

Teddy Eddie Course Manual Supplement: How to work with 6- and 7-year-olds

The Teddy Eddie Method is designed for children aged 2 to 7. However, we must remember that children in this age range differ dramatically. Six- and seven-year-olds who attend the TEDDY EDDIE ABC and SCHOOL courses are very specific. Before you become a teacher of this age group you need to remember some important guidelines which this supplement underlines. It refers to some external resources that will help teachers to lead TEDDY EDDIE ABC and SCHOOL classes with success and satisfaction.



The aim of our courses for 6- and 7-year-olds is to **support the children and guide them through a very important transition stage – from kindergarten to school.** To do it successfully you need to understand the specific nature of this age group. You are working with kids who are gradually transforming from “carpet” to “desk” students, from “We love Eddie,” or “We just want to have fun,” to the “I’m so serious” stage. You need to **keep a healthy balance** between fun elements of the lesson, such as games, activities and TPR, and more serious stuff like reading, focusing on exercises in books, setting educational goals and making students aware of them. **Students become more independent** (if you let them!) with pair work, group work, taking over from the teacher on some occasions and having influence on the course of the lesson. Speaking and communication as well as listening comprehension are always key elements of the TEDDY EDDIE course but here, with 6- and 7-year-olds, **a new skill is being taught – reading.**

To know a language means to master four language skills: listening, speaking, reading and writing. While working with young learners you must accept the fact that we do not always teach these four skills simultaneously or keep them balanced.

LISTENING COMPREHENSION

This is the first and most important skill to be mastered by children during any TEDDY EDDIE course. The opportunities here are endless! Students must be exposed to a constant flow of foreign language, not only through listening to the recorded texts but also through listening to the teacher using L2 as naturally as possible during the lesson and refraining from using L1. We get the best results when such exposure takes place at home too, thus cooperation with parents is immensely important at every stage.

SPEAKING

This is the key skill to be taught in the TEDDY EDDIE method. You may experience an incredible transition with your students here. From repeating more and more complex sentences and structures, through conscious production of sentences and phrases in the artificial contexts of the lesson, to the most desired stage – manipulation and the use of language instrumentally, to fulfil the needs of the moment. Observing this process during a school year (or two) is an incredible experience for the teacher and it must always be noticed and cherished. However, to make your students get to the last stage of free communication, the teacher must suppress his/her control issues, let students work independently, let them make mistakes, and allow for a little chaos during your lessons. We know it is hard, but it is worth it!

READING

During the TEDDY EDDIE ABC and SCHOOL courses we start teaching reading using the global reading method (read more about this below). It is very important for the teacher to understand this method and be able to use it to introduce reading. Students should not get bored or discouraged with reading but start being fascinated with the written word, too.

WRITING

Writing and the alphabet are not taught in the TEDDY EDDIE method. We believe that writing should be taught when children have already started learning to do this in their mother tongue.



The differences between TEDDY EDDIE ABC and SCHOOL courses.

TEDDY EDDIE ABC

- Ss still in **kindergarten**
- one of our three **standard Teddy Eddie books** (yellow, red or blue) is used
- an additional element in the Student's Set – **ABC Worksheets**
- **global reading** is gradually introduced; first words, then short sentences
- **reading is NOT evaluated yet**
- **homework** is set (Playground and ABC Worksheets) but it is more a suggestion than a task to be verified
- the teacher is provided with **global reading cards** (to be downloaded from our cloud and printed out / to be available in The Teacher's File 2020); not all cards must be used – it depends on the group's progress in reading
- **the Teddy Eddie mascot** is used in a standard way (see Course Manual for ideas / The Teacher's File 2020)
- a maximum of 5 minutes per lesson can be spent working with books (SB or ABC Worksheets); 5-10 minutes can be spent on global reading practice (Ss must not get bored here!)

TEDDY EDDIE SCHOOL

- Ss already in **1st grade**
- a completely different book is used – **an emerald Teddy Eddie SCHOOL**
- the Student's Set contains some unique elements – **a Workbook and the Superpower Cards**
- **global reading** is introduced; words, sentences and even texts
- **reading is evaluated**
- there is **obligatory homework** (Playground and Workbook), which should be checked and evaluated in the Progress Report
- the teacher is provided with **global reading cards** (they are a part of Eddie's Box: SCHOOL); **all cards from the box must be introduced**
- there are some **additional elements in Eddie's Box: SCHOOL** – like Superpower Cards or Cheating Letter Sticks
- **the Teddy Eddie mascot** is used a bit differently; Eddie is a Superhero and he observes Ss from a distance rather than taking an active part in the lesson
- up to 25-30 minutes during the lesson can be occupied by global reading practice and work with books; however some of that practice must be done with movement so that Ss do not get bored and the lesson becomes too static
- **Superpowers** are introduced to make the lessons more interesting and to justify the general theme of the course

GLOBAL READING METHOD

Glenn Doman was an American physiotherapist who discovered that we can teach even very young children to read. His method is called '**global reading**' because words are read globally (not by letters or syllables) and a child recognizes a word as a picture. During a 'global reading session' the teacher quickly presents a set of cards with words, phrases or even sentences. Students first remember the shape of the words (or sentences) and simply guess what is on the cards. We believe that this method is excellent for teaching reading in L2 especially with children whose mother tongue has completely different rules as far as spelling is concerned. Students do not find it confusing and keep their good pronunciation.



According to Glenn Doman the most important rules for teaching global reading are:

- show the cards quickly,
- speak clearly and loudly, with enthusiasm,
- finish the session before the children want to finish it,
- be systematic,
- have fun!

There is one more rule for teaching children to read in the Teddy Eddie method – **we teach children phrases/sentences which they have already mastered orally.** It is very important to teach reading gradually. First we teach words or phrases, then sentences, and finally longer texts. We always start with group reading and then, step-by-step, move to individual reading. Give students all the support they need, but on the other hand, raise the bar so they can develop their reading skills. All the global reading exercises and activities are described in the dedicated Teacher's Files and are presented by our methodology consultants during our annual webinars.

There is an abundance of material, especially in the TEDDY EDDIE SCHOOL course. However, if students are not ready for some activities such as language manipulation or reading, we have to wait. Do not worry if you skip some parts – many activities are optional and designed only for small groups of really advanced students (follow the Lesson Schedule and Frameworks to see what can be omitted).

Your task as the teacher of the TEDDY EDDIE SCHOOL Course is to make sure that the lessons are CHALLENGING but DOABLE and **your students constantly work in their ZPD** (see the graph and read more about it in the Course Manual). Always make sure that your students like English and develop self-confidence in using it. This is always more important for us than simply “ticking off” the completion of consecutive exercises.

THE SPONGE METAPHOR AND TEDDY EDDIE AS THE SEA



While working on the TEDDY EDDIE method, we analysed the process of **language acquisition** by young learners. We pictured small students as **sponges** that absorb a foreign language during classes. Sometimes a sponge absorbs large amounts of liquid, but it often happens that initially it is more like a small pumice stone and is not able to absorb that much. It is often the case that after the first soaking phase, the structure of the sponge changes and it absorbs more. We've seen this happen many times during classes.

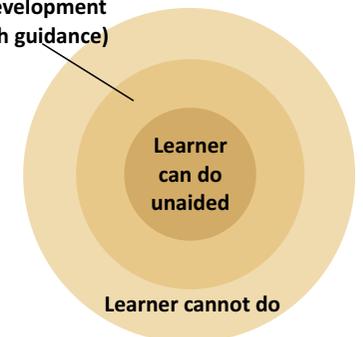
What influence do we have on 'sponges'?

We can manage them by organizing **lessons adapted to their age and social skills.** Unfortunately, we have no influence on how much material is actually absorbed by children. This depends on many factors, including their age, nature, length of learning process, and how much material they revise with their parents at home.

What do we have the greatest influence on as the authors of the method?

The size of the 'reservoir' – the amount of teaching content in which we immerse our 'sponges'. **A puddle vs. the sea.** Imagine that we immerse a little sponge in a small puddle and in the sea. It will probably absorb a similar amount of water - as much as it is able to. Will the excess water do it any harm? Not at all! However, if we are dealing with a very absorbent organism, a puddle will definitely be a poor solution. We have seen cases of sponges that absorbed all the course material and then immediately turned their energy in a different direction - disturbing, hooking up with others, and so on. **The TEDDY EDDIE method is like the sea.** Our response to these insights is always to offer our students a little more than they can absorb. **All of the TEDDY EDDIE books are very extensive in terms of language material** and contain lots of words in sentences, texts, exercises and language games. We want to surround children with foreign language as if we were soaking them in a sea of foreign language. Then, even the most absorbent ones will always find something for themselves.

Zone of proximal development
(Learner can do with guidance)





“Excuse me, teacher, but I know it's not Teddy Eddie speaking – it's you!” You may hear comments like this from your 6- and 7-year-old students. They are growing and beginning to understand things, and they might eagerly accept the idea of **classroom “magic”**, but they might question it, too. How should you act when faced with a surprise like this? Do not panic! Treat the child seriously and simply say that we all know it is just for fun and it is not real, but we would like to agree to just pretend, in order to have more pleasant, fun and interesting lessons. Believe it or not, kids usually accept such a simple but honest explanation.

To get more detailed information on teaching TEDDY EDDIE ABC and SCHOOL courses you should read our Course Manual and **PARTS 1 & 3 of the dedicated Teacher's Files, as well as the short introductory information from the ABC Worksheets, School Workbook and dedicated Parent's Guides.** Basically your duty as the teacher is to know all the materials that children and parents get (that is why they are also a part of your Teacher's Set). If you teach the TEDDY EDDIE ABC course and do not have the 2020 edition of the Teacher's File and ABC Worksheets, you will find them in our Cloud (available on our Bears' Station Platform: www.bs.edubears.com).

Make sure you take part in our annual **live webinar on teaching 6- and 7-year-olds.** You will not only see how to teach global reading in TEDDY EDDIE ABC and SCHOOL courses (we show practical examples from real lessons) but also have a chance to ask our experienced methodology consultant some questions.

To register for the webinar, talk to the Local Method Coordinator in your accredited centre or contact us directly.



LAST BUT NOT LEAST!

We hope you are familiar with OUR E-BOOK “THE 7 ROLES OF A TEACHER”, but if not you can scan the QR code provided and read it. Whereas the role of Good Aunt/Uncle seems to be extremely important with the youngest students, remember that being a captain to your 6- and 7-year-olds is crucial. You have to be their smart and fair leader who will sail your ship safely through the rough sea of the kindergarten-school transition period. One day you will reach the harbour where your students, as independent and competent young learners, will be able to wave goodbye to Teddy Eddie and start a new English course.



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