to let them have fun and close time together without interfering, the aim of the activity is not to teach body parts).</p>	<p>It's tickle time! Take a feather and tickle your mummy. Mummies you can tickle your children too. Tickle, tickle.</p>	<p>Tickle, tickle.</p>	<p>Feathers</p>

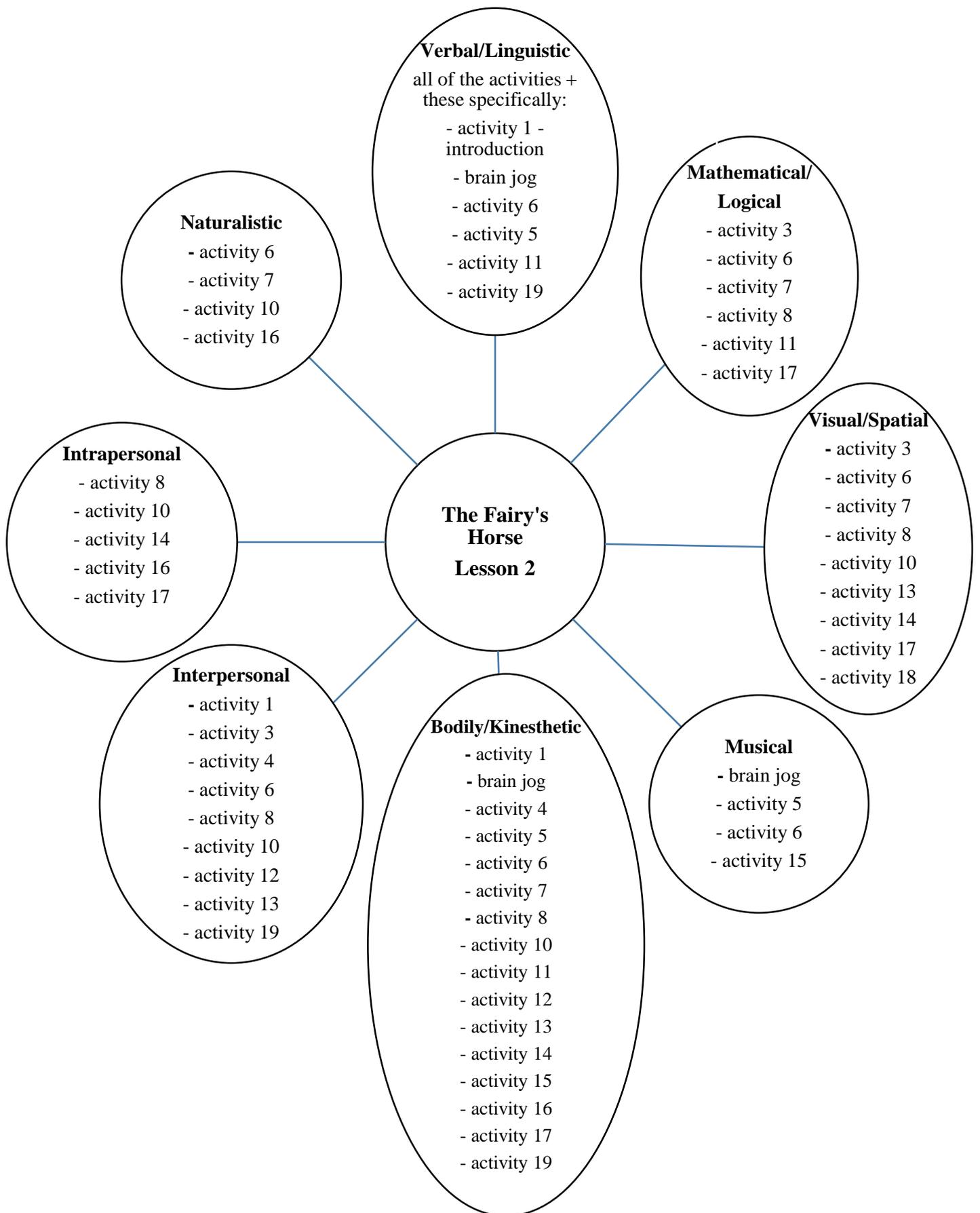
<p>14. Activity 2 mins Sitting down</p>	<p>Reviewed items: I want a -----; a starfish, a clownfish, a catfish</p>	<ul style="list-style-type: none"> • First the teacher shows the fun with compounding the words with toys bringing in 1 toy fish, 1 toy clown, 1 toy cat and 1 toy star. The teacher presents the trick – a cat + a fish = a catfish etc. • Then he/she has a set of pictures for each child to play with whatever kind of fish they want. 	<ul style="list-style-type: none"> • Look! A cat, a fish – a catfish. A clown, a fish – a clownfish. A star, a fish – a starfish. • I want a -----. What do you want? 	<ul style="list-style-type: none"> • I want a -----. 	<p>Toys – a fish, a clown, a cat, a star Laminated set for each child consisting of: one fish without a head and little pictures of cat and clown heads and a star – all of the parts with Velcro on them (see the attachment of pictures enclosed at the end of the thesis)</p>
<p>15. Activity 4 mins Moving around</p>	<p>Reviewed items: hide, look for, under/in, a table, a chair, a tunnel, a basket, a blanket, counting to 10</p>	<p>Play hide and seek – prepare places to hide (a table and a chair covered with blankets, a basket, a tunnel, a blanket etc.). The children can take turns in counting and seeking.</p>	<p>Counting 1-10, hide, where are you? I'm looking for you, I can/can't see you, I see you under the table, that's a good hiding place.</p>	<p>Counting to 10, hide; I see -----.</p>	<p>Things to hide in</p>
<p>16. Activity 1 min Sitting down</p>	<p>Reviewed items: the kinds of fish, the sea, an island, book</p>	<p>Look through an encyclopaedia of the sea world with the children (+ if they have been on an island on vacation ask them before hand to bring pictures.)</p>	<p>Let's look into the book! There's the sea. What lives in the sea? What can you see?</p>	<p>Fish, a clownfish, a dolphin, a starfish, a seahorse, a catfish, a little fish, a very big fish etc.</p>	<p>Encyclopaedia of the sea world</p>

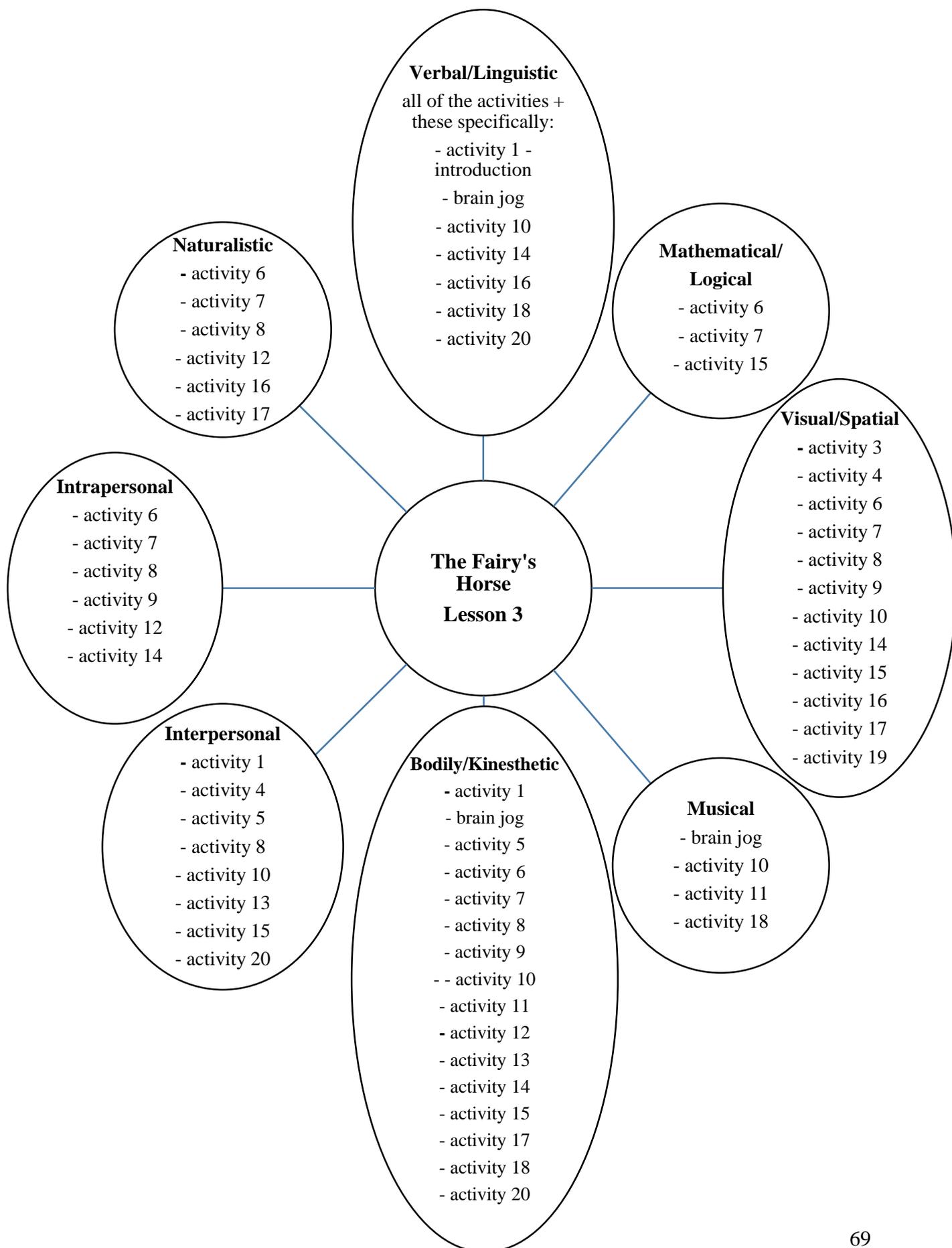
17. Activity 1 min Moving around	Reviewed items: It's sunny, the Sun is shining, the Sun shines, a table, a wall, a floor, a chair, a TV, a window, a door, a cushion etc.	Have a laminated see-through sun and a flashlight. Stick the sun on the flashlight and light up the flashlight. Shine on each of the kids and on the furniture and the walls and floor – the children usually start catching the light.	Look! What is it? The sun is shining, it's sunny. The sun shines. It shines on the -----.	The sun, the table, the wall, the floor, the chair, the TV, the window, the door, the cushion etc.	Laminated see-through sun and a flashlight, blue-tack (see the attachment of pictures enclosed at the end of the thesis)
18. Song I'm a Little Fairy 1 min Moving around		Sing the song with gestures without the wings and clouds this time.			
19. Watching the story on TV 5 mins Sitting down					
20. Close up 1 min Moving around	Reviewed items: Let's say bye bye to Flup. Good bye, see you next week/soon.	The teacher goes around the children with Flupe the puppet and says good bye to each child.	Good bye, (the child's name).	Good bye, Flupe.	Flupe, the puppet

The lesson is planned for 40 minutes with 5 minutes to spare if some of the activities take longer.

Do not ever forget to praise and encourage the children saying: "Excellent! Good job! Well done! You did great! It works! Perfect! Etc." Be as specific in your praise as possible.







CONCLUSION

The thesis aimed at examining the validity of the HDEE methodology within the frames of child development, nature of child learners, and the RVP PV document. The theoretical part provided a solid foundation on the links between the HDEE methodology, child development, and characteristics of child learners. It also described corresponding and differing points of the HDEE methodology and the RVP PV document. On the basis of that, points for discussion have been raised as well. The practical part showed analysis of concrete HDEE lesson plans and examined its efficiency within the principles of the HDEE methodology itself.

After an in-depth examination of the HDEE methodology and based on the expert opinions in the respective areas I claim that the HDEE methodology as a whole is valid and appropriate to child learners, however, there are some points that could be questioned.

It is especially the HDEE claim of being a unique methodology, the matching value of the “immersion system” as an ESL or bilingual, the permanency of acquired language “encoded” in the brain, and the quality of the language input provided that could be debated.

After analysing the proposed HDEE lesson plans, I found them not entirely reflecting the HDEE’s overall principles thus not completely cohesive with the HDEE methodology itself. Therefore, I proposed my own lesson plans within the requirements of the HDEE methodology, with an attempt to provide more cohesive reflection of the methodology as such.

Resumé

Bakalářská práce se zabývá případem metodiky Helen Doron Early English pro výuku angličtiny pro děti. Poskytuje detailní úvod k základním principům metodiky a ukazuje vazbu metodiky se zákonitostmi vývoje dětí a jejich specifických charakteristik jako žáků. V rámci těchto dvou oblastí zkoumá platnost metodiky a rovněž poukazuje na ty přístupy, ve kterých se shoduje či liší s ohledem na RVP PV. Také analyzuje plány hodin tak, jak byly navrženy Helen Doron Early English.

Na základě odborných názorů v příslušných oblastech se Helen Doron Early English metodika prokázala jako nosná a vhodná pro výuku dětí. Nicméně některá z tvrzení Helen Doron Early English se ukázala problematickými a zasloužila by pozornost diskuze. Rovněž analýza plánů hodin tak, jak byly navrženy Helen Doron Early English, se ukázala nekompaktní s metodikou jako takovou. Proto jsme v rámci metodiky navrhli vlastní plány hodin se snahou poskytnout kompaktnější zachycení metodiky jako takové.

Summary

The Bachelor's Thesis looks closely at the case of the Helen Doron Early English methodology for teaching English to very young learners. It provides an in-depth introduction to the principles of the methodology and shows how the methodology links to child development and to nature of child learners. It examines its validity with respect to both of the areas and also shows the corresponding and differing points in regard with the RVP PV document. The official lesson plans provided by the Helen Doron Early English methodology are analysed as well.

Based on the expert opinions in the respective areas the Helen Doron Early English methodology on the whole was found valid and appropriate to child learners. However, some points were proved problematic and were raised for discussion. After analysing the Helen Doron Early English official lesson plans, they seemed not entirely cohesive with the methodology itself. Therefore, a set of new lesson plans was created within the frames of the methodology with an attempt to provide more cohesive reflection of the methodology as such.

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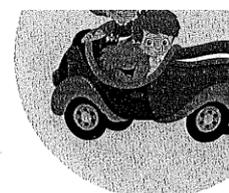
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III. Attachments

1. Organisation of the HDEE Courses¹

Overview of Helen Doron Early English Teaching Sets



HDEE Set	Starting Age
Baby's Best Start (BBS)	3-22 months
Fun with Flupe (Flupe)	2-5 years
More Fun with Flupe (More Flupe)	3-6 years
English for All Children (EFAC)	4-10 years (<i>start at 4 if continuing after More Flupe</i>)
More English for All Children (MEFAC)	5-10 years
Play On in English	6-10 years
Botty the Robot Teaches You English	7-12 years
Paul Ward's World (PWW)	9-13 years
Paul Ward and the Treasure (PWT)	10-14 years
Teen Talent	11-15 years
Teen Choices	13-16 years
Teen Express (in preparation)	15-18 years
Teen Success (in preparation)	17-19 years

Additional HDEE Materials for Reading and Writing

Read and Write English	4-9 years
EFAC Workbook	7-10 years
MEFAC Workbook	8-10 years
Play On Workbook	7-9 years
PWW Grammar Workbook	9-13 years
PWT Additional Grammar Workbook	10-14 years

HDEE Holiday Courses

I am the World	4-7 years (no reading or writing) - up to 4 weeks
Flupe Holiday Fun	4-7 years (no reading or writing) - up to 2 weeks
English through Drama	8-12 years - up to 4 weeks
Paul Ward's Holiday	9-13 years (incl. reading and writing) - 3 weeks
Intensive EFAC	3 rd or 4 th grade - 3 weeks
Intensive Botty	4 th or 5 th grade - 3 weeks
Intensive PWW	5 th or 6 th grade - 3 weeks
Intensive PWT	6 th or 7 th grade - 3 weeks
Intensive Teen Courses	7 th -11 th grade - 3 weeks

¹ Taken from: Doron, Helen, and Justyna Frankiewicz-Popiolek. *Fun with Flupe Teacher Guide*. Helen Doron, 2012. Print.

2. Transcript for Parents²

More Fun with Flupe Script for Parents

SONG (CD+DVD)

Fun with Flupe

I am Paul.
This is my book.
Under this tree
I sit and look.

Granny Fix and Flupe
Live in the book of rhymes.
When the book shines
I know it is a sign.

Here we come!
Let's have fun!
Let's have fun with Flupe!

SONG – (DVD + CD)

Flying Free

I'm a little fairy,
Sitting on a tree.
1 2 3
I'm flying free.

I'm a little cloud,
Floating in the sky.
1 2 3
I'm floating free.

Flying, flying...
Floating, floating...
High above
In the sky.

Episode 1 – The Fairy's Horse

- PAUL:** What can I see in my wonderful book today?
Cloud, fairy, sky, sun, rain.
Hi there, Flupe!
Oh! You want us to go into the book! Great!
Let's do it.
- FLOWERS:** I am riding...
- PAUL:** Hi, Granny Fix!
- GRANNY FIX:** Flupe and Paul, dear,
I'm so glad you're here.
We can't sing the song.
Something's gone wrong!
- PAUL:** What's wrong?
- GRANNY FIX:** The fairy made a wish.
She wanted a small ball.
But the wish went wrong
And her horse became small!
A strong wind then blew
And the magic wand flew.
- FLUPE:** Small!
- FAIRY:** My wand is at Crab Island!
- PAUL:** Don't be sad. We'll get your wand back.
I wish I could fly. Fly as high as the sky.
- FAIRY:** You can't fly but you can float!
- PAUL:** Float? How?
- FAIRY:** On my friend, the cloud.
- GRANNY FIX:** Yoop-tiddle-di-doh! Let's go!
- FAIRY:** Oh! Just be careful not to jump.
It tickles the cloud if you do.
- FLUPE:** Tickle!
- FAIRY:** And then it rains.
- PAUL:** Look! It is raining.
Look! Crab, fish, dolphin, starfish, sea.
- EVERYBODY:** Whoa! It's the sea!!
- PAUL:** Oh...oh...
- GRANNY FIX:** On the count of three, jump with me!
One, two, three...
- PAUL:** Oh no! How will we get to Crab Island?!
- GRANNY FIX:** Don't get upset now,
My dear Flupe and Paul.
We can solve any problem,
However big or small.
- PAUL:** Whoa! A dolphin!
- GRANNY FIX:** Hello Mr Crab, We're from afar.
We're looking for a magic wand with
a star.
- FAIRY:** My wand! Thank you.
Now Paul, make a little wish.
- PAUL:** I want to see some fish!
- FAIRY:** What kind of fish?
- PAUL:** I want a catfish! Wow, it's a catfish!
I want a clownfish! Wow! A clownfish!
I want a starfish! Wow!
I want a seahorse! Wow!
- FAIRY:** My horse! Time to get back! Everybody
standing here, Close your eyes and
disappear! My horse is big now!
- GRANNY FIX:** Ding-a-ling-a-long!
Now we can sing the song!

² Taken from: Doron, Helen. *More Fun with Flupe: Script for Parents*. Helen Doron, 2013. Print.

SONG – Short Version (DVD)

I am Riding on my Horse

I am riding on my horse,
Doo-dah dooh-dah.
I am riding on my horse,
Riding it all day.
Doo da doo da day. X 2
I am riding on my horse,
Doo da doo da day.

SONG – Long Version (CD)

I am Riding on my Horse

I am riding on my horse,
Doo-dah dooh-dah.
I am riding on my horse,
Riding it all day.
Doo da doo da day. X 2
I am riding on my horse,
Doo da doo da day.

I am riding my motorbike.
Doo da doo da. X 2
I am riding my motorbike,
Riding it all day.
Doo da doo da day. X 2
I am riding my motorbike,
Doo da doo da day.

I am riding my elephant.
Doo da doo da.
I am riding my elephant.
Riding it all day.
Doo da doo da day. X 2
I am riding my elephant,
Doo da doo da day.

I am riding on my horse,
Doo da doo da.
I am riding on my horse,
Riding it all day.

Doo da doo da day. X 2
I am riding on my horse,
Doo da doo da day.
X 2

GRANNY: What a fun day, my dear Paul and Flupe!
Let's celebrate with a nice bowl of soup!
Thank you, Paul,
For answering my call;
Until our next song,
Goodbye and so long!

PAUL: Bye, Granny Fix! Bye, Flupe!

FLUPE: Bye!

GRANNY FIX: Todeloo.

Episode 2 – Humpty Dumpty

PAUL: What can I see in my wonderful book today?
Tummy, chin, cheek, face, forehead.
Hi there Flupe!
Oh! You want us to go into the Book!
Great! Let's do it.

FLOWERS: Humpty Dumpty ...

PAUL: Hi, Granny Fix!

GRANNY FIX: Flupe and Paul, dear,
I'm so glad you're here.
We can't sing the song.
Something's gone wrong!

PAUL: What's wrong?

GRANNY FIX: Humpty Dumpty saw a bird in the sky.
He wanted the bird to come and say hi.
"Here, little bird," he started to call,
But then poor Humpty had a bad fall.

FLUPE: Fall!

HUMPTY: Oh no. Not again!
Call the king's horses and two king's men.
They always put me together again.

GRANNY FIX: Do you know where they are?
Do they live far?

HUMPTY: Uh uh!

PAUL: Check your pocket, Granny Fix.
Maybe there's something inside that can
call the men.

GRANNY FIX: Maybe a cone? Or a bone?
Or a megaphone!

PAUL : King's horses! King's men!

KING'S MAN 1: I'm here.

PAUL : Granny Fix, only one king's man came.
We need two king's men to fix Humpty
Dumpty!

PAUL : Can another king's man come and help?

KING'S MAN 1: No!

KING'S MAN 2: Yes!

3. HDEE Lesson Plans³



EPISODE 1 – Lesson Plans

Episode 1 Lesson Plan 1A

New words and phrases: fairy, make a wish, magic wand, wind, free, star, float, I wish I could..., disappear, wave

Reviewed words and phrases: Hi, there, cloud, sun, rain, sky, Let's..., book, ball, horse, blow, fly, happy, sad, big, little, high, *counting to five*, in, on, above, can, can't, Where is...? clap, jump, hop, turn around, run, goodbye, touch the ground, reach up high, kiss

Flashcards: sky, sun, cloud, rain, fairy

Downloadable Flashcards: MFWF: wind, wand, star

Props and materials:

CD or digital audio player, **FWF** and **MFWF** Teacher CD, DVD, player and screen

Activity 1: The character dolls

Activity 3: The Book of Rhymes, drawn on an old bed sheet or any cloth - with a slit cut in the middle for a child to get through, Flupe doll

Activity 5: Flashcards: cloud, sun, sky, rain, wind

Activity 8: Flashcards: fairy, magic wand, ball, star. Cut out and laminated big and little fairy pictures and attach sticks to them (**download**).

Activity 9: Sticks with cut out stars attached to them (one per child), glitter glue

Activity 10: Cut and laminated wish clouds with pictures (**download**), magic wands (either made in Activity 9 or toy ones), a magic hat, little toys: a book, a tree, a star, a fairy, a sun, a magic wand, a ball, a horse

Activity 11: The items from Activity 10

Activity 13: Toilet roll telescopes, one per child, toys from Activity 10

Activity 14: Soap bubble blower

Activity 15: A bowl with water, items that float and sink

Activity 16: Headbands/wristbands with fairy and cloud pictures (**download**), a big tree drawn on paper (*optional*: toy wings and cloud outfits)

Activity 18: A big wish cloud and the pictures of Paul flying, Paul floating and Paul sitting on the tree (**download**), the Paul doll

Activity 19: Coloured pencils and crayons

Activity 20: Pictures of animals, both in the wild and in cages in the zoo (**download**)

Activity 21: A net laundry basket

Activity 23: The character dolls

Activities:

Sit down. Ask children and parents in English if they have heard their audio track twice daily. If they haven't, find out why and talk to the parents about it - if necessary, more in depth after the class.

1. Take Granny, Paul and Flupe dolls and encourage the children to say: **Hi there, Flupe! Hi there, Granny,** etc., and then say together with the children: **Flupe, Granny and Paul, dear, I'm so glad you are here!** Then greet each child, saying: **Hi there, Tommy!** Then ask: **Are you happy or sad today?** - using facial expressions. Elicit: **I'm happy!**
2. Watch the **MFWF** DVD, Episode 1. You can watch the DVD towards the end of the lesson if you prefer.
3. Take Flupe doll and bounce him up and down, making funny Flupe noises. Look at Flupe and say: **Hi there, Flupe! You want us to go into the book! Great, let's do it! Stand up,** hold up your Book of Rhymes and let each child, one by one, go through the slit in the book. While they are doing it, say: **Emi is going into the book,** etc.
4. Review the movements for the *Fun with Flupe* song and sing it with the children.

³ Taken from: Doron, Helen, and Justyna Frankiewicz-Popiolek. *More Fun with Flupe Teacher Guide*. Helen Doron, 2013. Print.

5. **Sit down.** Review **cloud, sun, sky** and **rain** with the flashcards and teach **wind**. Play some flashcard games with all five. Choose from the *Flashcard Games and Activities Section*. Also use these flashcards to teach **disappear**. Put all five on the floor and ask the children to close their eyes. Take one flashcard away and ask: **Look, something's disappeared! What has disappeared? What is missing?**
6. **Stand up.** Act out the items from Activity 4. Teach the children gestures for the **cloud** (draw it with both hands in front of you), **sky** (raise both hands up and make lines above your head), **sun** (draw a circle with your hand, high up), **rain** (show falling rain by fluttering your fingers downwards, tap on the floor with the fingers) and **wind** (make noises of the wind and wave your arms from side to side, imitating the movements of the trees in the wind). Say: **Show me the cloud! Show me the wind,** etc. While making a gesture, the children should be saying the word at the same time together with you. When showing the wind, review **blow**, too. Say: **The wind is blowing!** And blow hard.
7. **Sit down.** Do Activity Book 1, page 3 - stickers. Say: **Look at the sky. The sky is blue. Please stick the sun in the sky.** Ask: **Where is the sun?** Elicit: **The sun is in the sky.** Do the same with the clouds and the rain. Ask: **What can you see in the picture?** Elicit: **I can see the cloud. I can see the rain, etc.**
8. Teach **fairy, magic wand** and **star** and review **ball** with flashcards. Play some flashcard games. Choose from the *Flashcard Games and Activities Section*. Show also two **downloaded** fairy pictures - a big fairy and a little one. Review **big** and **little**.
9. *Optional. Arts and crafts. Make a magic wand with the children. Give each child a pre-cut star on a stick. Ask the children to decorate their stars with colourful glitter glue. Make a wand for yourself too, or bring it ready-made. Ask the children what they have got. Elicit: **I've got a magic wand.**
10. Teach **make a wish**. Review **I want...and book, tree, star, fairy, sun, magic wand, ball, horse**. Distribute **downloaded** little wish clouds with pictures of these words among the children so that they know what to wish for. Say: **Take your magic wands and let's do magic! Let's make a wish! Abracadabra, hocus-pocus,** etc. Put the magician's hat in front of you and first make a wish yourself. Look at your wish cloud (with a book), put a small book into the hat (try not to let the children see you do it) and say: **Abracadabra, hocus-pocus, I want a...book!** And dig into the hat to take out a little book. Then tell the children to make their wishes. They should take turns looking at their wish clouds, moving their magic wands over the hat and digging in it to take a little toy, corresponding to the picture on their cloud (the toy you have put there before). Each child should say: **I want a....** Note: if you did not do Activity 9 in class, make sure each child gets a pre-prepared or bought toy magic wand.
11. *More challenging:* make the same activity more challenging. Instead of putting the toys into the hat one by one, throw all of them inside together. The challenging but fun part is to try and choose the right toy just by feeling its shape in the hat.
12. **Stand up.** Review **counting to five** with actions. Count fingers first. Then say: **Clap to five - one, two, three, four, five!** Do the same with other actions: **jump, hop, turn around.** The children should be counting to five out loud while doing the action.
13. **Sit down.** Sing 1, 2, 3 (with the telescopes and the items from Activity 10 instead of the boys/girls). Point to these toys while singing.
14. **Stand up.** Teach **float** and review **disappear**. Blow soap bubbles and say: **Look, the bubbles are floating!** Let the children jump and catch the bubbles. Ask: **What are the bubbles doing?** Elicit: **Floating!** Once the bubbles pop, say: **Look, the bubbles have disappeared!**
15. *Optional. **Sit down.** Do an experiment. Use the bowl with water and the objects you prepared. Put a ping-pong ball in the bowl and ask: **What is the ball doing?** Elicit: **The ball is floating.** Show a few other floating things. Then put a stone in and ask if it is floating. Say: **No, it isn't floating. It's going down.** Let the children experiment with different objects.



Episode 1 Lesson Plan 2A

New words and phrases: tickle, island, crab, fish, dolphin, starfish, become, sunny, cloudy, rainy, windy

Reviewed words and phrases: can/can't, something's gone wrong, friend, fairy, magic wand, ball, make a wish, want, horse, ride, yes, no, too, cloud, who is..., *present progressive forms*, tree, hot, cold, sun, rain, wind, sky, window, Where is...? What have you got? I've got..., sea, put, in, on, big, small, right, left, tail, head, clap, jump, turn around, spin, bend down, run, fly, float, stand up, sit down, kiss, goodbye

Flashcards: crab, fish, dolphin, starfish, sea

Downloadable Flashcards: sunny, rainy, windy, cloudy, hot, cold, island

Props and materials:

CD or digital audio player, *FWF* and *MFWF* Teacher CD, DVD, player and screen

Activity 1: The character dolls

Activity 5: A sheet with a painting on it. Take an old bed sheet or any other big cloth and paint a big tree and clouds on it. The tree should also have an outline of two fairies, with holes cut out where the faces should be. Then cut two more holes just above the clouds. These will be the holes for the children's faces to appear in.

Activity 7: Flashcards: sunny, cloudy, rainy, windy, cold, hot. A window made from a box. Take a box, cut out a "window" at the front and attach two curtains, one on each side. Then make a slit in the top part of the box for the flashcard to go through.

Activity 8: sunglasses for each child, a spray bottle with water

Activity 9: Blue sheets of paper (A5), one per child, white and grey clouds, suns, raindrops, blowing winds, enough for each child to make a weather scene, glue sticks

Activity 10: Flashcards: crab, fish, dolphin, starfish, island, sea

Activity 11: The blue blanket, a toy crab, fish, dolphin, starfish and island, a grab bag

Activity 12a: Coloured pencils

Activity 12b: Coloured pencils

Activity 13: The Paul doll

Activity 14: Action Memory Game ([download](#))

Activity 15: Scarves for the song

Activity 16: Association Puzzle ([download](#))

Activity 18: The character dolls

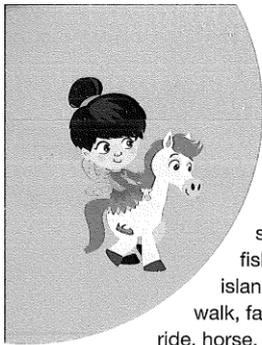
Activities:

Sit down. Ask children and parents in English if they have heard their audio track twice daily. If they haven't, find out why and talk to the parents about it - if necessary, more in depth after the class.

1. Take Granny, Paul and Flupe dolls and encourage the children to say: **Hi there, Flupe! Hi there, Granny,** etc., and then say together with the children: **Flupe, Granny and Paul, dear, I'm so glad you are here!** Then greet each child saying: **Hi there, ... (the child's name)!**
2. Watch the *MFWF* DVD, Episode 1
3. **Stand up.** Sing *Fun with Flupe* with movements.
4. **Sit down.** Do Activity Book 1, page 5 - stickers. Tell the children to look at the fairy. Ask: **Is the fairy happy or sad?** Elicit: **She is happy.** Ask: **What does she want?** Elicit: **A small ball.** Say: **Yes, please stick a small ball here.** Then ask about the bottom picture: **Is the fairy happy or sad?** Elicit: **She is sad!** Ask: **Why? What went wrong? What happened with the wish? What became small?** Elicit: **The horse!** Say: **Yes, she can't ride the horse!** Tell the children to stick the horse in the bubble. Ask: **How does the fairy make her wish?** Elicit: **With her wand.** Tell the children to stick the wand on the bottom picture.



5. **Stand up.** Take your sheet with the trees and clouds and hang it up (with access from behind), or ask the parents to hold it for you. Ask four children to approach it from behind and put their heads through the four holes - two on the tree branches and two above the clouds. The other children should look at the front of the sheet. Ask: **Look at the fairies! Who is a fairy?** Elicit: **It's ... (the child's name)**. Ask: **What is Gabi the fairy doing?** Elicit: **She's sitting on the tree!** Then say: **Look at the clouds! Who is floating on the clouds?** Elicit: **It's ... (the child's name)**.
6. Sing *Flying Free* with movements.
7. **Sit down.** Teach weather with flashcards: **sunny, cloudy, rainy, windy**. Review **hot** and **cold**. Play with the box window you have prepared. Slide the flashcard through the slit in the window (e.g. windy), open the curtains and say: **Today it is...windy!** Do the same with all the four weather pictures. You can also ask: **How is the weather in the window?**
8. **Stand up.** The children should act out the weather. For **sunny**, distribute the sunglasses and let the children put them on. For **rainy**, spray the children with water and let them hide under the umbrella. For **windy**, swing from side to side, making blowing wind sounds. For **hot**, wipe your forehead and blow, or flip your hand like a fan in front of your face. For **cold**, embrace your body with your arms and make **brrrr** sounds. Each time they act out the weather, they should say: **It's sunny**, etc.
9. **Optional.* **Sit down.** Create weather scenes. Give each child a blank, blue sheet of paper, some white or grey clouds, suns, raindrops, and blowing winds. Ask each pair of children to make a different weather picture. Say: **Please make a sunny day**, etc. Ask additional questions like: **What do we need to make a sunny day?** Elicit: **The sun!** In this way you will practise both adjectives and nouns.
10. Teach: **crab, fish, dolphin, starfish** and **island** and review **sea** with flashcards. Play some flashcard games. Choose from the *Flashcard Games and Activities Section*.
11. **Stand up.** Build up a scene with the vocabulary from Activity 10. Hold a big, blue blanket or any sheet together with the children and wave it in the air. Ask: **What is it?** Elicit: **It's the sea**. Put the blanket on the floor. Then let the children pick a toy crab, fish, starfish, dolphin and island from the grab bag. Make sure you have enough for everybody. Ask the children what they have got and elicit: **I've got a dolphin**, etc. Then say: **Please put your fish in the sea!** The children holding the fish should place it on the blue blanket. Ask: **Where is the fish?** Elicit: **In the sea!** Do the same with the dolphin. Then ask the child with the island to put in the middle of the sea. The children holding the crab and starfish should place them on the island. Ask: **Where is the crab?** Elicit: **It's on the island**.
12. **Sit down.**
 - a. *Easier.* Do Activity Book 1, page 4 - join the dots. The children join the dots to make a crab. Then they can colour the crab.
 - b. *More challenging.* Activity Book 1, pages 8-9 - spot the difference. Ask: **How many palm trees can you see here?** The children should look at both pictures and tell you: **I see two trees/three trees**, etc. Say then: **Look at the starfish here. Is it big or little?** Elicit: **it's big/little**. Ask: **Where is the fairy?** Elicit: **The fairy is up/down**. Say: **Look at the fish in the sea. What can you see in this picture?** Elicit: **I can see the head/tail**. Finally ask about the dolphin. **Where is the dolphin swimming?** Help the children answer: **To the left/to the right**. They can mark the differences with a pencil.
13. **Stand up.** Review actions from *Fun with Flupe* and teach **tickle**. To teach tickle, tickle the Paul doll first and then tickle each and every child (if they are willing). Then play the Please Game. The rule of the game is to only do the action if the teacher, or the child who plays the teacher, says the action accompanied with the word **please**. Give instructions yourself for younger children, and encourage the older ones to play the teacher, instructing other children and you. Use: **clap, jump, turn around, spin, bend down, run, fly, float, stand up, sit down, kiss, tickle**. Make sure the children actually say the word while doing the action, e.g.: **Clap, clap, clap**, etc.
14. **Sit down.** Play the **downloaded** Action Memory Game with the actions from Activity 13. Play the simplified version, as there are many verbs: the child who uncovers the two cards leaves them uncovered until the pairs are found.



Episode 1 Lesson Plan 3A

New words and phrases: catfish, clownfish, seahorse, careful, celebrate, elephant, motorbike

Reviewed words and phrases: Hi there, fairy, magic wand, star, carrot, flower, sea, leaf, cherry, run, touch, *counting to five*, Who do I see? I see..., plurals, colours, fish, dolphin, starfish, crab, What have you got? I've got..., where is...? sad, happy, island, near, far, fly, float, sit, sunny, rainy, cloudy, windy, hot, cold, window, dance, sing, walk, fall, blow, fly, float, tickle, skip, disappear, make a wish, car, bus, truck, bicycle, drive, ride, horse, eat, soup

Flashcards: **MFWF:** fairy, sea **FWF:** cherry, flower, carrot, leaf

Downloadable Flashcards: **MFWF:** magic wand, star, catfish, clownfish, seahorse

Props and materials:

CD or digital audio player, **FWF** and **MFWF** Teacher CD, DVD, player and screen

Activity 1: The character dolls

Activity 3: Flashcards: fairy, magic wand, star, carrot, flower, sea, leaf, cherry

Activity 4: Toilet roll telescopes, one per child, the flashcards from Activity 3

Activity 5: Flashcards: catfish, clownfish, seahorse, elephant

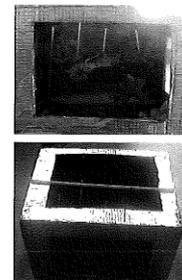
Activity 6a: A clothes line and clothes pegs, cut out and laminated pictures of catfish (5), clownfish (4), seahorses (3), dolphins (2), starfish (1) and crabs (5)

Activity 6b: Numbers from 1 to 5 and the animal pictures from Activity 6a - enough for each child to have one of each

Activity 7: Coloured pencils and crayons

Activity 8: Coloured pompons, scarves or shakers, one per child

Activity 9: Laminated sea creatures ([download](#)) with paper clips attached from the top (the paper clip needs to be twisted and a part of it has to be put through a little hole in the top part of the picture, to create a hook), a hat, a wooden stick (can be a long grill skewer). A "sea box" - take a box and cut out a screen at the front of it. Stick blue transparent foil in the cut out screen, from the inside of the box. Decorate the inner back wall of the box with a picture that shows sea weed, a coral reef, etc. - to create the sea background. Cut off the top part of the box. The wooden stick will be placed on top of the box and the sea creatures will be hung from it by the paper clips.



Activity 10: A5 sheets of paper (one per child), fishes' or horses' bodies (heads missing) and pictures of heads of a cat, a clown, a star and the sea, one per child ([download](#)), glue sticks

Activity 11: A toy or hand-made island with a small magic wand attached to it. A picture of a sad fairy ([download](#)) (on a stick)

Activity 13: A house with coloured windows. Cut out and laminated weather pictures attached to each window from the back, in such a way that the picture is visible when the window opens ([download](#))

Activity 14: Granny Fix's wig

Activity 15: A bowl with sand, semolina or couscous, laminated magic wands (with Velcro attached to them) hidden in the sand, laminated fairies without their magic wands ([downloads](#))

Activity 17: The Fairy Lotto

Activity 18: Toys, one per child: cars, buses, trucks, bicycles, motorbikes; roads drawn on big sheets of paper

Activity 20: One small plastic bowl per child, decorated with a small party umbrella and containing some jelly, Granny's wig

Activity 21: The character dolls

Activities:

Sit down. Ask children and parents in English if they have heard their audio track twice daily. If they haven't, find out why and talk to the parents about it - if necessary, more in depth after the class.

1. Take Granny, Paul and Flupe dolls and encourage the children to say: **Hi there, Flupe! Hi there, Granny,** etc., and then say together with the children: **Flupe, Granny and Paul, dear, I'm so glad you are here!** Then greet each child saying: **Hi there, ... (the child's name)!**
2. Watch the *MFWF* DVD, Episode 1.
3. **Stand up.** Review **fairy, magic wand, star, carrot, flower, sea, leaf and cherry.** Stick these flashcards on the walls around the room and ask the children to **run** and **touch** them.
4. **Sit down.** Sing 1, 2, 3. Use the telescopes and the flashcards that are on the walls.
5. Teach **catfish, clownfish, seahorse, and elephant** with flashcards. Play some flashcard games. Choose from the *Flashcard Games and Activities Section*.
6. **Stand up.**
 - a. **Optional. Easier.* Review *counting to five*. Hang the clothes line in the room. Scatter **downloaded** pictures of catfish, clownfish, seahorses, dolphins, starfish and crabs. Ask the children to run and bring you these, according to your instructions. Say: **Find five catfish and hang them on the line!** Help the children with the clothes pegs. Once all the animals have been hung on the clothes line, count them out loud, together with the children.
 - b. **Optional. More challenging.* Scatter numbers from 1 to 5 on the carpet (a few of each) plus **downloaded** pictures from Activity 6 - but this time you will need one or maximum two of each. Ask the children to find five catfish by hanging up the number 5 and a picture of a catfish next to it.
7. **Sit down.** Do Activity Book 1, page 10 - colouring. Review colours first with the coloured pencils/ crayons you will be using. Then point to the outlines on the fish and ask: **What colour is the carrot?** Elicit: **The carrot is orange.** Say: **Please colour the clownfish orange.** Then ask what colour the flower is (purple), the leaf (green), the sea (blue) and the cherry (red). Elicit the sentences: **The leaf is green, etc.** Finally ask the children to colour the clownfish, starfish, catfish and seahorse with appropriate colours, according to the code.
8. **Stand up.** Distribute the coloured pompons, shakers or scarves among the children (blue, red, yellow, and green, orange, purple). Make sure you have one per child. Sing *The Colours Song*, waving the coloured items whenever the given colour appears in the song.
9. **Sit down.** Review all the sea creatures the children have learnt so far (**fish, catfish, clownfish, dolphin, starfish, crab, seahorse**). Play with your sea box (see picture). Let each child choose a sea creature from the hat and ask what they have got. Elicit: **I've got a starfish, etc.** Put your sea box in the middle of the circle and let each child hang his animal on the stick with the paper clip. Then ask the children: **Where is the starfish?** The children should look through the blue foil in front of the box and answer: **The starfish is in the sea.** Continue the activity until all the children have hung their creatures on the stick.
10. **Optional. Arts and Crafts.* Make funny creatures. Give each child a piece of paper with a fish or horse's body, with the head missing. Also distribute little pictures of stars, clown heads, cat heads and seas among the children - according to whether they received a fish's or a horse's body (**download**). Tell the children to make a: catfish, starfish, clownfish or seahorse, by sticking the small picture where the head should be. Ask: **What have you got now?** Elicit: **I've got a catfish/ seahorse,** etc.
11. Put a toy or hand-made Crab Island with the magic wand attached to it in the corner of the room. Show the **downloaded** sad fairy picture to the children and ask: **Why is the fairy sad? What**





happened? Help the children say: **She has no wand.** Ask: **Where is the wand?** Elicit, pointing at the island: **At Crab Island!** Ask, using gestures: **Is it near or far?** Elicit: **It's far!** Ask: **How can we get to Crab Island with the fairy?** Stand up. Say: **Let's fly like a fairy and float on the cloud!**

12. Sing *Flying Free* with movements.

13. **Sit down.** Review weather adjectives. Play with the **downloaded** house with coloured windows. Review the colours of the windows. Ask Paul doll first: **Paul, open the red window, please.** Help Paul doll open the window and ask again: **How is the weather in the red window?** Elicit: **It's sunny!** Let each child open one window: **blue, green, orange, purple, red, yellow, white, silver, gold.** Elicit the sentences, depending on the weather in the window: **It's cloudy/sunny/rainy/windy/hot/cold.**

14. **Stand up.** Review some actions. Put Granny Fix's wig on and say: **On the count of three, jump with me!** The children should start jumping. While they are jumping, chant with them: **One, two, three, jump with me!** Then say the same phrase, but change the verb, e.g.: **On the count of three, hop with me!** Use other verbs as well: **dance, sing, walk, fall, blow, fly, float, tickle, skip.** Each time the children are doing an action, chant the same phrase with a new verb.
15. **Sit down.** Play with the bowl full of sand (or couscous/semolina) and the fairies on sticks. Distribute the **downloaded** fairies among the children. Ask, pointing at the place in the fairy's hand where the wand should be: **What is missing here? What has disappeared?** Elicit: **The magic wand!** Say: **The fairy is looking for her wand. Let's help her find it.** Let each child dig into the bowl and find the laminated wands with Velcro. When they are digging into the stuff, say: **Be careful not to spill the sand!** The children should stick their wands onto the fairy's hand. Once all the children have found their wands, say: **Now the fairy can make her wish. Let's see what she can ride!**
16. Do Activity Book 1, page 11 - stickers. Ask the children what they can see on the page. Elicit: **I can see a yellow bicycle/a purple bicycle, a horse, a dolphin.** Then discuss with the children who is riding what, as they stick the stickers on the page.
17. More challenging. Play Fairy Lotto. Go over the Lotto cards first and ask: **What is the fairy doing here?** Elicit: **She is sitting in the tree/riding a horse/riding a dolphin/flying/floating on the cloud/riding a bicycle/making a wish/dancing/riding an elephant/riding a motorbike/singing/eating soup.** Then play Lotto, drawing the pictures from the grab bag or a hat and asking the children: **Who has got a fairy riding/flying, etc?** The child who first says he's got it, gets the card. Continue the game till all the children have covered their Lotto boards.
18. Review *vehicles* and teach **motorbike**. Play with real toys: cars, buses, trucks, bicycles and motorbikes. Ride them and drive them along the paper roads you prepared. Ask: **What are you doing?** Elicit: **I'm driving a car. I'm riding a motorbike,** etc.
19. **Stand up.** Say: **Ding-a-ling-a-long! Now we can sing the song!** Teach the children the song movements for *I am Riding on My Horse* and sing it together.
20. **Optional.* Put Granny's wig on and say: **What a fun day, my dear children, Paul and Flupe, let's celebrate with a nice bowl of soup!** Give each child a little plastic bowl with jelly in it, decorated with a party umbrella, to take home and eat if they like.
21. Say, acting out the rhyme with the children: **Thank you all for answering my call; until our next song, goodbye and so long!** Use the following gestures: **Thank you:** use the baby sign; **all:** make a circular gesture showing the whole group; **answering:** run in place; **call:** make a cup with your hands around your mouth; **until our next song:** hold an imaginary microphone close to your mouth; **goodbye and so long:** wave your hand. Say: **Let's wave goodbye to Granny Fix, Paul and Flupe!** Say bye to all the children and the characters.

Remind the children and parents to hear their audio track twice daily at home and watch the DVD occasionally.

Episode 1 Lesson Plan 1B

2nd
Weekly
Lesson



Reviewed words and phrases: Hi, there, cloud, sun, rain, sky, Let's..., book, ball, horse, blow, fly, happy, sad, big, little, high, *counting to five*, in, on, above, can, can't, Where is...? clap, jump, hop, turn around, run, goodbye, touch the ground, reach up high, kiss, fairy, make a wish, magic wand, wind, free, star, float, I wish I could..., disappear, wave

Flashcards: cloud, sun, sky, rain

Downloadable Flashcards: wind

Props and materials:

CD or digital audio player, **FWF** and **MFWF** Teacher CD, DVD, player and screen

Activity 1: The character dolls

Activity 4: Flashcards: cloud, sky, sun, rain, wind

Activity 5: A clothes line and pegs, pictures of the cloud, sky, sun, rain and wind – one per child ([download](#))

Activity 6: A big dice, pictures of big and little fairies, ball, magic wand and star to be attached to the dice with Velcro ([download](#))

Activity 7: Coloured pencils and crayons

Activity 8: Cut out and laminated pictures of a ball, book, tree, star and horse ([download](#)) with paper clips attached to them, a thin but not transparent scarf, a toy magic wand with a magnet

Activity 9: A big towel

Activity 10: Pictures of five fairies, four balls, three wands, two horses and one sun ([download](#))

Activity 11: Toilet roll telescopes (one per child), the pictures from Activity 10

Activity 12: Feathers

Activity 13: A toy crystal ball (can be the one used in Didi lessons), toy magic wands (one per child)

Activity 14: A laminated tree, cloud and fairies with Velcro attached to them ([download](#)) - one fairy per child, and a blue sheet to represent the sky

Activity 17: Big and Little Memory Game ([download](#))

Activity 19: The character dolls

Activities:

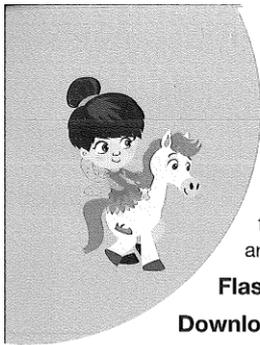
Sit down. Ask children and parents in English if they have heard their audio track twice daily. If they haven't, find out why and talk to the parents about it - if necessary, more in depth after the class.

1. Take Granny, Paul and Flupe dolls and encourage the children to say: **Hi there, Flupe! Hi there, Granny,** etc., and then say together with the children: **Flupe, Granny and Paul, dear, I'm so glad you are here!** Then greet each child saying: **Hi there, Tommy!** And ask: **Are you happy or sad today?** Using facial expressions. Elicit: **I'm happy!**
2. Watch the **MFWF** DVD, Episode 13.
3. **Stand up.** Review movements for the *Fun with Flupe* song and sing it with the children.
4. **Sit down.** Review **cloud, sun, sky, rain** and **wind**. Play some flashcard games with all five. Choose from the *Flashcard Games and Activities* Section. Make sure you use a different game than in Lesson Plan 1A.
5. **Stand up.** Hang the clothes line in the classroom and attach the [downloaded](#) cut out pictures of the **sun, cloud, sky, rain** and **wind** to it. Make sure there is one picture per child. Hang them high enough so that it is not possible to reach them. Say: **Children, can you reach the sun? Jump up high!** Let the children jump up and down to try and reach the items on the line. Finally lower the line and let the children get the pictures. Ask them what they have got. Elicit: **I've got a cloud,** etc.
6. ***Optional. Sit down.** Review **fairy, magic wand, ball** and **star,** together with **big** and **little**. Stick the [downloaded](#) pictures of the big fairy, little fairy, wand, big ball, little ball and star onto a dice. Let each child roll the dice and say what he can see on it. Elicit: **I can see a big ball. I can see a little fairy,** etc.



7. Do Activity Book 1, page 2 - colouring. Ask the children to colour the fairy. You can use coloured pencils and glitter glue, to make the fairy more „magical“.
8. Review **disappear** and **ball, book, tree, star** and **horse**. Place **downloaded**, laminated pictures of a ball, book, tree, star, and horse on the carpet. Each picture should have a paper clip attached to it. Cover the pictures with the scarf. Take your magic wand with the magnet attached to it, move it over the scarf, saying a magic word. Then touch one of the pictures through the scarf and lift the scarf up at the same time. The picture you touched should be stuck to the wand, so the children see it is no longer on the carpet. Ask: **What has disappeared?** The children should guess which picture is not there.
9. **Optional.* Do a simple magic trick with the children. Stand up (only you) and hold a big towel in front of you, covering your entire body apart from the feet. Say: **Look down, children, what can you see?** Elicit: **Two feet.** Then move the towel a bit, making magic sounds and covering both feet; then bend one of your knees, raising one foot up. Then lift the towel up a bit, showing you have just one foot. Ask: **How many feet can you see?** Elicit: **One foot!** Say: **Yes, one foot has disappeared!** You can do any other trick from the selection of magic tricks for children that you can find on the internet.
10. **Stand up.** Review *counting to five*. Attach downloaded pictures of five fairies, four balls, three magic wands, two horses and one sun to the walls. Count out loud to 5, 4 etc. and tell the children to run and touch an appropriate picture on the wall, e.g. **Touch five fairies!** Ask then: **What are these?** Elicit: **Five fairies.**
11. **Sit down.** Distribute toilet roll telescopes among the children and sing 1, 2, 3, looking at the pictures from Activity 10.
12. **Stand up.** Review **float**. Place the feathers on the palm of your hand and blow them off. Say: **Look, the feathers are floating!** Let the children blow the feathers too.
13. **Sit down.** Review **make a wish** and **I wish I could**. Give each child a magic wand and put a crystal ball in the middle of the circle. Let all the children move their magic wands over the ball. Say: **Let's make a wish! Abracadabra,** etc. Chant together with them: **I wish I could...fly!** Then stand up and fly around the classroom. Come back to the crystal ball and make another wish, chanting together: **I wish I could...float!** Then stand up again and make floating movements with the children.
14. **Sit down.** Make a scene for the song. Put a **downloaded** tree, with a cloud above it, on a blue sheet on the floor. Gather the children in a circle around it. Give each child one **downloaded** fairy. Say: **Put your fairy on the tree.** Once each child has attached his or her fairy with Velcro to the tree, in the places indicated, ask: **What is the fairy doing?** Elicit: **The fairy is sitting on the tree.** Then ask the children to take their fairies and put them on the cloud. Elicit: **The fairy is floating on the cloud.** Finally tell the children to put the fairies in the sky. Ask: **What is the fairy doing?** Help the children answer: **It's flying free!**
15. **Stand up.** Sing *Flying Free* with movements.
16. Review the actions. Instruct the children to wave, touch the ground, reach up high, turn around, jump, clap, hop, etc. make sure that each time they do the action, they also chant the word; e.g. **Jump, jump, jump!**
17. **Sit down.** Play the **downloaded** Big and Little Memory Game with the vocabulary from the lesson.
18. **Stand up.** Say: **Ding-a-ling-a long! Now we can sing the song!** Sing the *Goodbye Song* together with the children.
19. Say: **Let's wave goodbye to Granny Fix, Paul and Flupe!**

Remind the children and parents to hear their audio track twice daily at home and watch the DVD occasionally.



Episode 1 Lesson Plan 2B

Reviewed words and phrases: can/can't, something's gone wrong, friend, fairy, magic wand, ball, make a wish, want, horse, ride, yes, no, too, Who is...? *present progressive forms*, tree, hot, cold, sunny, rainy, windy, cloudy, it's..., crab, fish, dolphin, starfish, island, sea, Where is...? What are you? I'm..., clap, jump, turn around, spin, bend down, hop, run, fly, float, stand up, sit down, kiss, wave, goodbye

Flashcards: crab, fish, dolphin, starfish, sea,

Downloadable Flashcards:

MFWF: sunny, rainy, windy, cloudy, hot, cold, island, float, tickle

FWF: clap, jump, turn around, run, fly, stand up, sit down, kiss, hop

Props and materials:

CD or digital audio player, **FWF** and **MFWF** Teacher CD, DVD, player and screen

Activity 1: The character dolls

Activity 4: The fairy on a stick with the wand ([download](#)), Granny's wig, a small ball, a small toy horse

Activity 5: Different containers with five identical items in each, one per child

Activity 7: The weather spinning dial

Activity 8: A big sun, a big white cloud, a big grey cloud with raindrops, a big picture of wind blowing ([download](#))

Activity 9: Flashcards: crab, fish, dolphin, starfish, island, sea

Activity 10: Headbands/wristbands with pictures of sea creatures ([download](#)), a big, blue blanket or any blue sheet, a green blanket or sheet

Activity 11a: Paper plate fish (one per child), decorations: eyes, shiny scales (aluminium foil), glue sticks

Activity 11b: Jars with water, blue crepe paper cut into pieces, cut out fish (thin plastic, stiff foil or laminated paper) with a short string attached to it from the top, sellotape, scissors. (If you prefer, you can cover the jars with blue cellophane and not use water.)

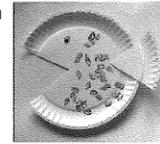
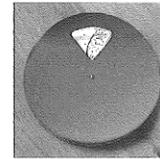
Activity 12: Flashcards: clap, jump, turn around, run, fly, float, stand up, hop, sit down, kiss, tickle

Activity 13: Action Dominoes ([download](#))

Activity 14: Scarves for the song, one per child

Activity 15: The laminated associations board ([download](#)), a whiteboard marker

Activity 17: The character dolls



Activities:

Sit down. Ask children and parents in English if they have heard their audio track twice daily. If they haven't, find out why and talk to the parents about it - if necessary, more in depth after the class.

1. Take Granny, Paul and Flupe dolls and encourage the children to say: **Hi there, Flupe! Hi there, Granny,** etc., and then say together with the children: **Flupe, Granny and Paul, dear, I'm so glad you are here!** Then greet each child saying: **Hi there, ... (the child's name)!**
2. Watch the **MFWF** DVD, Episode 1.
3. **Stand up.** Sing *Fun with Flupe* with movements.
4. **Sit down.** Show the fairy on a stick. Put Granny Fix's wig on and say the rhyme from *Fun with Flupe*: **Children, dear, I'm so glad you are here. We can't sing the song. Something's gone wrong.** Help the children ask the question: **What's wrong, Granny Fix?** Act out the story line with the props. Say: **Look at our friend, the fairy. What has she got in her hand?** Elicit: **She's got a magic wand.** Say: **Yes, the fairy made a wish** (move your magic wand around). **She wanted a small ball** (produce a small ball from behind your back). **But the wish went wrong** (make a sad face and put the magic wand down) **and her horse became small** (produce a tiny toy horse from behind your back). Then put your fairy on the horse (the fairy is visibly bigger than the toy horse) and ask: **Can the fairy ride**

the horse? Elicit: **No, she can't!** Ask: **Why?** Help the children answer: **Her horse is too small!**



5. Review *counting to five*. Give each child a box with five items in it and let them count to five, taking the objects out of the box and putting them back in.
6. **Stand up.** Sing *Flying Free* with movements.
7. **Optional. Sit down.* Review weather vocabulary. Play with the weather spinning dial (see picture). Let each child move the dial around to show one weather picture. Ask: **How is the weather here?** Elicit: **It's rainy,** etc.
8. **Stand up.** Play Weather Corners. Decorate the four corners of the classroom with the **downloaded** accessories appropriate for sunny, rainy, windy and cloudy weather (a big sun, a big cloud, a rainy cloud, wind blowing). Then tell the children to run to the sunny corner, etc. Once they are there, ask them about the weather. Elicit: **It's rainy,** etc.
9. **Sit down.** Review: **crab, fish, dolphin, starfish, island** and **sea** with flashcards. Play some flashcard games. Choose from the *Flashcard Games and Activities Section*. Make sure you choose a different game than in Lesson Plan 2A.
10. **Stand up.** Decorate the children to be the creatures from Activity 9, using downloaded headbands/wristbands with pictures. Ask: **What are you?** Elicit: **I'm a dolphin,** etc. Put a big blue blanket on the carpet in one place (the sea) and a green one in another (the island). Say: **Dolphins, go to the sea! Crabs, go to the island,** etc. Once the children get to the places according to your instructions, ask: **Fish, where are you?** Elicit: **In the sea,** etc.
11. **Sit down.**
 - a. Arts and crafts. *Easier.* Make a fish. Give each child a pre-prepared paper plate fish (see picture) and things to decorate it with: eyes and shiny scales. The children should stick the parts on the fish.
 - b. Arts and crafts. *More challenging.* Make the "jar sea". Fill the jars the children have brought with water. Give each child some cut pieces of blue crepe paper and ask them to put it in the jar - the water will turn blue. Ask the children what colour the water is and say: **It's the sea.** Then help the children attach their plastic/foil/laminated fish on strings to the lid with the sellotape. Finally, ask the children to close their jars with the lids. The fish will be hanging down from the lid, looking like it is swimming in the sea. Ask the children: **Where is the fish?** Elicit: **It's in the sea!**
12. **Stand up.** Review actions: **clap, jump, turn around, run, fly, float, stand up, hop, sit down, kiss** and **tickle**. Hold a pile of flashcards with these verbs and start showing them one by one. The children should shout out each action and do it.
13. **Sit down.** *More challenging.* Play the **downloaded** Action Dominoes with the verbs from Activity 12.
14. **Stand up.** Sing the *Up and Down song*, long version, with movements.
15. **Sit down.** Review associations from Lesson Plan 2A. Use the **downloaded** association board with the pictures scattered on it. Ask appropriate questions. Point at the fairy and ask: **What does the fairy need?** Elicit: **A wand!** Ask the child to draw a line from the fairy to the wand with the whiteboard marker. Continue the activity until all the pictures have been matched, reviewing the vocabulary.
16. **Stand up.** Say: **Ding-a-ling-a- long! Now we can sing the song!** Sing the *Goodbye Song* together.
17. Say: **Let's wave goodbye to Granny Fix, Paul and Flupe!**

Remind the children and parents to hear their audio track twice daily at home and watch the DVD occasionally.



Episode 1 Lesson Plan 3B



Reviewed words and phrases: Hi there, fairy, magic wand, star, sea, elephant, garden, farm, run, touch, *counting to five*, Who do I see? I see..., *plurals*, colours, fish, dolphin, starfish, crab, catfish, clownfish, seahorse, What have you got? I've got..., Where is...? sad, happy, island, fly, float, sit, sunny, rainy, cloudy, windy, hot, cold, window, sky, sun, leaf, flower, cherry, carrot, sheep, hair, dance, sing, walk, fall, blow, fly, float, tickle, skip, disappear, make a wish, car, bus, truck, bicycle, drive, ride, horse, eat

Flashcards: *MFWF*: fairy, sea; *FWF*: farm, tree, garden

Downloadable Flashcards: *MFWF*: magic wand, elephant, star

Props and materials:

CD or digital audio player, *FWF* and *MFWF* Teacher CD, DVD, player and screen

Activity 2: The character dolls

Activity 3: Flashcards: fairy, sea, magic wand, elephant, star, tree, garden, farm

Activity 4a: Cards with dice dots and pictures of animals (you can also use the flashcards from Lesson Plan 3A, Activity 5) [\(download\)](#)

Activity 4b: Numbers from 1 to 5 (download from *Fun with Flupe* Episode 2, Lesson Plan 2B), animal pictures from Activity 4

Activity 5: Toilet roll telescopes, flashcards from Activity 3

Activity 6: A sad fairy picture (download from Activity 12, Lesson Plan 3A), coloured pencils

Activity 8: The Colour Booklet from *Fun with Flupe* Episode 8

Activity 9: Coloured pompons, scarves or shakers, one per child

Activity 10: A fishing rod with a magnet, pictures of sea creatures [\(download\)](#), cut out and laminated, with paper clips attached to them

Activity 11: Paper sea (big blue sheet with some waves drawn on it, with the picture of the island stuck in the middle of it), black and white pictures of the sea creatures [\(download\)](#), coloured pencils and crayons, glue sticks

Activity 12: Granny's wig

Activity 13: Coloured windows, weather pictures to be stuck inside the windows [\(download\)](#)

Activity 14: Vehicles on strings (a car, a bus, a truck, a tractor, a bicycle, a motorbike), toy steering wheels and handlebars (the ones made from coat hangers you used in *Fun with Flupe*)

Activity 15: Cut out and laminated big pictures of a horse, elephant and motorbike [\(download\)](#), the fairies from Lesson Plan 3A, Activity 15 (with wands attached)

Activity 16: The Fairy Board Game [\(download\)](#), counters and dice

Activity 17: Horses, elephants and motorbikes attached to broomsticks (or any other big sticks) to serve as hobby horses (one per child). If parents are in the lesson, the parents can wear headbands or wristbands with horses, elephants or motorbikes, instead of giving the children sticks

Activity 18: The character dolls

Activities:

Sit down. Ask children and parents in English if they have heard their audio track twice daily. If they haven't, find out why and talk to the parents about it - if necessary, more in depth after the class.

1. Watch the *MFWF* DVD, Episode 13. You can watch the DVD towards the end of the lesson if you prefer.
2. Take Granny, Paul and Flupe dolls and encourage the children to say: **Hi there, Flupe! Hi there, Granny,** etc., and then say together with the children: **Flupe, Granny and Paul, dear, I'm so glad you are here!** Then greet each child saying: **Hi there, ... (the child's name)!**
3. **Stand up.** Review **fairy, sea, magic wand, elephant, star, tree, garden** and **farm**. Put the flashcards of these on the walls around the room and tell the children to run and touch a given flashcard according to your instructions.



4. **Optional.*
 - a. *Easier.* Review *counting to five*. Scatter the cards with dice dots (5, 4, 3, 2 and 1, a few of each) and the pictures of animals around the room. The children should run and find matching cards: 5 fairies and 5 dots, etc.
 - b. *More challenging.* The same activity as above, but instead of the dice dots, there should be numbers on the cards.
5. **Sit down.** Sing 1, 2, 3, looking through the telescopes at the flashcards from Activity 3 on the walls.
6. Show the **downloaded** sad fairy picture to the children and ask: **Why is the fairy sad? What happened? Let's see.** Open Activity Book 1 on page 6 and say: **Look, the strong wind blew the magic wand away. The fairy's horse is small, she cannot ride it. Where is the wand?** Tell the children to check, doing the maze. Ask: **Is the wand on the farm?** Elicit: **No, it isn't.** Ask similar questions about the garden and the sea. Once they have found the open path, they should say, with your help: **The wand is at Crab Island.**
7. **Stand up.** Sing *Flying Free* with the song movements.
8. **Sit down.** Review *colours* and: **sky, sun, leaf, flower, cherry, carrot, sheep, hair.** Use the colour booklet you prepared for *Fun with Flupe* Episode 8. Flip the booklet pages and ask: **What is blue, what is blue?** Chant together with the children: **The sky is blue, the sky is blue,** etc.
9. **Stand up.** Distribute the coloured pompons, shakers or scarves among the children (blue, red, yellow, green, orange and purple). Make sure you have one per child. Sing *The Colours Song*, waving the coloured items whenever the given colour appears in the song.
10. **Sit down.** Review all the sea creatures the children have learnt so far (**fish, catfish, clownfish, dolphin, starfish, crab, seahorse**). Play with the fishing rod. Attach paper clips to the **downloaded** pictures of the creatures and let the children fish for them. Ask: **What have you got?** Elicit: **I've got a seahorse,** etc.
11. **Optional.* Arts and crafts. Make a sea scene. Put a hand-made paper sea with the island in the middle of the carpet. Give each child one of the following pictures in black and white: crab, fish, dolphin, starfish, seahorse, clownfish, catfish. Ask them to colour the pictures, reviewing colours at the same time. Ask the children what they have got. Elicit: **I've got an orange clownfish,** etc. Then ask the children to put their sea creatures in the sea or on the island. Ask the follow up questions: **Where is your clownfish?** Elicit: **In the sea.** Continue the activity until all the children have stuck their pictures in the scene. You can display the craft later in your school for others to see.
12. **Stand up.** Review some actions. Put Granny Fix's wig on and say: **On the count of three, jump with me!** The children should start jumping. While they are jumping, chant with them: **One, two, three, jump with me!** Then say the same phrase, but change the verb, e.g.: **On the count of three, hop with me!** Use other verbs as well: **dance, sing, walk, fall, blow, fly, float, tickle, skip.** Each time the children are doing an action, chant the same phrase with a new verb.
13. **Sit down.** Review weather adjectives. Distribute coloured windows among the children. Ask each child what colour window he's got. Elicit: **I've got a red window,** etc. Ask the children to open their window and describe the weather. They should say: **It's rainy. It's windy. It's hot,** etc.
14. **Stand up.** Review *vehicles*. Give each child a vehicle on a string (a car, a bus, a truck, a tractor, a bicycle, a motorbike (one per child), a steering wheel or handlebars (made of coat hangers, the ones you used in *Fun with Flupe*). Let the children drive and ride their vehicles around the room. Ask: **What are you driving?** Elicit: **I'm driving a car.** Ask also: **What are you riding?** Elicit: **I'm riding a motorbike,** etc.
15. **Optional.* **Sit down.** Play with the fairies from Lesson Plan 3A, Activity 15 and the **downloaded** big pictures of a horse, an elephant and a motorbike. Put the horse on the carpet first and say: **The fairy wants to ride a horse. Put your fairies on the horse.** The children should place all their fairies on

4. Attachment of the Pictures of the Props



The sun is shining.



Reach up high. It's high above.



It's raining.



It's cloudy/raining/sunny/snowing/stormy/windy.

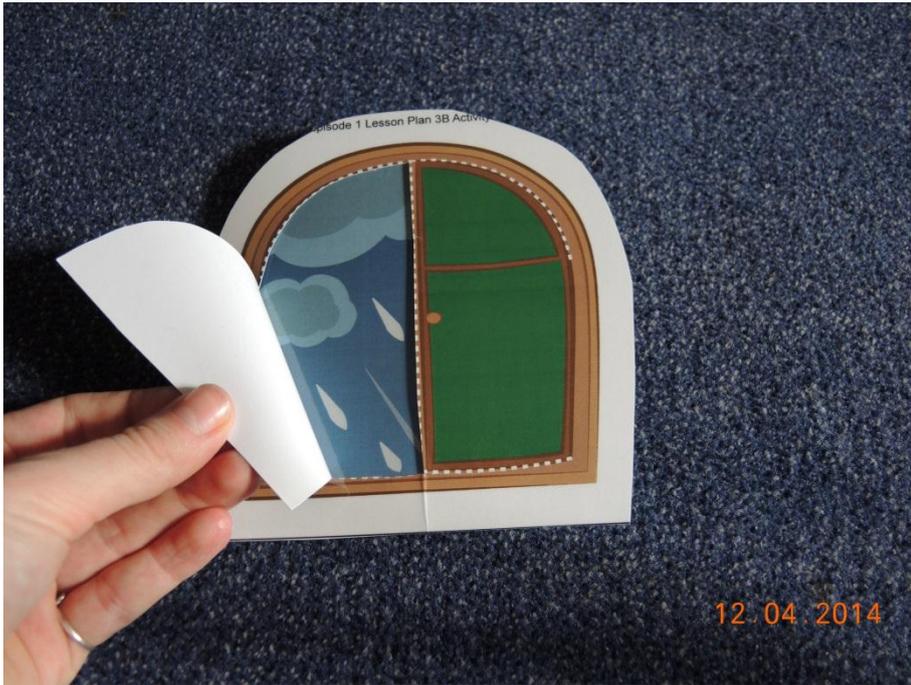
How's the weather today?/What's the weather like today? Is it raining? etc.



What do you want?
I want a
catfish/
clownfish/
starfish.



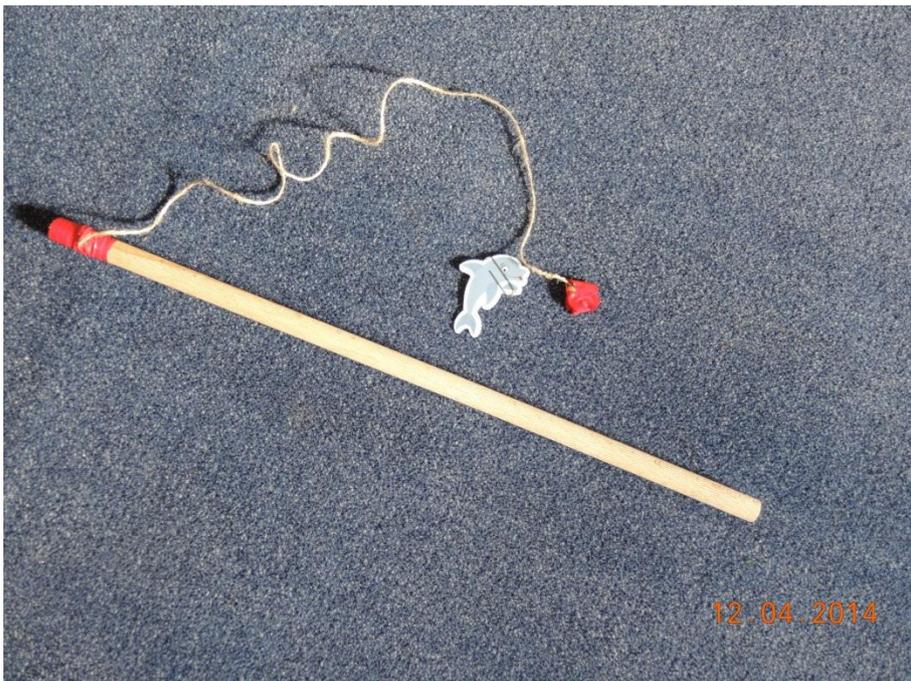
How old are you? I'm -----.



How's the weather in the green window?

What's the weather like in the green window?

It's -----.



Let's go fishing.

What did you catch?

It's a -----.

5. Attachment of the Pictures from the Lessons



Say hello to
Flupe!

Hello, Elenko.
Hello Flupe.



1, 2, 3, I'm
Anička, you're
Tomášek, she's
Maruška.



The brain jog.



Let's blow bubbles. The bubbles are floating.



Now you can
blow bubbles.
There are
bubbles
everywhere. The
bubbles are
floating.



It's raining.
It's snowing.
It's sunny.
It's windy.
How's the
weather today?
What's the
weather like
today? Look out
of the window
and check – is it
raining? No, it's
not. Is it sunny?
Yes, it is.



It's raining! Come hide under the umbrella!



How's the weather in my window? What's the weather like in my window?

What do you think?

Is it raining/sunny/windy?

Is it snowing?

Yes, it is/No it's not.