



Spolufinancováno
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Na základě inspirace z mobility *Teaching Physical education in Kindergartens and Primary schools* byla vytvořena tato příprava pro výuku. Příprava je doplněna o fotografie ze samotné realizace.

Move with the letter D

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Age:

- Ages 4 -5

Time:

- 45 minutes

Objectives:

- To learn new words and song
- To learn visual and sound form of letter D
- Use gross motor skills to learn visual imagery
- To be able to identify the first syllable in a word
- Combine motion with sound
- Teach children the /d/ sound through movement, song, and writing.
- To be able to work with each other.
- To learn to jump with your feet together
- To learn how to work with the ball
- To be able to use imagination

Language:

Learning new words through song and movement. Sound discrimination of the first syllable.

Materials:

- **Letter cards** (D and other letters for the activity)
 - **Speaker or piano**(to play the Jolly Phonics song)
 - **Hoops** (to mark places where children find the letter D)
 - **Balls** (for dribbling)
 - **Colored chalk or cones** (to mark running paths)
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1. Warm-up (5–10 min)

- **Jolly Phonics song for /d/** (*Materials: speaker/piano*) – children listen to and sing the Jolly Phonics song for **D**, tapping their knees like a drum (Jolly Phonics action).
- **Drumming Run** (*No materials needed*) – children run around, and when you say “Stop!”, they freeze and drum in the air while saying “d-d-d.”
- **Dolphin Jumps** (*No materials needed*) – children jump like dolphins and say “d-d-dolphin.”

Vocabulary:

- **Drum** (tap, play)
- **Dolphin** (jump, swim)
- **Dance** (move, shake)
- **Dog** (bark, run)

2. Main Activity (20 min) – Team Relay Race

Materials: Letter cards (**D** and others), hoops, chalk or cones

Children are divided into **3 teams**. **Everyone does the same exercise at the same time**. The first player from each team starts, performs the movement, **finds the letter D**, and runs back. Then the next player goes. Once everyone has finished, the exercise changes.

1. **Dinosaur March** – children walk like dinosaurs (big steps, claw hands) and say “d-d-dinosaur.” At the end, they **find D** and run back.
2. **Duck Walk** – children squat and waddle like ducks, saying “d-d-duck.” At the end, they **find D** and return.
3. **Double Jump** – children jump twice in a row, saying “d-d-double,” then **find D** and run back.
4. **Dribble Race** – children dribble a ball (or roll it with hands), saying “d-d-dribble.” At the end, they **pick up D** and return.



Vocabulary:

- **Dinosaur** (big, strong)
- **Duck** (walk, waddle)
- **Double** (two, twice)
- **Dribble** (bounce, ball)



3. Writing the /d/ sound with movement (5 min)

Materials: none

- **Big writing** – children use their fingers to write **d** in the air while saying “d-d-d.”
- **Body writing** – children try to “write” **d** with their feet on the floor (moving sideways and making a curve).
- **Group writing** – children lie on the floor and form the shape of the letter **d** with their bodies.



Vocabulary:

- **Draw** (big, small)
- **Write** (letter, sound)
- **Down** (line, straight)
- **Round** (circle, curve)



4. Cool-down (5–10 min)

Materials: speaker/piano

- **Deep breathing (“D-breathing”)** – children take deep breaths while saying “d-d-deep.”
- **Final song** – repeat the Jolly Phonics song for **D**, this time walking around and drumming on their legs.

Vocabulary:

- **Deep** (big, long)
- **Breathe** (slow, calm)
- **Done** (finish, end)

