

## ZABAWY dla PRZEDSZKOLAKÓW I ZERÓWKOWICZÓW

## GETTING READY for SCHOOL

**CLAPPING RHYMES****A sailor went to sea sea sea**

to see what he could see see see (hear/smell/taste)  
 but all that he could see see see  
 was the bottom of the big blue sea sea sea

**DOWN DOWN BABY down by the roller coaster**

Sweet sweet baby I'll never let you go  
 shimmy shimmy cocoa pow shimmy shimmy pow  
 shimmy shimmy cocoa pow shimmy shimmy puff

I like coffee, you like tea                      I like you, you like me

**GRANDMA GRANDMA sick in bed**

She called the doctor and the doctor said              Let's get the rythm of the head DING DONG 2 x  
 Let's get the rhythm of the hands CLAP CLAP 2X      Let's get the ryhmn of the feet STOMP STOMP 2X  
 Let's get the rhythm of the HULA HOOP 2 X              Put it all together and what you get...  
 DING DONG, CLAP CLAP, STOMP STOMP, HULA HOOP  
 Put it all backward and what you get...      HULA HOOP, STOMP STOMP, CLAP CLAP, DING DONG

**DEVELOPING MOTOR SKILLS & DEVELOPING SOCIAL SKILLS IN THE PRESCHOOL****Ten Fingers** *A fingerplay*

I have ten fingers *hold up both hands, fingers spread*  
 And they all belong to me, *point to self*  
 I can make them do things- Would you like to see?  
 I can shut them up tight *make fists*                      I can open them wide *open hands*  
 I can put them together *place palms together*      I can make them all hide *put hands behind back*  
 I can make them jump high *hands over head*      I can make them jump low *touch floor*  
 I can fold them up quietly *fold hands in lap*              And hold them just so.

**Three Balls** *Action poem*

Here's a ball *make ball with thumb and index finger*  
 And here's a ball *make ball with other thumb and index*  
 A great big ball, I see *put arms up and touch fingers over head*  
 Shall we count them? Are you ready? One, Two, Three *make all three balls in succession*

**I Have Two Eyes**

I have two eyes to see with,  
 I have two feet to run,  
 I have to hands to wave with,  
 And nose I have but one.  
 I have two ears to hear with.  
 And a tongue to say "Good day".

**This Is The Church** A fingerplay with interlocking fingers  
 This is the church, (children hold hands down with fingers interlocked)  
 This is the steeple. (Now put up both index fingers in the shape of a steeple)  
 Look inside. (children turn hands over)  
 And see all the people. (everybody wiggle fingers)

### HOW CHILDREN & GAMES GROW TOGETHER

Child development (by Erik Erikson)	Child development (by Lev Vygotsky)
<b>Early childhood</b> - age 0 - 3/4	<b>functional play</b>  <b>constructive play</b>  <i>zabawa na serio</i>
<b>Middle Childhood</b> – age 4 - 6	<b>role play / imagining / symbolic play</b>  <i>zabawa na niby</i>
<b>Late childhood</b> - age 6/7 - 10/12	<b>play with rules</b>  <i>gry z regułami</i>

- Games evolve while children grow: function games – fictional games – play with rules / from playing by oneself to playing in pairs and groups / from spontaneous, subconscious playing to guided learning;
- Games have different aims and functions. They develop:
  - motor skills
  - cognitive powers
  - imagination
  - initiative
  - self-awareness
  - self-control
  - social skills
  - emotional intelligence

- The special significance of getting ready for school - 'zerówka'.
- Dilemma : how to balance the ratio of work & play  
At the age of 5/6 a child experiences 'the intellectual moment' (*moment intelektualny*), i.e. the ability to reflect on their own experiences and emotions  
In the 'zero class' children face an important change: from spontaneous, subconscious learning through play to guided learning with a teacher  
**Work** (not only play) becomes a new criterion of success !
- The great importance of constructive feedback / formative assessment (ocenie kształtujące)
- The great importance of self-assessment
- If a child is accepted and feels competent, he grows with a feeling of self-esteem and self-worth.  
**The crisis of a six-year-old:**  
If a child is rejected by a social group, feels incompetent and experiences constant failure, he/she develops an inferiority complex.

## Literatura

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