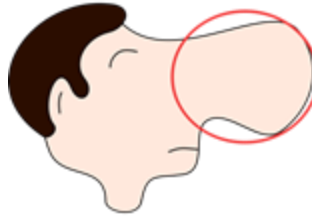


# ZERO PREPARATION ACTIVITIES

**Vendy Smith (ZŠ Didaktis)**

WHAT'S THE WORD?



# CATEGORIES GAME

1. Remember your **colour**
2. Find your **team**
3. Look at the categories – can you think of interesting **words for each** category?

Categories: fruit, insects, mammals, furniture, pencil case items

# CATEGORIES GAME

1. Stand in a line
2. When I say **START**, the first person runs and writes **ONE WORD** in ONE CATEGORY
3. Pass the pen to the **next person** in your team
4. The next person writes **ONE WORD in ONE CATEGORY** under the words already there
5. **Evaluation**: good word = 1 point, good word and good spelling = 2 points, 3 syllables or linger = +1 point

# ANALYSIS 1: MINDFULNESS, RIDDLE, CATEGORIES, HOT SEAT

1. What were the stages?
2. What is the aim?
3. Is everyone involved?
4. What age is it suitable for?
5. How can this game be adapted for a different level or age?
6. Can it be differentiated?

# EXAMPLE OF WORDS CHILDREN MIGHT WRITE

<b>FRUIT</b>	<b>INSECTS</b>	<b>MAMMALS</b>	<b>FURNITURE</b>	<b>PENCIL CASE ITEMS</b>
APPLE PINEAPPLE BANANA PEACH MELON GRAPES FIG RASPBERRY	COCKROACH BEETLE BUTTERFLY ANT FLY DRAGON FLY LADYBIRD EARWIG	DOG CAT WHALE COW GIRAFFE HIPPO RHINO STARFISH	ARMCHAIR CUPBOARD RUG SHELF TABLE DESK CHAIR CHEST OF DRAWERS	RUBBER SELLOTAPE HIGHLIGHTER PENCIL FELT TIP SHARPENER BOARD MARKER RULER

# VOCABULARY CARDS

1. Remember your **category**
2. Choose the most **difficult** words
3. Write one word each on each card. **one card=one word**
4. Write nicely 😁

# ONE MINUTE GAME

1. Work in groups
2. Put the pile of cards in front of you
3. One person is going to make definitions
4. Other people need to say the word
5. If you guess the word = one point. If you do not know the word = PASS

## RULES

- English only
- do not say the word or parts of the word
- It's OK to mime



## ANALYSIS 2: VOCABULARY CARDS, ONE MINUTE GAME

1. What were the stages?
2. What is the aim?
3. Is everyone involved?
4. What age is it suitable for?
5. How can this activity be adapted for a different level or age?
6. Can it be differentiated?

# VOCABULARY CARDS - IDEAS

How can these cards be used?

- Spell to each other
  - children would mingle and test each other
- Use in sentences
- Definitions
- Mix up letters (GOAT = TGAO) and test each other
- Create **word pyramids**
- **Rainbow** words

# DICE GAME



1. Sit with your team
2. When it's your turn, **roll the dice** and take a card
3. If you roll **1 or 2** = spell the word; **3 or 4** = define the word, **5** = say the word in Czech, **6** = draw the word
4. The **first person to answer gets the card**
5. Take it **in turns** to play...BUT

First let's try it all together...

# DICE GAME ANALYSIS

1. What were the stages?
2. What else could children do with the words?
3. Does this game need to be competitive?
4. Is everyone involved? How can we make sure the strongest children don't get all the cards?

# ANALYSIS 3: DICE GAME

1. What were the stages?
2. What is the aim?
3. Is everyone involved?
4. What age is it suitable for?
5. How can this activity be adapted for a different level or age?
6. Can it be differentiated?

# BONUS - THE SIGNAL GAME

1. **Drill** a few sentences with your pupils.
2. Keep reading one sentence until you **clap**, then start reading the next one
3. Explain that the **clap** is your **signal**
4. **2 children go out**, others decide on a signal
5. When they come back, everyone reads, the **2 children say stop** when they know what the signal is

# EXAMPLE SENTENCES (ANYTHING WORKS!)

I can swim very well.

I've never been to Japan.

His name is Paul.

She's going to the park.

THANK YOU FOR  
COMING!