**How each activity is organized**

**Age**

The activities are suitable for ages 3, 4, 5, 6, or All. The suggestions are only approximate – you know your children best and you must choose what is suitable for them. There could be a wide gap between different children of the same age – for example, some three-year-olds have better motor control than some six-year-olds in certain activities.

We have not given any indications about language level as learning with this age-group should be holistic rather than segmented. Language use should arise naturally from the activities, and language development needs to be integrated with physical and social development. The kind of language a pre-school teacher can use is limited anyway because children of this age do not speak their native language perfectly yet, and still have a limited conceptual awareness. Ideas of too abstract a nature should be avoided and activities should centre around the child’s experience of life. Children with varying levels of English should be able to participate in the same activities without any serious problems.

**Time**

We have suggested how long the activities might take, but it can vary a lot. It will depend on the size of the class, the age of the children, the stage of development of individual children, how much experience the children have had of a particular type of activity, and how many times you wish to repeat certain items (such as songs).

Very young children have a limited attention span and it is important to change activities before they get bored. If necessary you can finish an activity or come back to a song or story in another lesson. This will also provide useful revision.

**Aims**

The aims of each activity are divided into “Language” or “Other”, The linguistic aims tell us what language that particular activity practices, and the “Other” aims refer to children’s physical, cognitive, or social development. Of course you can alter the activity, the aims, and the language to suit your children and what you wish to teach.

**Description**

The description explains what happens during the activity and provides a quick and easy reference.

**Materials**

This section lists the things that are needed in order to be able to do the activity. Where no materials are needed this heading is absent.

**Preparation**

This tells you what you need to do prior to the lesson.

**In class**

The stages of the lesson are numbered in order to provide a clear sequence to follow.

**Follow-up**

This gives you some suggestions for activities which could follow on naturally from that lesson. There are also cross-references to other activities in the book.

**Variations**

Ideas to show you how can adapt some activities to practice different topics or language, or to suit another group of children.

**Comments**

This part contains clarifications, comments, or advice on specific points about the activities or the children.

 Authors: Reilly et al., *Very Young Learners*, Oxford University Press, Oxford, 2008, str. 11-12.