

**TOGETHER**  
**we CAN!**

# Kids Can!





# ALL KIDS CAN REMEMBER

Jak pomóc małym uczniom  
zapomnieć o zapominaniu

# NASZA KLASA

- |   |                        |   |                     |
|---|------------------------|---|---------------------|
| 1 | Mr Noisy               | 5 | Mr Slow             |
| 2 | Mr Lazy                | 6 | Little Miss Brainy  |
| 3 | Little Miss Shy        | 7 | Mr Grumpy           |
| 4 | Little Miss Chatterbox | 8 | <b>Mr Forgetful</b> |





# Mr Forgetful



Zapomniałem  
książki. Oops!

Znowu zapomniałem,  
jak jest chomik  
po angielsku?

Arpener?  
Sorpener?

Jak to  
się śpiewało?

O nie! Dziś  
kartkówka!

Jak ma na imię  
ta wiewiórka?



# Mr Forgetful or Mr Remember



Zapomniałem!



Już pamiętam!



# All Kids Can Remember



Zrezygnujemy  
z monotonii.

Henry Roediger i Mark McDaniel



Użyjemy  
materiałów  
wizualnych.

Ivan Pavlov



Użyjemy tego,  
co nowe  
w kontekście.

Steven Krashen



Powtórzymy  
przynajmniej  
4-krotnie.

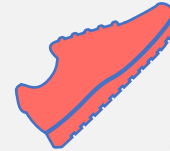
Norman Travis



|                      | PRZYKŁAD 1 | PRZYKŁAD 2 | PRZYKŁAD 3 | PRZYKŁAD 4 |
|----------------------|------------|------------|------------|------------|
| BRAK<br>MONOTONII    |            |            |            |            |
| MATERIAŁ<br>WIZUALNY |            |            |            |            |
| KONTEKST             |            |            |            |            |
| POWTÓRKA<br>4-KROTNA |            |            |            |            |

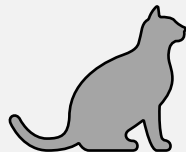
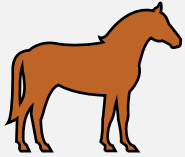






1

# All Kids Can Remember



I've got a (bird).





Gra z ilustracją z książki  
**I've got** + odgłosy/czynności





Historyjka      I've got...

Have you got...?   Yes, I have.   No, I haven't.



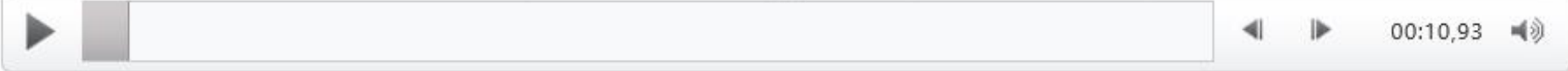




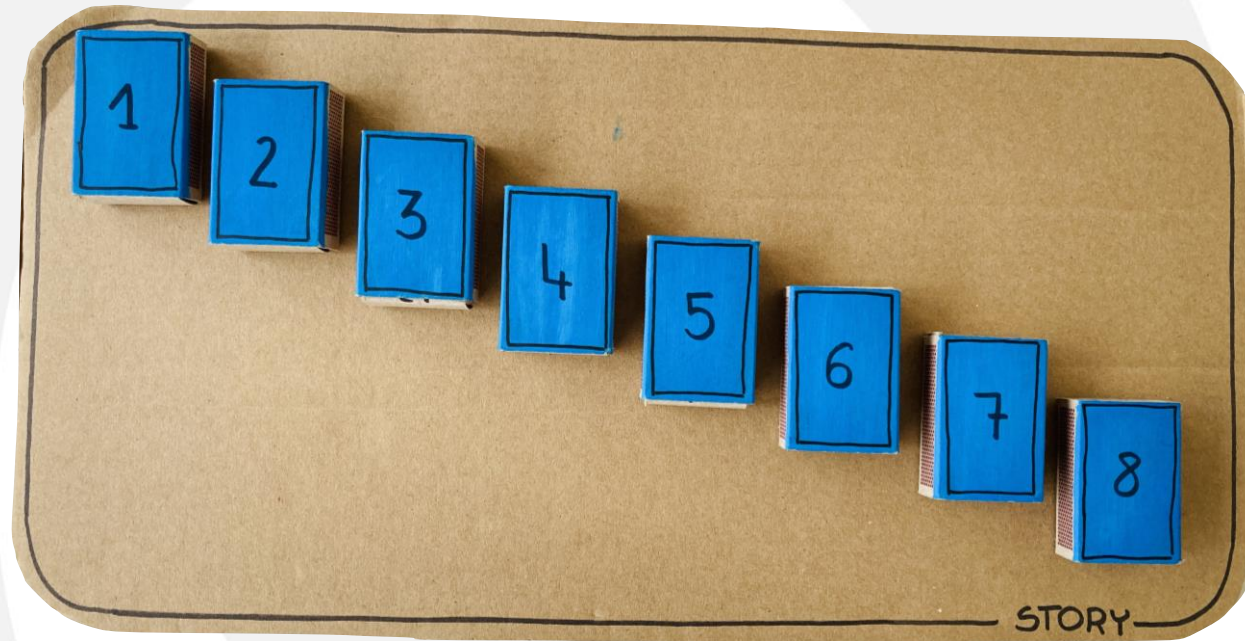
# Where do pets live?

Lesson 3 | Story

## The pet hotel







Zabawa do historyjki

**I've got...** Have you got...? Yes, I have.  
It's my favourite pet. No, I haven't.



4 Make the pet cards. ✂



5 🎵 2.14 Listen. Play *Have you got a ...?*

I've got... Zabawa z mini kartami  
Have you got...? Yes, I have.  
No, I haven't. It's my favourite pet.  
It's scary/friendly/slow/fast.

My pet  
is scary.



Have you  
got a cat?



|                      | PRZYKŁAD 1                                                                         | PRZYKŁAD 2 | PRZYKŁAD 3 | PRZYKŁAD 4 |
|----------------------|------------------------------------------------------------------------------------|------------|------------|------------|
| BRAK<br>MONOTONII    |   |            |            |            |
| MATERIAŁ<br>WIZUALNY |   |            |            |            |
| KONTEKST             |   |            |            |            |
| POWTÓRKA<br>4-KROTNA |  |            |            |            |



2



# All Kids Can Remember



This is (a mouth). These are (ears).





Projekt potwora / monster photo props

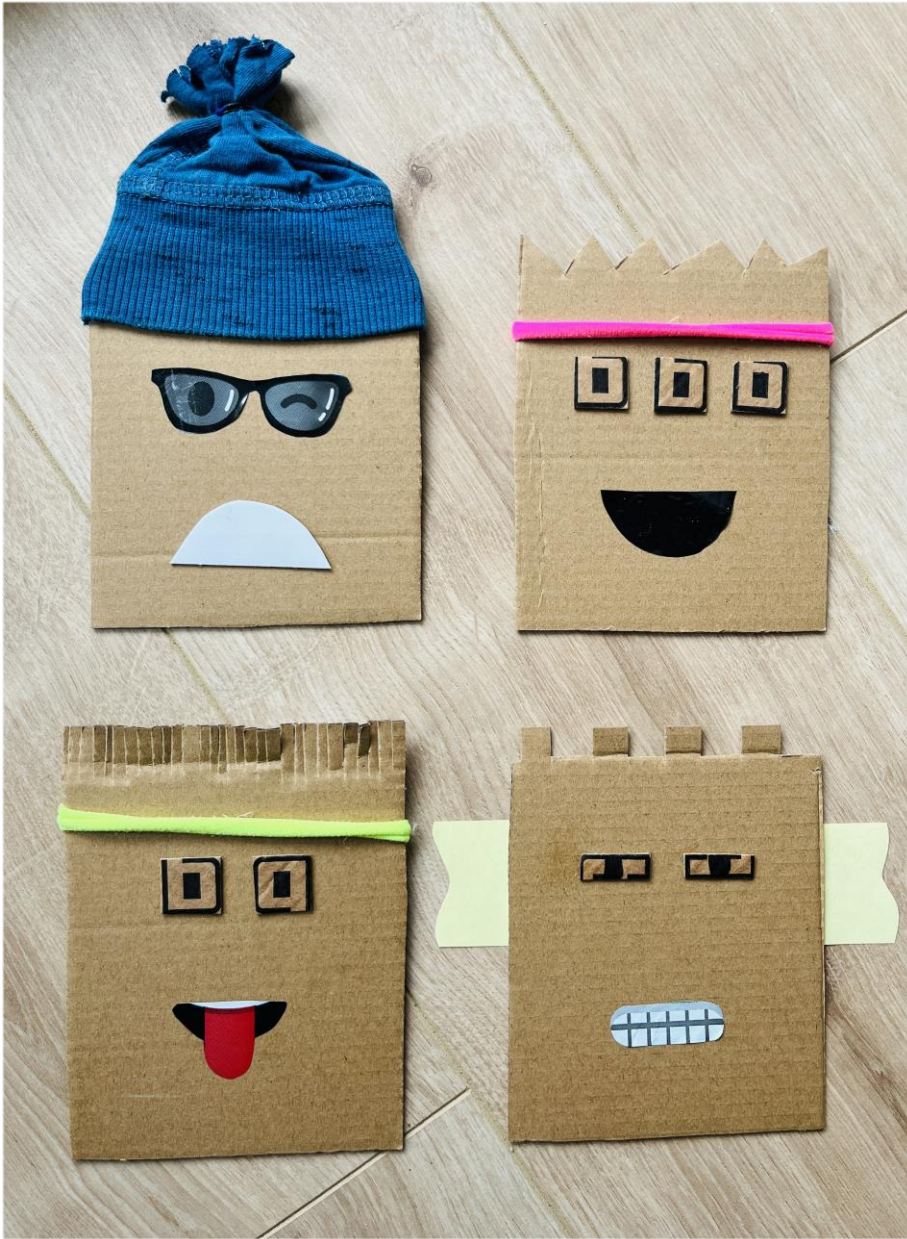
**This is... These are...**





Zabawa z mini kartami  
**This is... These are...**  
I've got...



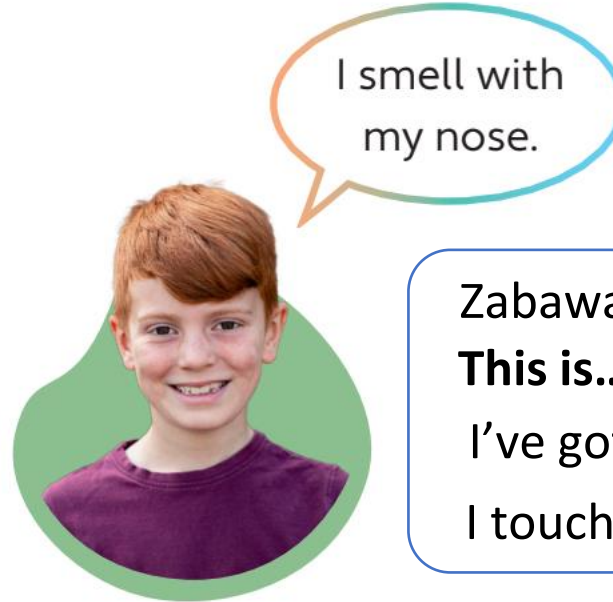


Samodzielny projekt  
**This is... These are...**  
I've got... I've got (five) arms.





3 Draw the five senses symbols on your fingers. Point and say.



Zabawa dotykowa  
**This is... These are...**  
 I've got... I've got (five) fingers.  
 I touch/smell/hear/feel/see with my...



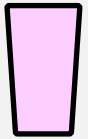
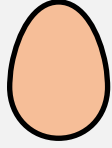


|                      | PRZYKŁAD 1 | PRZYKŁAD 2                                                                           | PRZYKŁAD 3 | PRZYKŁAD 4 |
|----------------------|------------|--------------------------------------------------------------------------------------|------------|------------|
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| MATERIAŁ<br>WIZUALNY |            |   |            |            |
| KONTEKST             |            |   |            |            |
| POWTÓRKA<br>4-KROTNA |            |  |            |            |



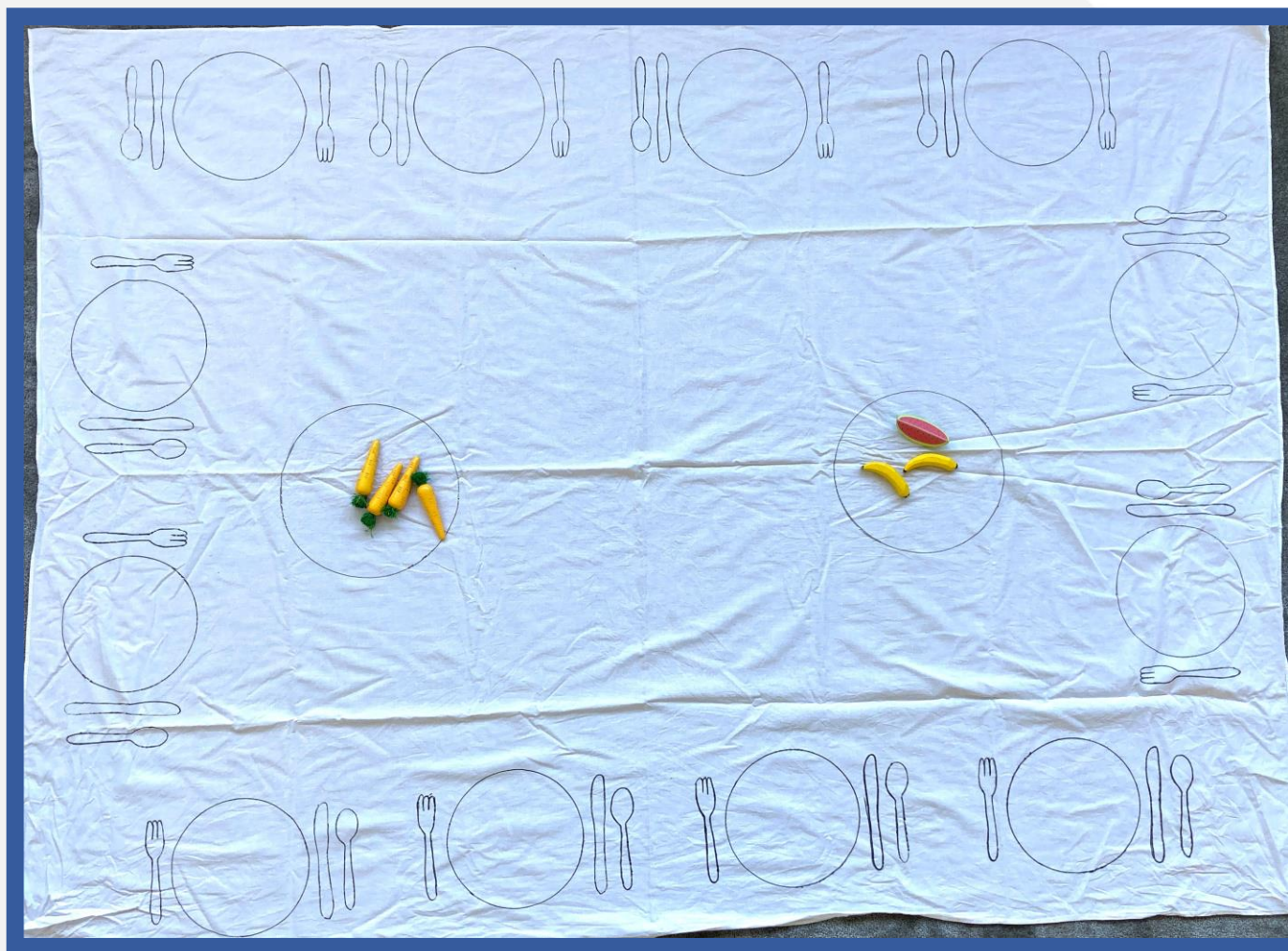
3

# All Kids Can Remember



I like (ice cream). I don't like (eggs).





Zabawa za stołem I like ... I don't like ...



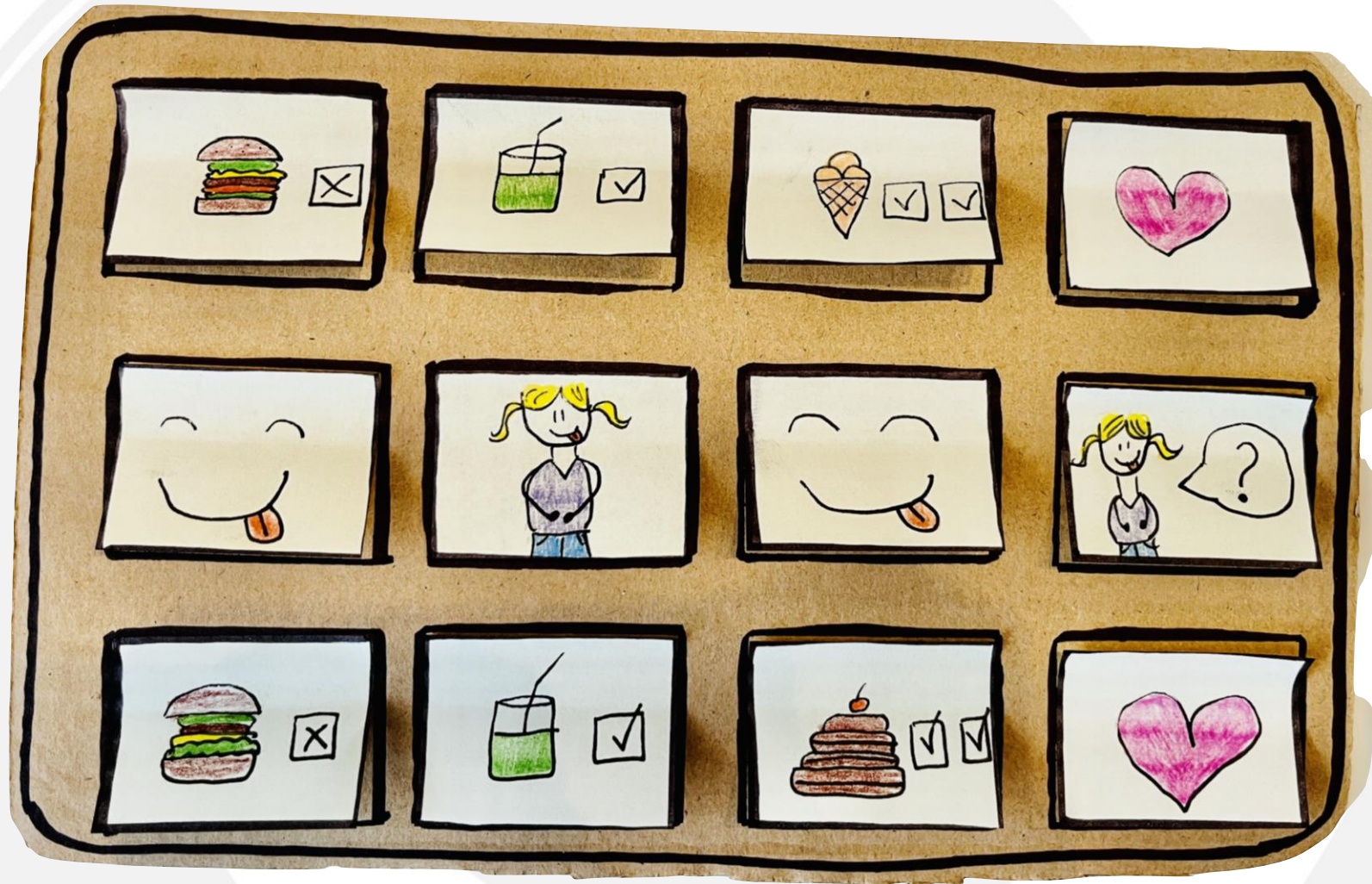


Piosenka

I'm hungry. I don't like ... I like ...







Zabawa z piosenką

**I like ...**

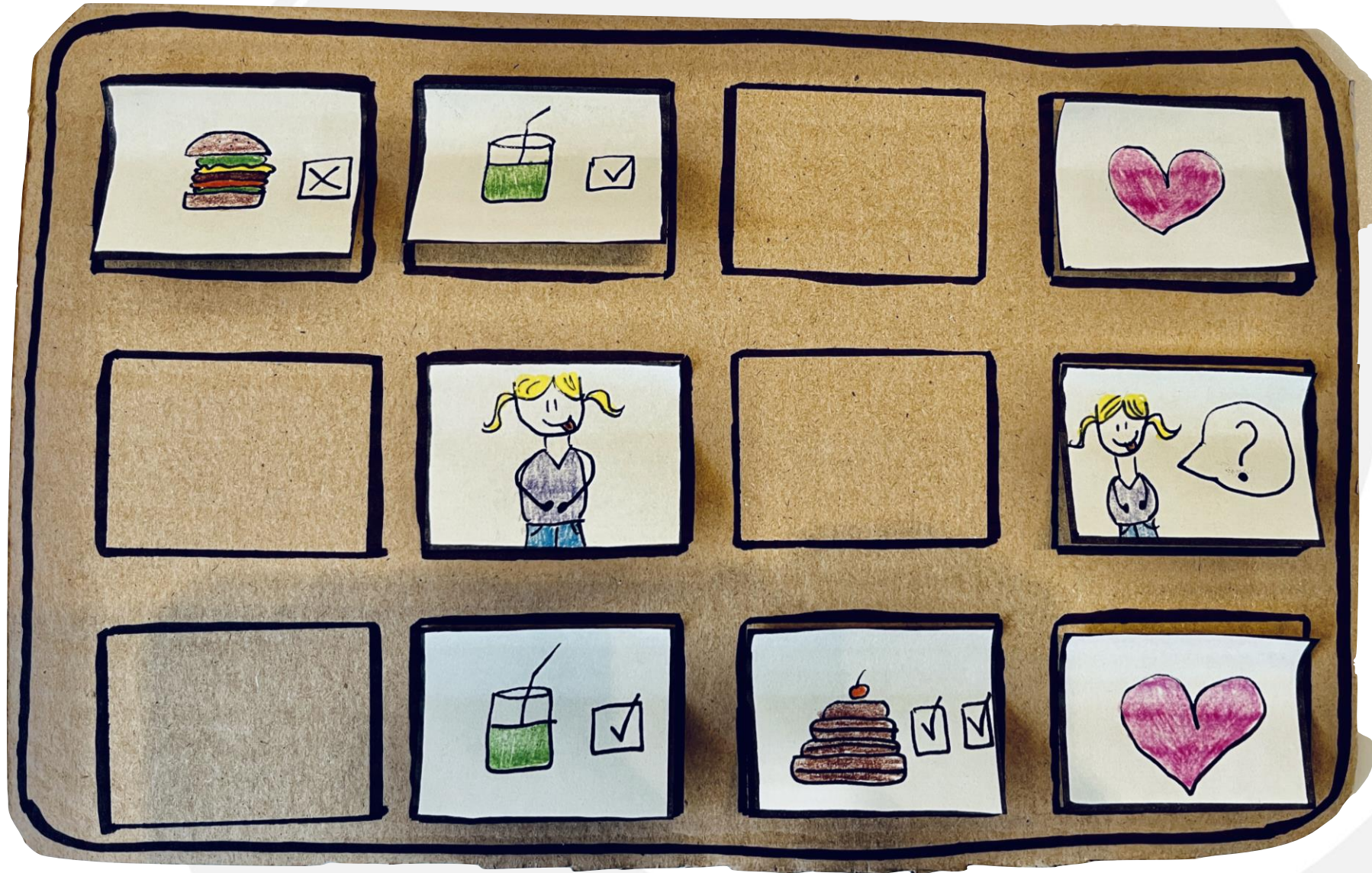
**I don't like ...**

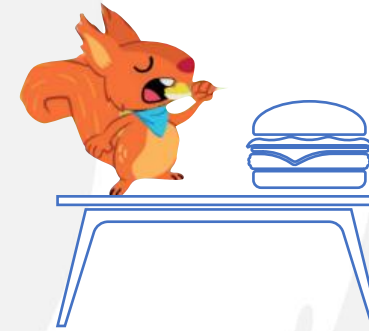
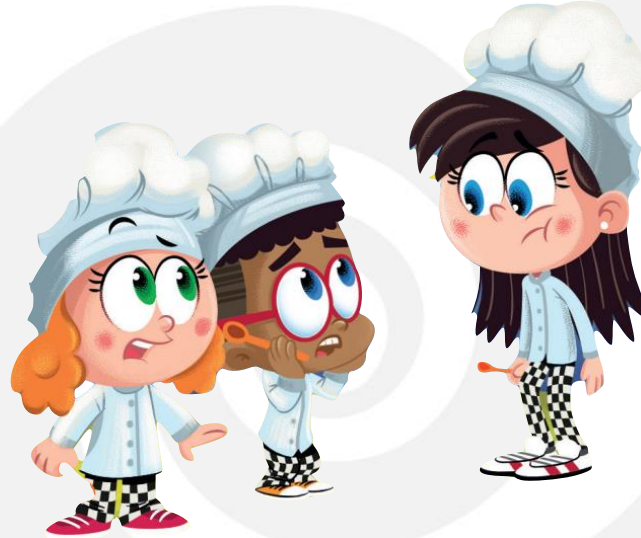
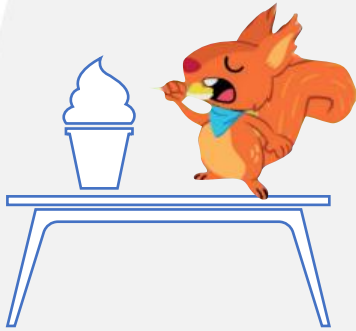
**I'm hungry.**

**It's my favourite food.**







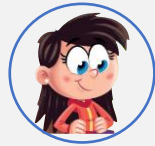


 Imagine Sam is at a restaurant.  
Write a dialogue.

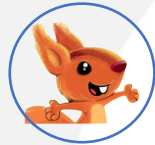
**I like ...      I don't like ...**  
I'm hungry.    It's my favourite food.  
Can I have ...    Here you are.



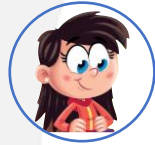




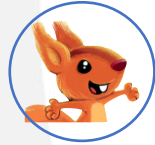
Hello.



Hello. Can I have a burger?



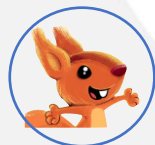
Yes. Here you are.



Yuck. I don't like burgers. Can I have ice cream?



Yes. Here you are.



Yummy. I like ice cream. It's my favourite food.



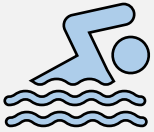
|                      | PRZYKŁAD 1 | PRZYKŁAD 2 | PRZYKŁAD 3                                                                           | PRZYKŁAD 4 |
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| MATERIAŁ<br>WIZUALNY |            |            |   |            |
| KONTEKST             |            |            |   |            |
| POWTÓRKA<br>4-KROTNA |            |            |  |            |





4

# All Kids Can Remember



/

can (swim) .



Zabawa: I can run!

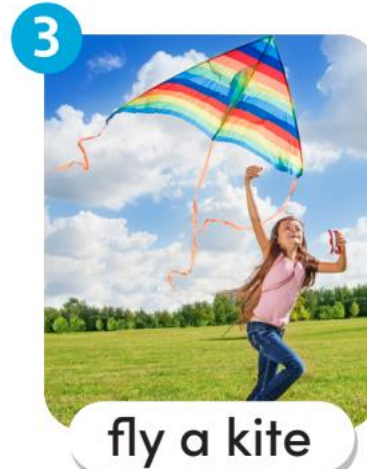
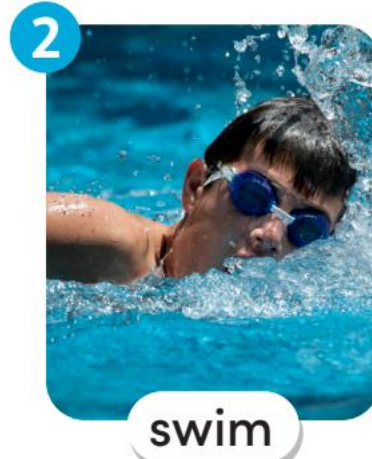
I can...



Zabawa: Mime and guess!

I can... I can't...

2  2.62  Listen, point and say. Play *Mime and guess*.







4 Make the spinner. ✂



5 🎵 2.52 Listen. Play Can you ... ?

Zabawa komunikacyjna: spinner.

I can...

I can't...

Can you...? Yes, I can. No, I can't.

Can you  
swim?



Yes, I can.



Gra logiczna: sudoku

I can...

I can't...

Can you help?

Can you...?

Yes, I can.

No, I can't.





|                      | PRZYKŁAD 1 | PRZYKŁAD 2 | PRZYKŁAD 3 | PRZYKŁAD 4                                                                           |
|----------------------|------------|------------|------------|--------------------------------------------------------------------------------------|
| BRAK<br>MONOTONII    |            |            |            |   |
| MATERIAŁ<br>WIZUALNY |            |            |            |   |
| KONTEKST             |            |            |            |   |
| POWTÓRKA<br>4-KROTNA |            |            |            |  |





|                   | PRZYKŁAD 1                                                                         | PRZYKŁAD 2                                                                           | PRZYKŁAD 3                                                                           | PRZYKŁAD 4                                                                           |
|-------------------|------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| BRAK MONOTONII    |   |   |   |   |
| MATERIAŁ WIZUALNY |   |   |   |   |
| KONTEKST          |   |   |   |   |
| POWTÓRKA 4-KROTNA |  |  |  |  |



# Mr Remember



I've got a cat.  
It's scary.

This is a mouth.  
These are ears.

I don't like burgers.  
I like juice. I love  
ice cream. It's my  
favourite food.

I can swim and  
I can ride a bike.

I can smell  
spaghetti.



# All Kids Can Remember

What about you?

1. Jakie cztery czynniki wpływają na lepsze zapamiętanie materiału?
2. Jakie zabawy i ćwiczenia były wykorzystane do piosenki „I’m hungry.”?
3. Które z tych 3 elementów pojawiło się w prezentacji: historyjka, projekt, czy gra?
4. Ilu głównych bohaterów ma *Kids Can*?





Thank you!





# Kids Can!

