**Рабочая тетрадь**

**Обучение чтению профессионально-ориентированных текстов студентов специальности 44.02.01 Дошкольное образование**

**Щербакова И.А.**



 Данное учебное пособие предназначено для студентов 4 курса педагогических колледжей, обучающихся по специальности 44.02.01 Дошкольное образование.

 Целью пособия является формирование коммуникативной и профессиональной компетенций обучающихся преимущественно через чтение и обсуждение текстов, тематически связанных с будущей профессией студента.

 Пособие состоит из 4 взаимодополняющих друг друга разделов: «Дошкольное образование в России», «Детский сад», «Воспитатель детского сада», «Хорошие привычки начинаются с детства», разделов «Дети шутят» и «Контроль».

 Каждый раздел включает задания, способствующие развитию языковых и речевых умений и навыков студентов, их творческому развитию и повышению мотивации к изучению английского языка. Упражнения, предложенные в пособии, могут быть использованы в ходе аудиторной и самостоятельной работы обучающихся.

 CONTENTS

Пояснительная записка………………………………………………………..

Section 1. **PRESCHOOL EDUCATION IN RUSSIA………………………..**

 Section 2. **CHILDREN LEARN AND PLAY IN KINDERGARTEN……….**

 Section 3. **NURSERY SCHOOL INSTRUCTOR……………………………..**

 Section 4. **GOOD HABITS BEGIN EARLY…………………………………**

 Section 5. **LAUGH TIME………………………………………………………..**

 Section 6. **CHECK-UP………………………………………………………….**

**Пояснительная записка**

 Предлагаемое учебное пособие предназначено для студентов 4 курса педагогических колледжей и разработано в соответствии с требованиями ФГОС СПО и Программой по английскому языку для 1-4 курсов педагогических колледжей по специальности 44.02.01 Дошкольное образование.

 Целью пособия является формирование коммуникативной и профессиональной компетенций обучающихся преимущественно через чтение и обсуждение текстов, тематически связанных с будущей профессией студента.

 Иностранный язык как учебный предмет обладает большим воспитательным, образовательным и развивающим потенциалом.

 В задачи данного пособия входит развитие у студентов умений чтения профессионально - ориентированных текстов, устной диалогической коммуникации, умений в аргументировании, развитие рефлексивных способностей, а также расширение их общего кругозора и воспитание любви к будущей профессии. (студентов грамотными профессионалами)

 Пособие состоит из 4 взаимодополняющих друг друга разделов, содержащих тексты для чтения, тематика которых предусмотрена учебной программой: «Дошкольное образование в России», «Детский сад», «Воспитатель детского сада», «Хорошие привычки начинаются с детства», разделов «Дети шутят» и «Контроль».

 Каждый раздел содержит базовые тексты монологического характера, языковые и речевые упражнения, направленные на формирование коммуникативной компетенции, а также проблемные вопросы и ситуации для развития речемыслительной активности обучаемых, их рефлексивных и творческих способностей. Раздел «Дети шутят» является здоровьесберегающим звеном, которое поможет сделать урок английского языка более интересным и увлекательным, при необходимости снизить психологическую нагрузку, переключить внимание, снять напряжение обучаемых.

**Section I. PRESCHOOL EDUCATION IN RUSSIA.**

 ***1.Words to learn and remember:***

Require, monthly fee, to be compensated, local authorities, regulate, baby boom, waiting lists, increasing demand, boost, innovative.

 ***2.Read the text*:**

**Preschool Education in RUSSIA.**

The state pre-school education is represented by kindergartens- full day child -care institutions for the children of 3 to 6 years of age. Most state kindergartens have nurseries which children can attend. They usually require a small monthly fee paid by the parents ( 20 per cent of cost). The rest of the fee is compensated by the regional and local authorities that regulate kindergartens. Mass appearance of public kindergartens in Russia was started after the October revolution and in the Soviet times aimed at replacing the family upbringing. In 1990 many kindergartens were closed in light of economic and demographic considerations.

Nowadays as Russia is experiencing the biggest baby boom since the Soviet times, Russian parents face a dramatic shortage of public child caring institutions. Almost all kindergartens have waiting lists where parents sign their children as soon as they are born. The increasing demand in child day care and preschool education boosted the appearance of numerous private nurseries and educational facilities for junior children. They are day-care for children aged 18 months to 4 years old and half day preschool for 3-4 year old. Many include meals, transportation, creative learning, arts, dance, chess, multisport activities, therapy, English lessons and even summer camps. The schools use a variety number of methods and innovative like Waldorf or Montessori approach, Zaitsev’s method, etc. They are highly popular.

 ***3.Find the sentences with the Passive Voice and translate them into Russian.***

 ***4.Answer the questions to the text:***

1. What institutions is the preschool education in Russia represented by?

2. How much do the parents pay?

3. How is the rest of the fee compensated?

4. Why were most kindergartens closed in 90-s?

5. What phenomenon is Russia experiencing nowadays?

6. How does it influence child caring institutions of Russia?

7. What are the differences between public and private kindergartens?

 ***5.Match the beginning of the sentence with its ending*.**

|  |  |
| --- | --- |
| 1. Most state kindergartens have  | a. preschool education boosted the appearance of numerous private nurseries. |
| 2. The rest of the fee is compensated by the  | b. regional and local authorities that regulate kindergartens. |
| 3. Almost all kindergartens have waiting lists | c. of methods and innovative like Waldorf or Montessori approach. |
| 4. The increasing demand in child day care and  | d. nurseries which children can attend. |
| 5. Many include meals, transportation, creative learning, arts, dance, chess,  | e. where parents sign their children as soon as they are born |
| 6. The schools use a variety number  | f. multisport activities, therapy, English lessons and even summer camps. |

**Section II. CHILDREN LEARN AND PLAY IN KINDERGARTEN**

**LEARNING**

***A)***

***1.Before reading:***

Did you go to the kindergarten when a child? Did you like it or not? ( Why / why not?)

***2.Learn the new words and expressions:***

to help to bring a child to first grade-готовить ребенка к 1 классу

 to make progress- делать успехи

 to learn safe ways of going to and from school- учить правила безопасности движения по дороге в детсад и обратно

to become familiar with- знакомить с…

environment- окружение

grows towards greater confidence in himself and in others outside of his family group- с возрастом у него появляется большое доверие к себе и другим людям

***3.Form the nouns from these verbs, translate and write them down:***

to educate-

to learn-

to guide-

to understand-

to transit-

***2. Read the text.***

 Kindergarten is one of the most important school years in child’s total education. In the kindergarten he learns under the guidance of a teacher how to adjust to group living which he will experience throughout his school days. Nursery-school instructor guides his learning in the fields of language, arts, numbers, health and physical education with a carefully planned programme adjusted to his individual needs.

 This programme helps to bring a child to first grade ready for reading, writing and arithmetic.

 The child has many opportunities under a teacher’s supervision to experiment and explore through short trips to places of interest in the school and near-by neighbourhood. He makes progress in learning to clean up after work and play, to think more clearly and in an organized way, to gain an understanding of what reading is about- that words tell a story and that there is a sequence in stories and events.

 In the kindergarten this child learns safe ways of going to and from school. He understands about fire drills. He knows why health habits are important and which he should practice daily. He becomes familiar with the concepts of “ more, less, large, small, heavy, a part of, bigger than” and many other mathematical concepts.

 The child learns to count and knows his telephone number and his street address.

 He lives in the kind of educational environment in the kindergarten. That provides a smooth transition from home to school, so he grows towards greater confidence in himself and in others outside of his family group. The child who misses the experience of kindergarten is denied the foundational step in the elementary school.

***Answer the questions:***

1. Who guides the child’s learning in the kindergarten?
2. What fields of education does the nursery-school instructor guide?
3. What does a well- planned programme help to bring a child to?
4. Does the child have many opportunities under the teacher’s supervision to experiment and explore?
5. What provides the child’s smooth transition from home to school?

***How do you understand the expression “educational environment in the kindergarten”?***

 ***Mark the verbs/ verb-expressions that describe the child’s education in the kindergarten.***

***Do you agree that kindergarten one of the most important school years in child’s total education is? Would you like your future children to go to the kindergarten?***

***B)***

 ***Read the text and make up a glossary (cluster) of notions connecting with Children Learning goals necessary to discuss professional questions in this sphere.***

**What Children Learn in Kindergarten**Kindergarten today is more than a place to play. Children in kindergarten learn the basics of the subjects in a regular elementary school program. Now required in many school systems, kindergarten often was optional just a few years ago. Kindergarten lessons today are designed to help ensure students are completely ready for first grade.

**English Language Arts**

* Students start learning to read in kindergarten, and by the time they are ready for first grade they will be starting to print. The curriculum includes learning how to hold a book properly, recognizing the front cover, back cover and title page, and knowing the difference between a letter, word and sentence. Children also learn the importance of listening, speaking in public and printing their names.

**Mathematics**

* Kindergarten students learn the beginning of many different math concepts. They learn about numbers by comparing two groups of objects and determining if they are the same. They also learn a bit about algebra by practicing how to recognize patterns in numbers. Geometry includes being able to recognize, describe and make different shapes. They also learn how to measure, tell time and recognize different coins.

**Social Studies**

* Social studies in kindergarten teach children how things change over time. They learn the importance of laws and regulations and about people in history, as well as historical events and national symbols, such as the flag. They learn what a citizen is, how to reach a compromise and how to understand the meaning of maps, globes and graphs. Learning about the environment is a big part of the social studies program. Students learn how people depend on the environment for basic needs like food and water, and the impact people have on the environment.

**Music**

* Kindergarten gets the opportunity to sing, play an instrument and dance. Being introduced to the basics in these arts helps children learn to read and develop reasoning skills. Teacher use short and simple rhyming songs, and children learn to sing alone and in groups, how to sing on pitch and when to sing loud or soft. Children will be able to sing from memory and make up songs. Music also teaches children about different cultures and how to keep a steady rhythm.

**Computers**

* Many school systems have computer programs for kindergarten children. Using computers allows teachers to program lessons for each child based on their levels. Computers also help children learn to work in groups. Computer programs and games for kindergarten children teach science, reading, math and history in fun ways, and children often learn without even realizing it.

**PLAYING**

**Here are the descriptions of different games children like to play in the kindergarten.**

1. ***Match them with the name of the game.***

**Games**: **'Hopscotch', 'Hand Jive', 'Cat and Mouse', 'Tag', 'Hide-and-Seek.**

**Descriptions:**

1. You play this game with your friend. One of you starts the action. That person chooses the rhythm and does the hand actions. Some actions are: snapping fingers, clapping hands, waving hands and arms in the air and shaking fingers. The other player repeats the same actions.

Here is a rhyme you can use.

 OPEN, SHUT THEM

 Open, shut them,

 Open, shut them,

Let your hands go 'clap' Open, shut them,

Open, shut them,

Put them on your lap.

 Walk them, walk them, Walk them, walk them, Right up to your chin.

Open your little mouth

 But do not walk them in.

 2.There should be enough children to form a large circle. One child stays inside the circle to hide. One child stays outside the circle. The children in the circle hold hands and move around. The child outside the circle moves in the opposite direction until he or she finds two hands he thinks he can break through to get the child inside. Children in the circle keep their hands clasped tightly to try to keep one child away from the other.

 3.One player is the 'chaser'. The 'chaser' runs after the other players. He or she tries to touch them. If she or he touches a player she/he shouts 'Tag!' The game starts again with the new 'chaser

 4.The children draw a pattern with ten squares using chalk on the pavement, number them from one to ten. The first player hops on the foot in each of the squares. The player continues doing this until he or she misses by stepping on a line or falling. If the player reaches ten without missing, he or she then chooses a square for her or his private house and marks it. No one else can step in that square except that player. The player with the most private houses wins the game.

5.The children's game in which one player gives the others time to hide and then tries to find them before they can return safely to the goal. While waiting for the players to hide 'it' says,

"Bushel of wheat, bushel of clover; All not hid, can't hide over

 All eyes open! Here I come".

1. ***Now find these games in the picture:***
2. ***Did you play these games when a child? Which of them did you like best? Why?***



**Section III. NURSERY SCHOOL INSTRUCTOR**

***1.Words and expressions to learn:***

Education, upbringing, to develop individual abilities, to form and cultivate good habits, to be carried out under the supervision, numerous, to look after, to conduct lessons, to keep in contact with smb.

***2. Read the text:***

Preschool education lays the foundation of a child’s character. The child’s future life, his progress at school depends on the education and upbringing he received in the first years of his life. The main task facing preschool institutions is to develop each child’s individual abilities, to form and cultivate his good habits and emotions, to give him elementary knowledge of life and the world. The greatest role in solving this task belongs to nursery school instructors. Work in preschool institutions is carried out under the supervision of qualified teachers. They are trained at special departments of pedagogical institutes or colleges.

The task and duties of nursery school instructors are numerous. Every morning they meet the children belonging to their groups. When everybody has arrived, the daily programme starts: first- morning exercises and breakfast. Then children have lessons. They learn drawing and painting, modeling, counting and writing. Lessons do not last more than half an hour, because children want to get on to other things; as soon as they grow restless. They usually spend two or three hours outside. They run about as much as they like and go back into the kindergarten with rosy cheeks and a good appetite. After dinner children have a rest, they sleep in the sleeping room for about two hours. While the children sleep nursery school instructors rest and plan their work for the next day. Children don’t come here just to play and pass the time, but to be taught, to learn something new. After the rest children listen to a story or a fairy-tale which their nursery school instructors read to them. Parents usually take their children home from 5 till 7 p.m.

But don’t think that nursery school instructors have such a long working day. There are two shifts dividing the day in two and it means that each teacher works six hours a day.

 We see that nursery school instructors look after the children, organize work with them, conduct lessons, keep in contact with their parents. They study the individual peculiarities of each child and help them to develop their abilities.

***3. Mark the verbs which describe the child’s day in the kindergarten.***

***Say some words about his daily programme.***

***4. Answer the questions:***

1. What does the child’s future life depend on?

2. What is the main task of preschool institutions?

3. Who does the greatest role in solving this task belong to?

4. What are the duties of nursery school instructors? What should they do?

5. How much does a nursery school instructor’s working day last?

***5. Make up a list of qualities you think necessary for a nursery school instructor:***

For ideas: kind, strict, just, generous, sincere, frank, democratic, communicative, creative, imaginative, interested, indifferent, serious, patient.

***Is it possible to develop these qualities? Do you have some of them?***

***6. Below are characteristics of a good teacher. Range them in order of importance.***

***Explain your choice.***

A good teacher:

1. keeps in contact with the parents
2. is able to maintain discipline in group
3. works hard to remain up-to-date in her subjects
4. is interested in the children, tries to help where possible
5. is friendly and helpful to his colleagues
6. uses a lot of equipment, different materials and teaching methods and attempts to make lessons interesting
7. helps the children to become independent and organize their own learning

***7. Study the mind map of the teaching profession. Comment on every advantage/disadvantage of teaching:***

***Advantages Disadvantages***

Short working hours Low pay

Challenged by new tasks Many children in group

Room for personal initiatives Lots of homework

Long holidays Discipline problems

Interested in how children learn Kindergarten often in poor condition

Like the “atmosphere of the kindergarten” Low status

Like dealing with kids Have to do with the children’s parents

Personal freedom

***8. Read the following ideas about teaching. Choose you like best and comment.***

1. The art of teaching is the art of assisting discovery.

2. The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.

3. Nothing improves a child’s hearing more than praise.

4. If a doctor, lawyer or dentist had 40 people in his office at one time, all of whom had different needs, and some of whom didn’t want to be there and were causing trouble, and the doctor, lawyer or dentist, without assistance had to treat them all with professional excellence for nine months, then he might have some conception of a classroom teacher’s job.

***9. Would you like to be a nursery school instructor? Why/ why not?***

(Why have you chosen teaching as a career? Who has influenced your choice of profession? Did you remember your nursery school instructor?)

***10. Project-work***

1. Why I want to bea nursery school instructor.

2. My beloved teacher.

3. My parent’s profession.

4. Advanced nursery school instructors of Orel region.

 **Read the article by Oubria Tronshaw “Requirements for teaching kindergarten in a private school”.**

***1.Choose the suitable requirement for each description***

 Kindergarten teachers use songs, games and interactive activities to teach young children the personal, social and educational skills they will need to begin their elementary school education. Students are taught how to read and write the alphabet, how to read and spell their names and how to recognize simple words on sight. Typically private school kindergarten teachers do not have to fulfill as many formal requirements as public school teachers, but they must nonetheless be thoroughly trained to educate impressionable young minds.

## Employment and Salary

## Student Teaching

## College Degree

## Licensure and Other Requirements

 **A)** Most private schools require kindergarten teachers to earn a bachelor's degree from an accredited college or university, although some private schools will accept kindergarten teachers who hold only an associate's degree. Students typically major in early education, although they can have a non-education major and supplement their degree with a teacher-education program after graduation. Students in an early-education program learn how to properly create and facilitate a classroom environment conducive to learning, as well as how to garner parent involvement for children who need extra attention and assistance. Kindergarten teachers also learn how to utilize storytelling, rhyming and games to facilitate teaching. According to Education-Portal.com, a typical kindergarten education curriculum entails the following: curriculum planning, foundations of bilingual education, childhood learning, integrating parental involvement, culture and curriculum, child language acquisition and play and learning.

 **B)**Kindergarten teachers in a private school are required to have experience in student teaching. They gain this experience as part of their bachelor's degree, or through a separate teacher-education program upon graduation. Student teachers are provided with real-life supervised classroom experience. They begin by observing and assisting teachers; by the end of the program they typically are creating their own lesson plans and teaching under a senior teacher's supervision.

 **C)**Most private schools do not require kindergarten teachers to have a state teaching credential. For kindergarten teachers at private schools that do require licensing, they will have to fulfill certain state education and testing requirements, as well as a undergo a background check and supply a licensing fee. Instead, some private schools require kindergarten teachers to have an Early Education (EE) certification or Montessori school training and certification. Montessori schools are privately owned education centers that focus on individualized instruction.

 **D)**According to the U.S. Bureau of Labor Statistics, there were almost 180,000 kindergarten teachers employed in the United States as of 2008. By 2018, that number is expected to increase by 27,000. Private school teacher salaries are comparable to those of public school teachers. Beginning educators with a bachelor's degree earn an average of $33,227 annually, according to the American Federation of Teachers,

 ***2. Are the requirements for a pre-school teacher in Russia the same?***

**Section IV. GOOD HABITS BEGIN EARLY**

 ***1.Read and translate the following verbs into Russian:***

 To affect, to absorb, to establish, to tend, to curb, to obviate, to overcome, to prevent, to fluster, to demand, to damp

 ***2.Form the nouns from these verbs if possible. Fill in the table:***

|  |  |  |  |
| --- | --- | --- | --- |
|  *Verb* | *Translation* | *Noun* | *Translation* |
| To affect |  |  |  |
| to absorb |  |  |  |
| to establish |  |  |  |
| to tend |  |  |  |
| to curb |  |  |  |
| to obviate |  |  |  |
| to overcome |  |  |  |
| to prevent |  |  |  |
| to fluster |  |  |  |
| to demand |  |  |  |
| to damp |  |  |  |

 ***Read the text*:**

 Do you know that the formation of a child’s character begins at a very early age?

Even a baby’s first impressions leave a definite trace on its brain. The conditions in which a child lives, the relations between the people around him, all this affects the child, is absorbed by him and has an influence on his character.

 “The main foundations of education”, said the outstanding educationist A.S.Makarenko, “Are laid before the child of 5 years old, and everything you do is ninety per cent of the educational progress. And also subsequently education and the formation of personality continue, you largely reap the fruit of flowers that bloomed in the first five years.”

 In these early years a child grows rapidly both physically and mentally. He learns how to see, how to hear, how to pick things up and hold, how to stand up by himself and walk. He forms many useful habits and begins to talk and think.

During this period the mother should establish a strict routine for the child. If he gets used to a definite routine he will not ask for food outside his meal time or want to go to sleep when he should be awake and these habits are fundamental elements of character formation.

 If no routine is established, this is the first and basic mistake in the child’s upbringing if he is wakeful when he should be asleep.

 After this the chain of mistakes tends to lengthen. All mothers know that children show a desire for independence at quite an early age. They want to wash their hands, eat, or put their shoes by themselves. Unfortunately, some over-careful mothers curb this desire on the part of a child. If the child takes up his spoon, the mother fearing that he may spill his soup or porridge takes it away from him and begins to feed him herself. Doing everything for the child, obviating the difficulties, however small, that he could quite well overcome himself, parents prevent the development of child’s will power. Children brought up in such conditions will become flustered at the slightest difficulty and demand help.

 Little children are very impressionable and inquisitive. They react in a lively way to everything and are always asking “Why?”, “How?”, “What for?” Such questions should be answered with great patience and in a way that the child will understand. The main thing is not to damp a child’s inquisitiveness for this is the most valuable asset in character formation. Never should he be given the reply “You’ll understand when grow up” or “stop pestering me”.

 ***3.Find the English equivalents to the following Russian words and expressions.***

 Характер ребенка; первые впечатления; влияние; расти как физически так и умственно; формировать полезные привычки; строгая дисциплина( режим); базовые элементы формирования характера; желание быть независимым; сила воли ребенка; простейшая трудность; впечатлительный и любознательный; наиболее ценное качество.

 ***4.Right or wrong?***

1. The conditions in which a child lives affect the child.
2. In his early years a child forms many useful habits and begins to talk and think.
3. During this period the mother shouldn’t establish a strict routine for the child.
4. The first and basic mistake in the child’s upbringing is permitting him everything.
5. Parent should help their child in his desire for independence.
6. All child’s questions should be answered with great patience and in a way that the child will understand.

**SectionV.LAUGH TIME**

***Father:*** What did you do today to help your mother?
***Son:*** I dried the dishes
***Daughter:*** And I helped pick up the pieces

***Teacher:*** Look at your face, Jimmy. I know what you had for breakfast.
***Pupil:*** What was it?
***Teacher:*** Eggs.
***Pupil:*** No, that was yesterday.

An elementary school teacher sends this note to all parents on the first day of school.

"If you promise not to believe everything your child says happens at school, I will

promise not to believe everything your child says happens at home.

*Teacher:* Jimmy, can you tell me what a fishing-net is made of?

 *Jimmy:* A lot of little holes tied together with string.

A new boy comes to kindergarten.

“What’s your name?”- asks the teacher.

“My name is William Hopkins,” answers the boy.

“Always say ‘Sir’ when you speak to the teacher.”

“Excuse me,” says the boy, “my name is Sir William Hopkins.”

*Mother:* Why do you play with Dan and Fred? Don’t you know that they are bad boys?

*Boy:* Yes? I do.

*Mother:* Why don’t you play with good boys?

*Boy:* Because their parents do not let them to play with me.

*Teacher:* Bill, if Dave gives you a dog and Jane gives you a dog, how many dogs are you going to have?

*Bill:* Three.

*Teacher:* Now, Bill, think before you answer. How it can be if Dave gives you one and Jane gives you one?

*Bill:* Because I already have one at home.

*Mother:* You always take too many toys with you: your doll, your trolley-bus and your ball. Let me help you to carry them, my dear.

*Little daughter:* Oh, no, Mummy. I can carry the toys and you can carry me.

*Teacher:* Look, John, you are wearing one red sock and one blue sock.

*John:* Yes, I know. What’s more, I have another pair just like them at home. Isn’t strange?

*Son:* Daddy, do you think people can live on the moon?

*Father:* I think they can.

*Son:* But if they can live on the moon, where do they go when the moon is very, very small?

*Teacher:* Jack, why are you late for school every morning?

*Jack:* When I come to the crossing I see the words: SCHOOL- GO SLOW!

*First boy:* Does your mother give you anything when you are good?

 *Second boy:* No, but she gives me something when I am bad.

“How old are you, sonny?” asked an old gentleman a little boy in the park.

“Six,” came a quick answer.

“Six”, repeated the old man”, and yet you are not as tall as my umbrella.”

“And how old is your umbrella?’ asked the boy.

*Dad:* Son, didn’t you give me your word to be a good boy?

*Son:* Yes, Dad.

*Dad:* And didn’t I give you my word to teach you a good lesson if you weren’t?

*Son:* Yes, Dad. But I have broken my word, so you may break your word too.

*Teacher* : Name four members of the cat family
*Pupil* : Daddy cat, mummy cat and two kittens !

*Teacher* :Give me three reasons why the world is round
*Pupil* : Well my dad says so, my mum says so and you say so !

***Pupil:*** Sir, would you punish someone for something they didn’t do?
***Teacher:*** Of course not.
***Pupil:*** Oh good, because I didn’t do my homework.

**SECTION VI. CHECK-UP**

# I.Read the article “Rules for Behavior in the Kindergarten Classroom” [by Nannette Richford](http://www.ehow.com/contributor/nannette_richford/)

# *Match the rule with its explanation.*

*Classroom rules define acceptable behavior within a classroom and provide clearly defined expectations. For kindergarten students, this is often their first experience with behavioral expectations outside of the home. Developmentally appropriate rules are needed to keep order in the classroom and help students monitor and control their behavior.*

1) Be a Good Model of Behavior

2) Consequences of Misbehavior

3) Use Positive Language

4) Keep Rules Simple

5) Introducing Rules

1. Young children respond to positively phrased rules and expectations. Instead of telling students what they cannot do, phrase rules so that they tell students what they can do. "Keep hands and feet to yourself." is clear and direct, telling the child exactly what you expect. "No hitting, pushing, punching or kicking" simply provides a list of what children cannot do and does not provide an alternative.
2. We've all seen classrooms with long lists of rules that children are expected to follow, but the list is so long that children cannot remember them all. Keep rules to three to five general rules that are easy to remember and to enforce.
3. Introduce rules at the beginning of the year to set appropriate expectations. Carefully explain each rule. Give a brief rationale for the rule, but avoid over-talking or over-explaining. Save the lengthy explanations for parents and administrators. Keep it simple and to the point for kids.
4. Children follow what you do, not what you say. Ensure that you follow class rules at all times. If you expect children to listen when you speak, be ready to listen when they speak, too. Modeling appropriate behavior helps children learn what is expected of them.
5. Enforce rules immediately and consistently. You may wish to give a warning for the first violation and consequences for the second. Brief timeouts, loss of privileges or a loss for a few minutes of recess are appropriate in most settings. Whatever you choose for consequences, enforce them consistently.

***Do you agree with these rules? Do kindergarten teachers in Russia follow the same rules?***

***II. Read the text and fill in the necessary words:***

|  |
| --- |
| 1)afternoon snack, 2)sandbox, 3)activities, 4)seesaw, 5)the open air, 6)moulds, 7)hide-and-seek, 8)counting, 9)lay the table, 10)go for a walk |

There are different lessons in the kindergarten:……**a)……,** drawing, appliqué, modeling, music, English, dancing.

The aim of these ……**b)………**is to develop creative ability in children. All activities are conducted on a voluntary basis which gives the child’s initiative full play.

After lessons children go for a walk. Various mass activities are organized in **…c)……..** . They are: competitions, races, **……d)………**, mothers-and-daughters and many other games.

In summer children like to play in the **…e)…….** . They form different figures with the help of the **…f)………** and it gives them much pleasure. Some of the children prefer to swing on a ……**g)…..**, which goes up and down.

Then dinner comes. And children **… h)…** for dinner. After it they go to take a nap. The rest time lasts for two hours. Then the children make their beds, dress and soon they are ready to have an **…… i)……….** .

If the weather is fine children **……j)…** again.

The day comes to the end and soon parents come to the kindergarten to pick up their children.

Tomorrow they meet each other again.