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*GRADO EN EDUCACIÓN PRIMARIA.  
TRABAJO FIN DE GRADO*

BECOMING INDEPENDENT  
LEARNERS DEVELOPING THINKING  
SKILLS

(Mediators and routines in the classroom)

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“Learning is more than the acquisition of the ability to think; it is the acquisition of many specialized abilities for thinking about a variety of things.” Lev S. Vygotsky, *Mind in Society*, 1978

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## **ABSTRACT**

This research tries to highlight the importance of the work of competences to develop thinking skills in students and increasingly more autonomous, being themselves aware of their own learning processes. Not to mention that living in a changing society, students must be formed to live with it. For this, the teacher has to contribute to the formation of autonomous people, critics and that they know make the right choice in any situation. To encourage this autonomy is necessary to develop the skill in the children in how to learn, think and be. In this case it will be through the teacher who is a mediator of learning, which increasingly give children more responsibility for their own learning. Order to get to this point, it is necessary to use routines and a visual learning mediators. To the point the child is getting the responsibility for his or her own learning there comes a time when much of this responsibility falls on the student and teacher mediation is becoming smaller.

## **RESUMEN**

Esta investigación pretende destacar, la importancia de la inclusión del trabajo de las competencias, para desarrollar las habilidades de pensamiento en los alumnos y que sean ellos mismos conscientes de sus propios procesos de aprendizaje, de manera cada vez más autónoma. Sin olvidar que al vivir en una sociedad en constante cambio, los alumnos han de ser formados de manera que convivan con ella. Para ello, el profesor ha de contribuir a la formación de individuos autónomos, críticos y que sepan tomar la decisión adecuada en cualquier situación. Para fomentar esta autonomía en los niños, es necesario enseñarles a que aprendan a aprender, a pensar y a ser. En este caso, el profesor es un mediador del aprendizaje, que cada vez da más responsabilidad a los niños de su propio desarrollo. Para poder llegar a este punto, es necesario el uso de unas rutinas y unos mediadores visuales. Hasta tal punto el niño adquiere la responsabilidad de su propio aprendizaje, que llega un momento en que consigue autonomía a la hora de aprender, siendo la mediación del profesor cada vez menor.

## **KEY WORDS**

Thinking skills, Mediators, routines, learning to learn, scaffolding, independent learner, shared activity.

# 1. INTRODUCTION

The main objective of this research was the observation of teaching practice and the implementation of a range of activities aimed at identifying the steps students go through in the process of acquisition of the learning to learn competence awareness. These activities help students to pass from one in which they have help of the teacher or peers, to an individual activity. In both cases the support of others decreases, to become an independent activity. Another important aspect of this research is how an activity in their language can support the learning of a second language. For that reason in the classroom it is necessary work with the acquisition of two languages.

The starting point of this research is the arrival at a given point of the school year in which the practice was carried out. By the results seen, it can be said that the results are not only conducted implementation but they are part of a process that is being developed in the classroom. It is a process that leads to the creation of routines. This process, in Spanish, is being carried out since the beginning of the course. What has been raised is to work it, in the same way in English..

The use of a methodology which carries the development of thinking skills in students, may lead to a change in the way students learn in their learning experiences throughout Primary Education because it will work from first year. The teacher has to develop in them the skills for them to be aware of their learning. This development must be planned and has to have continuity to become effective. This is achieved by the creation of routines and some visual aids that are called learning mediators.

The development of this work has focused on three mutually interrelated parts (methodology, theoretical basis and objectives). Besides the skills that a teacher has to develop with the implementation of this way of work, the methodology can be the same, no matter the content or the language. It is only about how to plan and carry out the teaching and learning process.

One of the three main parts is the methodology itself. In the case of this work can be divided in two. One of them is the observation of what was being done in the classroom, on the other, is the implementation of an activity that is achieved the student moves from one share activity to an independent activity as Vygotsky said. This step has to be done in Spanish and also in English, because one subject supports the other. Then we can find an analysis of the observed results. Like any methodology, it is supported by specific psychological theories. This is the next epigraph.

The theories that support the methodology used are diverse, the starting point is a question: Can you teach thinking?, After a slight tour of that question turn to see the official documents and how these support the learning through skills such as learning to learn and autonomy and personal initiative. After the official documents, this foundation goes to authors who maintain that we live in a society so learning to prepare students for social life. As a society we have a language with which we build our thinking. For this purpose in the classroom students can be helped with some mediators, which in a way respond to how learning and classroom and thinking routines which can respond to the child develops best if they feel safe. The teacher will serve as scaffolding for the child, helping to build their learning and doing that develops these thinking skills that fall within potential.

After the methodology was based on the theories and documents, the third key part of this research is the proposal of the objectives will be achieved with the implementation of this methodology.

We can see how the context has everything needed to work through in a certain way a text type, the child as an individual moves from a share activity to an independent activity. To achieve this, we, as teachers, have to count on the support of some mediators and classroom routines. We must also take into account the support of different subjects for the development of individual skills or strategies.

The teacher has to be aware and must have a clear planning and current trends to help students develop skills and abilities for greater efficiency to face the world in which they live. In this way students learn more independently each time and power and enables meaningful learning in the classroom.

## **2. OBJECTIVES**

The main objective of the Degree in Primary Education is to train future teachers to adapt to current educational needs. The ones than in the future they will find in schools

At the time of the implementation of the routines and the creation new ways of teaching and learning, the goals of the Degree in Primary Education are reached are not very different from what I had asked me when I plan to do this research.

Below there is a list with the goals that a teacher with the development of this practice will get.

- Think about classroom practices to innovate and improve teaching. Develop habits and skills for independent and cooperative learning among students and promote it.

- Design, plan and evaluate the teaching-learning process, both individually and in collaboration with other teachers and school professionals.
- Use teaching strategies that respond to the different characteristics, paces and ways of learning of students to enhance their maximum development.
- Describe the child's learning process and develop strategies to teach students to mediate their own learning.
- Justify teaching thinking to improve the teaching-learning process.
- Justify the process of teaching and learning in a social and cultural context in which the child develop its thinking skills.
- Using routines and classroom material mediators, to teach students techniques and tools to help them in their learning.
- Design learning facilitators and select the activities in the different areas that contribute to the development of thinking in students.
- Describe the process of children when they perform their own thinking skills. And the next steps for the teacher and the student.
- Addressing effectively language learning situations in multicultural and multilingual contexts. Encourage reading and critical analysis of texts of different scientific and cultural domains contained in the school curriculum.
- See how the development of thinking and ways of learning of children, can be founded on some theoretical and official documents.

### 3. JUSTIFICATION OF THE CHOSEN TOPIC

#### 3.1. Justification of the chosen topic.

All the societies change and the schools have to change with them. For that reason the ways to teach, are different. But also what do teachers have to teach.

In the past, the teacher had to teach the contents, and the students are passive elements in their education. Luckily this kind of teaching is changing. Nowadays teachers have to guide students in their knowledge of how to think and how to learn to be, and how to learn to learn. In fact the law is changing also, from refers to the education as a “teaching process” to as a “learning process”.

The main goal of this way of teaching is not only students develop “academic skills” to be successful in the school; the main goal is also give them the tools to be successful in all the aspects in and out of the school through their lives.

We must take into account that children are critical thinkers and we only have to develop in them some thinking skills to improve their learning strategies. For this reason thinking routines can be a key role to help students to deepen and make visible their thinking, and thereby may slowly make these techniques their own, if they are effective for them.

This justifies that teaching guide is the key to developing thinking skills in order to contextualize and integrate the learning. This is needed to function in a changing society and this may indicate shortcomings in some cognitive areas of students. That is why this research proposes teaching strategies to develop thinking skills in the students and help them to use them more effectively.

Thinking well can be grow and guide, as teachers we can make thinking more visible than it is usually in the classroom. The teacher is providing the children more opportunities, where they can build and learn to live in a society

#### 3.2. Competences the teacher develop with this research

The aim of this research is the professional development of some competences that a teacher with this degree in Primary education should develop at the end of the initial formation in the university. Some of them are in general, and others are more specific.

The **general** competences that the teacher will get with this research are:

- Know the psychological, sociological and pedagogical aspects of the students at various educational levels.

- Give students the tools for develop their ability to collect and interpret basic data to make judgments that include reflection on topics that can help students in their learning process. As well as being able to use effective procedures in the search for information in different media.
- Develop in the Students some skills associated with interpersonal relationships with other people and show them how to work in groups. Create in students acquiring the strategies and independent learning techniques and training in readiness for continuous learning along the whole life. We must also develop children's knowledge, understanding and mastery of self-learning methodologies and strategies. The latter is true both for students and for teachers.

We, as teachers, have to keep in mind that the group never is homogeneous, there are different learning paces. The teacher has to understand the learning processes of children of school age. The teacher also has to be able to identify potential learning difficulties trying to solve them.

Among the **specific** competences that teachers will develop with this practice can be:

- Understand the fundamentals and general principles of Primary stages and to evaluate different projects and innovations, dominating methodological strategies using diversity and active resources. This competence will take place in the understanding of the proposals and developments based on learning basic skills by planning and by developing learning processes included in the basic skills. Mastering strategies that promote active and participatory methodologies with special emphasis on teamwork, diversity of resources, collaborative learning and appropriate use of space, time and groups.
- But it is also important to distinguish audio-visual information that contributes to the achievement of learning. As well as being able to look for information with a useful process.
- Understanding the historical evolution of the educational system in our country and plan based on current pedagogical trends that exist in those laws.
- Promote individual training facilitating self-awareness, promoting coexistence in the classroom, self-esteem and the ability to establish group relationships.
- Use language as a tool for communication and understanding of reality while developing the skills and abilities necessary for the interpretation and creation of texts.

- Develop and evaluate curriculum content by appropriate teaching resources and promote the acquisition of basic skills in students.
- Learn the basics cognitive theories about the language and communicative language acquisition. Just as the use of body language techniques and drama as communication resources in a foreign language.
- Knowing the mainstream teaching of language teaching to children and their application to the foreign language classroom at various levels established in the curriculum.
- Being able to stimulate the development of skills in order metalinguistic / metacognitive for the acquisition of language through relevant and meaningful tasks and proximity to students, and be able to plan selecting, designing and developing teaching strategies, types of activities and materials depending on the diversity of the students.

## 4. THEORETICAL BASIS

Regarding the theories which support this research, the use of routines in the classroom to encourage the development of learning strategies is something to highlight for the importance that it has in one way or another. In every classroom there is some kind of routines, as these create a learning environment for all students and is beneficial, as it gives them a clear peace of mind to know what comes next, what they can expect and in that way they feel more secure. Apart from the routines, the teacher has to be a helper of the student, and there are some techniques that can be helpful for the students to create this environment.

This point into the research is related to one of the objectives that with this research I am going to get:

- See how the development of thinking and ways of learning of children, can be founded on some theoretical and official documents

I want to be able to look in the theories and in the official documents the things that teachers do and I start to do in the classroom. Because no one done something without a reason.

### 4.1 THINKING SKILLS

Everyone in our head we form a representation of the world around us and along life we were building and understanding it. With this we can relate to the world around us. This is called thinking, and Villarini (1997) defines thinking as:

El pensamiento es la capacidad o competencia para procesar información y construir conocimiento, combinando representaciones, operaciones y actitudes mentales en forma automática, sistemática, creativa o crítica para producir creencias y conocimientos, plantear problemas y buscar soluciones, tomar decisiones y comunicarse e interactuar con otros, y, establecer metas y medios para su logro (Villarini, 1997).

The same author says that humans have three levels of mental functioning; automatically, systematically or by metacognition, this occurs when we dedicate ourselves to examine our own activity and thinking process, undergoing operations analysis, previous concepts and attitudes.

But this raises a question: Can you teach thinking? Everyone comes with it, although we are not aware, but think critically, effectively, and yes it can be developed. Then what you want of the teaching-learning process is to train thinking skills for the complete development of thought.

Thinking skills themselves are those elements required for critical comprehensive development, to learn how to learn. From another perspective, thinking skills can be understood as those cognitive skills that the person, by nature, can acquire through the teaching-learning process. In this second sense, it is necessary for education to seek the full development of thinking skills.

Fisher (1995) said “Learning is best developed through a ‘thinking skills’ approach, which aims to teach children not only what to learn but how to learn.”

## **4.2. OFFICIAL DOCUMENTS THAT SUPPORT THE RESEARCH**

### **4.2.1. European framework of reference**

Nowadays, the Council of Europe establishes a system on which every country must base its education system. This consensus is done in order to make all educative systems equal, because we should not think of Europe as a continent but as a plurilingual and pluricultural society.

This change balanced education across Europe and every single national law refers to the Common European Framework of Reference for Languages. Besides, the Official State law and the Castilla León Official curriculum are the main sources of guiding information to concepts and theoretical information.

From the 90’s Education has started to focus on learning instead of teaching, so the student has become the centre of the teaching-learning process from a cognitive perspective. It is a change in the way we understand education and that is why I consider children as individual learners. Because we as teachers, have to develop in them the right strategies to their future learning.

Besides, the idea of independent learners is strongly supported. An independent learner is the one who is capable of learning by himself or herself. This is clearly the idea Vygotsky coined as ‘scaffolding’. The student builds its knowledge by adding new scaffolds on the previous scaffolds. Some will stand, some will collapse. Those that collapse will have to be rebuilt by adding new ideas that must hold the pressure tests they will endure.

Persons who have developed such an independent skill will be able to keep this way of learning through all their life. The Council of Europe regulates the life-long learning centred on the students who should be aware of their learning.

#### **4.2.2. CURRENT SPANISH LAW OF EDUCATION (LOE)**

In the current Spanish education law, there has been a change from the previous one, as the introduction of competencies rather than only the skills and behaviours. This change happened in 2006, when the official Spanish law was approved.

These basic competences are included into the curriculum because a need is detected. The society nowadays requires a kind of change in education. This learning based on competences pretend to contribute to complete formation of the student, highlighting the most imperative achievements.

This idea of education is oriented to the development of the competences and abilities instead of the acquisition of knowledge. There is a step, from “learn” to “learning to learn” Teacher must offer the students the tools, the strategies to face any problem they might have. Once these tools and strategies are part of them, they will be able to look for solutions, resources or whatever to solve the different situations. This will make them turn into independent learners.

The development of these competences can be defined as a mix between the knowledge, attitudes and skills according to the society in which student live.

#### **4.3. BASIC COMPETENCES: LEARNING TO LEARN**

The next 8 key competences are the ones we have to develop with our students in all the subjects to contribute to create citizens for the XXI century. All of them are supported on the European Framework, where 8 key competences are proposed: Communication in the mother tongue, Communication in foreign languages, Mathematical competence and basic competences in science and technology, Digital competence, Learning to learn, Social and citizenship competence, Sense of initiative and entrepreneurship and Cultural awareness and expression.

About the competence centred on learning to learn, the Common European Framework of reference says:

“Learning to learn” is the ability to pursue and persist in learning, to organise one's own learning, including through effective management of time and information, both individually and in groups. This competence includes awareness of one's learning process and needs, identifying available opportunities, and the ability to overcome obstacles in order to learn successfully. This competence means gaining, processing and assimilating new knowledge and skills as well as seeking and making use of guidance. Learning to learn engages learners to build on prior learning and life experiences in order to use and apply

knowledge and skills in a variety of contexts: at home, at work, in education and training. Motivation and confidence are crucial to an individual's competence.

The LOE, the current Spanish law, in their general principles of the Primary education says that: “La acción educativa en esta etapa procurará la integración de las distintas experiencias y aprendizajes del alumnado y se adaptará a sus ritmos de trabajo”

In Spain, we can find the key competences included in the Appendix 1 of the RD 1513/2006. These key competences represent the essential achievements a child should get by the end of their Primary Education, considering education as an integral development of the individual. Through the Primary Curriculum students will achieve these outcomes and put them into practice in their daily lives. They are basic because one of the most essential ideas leading XXI century Education is the concept of “lifelong learning” or learning throughout life.

The Spanish law of education also includes the same eight competences that we could see in the European documents, because as I said before, it is an agreement reached by all European countries, to make them equal. We can read in the Spanish Law the eight competences like this:

Competencia en comunicación lingüística, Competencia matemática, Competencia en el conocimiento y la interacción con el mundo físico, Tratamiento de la información y competencia digital, Competencia social y ciudadana, Competencia cultural y artística, Competencia para aprender a aprender, Autonomía e iniciativa personal.

As we can see, it is a **learning to learn** competence, and in this case the Spanish law gives a definition of this competence. This one is the follow:

Aprender a aprender supone disponer de habilidades para iniciarse en el aprendizaje y ser capaz de continuar aprendiendo de manera cada vez más eficaz y autónoma de acuerdo a los propios objetivos y necesidades.

(...)Significa ser consciente de lo que se sabe y de lo que es necesario aprender, de cómo se aprende, y de cómo se gestionan y controlan de forma eficaz los procesos de aprendizaje, optimizándolos y orientándolos a satisfacer objetivos personales. Requiere conocer las propias potencialidades y carencias, sacando provecho de las primeras y teniendo motivación y voluntad para superar las segundas desde una expectativa de éxito, aumentando progresivamente la seguridad para afrontar nuevos retos de aprendizaje.

Looking carefully at these two definitions, we could deduce a change in the way teachers understand the teaching-learning process and transform their method of work. Teachers have to support the development of this competence with an organizational and functional

kind of structures, because they cannot forget that the development of these competences has to be part of their contents working as a cross-curricula perspective in all the subjects.

#### **4.4 THEORETICAL SOURCES THAT SUPPORT THE FULL DEVELOPMENT OF STUDENTS THROUGH AN SPECIFFIC METHODOLOGY**

As it is been pointed out before there is a change in the way we understand the education. Now the student is the centre of the teaching-learning process. Littlewood (1984) differentiate between learning a second language (which means the student is passive, all responsibility is on the teacher) or to acquire a second language (which means the student is the centre of the teaching-learning process, the student has to experiment and has to develop their thinking skills). Chomsky (1965) argued, before the current laws, that they must be review the term learning a language or a foreign language, because what the human being does is not learn, what humans do is to acquire the skills of a language, whatever it might be. The humans have to develop these skills because we live in a society, and the language has to be developing to communicate with others.

##### **4.4.1. Education in a society.**

Looking closely to the educational process, we can identify a range of factors that influence the teaching-learning process. One of the things that must be kept in mind is that humans are social beings; they are organized in groups, both small and big groups. But the social organization of these groups depends on the surrounding environment in which people live; therefore, their training will largely depend on the socio-cultural context in which the individual is brought up. We could say that society and social changes greatly influence the development of the person, partially providing tools to interact with the world and also, shaping their behaviour. This will have to work from the first social groups in which the child is located. First it is the family and later the school and class in which the child is. We must take into account, that the basic point in the child school age, seeks to become independent from adults and therefore being supported by their peers.

According to what is said before the training of the individual must take into account the surrounding environment, which is one of the most important contributions of Vygotsky. The evolutionary perspective of Vygotsky states that behaviour can only be understood if we study its phases, its change, it means its history (Vygotsky, 1979). This emphasis gives priority to the analysis of processes, considering that the main argument is that genetic analysis of human psychological processes can only be understood by considering the how

and when of its intervention during development. According to the level of development of every child's cognitive abilities, a specific sequence should be designed, where activities match individual development and social behaviour according to the premises set by the society and culture. The factors that determine child thinking are society and his own personal history.

#### 4.4.2. Language in the school, as part of a society

Social interaction and students' cognitive development go together, besides language plays an important role in how children learn to think, because thinking comes through language. Language is not only a way of expression, but it plays an essential role in shaping the thinking.

One of the most important contributions of Vygotsky's work is the relationship established between thought and language. He notes that in the development of both, comes from different roots in the child's speech development and it may be established with certainty a pre-intellectual stage and intellectual development in a pre-linguistic stage, up to a certain point in time, the two are separated lines, independently of one another. At one point these lines meet and then the thought becomes verbal and speech rational.

The author states that rational and intentional transmission of experience and thought to others requires a code, which is human language. He also indicates that the unit of verbal thought is in the inner aspect of the word, within its meaning.

About the importance of the language into the schools, Vygotsky said that there are different states in the development of language; the next four states are interlaced one by one: **Public speech:** it is the verbal communication that implies two or more speakers. It is being able to stand in front of people and express fluent, clear, and organized thoughts. **Private speech:** all those words, sentences... that need to be expressed verbally; it is the intermediate stage in the transition from public social communication to private self-direction. **Inner speech:** acts as a mediator of self-awareness, self-consciousness, and self-knowledge. It has the format of instructions inside human minds without speaking loud. **Verbal thought:** the more complex and abstract state. It is the pre-intellectual state in the language development and a pre-linguistic state in the thought development; it is the highest level of language.

If we structure the thinking through mediators, generated in children the ability to access of a new learning, developing a degree of autonomy and independence in learning to learn. It must be taken care in the design of mediators, the role and use in the classroom.

In relation to the design of these, we can say that we must take into account the language used in them because the language has to be adapted to the age and needs of the students who is dedicated. In the case of this research students have six or seven years old so the language used should be taken into account the considerations of Littlewood (1984: 15), which speaks of the features to consider when talking to a little child. Clearly in this case cannot consider all, because we work with students of Primary Education instead of Infant Education. But we can look at those who are suitable for this first year of primary education. These ones are:

- Generally, we speak more slowly and clearly, more tonal variation and exaggeration.
- We use shorter sentences than the ones we use with adults. .
- It is more correct grammatically speaking, with less number of broken sentences. We use complete sentences and well structured.
- The language we use with them simple sentences.
- Sentences have a smaller variety of tenses.
- The vocabulary is more limited.
- There is a lot of repetition.
- The main topic is their closer environment: here and now

Bruner meanwhile identifies a SYSTEM support language acquisition. Basing that everyone uses the same structures and learn to work the texts of the same way and form the same phrases. This system takes the form of the interaction of adults with children in contexts known to the child. Also by using the same format to create structures and thinking skills. This method is a system, because everybody makes the same to get the same goal, so for that reason it is a system.

#### **4.4.3. Theories that support the use of mediators as a sign of the different paces of learning of students.**

It should keep in mind that each child is different and they have a way to learn. The use of diverse strategies and procedures in the classroom, are not as useful for ones as for others, the mediators pretend that the learning arrives to all the students. It does not matter for which in which way they learn. To work in a manner in which all students can develop, it will come to them in various ways. We must therefore consider the theory of multiple intelligences Gardner. Intelligence proposed by Goleman, emotional, have to have it also in mind since it is young children who need more emotional support and feel more confident about what they do.

According to theory of the multiple intelligences of Howard Gardner, there is a change in the way we consider the intelligence, because we do not born with all the abilities and skills developed. It is something that we develop through all the life. As I said before, learning through the life, is a principle of the Primary Education in the Spanish current law of education. In the real life there is a lot of problems that can be solve in different ways, so with the intelligence the same happened. One student can have a very develop linguistic intelligence but it is harder for him navigate in a place.

All of us have all the intelligences but some of them more developed than others. For that reason I, in the proposal, use different strategies to all the students gets the idea. If we work like that, does not matter what is the intelligence that every students have.

Howard Gardner proposes seven different intelligences. And after him, Goleman add another kind of intelligence.

1. Linguistic: It is the ability to use spoken or written words, the ability to learn languages, and the capacity to use language to accomplish certain goals.
2. Logical-Mathematical: This intelligence consists of the capacity to analyse problems logically, carry out mathematical operations, and investigate issues scientifically. It is the ability to detect patterns, reason deductively and think logically. This intelligence is most often associated with scientific and mathematical thinking.
3. Visual-Spatial: It is the ability to mentally visualize objects and spatial dimensions.
4. Body-Kinaesthetic: It is the ability to use mental abilities to coordinate bodily movements. Howard Gardner sees mental and physical activity as related.
5. Musical-Rhythmic: This intelligence involves skill in the performance, composition, and appreciation of musical patterns. It encompasses the capacity to recognize and compose musical pitches, tones, and rhythms. According to Howard Gardner musical intelligence runs in an almost structural parallel to linguistic intelligence.
6. Interpersonal: It is the ability to communicate effectively with other people (understand the motivations, intentions... of the others) and to be able to develop relationships.
7. Intrapersonal: It is the ability to understand one's own emotions, motivations, feelings, and self-reflection. In Howard Gardner's view it involves having an effective working model of ourselves, and to be able to use such information to regulate our lives.

In relation to the musical-rhythmic intelligence that Gardner proposes, if we introduce a song as a greeting routine, it is not because the teacher wants the beginning of the lesson

would be more fun, it is according to the students whom best way of learning is through the skill of music patterns. If we introduce the song is because we want to create a new routine in which they know that the English class start from now.

Then Goleman, add the intelligence number 8, that is the emotional intelligence.

What is required of students is to know how to develop their thinking skills and this requires, flexible and dynamic educational proposals adapted to the abilities, interests, learning paces and ways the students learn.

#### **4.4.4. The thinking routines as a sign of the implementation of routines in the classroom.**

Regarding the use of mediators, we can say that it must be used by the teacher, in a certain way. Taking into account three fundamental aspects: the language used in them, the spatial location in which they are place in the classroom and make them a routine.

Related with the language, it is necessary to keep in mind that the teacher has to use a repetitive and simple language. At the same time, teacher has to be conscious of the language that she or he uses. For example in the exposition of a new content, we have to use the same structure and language into the mediator to get the right answer of the students. If we use one structure to follow the steps, later on, we have to use the same ones to write down into a mediator that then the students are going to watch.

Another aspect to consider is the spatial location of these mediators will have in the classroom. It has to be a logical distribution. If the students can watch when they need them, therefore they must be visible and must be the same that have been created with them, to be clear about what they mean.

The thought is something that school has to develop in the students, is something that cannot be observed or evaluated. Consequently the question arises how can you make thinking visible?

One way to make thinking visible has been the use of thinking routines. These routines are the patterns through which we learn, operate and work in a classroom. When the teacher applied them over and over again, it has become part of the culture of the classroom. They have served to manage the behaviour of students and their interactions, to organize learning, to structure the way they learn and establish communication rules. The routines have been used as simple patterns of thought and have practiced it to become part of the subject itself and facilitating the achievement of specific tasks and make students become more independent.

Students have a sense of security, clarity and continuity. They know what is going to happen, and what is expected from them in lessons. This feeling of security is especially useful for the most insecure students as it helps them feel safe.

We already know what a routine is, but we now wonder what should be a thinking routine? If we want to answer this question it is necessary look into Harvard project, a thinking routine is a routine, created in the classroom concentrating on the way how the content is acquired rather than how to behave or do. In this a way teaching will concentrate on the different ways of thinking that will serve over a lifetime.

In relation to the role of learning mediators, we must say that they have to be tools that facilitate the task of teaching and learning. They must have a fundamental presence in the early years, as they are very important in the process of contextualization of concepts that occur in the classroom. The use of these mediators makes it easier to exchange explanations, performing tasks, sequence how to work in the classroom and in the evaluation of the results.

#### **4.4.5. The importance of the guidance of the teacher, peers and mediators for the development of the students.**

One of the main functions, not being the only one, of the mediators in the classroom would help developing Vygotsky's theory of the Zone of Proximal Development (ZPD), further on part of this theory -language acquisition- would be developed by Brunner who called it scaffolding.

According to Vygotsky's theories the ZPD refers to the distance between what a student can do with help and what they can do without help. Vygotsky defines as:

“Is the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers”. (Vygotsky 1978: 86)

Now we can see how Vygotsky's ideas of his theory of language in cognitive development conform to the notion of the zone of proximal development. Often, the adult helps the child to solve a problem or accomplish a task using verbal support and structure. This scaffolding can be reduced gradually as the child takes over the guidance. At first, perhaps this supports as private speech and finally as inner speech.

Vygotsky's theory was very innovative for the period in which it was written, what he was trying to distinguish between a solution to certain problems present in education, with a perspective of developing autonomous learners with the mediation of adults or peers. The

essential thing is to know the zone of proximal development is not only to evaluate the process of the child at the point at which is at a point in time, but the important thing is what the child will get at the end of travel.

What is usually evaluated in the teaching-learning process, are the skills that the student knows and can do independently. What the author tries is to understand the process followed to arrive at that point. Therefore, the zone of proximal development is the psychological process that occurs in the student, which is constantly changing. This process is one in which the teacher can intervene in a causing progress in the thinking skills of students who otherwise might not happen at the end.

This process goes from outside to inside, so there is an internalization of psychological processes. Understood this process as learning is the engine of personal development of students, the school is the one that has the key role in the formation of the child and the teacher in charge of the transmission of this learning, assumes the same role.

The school is a social space where students get the comprehensive development as people. With a planned intervention for children learning contribute to their children's development.

Following Vygotsky's theory, we conclude that the teacher is a mediator who would provide a suggested process to get from their students a complete development of their skills. This concept is further developed by Bruner, which defines this process as:

A process of “setting up” the situation to make the child’s entry easy and successful and then gradually pulling back and handing the role to the child as he becomes skilled enough to manage it (Bruner 1983: 60)

Bruner collects evidence of the existence of a similar structure in all interactions designed to develop skills in children, which indicates the following steps:

1. Leading by example
2. give clues
3. Scaffolding care
4. Raising the bar, take a step further
5. Instruct.

With this the author places more emphasis on the teaching-learning process as such, saying that this process is related to the level of development of the students. That is, the higher the level of difficulty of the activity, the more help would be required from the mediator. Therefore, mediators and language becomes the centre for the mediation process.

The concept of scaffolding considers the teacher as the most important mediator, in this way, knowledge grows and the student achieves the goals set. Little by little teacher's mediation would disappear. This process would not only take place between an adult and a child, but can also occur between equals. This would lead from group learning to individual learning.

To summarize, the theoretical basis of this research:

- People are subjected to a process of socialization, which not only accept linguistic patterns, but also becomes part of our own activities and our way of thinking, learning, being and behaving.
- Vygotsky (1934) raises its Sociocultural Learning model, through which holds that development and learning interact, considering learning as a factor of development. For Vygotsky the learning is a social project at itself. As the students are part of a classroom, they do not live alone.
- In the child's environment, there are a number of tools which are considered mediators. One of the most important tools is the language, which is a vehicle that carries fundamental knowledge and social interaction between the child and the adult.
- The teacher has to be a guide for the students to help them to develop the skills they need to face the society. This guide can be the teacher or the peers, because this research is intended to work in groups to get the objective. The step from one share activity to an independent activity.
- To them their language is very important. Therefore, this methodology to work in another language. It is necessary that previously they have worked in their native language in the same way, to create a routine and a sense of security in them. In this case is through a story and how to work with them.

## 5. DESIGN and IMPLEMENTATION

As in all researches centred on a given setting, the first thing we have to focus on, will be determining the needs of our students, once we get a deep knowledge of the context in which this is going to be implemented. But, at the same time, if we want understand theory through practice, it is also necessary get a deeper knowledge of our own teaching resources: time control, as well as the main techniques required to achieve our aims.

### 5.1. Characteristics of the Context

The school is part of a CRA<sup>1</sup> this kind of school is an organizational response to the personal and material resources in the small rural schools, which belongs to the same environment. This CRA, has schools in five villages (Becerril de Campos, Grijota, Villaumbrales, Cascón de Nava and Cisneros). I focused my attention on the school of Grijota, a village 4 kilometres far from Palencia, as it is the school where I develop my training period. This school is a rural school, with the compulsory times of English Language as one of the compulsory subjects, taught by a specialist. In this kind of schools the English teacher travels among the different villages.

The research was carried into the first course of Primary Education, 6 and 7 year-old children. This small group of 14 students in Grijota has a specific situation, as the Tutor is also the English language teacher, and the premises she follows to design instruction are based on the idea of Literacy development.

When teaching at these first stages of Primary Education, the teacher has to keep in mind that the children comes from Infant Education and the change has to be as smooth as possible. There must be some links between Infant and Primary Education and Literacy is the clue. Identifying the premises on which a teacher sets her bases is a way to reflect on the way we ground our practice on the theories studies, this should be one of the aims of this work, as well as the roots on which we will design our performance.

Premises:

1- Primary Education requires a continuum in methodology but children will assume more responsibility and the learning process becomes more structured than in Infant Education. The transition from one stage to another involves changes in the teaching methodology as well as in the way they learn.

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<sup>1</sup> Centro Rural Agrupado: A specific organization for schools in the rural area, set in different villages but ruled and organized from the head village, where the head teacher and administration are settled.

At the beginning of the school year, a big process of detection of needs is required. From this first needs detection the teacher has to link his or her design to the current Spanish law of education. As it has been pointed out before, there was a big change in the Spanish law (LOE). The student, now, is the centre of the teaching-learning process, and the new student profile presupposes going through a lifelong learning process. Therefore, the teacher's task includes providing children with the tools to develop their skills as well as the general competence of being aware of their learning and achievements. As students should be able to continue learning in a more effective and autonomous way, the task of the teacher must include an initial training on this general competence within the instructional frame design. In this way the links between subjects (Spanish and English Language through a Literacy perspective), followed by the process of sharing outcomes and goals with students, verifying their achievements from the beginning of the course, have as a result the pupil's identification of new needs followed by their capacities of setting their own individual goals.

This was the context I found the school I was assigned to develop my training period. A very challenging setting because, it was possible to identify all the cognitive theories studied at the University in the daily situation of a classroom. Exactly the same as children who cannot differentiate a game from a learning moment when they enjoy themselves, or when the classroom dynamic is smooth enough to see it as a whole, we- Student-teachers- have the same difficulties to identify the instruction design.

Therefore the first step in s-t awareness of the planning process should be going through a set of questions, which might include: What do I pretend to get for my students? What do my students need to learn? Which resources do I have to use? About them, which ones I am going to use?

In every subject of the curricula it is intended to develop in children the ability to categorize. In earlier stages, when children listened to a story, they listened in order to get the general meaning, in Primary Education, is intended to know the different parts of it. It seeks to develop analytical skills in them. This will be the connection between subjects, because analyse the different parts of a something is what every subject has to deal with. It does not matter if there is a story with the elements of a story, or in Sciences with the parts of the plants. This is an example. This ability is one of the tools that will be given to children so that they can use in other aspects of their lives. In this claim, the language has

an important role, not only orally, but also the nonverbal language given by teachers. This language must be clear and must be always the same, so that it becomes a routine.

From a global perspective has to attend to the metalinguistic progress of students. This can be understood as a double perspective:

- As an investigator of the language: students exploit their capacity for reflection to become aware of how languages in order to develop their communicative competence.
- As a communicator of the language: Students based the work in a language in the acquisition of their communicative skills from their oral and written communication activity, in relevant and meaningful situations.

Regarding the written language (reading and writing), students at this level should not be confined to transcription of oral to written code, but have to acquire strategies to understand and produce, with cohesion and coherence, different types text, taking into account also spelling rules and the code written. For that reason in the activity that I explain in the next epigraph, the students have to write themselves the story to develop the strategies that says the curricula of the autonomous community. Also the activity proposed a prediction of what they think is going to happened in the story, and this also can be supported in the Curricula. It says that students must learn, according to their state, to relate, explain, argue, formulate hypotheses, predict, question, clarify and comment. All these uses of oral language work systematically, introducing them into everyday classroom life and the social and academic activity.

Reading, exploring writing, recitation, practicing rhetorical games or listening texts presented oral literature should contribute to the development of literary competence

The language contributes powerfully to the development of social and civic competence, understood as skills and abilities for coexistence, respect and understanding among people, since its acquisition necessarily requires the use of language as a basis for communication. Learning language is, above all, learn to communicate with others, to understand what they convey, to make contact with different realities and take on their own expression as fundamental mode of openness to others

The detention of these needs is related with the learning by competences that the current Spanish law says. This also carries that the teacher has to:

- Think about classroom practices to innovate and improve teaching. Develop habits and skills for independent and cooperative learning among students and promote it.

This process of detection of needs has to be carried by the teacher, considering the new teaching-learning process that the Spanish law of education says. The law says that the students have to develop an amount of competences. It also says that the learning should be a lifelong learning. Teachers, then, have to keep in mind which are the students' expectations, as well as detecting the necessary tools to achieve them in an effective way.

The learning process is perceived as a continuous process, which also requires a continuous evaluation. The teacher at the end of the course can evaluate the basic goals and contents of the school year, as the Castilla y Leon curriculum determines the basic contents that the students should have achieved by the end of the course. But the process the students would go through to achieve them is not clearly expressed anywhere.

About the resources used in the classroom, I have to say that the most common one are the textbook. They are focus on the contents. They do not suggest appropriate learning techniques, either the process to teaching them. Therefore the most important feature would be the way the teacher would use it. It can be used in two ways by the teacher:

- As a resource: Use the book to expose the students the contents and to emphasize the activities. The book is part of the teaching-learning process.
- As a collection data: Use the book to show the students what they have already learnt.

This is one of the first teacher's choices at the beginning of the year, because in both of them the teacher has to look for the best way the students learn. The process that students will follow to achieve the competences required in the curriculum, either through the explanation of the teacher or through the development of the learning to learn competence.

There must be a period of time to adapt techniques to the students' paces. It requires a designing period to organize the teaching-learning process. It also involves a relaxation of the addition of new habits and routines, as it will be necessary to introduce the essential changes to get ready for the new habits and routines.

At the beginning of the course, the teacher has to choose materials that predictably he or she will need throughout the course. Among these are the materials he or she will use as a resource to students and learning mediators, as these are considered materials the teacher has to plan and design them.

As I said before, the teacher can get the resources and mediators that are given by the school, the ones that make by his or her own. If the teacher decides to design their own

mediators, there are many places where a lot of examples can be get. There are several websites and blogs on the internet of it. One website that I have consulted enough to work in the classroom content is:

<http://www.communication4all.co.uk/HomePage.htm>

These resources are in English but, as I will explain below any method can be good when used in the right way. And in this case they are very useful elements to tell a story, or for work in any subject. We cannot forget that it is said to be consulted for ideas but often resources are so good that we can implemented in the classroom the same ones, although somewhat adapted to the class group.

About the mediators used in the classroom, this research is focus later on under the title: Mediators used in the classroom.

## **5.2. OBSERVATION AND ANALYSIS.**

### **5.2.1. Characteristics of the students.**

Much of the process of learning would be centred on shared activities, either the ones lead by the teacher, but also those ones that following group management techniques (based on peer learning). Afterwards we will see developing from the point of view of the teacher.

The students in that group are used to work in groups in the classroom, and they have already transformed in a routine the group work organization, besides every student is aware of their task within the group. They respect the different roles and they are the ones who know when they are doing something wrong and how they can do it right. This setting has a hard work behind, because the teacher has to introduce it little by little. It is what we understand by SOCIAL LEARNING

They are used to use their own experiences in the class, to build their knowledge and improve what they already know. They are also used to share their experiences with the rest of the class, explaining things they have read, or places they have visit that are related with what they are learning in that moment. Sometimes they also share their experiences with the class even if it is not something related to the topic they are working with, but this helps them to develop their ability of communicating with others and the ability to speak to a big group. SOCIAL LEARNING – LANGUAGE ADQUISITION

They were also used to look at the movement and gestures of the teacher (non-verbal language) to understand what they had to do, so the teacher always follow the same procedure, even more, we have witnessed how she introduced a new movement to enter

into a new step in the learning process, as well as the language being used. A clear link with VYGOTSKY'S THEORY OF LANGUAGE

This group has a very specific way of learning and the teacher follows the same structure to teach them new topics, therefore, children apply the same routines at every moment of the process to make it easy for the students. RUTINIZATION (transform into routines)

There are different learning paces in that group. There are some students that have a high level and that usually finish the work faster than the rest of the class. There are also a couple of students who need more time to end their work, and sometimes even more help. Those students who need more help usually need more calls of attention, and they need someone reminding them to keep working almost constantly. They could all follow the class without problem, and understand the topics in each lesson; the highest difficulty was their problem of concentration in the task of these two students, but it also requires a new design where the teacher would adapt to the techniques those children require. MULTIPLE INTELLIGENCES

### **5.2.2. Methodology used in the classroom**

Methodology is the framework teachers give to themselves, to develop educational intention, classroom organization and teacher intervention, among other factors. The type of methodology proposed involves the implementation of dynamic proposals, adapted to the particular group and their interests, as well as identifying students' needs to take into account learning pace and ways of learning these children have.

Taking into account that students have to acquire the contents of all subjects within the curriculum, aims at providing a methodology that suits the teaching of any subject. Methodology therefore has to find teaching strategies that help students to be critical thinkers, using thinking strategies to train as students able to solve the problems that may arise throughout life. We have to keep in mind that the student comes with a life outside school, and brings some experiences, sometimes good ones and sometimes not so good, these experiences along with the curiosity that children have before can be used to learn in a creative way. When they have to face a new knowledge can be enhanced through the creation of thinking skills.

As in all groups, we would have to work with them cooperatively, interacting with each other in a way that is available makes it easier to develop the child's thinking. In the same way the teacher sequenced activities such that leave space for the students perform

autonomously. For that the use of learning mediators helps children to shape their own thinking, of an increasingly autonomy.

In general, the aim of this methodology is to ensure that the classroom is an atmosphere that stimulates student learning and to provide the child situations that favour the development of thinking skills in a progressively more complex, making them aware of these skills through verbalization, so they can internalize and use them for any situation in their life. Since our intention is getting our students achieving this lifelong learning competence and awareness, the teacher has to offer the child the necessary tools, the process followed to create mediators.

Another area to consider is that the methodology used in the teaching-learning process in a particular group must be related to the characteristics of the group to promote the maximum development of the group.

### **5.2.3. Classroom organization as a sign of the spatial context in which the teaching-learning process is developed.**

We, as teachers has to develop students in a useful way for them, for this is required an environment that encourages and supports the thinking. The environment to encourage students to learn more, to think for themselves to ask questions and create an environment in which the children can express themselves freely and independently and to be non-threatening space, where the students are going to develop their skills. This will be an example of the society that surrounds the pupil. The only difference is that this space will be more adapted. It is clear that children are already part of a family, but the class is an example of a society where not all the class is part of the same family and where at certain times there are problems and conflicts. In this sense the organization of the classroom and the use of mediators play an important role as we can see later on under the title “mediators in the classroom”

At the time of setting the order of students in a classroom, you have to take into account the space available, and within it suit the needs of the methodology used, also taking into consideration the number of students that classroom has. The organization of the group in which this research is centred, is U-shaped with two groups of two in the centre, so that all students can see everyone and they have more sense of belonging to a group. This will make students interact with each other, to promote social values. It also encourages students to help each other in case of any question, common tasks and learn to solve problems that can be solve by them without all the attention of the teacher. Another

advantage of this spatial placement is that students can autonomously move around the room without having to disrupt the work of their peers.

The class will be divided into learning spaces such as the space of mathematics, computer space, the space of knowledge of the environment, sciences, the behaviour space, space for writing, English space, the space of the library, the computer space and space for the date. All these spaces are prepared to provide students with the learning of different subjects. These spaces are learning mediators that allow reflecting specific learning activities in relation to the contents developed in the different units.

As already mentioned the mediators are a tool to facilitate the teaching-learning process and as such cannot miss the primary school classroom, especially in the early years given its instrumental characteristic in the process of contextualization of concepts that school give to the students.

The use of these mediators facilitates both teacher and student, contextualize what is being built and manipulated in the classroom. Structured knowledge with the help of mediators generates into the students the ability to access to new learning, developing a certain level of autonomy and independence to learn how to learn more.

The aim in the classroom is that students have a sense of belonging and to create a classroom culture. In this sense the spatial location of the different areas is important, to create context and to facilitate their learning process. This process has to be sequenced by an adult so this is the scaffolding for children comprehensively developed as Spanish law says. As it has been said in the theoretical basis cannot understand education as an individual process, which has to help the students to face life considering the society in which they live. Therefore, it is said that the teaching-learning process has to provide the child of strategies and skills so they can make use of them in social situations that are presented, both individually and socially, starting with peers in the classroom.

#### **5.2.4. Peer learning.**

Students, as has been said, are the centre of the teaching and learning process. This process must be focus on developing them as people and enabling them to think critically.

The teaching method used starts considering students as an individual who lives in a particular society; it does not come to school leaving all other aspects of his personal life out. The student has some experience from which one starts to create new knowledge on the dynamics of learning to learn. The best way to cause them to want to learn and develop as individuals is through varied experiences that interest them. Also this is achieved

through feel involved in some way in the classroom. To achieve this, the use of mediators such as teacher resource supports this process.

The work was done through collective and individual tasks. Working collectively has developed a range of skills and is a strategy that serves as motivation for children. However, it is worth with children working in group and an interaction between them to get the work. Peers serve to promote cooperative learning, they must have been prior training assisted by the teacher. As we can see in the design of the proposed activity (5.3) if they work as a group they will know the importance of take decisions in groups, to get the work in a better way.

If students work in groups, they will know the responsibilities to be part of a group. This seeks the group itself learn to organize themselves and to have visible responsibility within the group. Another consideration would be that the teacher has to make clear the task set, and what the ultimate goal of it is. Thus, when children know what to do is noted in the final results of the activity. Once the objective is clear and they are able to assign a responsible, they passed to the realization of the activity, in which the group has to think, find the information where they consider, exchange views, make decisions to share with the rest of the class group.

This gives the development of social skills and thinking skills that will be in them as individual, and then in a future, the classroom works individually, so that the content learned on a shared with peers, becomes an activity that the child can do independently.

#### **5.2.5. Language, thinking and routines**

It has been said that the classroom is a cultural space where students develop their learning. Establish some thinking skills that encourage the child to search for new knowledge, guides them knowing their own skills and abilities to see the relationship between what they think and what they learn. Students have to organize their learning in some way, so that they need to use a language. This language what it does is help the child organizing and communicate his thoughts in a more precise and understood way by the rest of the people they are communicating with, either the teacher or their peers.

Regarding whether the thinking can be taught or not, as it was said before under the title “Thinking skills” in the theoretical basis, that the processes can be taught, therefore they can be taught to be critical thinkers, thereby contributing to the full development of the student. It also intends to teach the child the right strategies in order to build their thinking. And try that students know how to find some learning in their own thoughts, bringing the

examples and questions to experiences they have lived before, although sometimes without paying attention. The teacher can also help them to look for information on the environment around them. For them the mediators and thinking routines greatly help the development of this critical thinking that the education of the students turns getting.

Education also wants students to be critical thinkers about them in the same way they build their learning. Children with a previous process from the teacher in the use of language, to give them some security in themselves, to make them see what they can improve and what they do well, they will be able to be aware of their own learning, what they can improve and what they are capable of doing or autonomously or with a little help.

They can get this, through a methodology that involves learning verbalization. An example seen in this class is the reflection of the children about themselves; what they think they can do better and then verbalize as challenges that will be getting over a given time. This process involves planning by the teacher, as well as the step in which the teacher emphasizes, with intention for the teacher but without them for the student, in the learning of the different techniques that they can improve. From this example it may be concluded that it is possible to make thinking visible. Clearly that is to be by creating routines of thought, get them used to. As it will be applied over and over again, it will become part of the classroom culture and will promote the development of students' thinking. The creation of these routines are used in the classroom as behaviour patterns through consecutive realization of these routines, they have become part of the subject itself. This has allowed these strategies cause a specific way of thinking, in which they develop steps to get to specific tasks, can be applied in many contexts including non-academic and in a manner can be applied both individually and as a group.

A part of these routines thinking, there are also classroom behavioural routines. Routines that occur in the classroom and behaviour patterns within a group and structured class time when students learn. In the case of the classroom in which this research is made in the classroom every day, there were a number of routines that are set out below:

- To enter and leave the classroom in an orderly line. There is a row responsible will make sure that the row is organized and this will be the first in line. This charge will change each week.
- Upon entry into the classroom the homework is placed in their drawers, place destined for it.
- According to the reading plan from the centre, the coming into class,



there will be a period of 15 minutes of reading, for students to calm down and put them in situation in which classes begin.

- Set the date, associating it with the mathematics with numbers and the abacus and the mediator used to it.

- The mediator of the challenges; what they learned and what they want to learn. (This mediator is, as I just already said, the way to make thinking visible)



- The mediator of responsibility, which changes every week and gives responsibility to the children on a specific topic each time. How, to distribute books or materials, lighting, and environment,

positioning the classroom tables and clothes racks among others.

- The mediator of behaviour, in which each week have to get a star if during the week they have followed all the rules

The organization and implementation of guidelines provide the child, sets and ways of doing sequences giving security, autonomy and self-confidence. With these routines also aims to create a space-time which helps the child to be able to know what comes next.



### 5.2.6. Learning mediators used in the classroom.

If we want to develop in the child thinking skills, we cannot miss the tools that facilitate the teaching-learning process understood as mediators in the classroom. The use of them as has been said before is to put the students in a context about something they are building. Mediators are helpful to generate the students' ability to access to new learning with certain autonomy. The mediators allow them to learn how to learn.

Mediators are used to support physical and mental action, as they help in the achievement of individual knowledge. They also help to develop thinking skills, because they organize information spatially and create a meaningful representation of complex content, present information and establish relationship between contents and others, thus giving a clear structure and provide motivation to students.

The mediators reflect what is working in the classroom at the time, and later when the appropriate space will pass to reflect what has been seen. This involves creating a turning point which can return once the students are learning something new. In addition to the

teacher's questions, they create security students who know where to look for the answer in case of need, since the spatial distribution has to be clear and logical for children.

But the question is: how? Is it place a poster on the wall? The answer is certainly not.

Mediators must be created under the influence of an active model in the teaching-learning process. There are some that have to be created at the time the learning arising therefore must be taken into account when programming. Having to be performed at the time of the creation of knowledge, they must be designed with some guidelines, such as the language used, which corresponds to what is being said orally. We also have to keep in mind if there is a colour code or not, because if that code exists, it must be respected when designing. As I explain before when I speak about the resources the teacher has to design or select. At the beginning of this chapter.

There is another case, in which the mediators come to the classroom and with a design made and then it is necessary make the students pass to consider that content as its own. For this case of mediators, the teacher has to take into account the main aim, the steps that he or she wants to follow, the timing, the easiest way to turn it into something autonomous for children, the ages at which it is addressed, the method that it will continue to work with it.

Both two ways mediator must be planned and taken into account when making scheduling. Mediators encourage independent work and pupils know what they have in the classroom, what they have and know how to make a use of it. Other than that, mediators serve students as proof of a task carried out; as there are certain mediators that children no longer look when information is automated for them, but in case of doubt, always it knows they can come to a glance.

We also have to keep in mind, the place we are going to hold these in the classroom and the reasons why they are located there and not elsewhere. Making a tour of the classroom in which this research focuses can say that:

The placement of the mediators, also had to be taken into account since the wall to the right of the students, was full of windows and could not be used with any mediator.

At the front of the classroom, around the board, there was the subject of language, as it is a subject to be set on it not only for the subject at itself, but it is used for anything that they want to write in other subjects. On this wall we can find the mediators of the textual structure that has been working among all the year. These are just up of the blackboard, and the one which is used in that moment or in that unit is on the top of the blackboard.

On the wall of the left, there was mathematics, with the mediators of addition and subtraction, the words of addition and subtraction,



and worms of the units and the tens. On the same wall, above the door, there were the rules of the class and the display of the new routine that was the behaviour mediator. Behind the door, there was the display of the responsible of some things that were changed on Monday morning as they were weekly charges.

On the back of the classroom, there were the Sciences mediators, since it is something that the students do not look once the content was learn, although sometimes they look for information there. It is the one that they use fewer times. So for that reason these are at the back of the class. Also at the back, next to the library there were also introduced reading a display, according to the centre reading plan. To this one, each child had to read a book, of the ones selected by the teacher, and make a sheet about it. Then they said as they liked and put on display a “sticker”.

The mediators that is being used at that time in that lessons, is placed on the board while in use. To let them clear what is in process. Then the mediators on the board, passed to the wall where they should be that can be used on any occasion.

### **5.3. Design of the proposal**

In this context, with this methodology and this way to develop thinking skills of children in the classroom, the approach and the performance of an activity about how work with a story, in which all the routines and mediators can be checked.

All above, which I explained before, must be explained by the implementation of an activity. How all the agents explained above are put in practice for the student to be aware of their own learning processes through the mediation of the teacher and their peers.

Activity is regarding the way to work a storyline in class with students. This activity will take place in all didactic units, so that over time, students will acquire the skills increasingly individualized to perform such tasks. The teacher has to do it, once students can do independently; add some difficulty to the start the process again.

In each didactic unit there is a story about a different topic, and related to the other parts of the unit. To carry out this activity we must follow a few steps and these are the ones that follow the students at the time of observation. This way of work with a story takes place in both subjects, English and Spanish.

### 5.3.1. Planning of the proposal

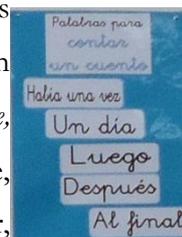
When planning an activity, the teacher has to keep in mind, what he or she wants to get. Then, when the specific goal is planning, the teacher must plan the steps in reverse from what are going to follow the students. Step by step teacher will arrive at the starting point of them.

We must be considering the age of the students and the way they do things. It is not the same work with a group than with another. Therefore, the starting point will be different. For example, if this point is to get that children are able to write a story with established guidelines, teacher will have to plan the steps in reverse:

- Writing a story. For that the child has to know the format.
- A format, to show them how to write a text, they have to see before some examples of this type of text, in this case is a narrative text. Once they saw the format, they realize that all text has a sequence.
- Having a visual aid of the sequence and the beginning of what is meant. For the creation of this sequence they must have visual aids. To create those visual elements, it is necessary create them with the students. They say the ideas and the visual aid are created.
- Working orally in the large group. This step should be repeated because in those ages the oral language is very important to support the writing one. That requires that students know the story that they are going to talk about.
- The child knows the story, either because the teacher has shown, or because it has heard or been told. But for the child to put interest in what they are listening or watching is necessary to encourage them to pay attention over a prediction based on a drawing.
- Give meaning through a prediction, this prediction has to be made so that the child imagine a context in which to see what can happen in the story and place in history.

These are the steps who are going to follow the students, but in reverse. So the teacher has to plan each one as well as the final activity. The teacher before beginning any of these steps with the children must have planned and predicted what will happen, how it will approach the story and what it is intended to do. This will make the students going through sequence of these steps without problems.

Another aspect to consider is the type of text that is intended to work, and what kind of textual structure is going to work with. It also necessary knows the mediators the classroom has continuously, not only for this activity. In the classroom we have mediators with the words that are used to tell a tale: *Once upon a time, one day, the next day, then, after and finally*. This is very helpful for the first time, since they can find the information, but then later, only serve as a reminder, because most children already have interiorized those words. This sequence of steps, gives children an assurance of what will happen in the classroom, that their development is very good because it gives a sequence to follow in the following classes. In that way it becomes a routine and it makes students secure of them.



### 5.3.2 Put the proposal into practice through one activity

Spanish subject is the one that support the English one, so first this activity is carry out in Spanish and then in English. Always it has to work with the same structure.

In Spanish language, sequencing activity in a way related with the things above will begin showing students a picture related to the story. This image can comes from a book or any textbook. In classroom observations, we have worked with the stories of the books, both English and Spanish language, as the book of course readings.

What is done with this image is that the big group make predictions of what they think will happen. In the first repetitions of this step, the teacher has to go guiding ideas that are having and setting details that can be important. Of course, the teacher has to know the story to go through the details, but then are students who tell what they think will happen in the story. Considering that the class had fourteen students that each one looks at some details, will be completed the main idea as a large group of the story. The teacher, when this activity is repeated, has to collect the conclusions, to make the final prediction. In that way students remember the details of what they have been saying.

Then the teacher starts to read the story. To perform this step can be follow several ways. One way, is the teacher who read aloud with proper intonation at any time in the story. . Paying special attention to the words that they may not understand, because they are new or the contexts that they may not understand very well. Therefore, the teacher will be reading with some stops to summarize or clarify words or situations. The teacher will write on the board everything new that comes out in the story as well as the characters. As retold the teacher will ask students to answer and these may be based on what is written on the blackboard. Another way can be listening to the story of a CD or internet told by the

characters themselves, which can also be stopped by the teacher to do the same procedure as in the other way. This last way will be for stories that are comics for example, but is more effective to narratives the first way.

After this step, the class will go as a group, to retell the story together. To carry out this step has the support of the mediator of words to tell a story, as well as mediators of the spelling, both located on the front wall of the classroom as they are not only used in language, but in every subject that involves writing.

This step in which students create an oral story will take into account the views of all students, because they are equally valid. This step is necessary to comment that many children observe many details and want to tell all of them, the teacher has to let them say, to create their own sentences. In this step all have to participate, teacher must be given the opportunity for everyone to participate and express they because the main goal is intended is that they use guided strategies. Then we will see if what they predicted is the same as what they have read or listen. Most of the times, what they had predicted was the same but in the case of the story gave more details as usual. And sometimes what they thought was not exactly what was happening in the story. The next thing we will done is asking questions about the story, which will be similar to what the book has into the comprehension part, to make sure that they understand what is happening in the story and then they will be able to answer without any doubt to questions written in the book.

After this step there are two options. Taking into account the time that is available here can stop the session and resume the next day, starting to tell the story, or we can go to the book, to perform activities of reading comprehension. If we have worked in this way these activities serve as a data collection to reinforce what they already know

In both cases, when the activity is resumed, it begins with the story, asking: Do you remember what happened in the story? Children tell the story using words to tell a story, but all at once therefore the teacher has to guide them more individually asking. It is always good to have the image or information from the explanations on the board just in case the students need some visual aids. This time, will not be sufficient to say, the teacher will write on the board the words to tell a story and keywords and then to reformulate the sentence. Each sentence is spoken by two or three children, so that everyone is aware of how to verbalize their thoughts as well as the different ways of saying the same thing that exist in the same group. This will be written on the board so that story is written by the children



on, and to make a picture of each sentence. The teacher will give them the relevant instructions to fulfil the task. One example would be: they know that a story is told through a list of some words to tell a tale and each one is a different sentence. Then at the end of each sentence they have to use a full stop, and start the new sentence in the line behind. Moreover on the mini-book, the new sentence will begin on the next page.

The teacher must perform several repetitions of this step as a group, before moving on to individual work. This leads many repetitions and that the time to start the teacher guides them much and gradually removing the scaffolding fence. This way of working is more oriented



to the narrative, but it cannot only be done with them. It can also do with comics; all the way to work would not be the same as a comic cannot be edited with the words to tell a story. What we as teachers, can do is tell the story and then instead of doing the recapitulation of history with the question of: Do you remember the story? We can make a variation in which are some drawings on the blackboard which sequenced the story, the teacher, and the kids after a couple of drawings, tell you what you can draw in the next picture. Then will put the writing guide history corresponding picture below, each time with key words, since they have the visual aid of the drawing.

On the subject of language, it works the same way, all which is based more on the images and repetition of text structures.

### 5.3.3. Proposal of how to work in the story in English

It is necessary to say that working the stories in the same way in Spanish, serves as a guide for students in English, although it is not their language, know what to do at all times. As teachers this way of work helps us because it is a way of planning and steps the students follow in one language are the same in English.

The way to work a story in English is from images. It would be basically the same, but only with some differences. One main difference is that it works in a large group, with big images on the board, although they will appear one at a time on the board, there are all given back.

English is not the mother tongue of students so first teacher has to work the steps to create the story. This will be always with the story in mind. At the time of the story, students have to know the relation between the contents.

The sequence of this story should be in reverse than the Spanish one. In the example the unit is about being conscious of the parts of their house and how the characteristics of the things can be adapted to different people, bears in this case. (Annex I)

In relation to the differences with the original proposal from the book, we introduce the parts of the house and the characteristics of the characters and the objects of the house. We make a link between the objects and the characters. First we introduce the characters and a main line of the parts of the house. Then we introduce the objects in a house, not only the ones we need in the unit. In the third lesson, we focus our attention to the 3 objects we can find in the story and their characteristics. Also we linked with the character. The fourth lesson will be more active. We link this lesson with the senses. They are going to confirm themselves the adjectives related to the unit. We make the unit in this way, because the story is the final task, and we understand the previous lesson a way to go to the story.

Initially, we as teachers create a context for what they are presenting the different vignettes orderly, and were going to ask questions about what they see, characters, places, what may be happening. As always related to the topic is being seen, so that students already know where the story is going to go. Once all the frames have been analysed, there will be a slight overview, and the teacher will leave some questions then clarify history. All this involves that children pay more attention to history. Then as the next step you will hear the story. Then will, as mentioned before, if recognition of what was actually predicted what happened in the story.

The next step in this kind of text would be put the story in order. Since has been working with images on the board, they are going to disordered and the large group would have to put them in order. This makes the child also has autonomy and confidence in their own abilities, as he is one who goes out to put the vignette in the right place. Once the images be ordered we would pass to represent with a the big group, writing the main dialogs that occur in each frame, or structure to be used in this unit. To take this step, as it is necessary to listen to the story but this time paying attention to what is said. As I said before this is one of the contents of the curricula of Castilla y León.

One way to follow with the sequence is, as I said before, with the large group represent the story and dialogues that occur in it, for this the classroom has to have the corresponding mediators are those that serve as visual support. Once the story repeated several times, teacher will wonder volunteers to represent it in class to their peers. At this age have no

trouble coming out, and less if it is what is being promoted to the active methodology used in the classroom, no matter the subject. Once they leave as well represent the story making body movements that are supposed in the history. Keep in mind that one thing is that the child is part of an activity that is making the big group and another is that when they go out to dramatize is the single, clearly supported on peers or in Mediators of the board, but they have to act alone. Being in a group of peers, but he is responsible for what he does. For that there is a step from a share activity to an independent activity.

#### **5.4. Analysis of the results**

About the results of this research I have to say that it cannot be analysed from the quantitative point of view since the processes and strategies of students' thinking is not something that can be measured with a test and that can be set a numerical mark. But it is something that is developed within the child and can only be appreciated in a qualitative manner. It is clear that at the end of the quarter or the course the teacher has to put a numerical or a sufficient, good, proficient or advanced, but in this case it can be made for achieving the minimum contents stated in the curriculum of Castilla y León, and combined with the observation of the child's progress.

Regarding the qualitative way, one can see that these children's learning throughout the course, are present in the way they face new learning or how to use these thinking strategies in their academic life. It can be seen that children at the time they learn something new, they watch the mediator all the time. But as this activity is repeated and becomes part of a skill, they stop to look at it. But the mediator is still in the same place when they want to return to it because they have a question or because they want to insure. This creates in the students a teacher's independence. The teacher is still there but they know how to do it alone and they are proud of it. In case they have a doubt the teacher will notice and he or she is going to help them.

A clear example is that as in the classroom has been working with the contextualization of the stories, when they have to take a reading book, the first thing they do is pass the pages looking at pictures and trying to predict what will happen. The more insecure students count aloud this prediction to be heard and to make this process more visual. After they have done the reading of images they start to read the book. Many of them call the teacher to tell them the change of what they thought instead of what they have read. In this way it becomes apparent that the strategy that has been working in this particular case has been internalized and it is using it in their daily lives. As adults, we do it reading the synopsis of

the book, but in this case, the children do it to predict what will happen and to get more details and pay more attention to what they are reading.

We do not forget that to get results like those, there must be a work by the teacher in which not only the activity itself is involved, but there has to be a work based on an active and participative methodology and whose objective is to develop those thinking skills in children in all subjects. We cannot pretend that follow a methodology based on a textbook is as safely get results like these. To do this all counts, mediators, routines, the guide assumes the teacher, among others. The teacher in turn must know what he or she wants out of the group at all times and provide students safety and guidelines. A clear example is that once the child as a group has worked the story several times, we as teachers can ask the child if they think they can do it alone. This question will be when teacher really sees that the children can take that step of a shared activity to individual activity. In the case above, the scaffold would be the teacher and the rest of the peers, and gradually disappear teacher support, giving more strength to their peers, so that the fence slowly disappearing too.

The design and use of learning mediators appointed in practice, play an important role as they facilitate the assimilation and retention of the contents worked. They have facilitated autonomous work both individually at the beginning and in groups. The observations were made in this period show that the use of mediators, not only in the stories but in general, has led to an improvement of the teaching-learning process, and has to an internalization of skills and routines of thought in children.

This internalization is because the sequence of these steps has become a routine, and has become part of their thinking, their way of doing things.

What this research aims is to see how students are gradually acquiring these strategies and can be implemented at other times of life in themselves. What has been tried with this implementation, as mentioned in the objectives, has been:

- Using routines and classroom material, mediators, to teach students techniques and tools to help them in their learning

It can be also be noted that it does not matter in the language that teacher plans or gives the class, it is important that the methodology used to focus in some way in achieving these skills by students. That was mentioned above comes not only from Spanish law, it is the common European reference framework.

With the observation in the class, the follow aspects can be underline:

- We as teacher have to create context through some pictures and make predictions.
- Through routines previously obtained, they can tell a story without having read it.
- They have to see how all opinions are valid, they will be able to give constructive criticism to the ideas of their peers in a respectful manner as they would like others do to them.
- Have more capacity to process information accurately and reformulate it in their words.
- Decision-making group. This means acquiring basic strategies for teamwork.
- Make a team work gives them the security to know how face to the same activity themselves individually.

To conclude this analysis of the results, we can said that through active and participatory methodology used in the classroom, with the mediators, learning strategies, context and participation and contribution of students, it has come to that children acquire basic skills to learn for themselves in an effective and may serve to them all their life learning. With these techniques used in the classroom what is intended is that the child begins to become aware of their own way of learning and their skills.

## 6. CONCLUSIONS

With the last change of the Law that regulates Primary Education, which aims at ensuring that students develop competencies for their own learning throughout life, the role of education is to provide students with the tools and has to develop in them the ability so that they can be themselves the main characters of their own learning.

If we consider that humans are social beings by nature, the teaching-learning process must respond to the characteristics of the society in which the students will have to live. As society, we have a common language, and by this the students will develop their thinking, they are going to communicate with each other and form their own ideas of reality and their learning processes. The language is also, a way to interact with others, especially when they are working in groups. In this activity proposed, they work most of the time in groups and they have to come to an agreement. This only can be achieving if they communicate with the same language code. Teacher has to use the same language in the mediators that he or she uses when speaking language. The teacher's productions should be simple and adapted to students to create in them a clear idea of the things they are learning. If the language is simple, they will develop thinking skills easily.

Thinking is something that humans do without the need to be aware: "conscious thinking", because it is naturally unconsciously. But getting students aware of how they think it is something necessary for the formation of the people, so they can respond to the constant changes in this complex and pluricultural society in which they live today.

These are the thinking skills that students must achieve to acquire and organize learning in order to reach learning awareness or learning to learn competence. In the acquisition of this learning competence we must take into account the sequence, the steps to be followed; if we want our students to become autonomous to a certain level, they will become little by little independent learners.

This competence will have to be worked through the introduction of classroom routines. Teaching these thinking skills develops a routine in the classroom which generates an important moment of the lesson, a space in the classroom and a group culture. In addition, designing instruction following these premises, as well as including them within our daily routines, would provide pupils the opportunity to reflect on their previous experiences linked to the former steps in their learning path.

It is clear that we have to work a curriculum in the classroom, but the aim in this research is offering a way of working in a Primary classroom following the compulsory premises: cognitive based, integral education and learner centred from the traditional. Besides, as I could evidence how a teacher guides the child's thinking process, as well as I witness the process of instruction design, I am now able to offer an alternative to the textbook teachers' guide with a clear meaningful base on what the Official Law requires from a teacher in terms of planning students learning process and competences. In this way I can evidence that the teacher can be real mediator for those individual search strategies of students, through his/her guidance and support.

This process, in which the teacher is the guide, will become little by little lighter. So a guided learning becomes independent learning. At the same time, the teacher will present a more difficult step and there will be back again, assuming a second guiding process. Every time his or her guidance becomes smoother as in the beginning, we are helping pupils to create autonomy in their learning.

Once analysed the results of this work, joining both languages, it can be said that the activities that are presented to students must have a sequence. This refers to a progression in the steps that follows when proposing the activity to children. If these steps have been worked in group, children would have them internalized. And when individual work is proposed, they will search in their prior learning to perform the activity.

When children have succeeded in developing the thinking skills techniques being proposed by the teacher, they will be able to face their day by day. To learn from their own actions and look inside when they need to look for solution to any problem. In short, they will have developed a part of the course content: basic competences included in the Spanish Law of Education. Children will be able to learn to learn, to become independent, and to communicate with other people living in society. Moreover, students will have developed thinking skills and internalized or made the techniques their own. The above mentioned changes teaching focus from content to whole person development, and therefore they will become critical thinkers, able to cope with the XXI century in European pluricultural society to which we belong.

We could conclude that most of the objectives set in the present research have been achieved. Among teacher's tasks, students' progress assessment is a hard one. It helps improving learners achievements it, as well as creating a group culture and classroom

belonging. All this is done with the intention of children get a full development. In order to get this development, this proposal has suggested the use of techniques that will help to describe the child's learning process; in this case, we used narrative text. As it is a rather familiar format for our pupils. This study has also revealed how a design and plan a specific activity, teachers can develop thinking skills in children. As part of a school teacher, it is necessary to justify why the use of a particular methodology, helps children to improve their learning. Therefore, with this particular activity we justify it, analysing the results seen in a classroom.

We might think this type of activity could only be part of students at first stage of Primary Education, but it is not true. These activities, in which you create a context, make individuals and groups awareness of their some motivation and interest in what we are reading or listening, actually work fantastically well. Therefore there is an activity carried out only with children, but it is good to work it even with adults. To work it even with adults.

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- A website to look for resources:  
<http://www.communication4all.co.uk/HomePage.htm>

# ANNEX

**About the unit/ Where this unit fits**

**UNIT: The three bears.**

This is the unit is for the first stage of Primary Education into the English time. Is based on the contents of the book: “Sunshine C”. Is based on the book but also on other ideas. In the school year this unit fits into the third term.

This unit is about being conscious of the parts of their house and how the characteristics of the things can be adapted to different people, bears in this case. In relation to the differences with the original proposal from the book, we introduce the parts of the house and the characteristics of the characters and the objects of the house. We make a link, the objects and the characters.

We try to make the structure of the unit in a way.

Fist we introduce the characters and a main line of the parts of the house.

Then we introduce the objects in a house, not only the ones we need in the unit.

In the third lesson, we focus our attention to the 3 objects we can find in the story and their characteristics. Also we linked with the character.

The forth lesson will be more active. We link this lesson with the senses. They are going to confirm themselves the adjectives related to the unit.

We make the unit in this way, because the story is the final task, and we understand the previous lesson a way to go to the story.

| <b>Prior Learning</b>  | <b>Language used in the unit</b>  | <b>Important Resources</b>   |
|--|---|--|
| <p>All of that in their own language. Maybe some words in English.</p> | <p>In this unit students will use, descriptive and instructional texts, in which they have to see the differences between the different people and objects.</p> <p>The Key words they are going to use in this unit will be:</p> <ul style="list-style-type: none"> <li>- <i>Daddy Bear, Mummy bear, Baby bear and Goldilocks.</i></li> <li>- <i>Kitchen, bedroom, bathroom, living room.</i></li> <li>- <i>Chair, bowl, bed, shower, table, sofa, TV.</i></li> <li>- Big, small, hot, cold.</li> <li>- Soft, rough, frilly,</li> </ul> | <ul style="list-style-type: none"> <li>- Flashcards of the topic.</li> <li>- The written words of the topic.</li> <li>- Worksheet about the topic</li> <li>- The objects of the unit but not the bed.</li> </ul> |

| Expectations  |  |
|---|--|
| At the end of this unit all the children must       | <ul style="list-style-type: none"> <li>- Identify the characters of the story and recognise some parts of the house.</li> <li>- Identify objects some objects of a house and related to the correct character by the colour.</li> <li>- Identify objects in a house. And a few of them in which part of the house we can find them.</li> <li>- Identify the different some characteristics of the objects in the house.</li> <li>-</li> </ul>  |
| At the end of this unit most of the children should | <ul style="list-style-type: none"> <li>- Identify the 3 main characters of the story and Goldilocks and recognise some parts of the house.</li> <li>- Identify the objects of a house and related to the correct character by the colour and some of them by the size.</li> <li>- Identify the objects in a house and some of them in which part of the house we can find them.</li> <li>- Identify most of characteristics of the objects in the house and related with the character in the story.</li> <li>-</li> </ul> |
| At the end of this unit some of the children could  | <ul style="list-style-type: none"> <li>- Identify the 3 main characters of the story and Goldilocks and recognise the parts of the house.</li> <li>- Identify the objects of a house and related to the correct character by the colour and by the size.</li> <li>- Identify the objects in the house and all of them in which part of the house we can find them.</li> <li>- Identify the characteristics of the objects in the house and related with the character in the story.</li> <li>-</li> </ul>                  |

## Lessons Overview

| Lesson        | Learning goals   | Learning outcomes   | Main activity  | Assessment criteria  |
|---------------|--|---|--|--|
| 1<br>25/April | <ul style="list-style-type: none"> <li>-Set the place of the song with gestures (greeting songs).</li> <li>-Identify the characters of the unit.</li> <li>-Recognise the parts of a house.</li> </ul>  | <p>Introduce the characters we are going to use through the unit. Moreover, this lesson tries to introduce also the parts of the house where this “family” lives.</p>                           | <p>Some activities related with the knowledge of the characters and the things the unit is about.</p>  | <ul style="list-style-type: none"> <li>-Recognise the characters of the unit.</li> <li>- They are conscious about the parts of the house.</li> </ul>   |
| 2<br>30/April | <ul style="list-style-type: none"> <li>-Set the place of the song with gestures (greeting songs).</li> <li>-Identify the characters of the unit and their characteristics.</li> <li>-Recognise the objects in a house.</li> <li>-Put each object in the correct place of the house.</li> </ul> | <p>This lesson is about the characteristics of the characters. But the main part of the unit is about the knowledge of the correct place of the objects in a house. Where the elements are.</p> | <p>They are going to put the elements of the house in the correct room, although previously we are going to review the parts of the house, All the time with the characters next to the activity</p> | <ul style="list-style-type: none"> <li>-Recognise the characters, their characteristics and associate them with one colour.</li> <li>-Identify the different rooms in a house.</li> <li>-Be able to put the objects in the correct room in a house.</li> </ul> |
| 3<br>02/May   | <ul style="list-style-type: none"> <li>-Set the place of the song with gestures (greeting songs).</li> <li>-Identify the characters of the unit and their characteristics.</li> <li>-Related the different objects in the house with the correct character.</li> </ul>                         | <p>In this lesson students should be able to differentiate the characteristics of the objects of a house, and they associated the different objects with the character.</p>                     | <p>They are going to differentiate the characteristics of the objects we need to the history, and identify to which character they belong to.</p>  | <ul style="list-style-type: none"> <li>-Recognise the characteristics of the characters throw the objects.</li> <li>-Count how many of each object there are in the house.</li> </ul>  |

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| <p>4<br/>07/May</p> | <p>-Set the place of the song with gestures (greeting songs).<br/>-Identify the characteristics of the objects related to the characters in the story.<br/>-Related the characteristics with the correct object.<br/>-Related the objects with the character.</p> | <p>With this lesson the students should be able to relate the characteristics of the different objects with the correct object. This lesson will be around the practice and the experimentation of the different adjectives to describe the objects.</p> | <p>They are going to make a poster with the correct characteristics of the objects and their relation with the characters on the story.</p>            | <p>-Recognise the characters of the story and the objects related to them in a colour association.</p>  |
| <p>5<br/>09/May</p> | <p>-Listen to a story follow and understand it.<br/>-Participate in telling a story, with their knowledge about the unit.</p>   | <p>The students will be able to combine all the contents of the unit in the succession of a story to know what happens in the story and what will happen in the story.</p>   | <p>Listen and participate in telling a story related to the unit. And then put the story in the correct order and make games related to the story.</p> | <p>Identify the main idea of the story.<br/>They are aware of the characteristics of each character and the differences between the objects that belong to different people or characters in this case.</p> |

## Lesson 1 25<sup>th</sup> of April, 2013

| Learning objectives  | Learning outcomes  | Evidence for Assessment   |
|--|--|---|
| <ul style="list-style-type: none"> <li>- Set the place of the song with gestures (greeting songs).</li> <li>- Identify the characters of the unit.</li> <li>- Recognise the parts of a house.</li> </ul> <p>In general:</p> <ul style="list-style-type: none"> <li>- Respect the turns in the games.</li> <li>- Raise the hand to talk</li> <li>- Identify oral word with pictures.</li> </ul> | <p>Introduce the characters we are going to use through the unit. Moreover, this lesson tries to introduce also the parts of the house where this “family” lives.</p>  | <ul style="list-style-type: none"> <li>- Recognise the characters of the unit.</li> <li>- They are conscious about the parts of the house.</li> <br/> <li>- They know how to stay in a class.</li> <li>- If they raise the hand to talk they will be asked</li> </ul> |
| Discourse/Text targeted  |  | Language targeted- Non-verbal L Targeted  |
| <p>“Hello”<br/> “Today we are going to start a new unit. ...”</p>  | <p>The gestures of the teacher are very important. Because sometimes the students will do not know what exactly do you mean and with them they would know.</p> <p>It also very important the intonation of the teacher’s voice, because is the clue to children know what they have to do.</p> |   |
| Outline of leading activities  |  |   |
| <p>Show them the new characters of the unit, for them to identify. Then they are going to do some activities related with the knowledge of the characters and the things the unit is about.</p>  |  |   |

| Classroom Management | Timing | Grouping | Pupils                  | Teacher   | Resources |
|----------------------|--------|----------|-------------------------|---|-----------|
|                      | 7 min  | Group    | <b>GREETING ROUTINE</b> | <p><b>GREETING ROUTINE</b></p> <p><i>“Hello now is time for English. Stand up and we are going to sing bello song.”</i></p> <p><i>“Hello everyone tralalalala</i></p> <p><i>Hello everyone tra la la la la la</i></p> <p><i>Hello everyone tralalalala</i></p> <p><i>Hello everyone”</i></p> <p><i>“Show me your fingers.... How many fingers have we got? Let’s count, one two, ... and ten fingers.”</i></p> <p>With the thumbs up, we sing:</p> <p><i>“Put your hands down.</i></p> <p><i>This is Peter and this is Paul, two little dickey birds sitting on a wall. One names Peter, one names Paul. Fly away Peter, fly away Paul. Where is Peter? And where is Paul? So come back Peter, come back Paul. “</i></p> <p>While all clap the hands sing:</p> <p><i>“All the family, all the family, how do you do? How do you do? Nice to meet you, nice to meet you, how do you do? how do you do? “</i></p> | -----     |

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|  | 10 min | Group | <p>FLASHCARDS.</p> <p>They have to listen and look to the teacher to match the pictures and the names on the blackboard.</p> | <p>Put on the blackboard the names mummy bear, daddy bear and baby bear. (With different colours) and then tell them.</p> <p><i>“Oh look!”</i></p> <p>Show them the different pictures of the 3 characters of the story.</p> <p>Let them match the correct name, while the teacher says and the picture.</p> | <p>Flashcards and their voices and their gestures</p> |
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|  | 10 min | Group/<br>individual | <p>They close their eyes and when they open them again they look what is happening in the blackboard.</p> <p>“Nooo” “Es esa, es esa” (it is preview that they say it in Spanish)</p> <p>They stand up and put the pictures in the correct place.</p> <p>“Ricitos de oro”</p> | <p>Game: “Close your eyes”</p> <p>They are going to close their eyes and then the teacher changes the pictures places them into a different written word.</p> <p>“Close, close your eyes. Close, close your eyes”</p> <p>“Open your eyes. Oh! Look, what’s happened?, It is mummy bear? No? which one is mummy bear?”</p> <p>And then they place the mummy bear in the correct written word.</p> <p>After a few repetition of this game, when they know each character, the teacher asks to close their eyes again and suddenly Goldilocks appears.</p> <p>“Who is she?”</p> <p>As they know the story for their own language, they would say it in Spanish.</p> <p>The teacher says: “Very good, Goldilocks” and make the students say it in English.</p> | Flashcards of the characters. |
|--|--------|----------------------|--|--|-------------------------------|

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| 8 min | Group | <p>They repeat: “This is the kitchen in which we can eat” And do a gesture of eat. “This is the bedroom. In the bedroom we sleep” “This is the living room. Here we watch the TV”,” And this is the bathroom. In the bathroom we have a shower/ brush our teeth’s”</p> <p>They repeat the words.</p> | <p>The teacher put a sheet in which there is a draw of a house. This house will have 4 rooms. The ones that we want to work: Kitchen, bedroom, living room and bathroom.</p> <p>The teacher shows them the different rooms associating each one to one gesture and a sentence. “Look! This is the kitchen in which we can eat” And do a gesture of eat.</p> <p>“This is the bedroom. In the bedroom we sleep” “This is the living room. Here we watch the TV” “And this is the bathroom. In the bathroom we have a shower/ brush our teeth’s”</p> <p>Teacher make the child do the gesture. After do the gesture and repeat the name of the room, Then the teacher will show the written word of the parts of the house and they have to put them in the correct room. (the teacher when reads the word has to say also the sentence that they associate to the different rooms)</p> | A picture of a house. Flashcards with the names and pictures of the 3 bears and goldilocks |
| 6 min | Group | <p>“Mummy” or the one that is missing.</p> <p>They try to figure out where is, as they use to do this game, they look in the back of their chairs or in the back of the teacher.</p>   | <p>Game: “What is missing?”</p> <p>They are going to close their eyes and when they open them, one of the characters is missing. The teacher put them into the house.</p> <p><i>“Which one is missing?”</i></p> <p><i>“Where is he/ she?”</i> (depends on which one is missing)</p>  | Flashcards, the picture of their house.  |

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|       |       | When the teacher look at the house, they look at the house and they see where is, they either or do the gesture or say the word. | Then when they figure out which one and say the name, the teacher has to look at the house, and when they know where is they have to say the name of the room or make the gesture, because it is the first day.<br>After a few repetitions it is time to finish the class.   |       |
| 4 min | Group | Goodbye routine<br>Make the actions of the songs.  | <i>"Is time to finish the class"</i><br><i>"So, bye bye everyone, tralalala"</i><br><i>Bye bye everyone tra la la la la la</i><br><i>Bye bye everyone tralalala</i><br><i>Bye bye everyone"</i><br>Make the gesture as we are sleeping and sing:<br><i>"Are you sleeping?, are you sleeping?"</i><br><i>Brother James, brother James,</i><br><i>Morning bells are ringing, morning bells are ringing din don bell, din don bell"</i><br><br><i>"Bye bye"</i> | ----- |

### Assessment Criteria

|   |   |  |
|---|---|--|
| All children must be able to<br>- Identify the characters of the story and recognise some parts of the house. | Most of the children will be able to<br>-.Identify the 3 main characters of the story and Goldilocks and recognise some parts of the house. | Some of the children could<br>- Identify the 3 main characters of the story and Goldilocks and recognise the parts of the house. |
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## Lesson 2 30<sup>th</sup> of April, 2013

| Learning objectives  | Learning outcomes  | Evidence for Assessment  |
|--|--|--|
| <ul style="list-style-type: none"> <li>- Set the place of the song with gestures (greeting songs).</li> <li>- Identify the characters of the unit and their characteristics.</li> <li>- Recognise the objects in a house.</li> <li>- Put each object in the correct place of the house.</li> </ul> <p>In general:</p> <ul style="list-style-type: none"> <li>- Respect the turns in the games.</li> <li>- Raise the hand to talk</li> <li>- Identify oral word with pictures.</li> </ul> | <p>This lesson is about the characteristics of the characters. But the main part of the unit is about the knowledge of the correct place of the objects in a house. Where the elements are.</p>  | <ul style="list-style-type: none"> <li>- Recognise the characters, their characteristics and associate them with one colour.</li> <li>- Identify the different rooms in a house.</li> <li>- Be able to put the objects in the correct room in a house.</li> <li>- They know how to stay in a class.</li> <li>- If they raise the hand to talk they will be asked.</li> </ul> |
| Discourse/Text targeted  |  | Language targeted- Non-verbal L Targeted   |
| <p>“Hello” (greeting routine)<br/>“Do you remember...”</p>   | <p>The gestures of the teacher are very important. Because sometimes the students will do not know what exactly do you mean and with them they would know.</p> <p>It also very important the intonation of the teacher’s voice, because is the clue to children know what they have to do.</p> |  |
| Outline of leading activities  |  |  |
| <p>They are going to put the elements of the house in the correct room, although previously we are going to review the parts of the house, All the time with the characters next to the activity. In this lesson we are going to focus our attention in the house.</p>   |  |  |

| Classroom Management | Timing | Grouping | Pupils                  | Teacher   | Resources |
|----------------------|--------|----------|-------------------------|---|-----------|
|                      | 7 min  | Group    | <b>GREETING ROUTINE</b> | <p><b>GREETING ROUTINE</b></p> <p><i>“Hello, now is time for English. Stand up and we are going to sing hello song.”</i></p> <p><i>“Hello everyone tralalalala</i><br/> <i>Hello everyone tra la la la la la</i><br/> <i>Hello everyone tralalalala</i><br/> <i>Hello everyone”</i></p> <p><i>“Show me your fingers.... How many fingers have we got? Let’s count, one two, ... and ten fingers.”</i></p> <p>With the thumbs up, we sing:<br/> <i>“Put your hands down.</i><br/> <i>This is Peter and this is Paul, two little dickey birds sitting on a wall. One names Peter, one names Paul. Fly away Peter, fly away Paul. Where is Peter? And where is Paul? So came back Peter, came back Paul. “</i></p> <p>While all clap the hands sing:</p> | -----     |

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|--|-------|-------|---|---|--|
|  | 5 min | Group | <p>Remember the characters.</p> <p>“Nooooo”</p> <p>“Yes”</p> <p>Make the gestures of the characters while they are putting them in the correct place.</p> | <p>Put on the blackboard the names mummy bear, daddy bear and baby bear. (With different colours) and then tell them.</p> <p><i>“Oh look!, Do you remember mummy bear? Is he mummy bear?”</i> (show daddy bear)</p> <p><i>No? Is he daddy bear? ...</i></p> <p>And put each one in the correct place. With each characters introduce the adjective <i>Very big, big, small</i>. And make the gesture and ask them to make it too.</p>                         | Flashcards of the characters.              |
|  | 6 min | Group | <p>Remember the parts of the house.</p> <p>Make the gestures of the actions we make in a house.</p>   | <p>Remember the parts of the house. Show the house and remember them the different parts of the house. With the association of the actions in each part.</p> <p><i>“Look! This is the bedroom. In the bedroom we sleep”</i> and make the gesture. Ask them to make it too.</p> <p><i>“In the living room we watch television”</i> make the gesture and ask them to make it too.</p> <p><i>“In the kitchen we eat” “in the bathroom we have a shower”</i>.</p> | We show the image of a house with 4 rooms. |

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|--------|----------------------|---|---|---|
| 14 min | Group                | <p>They ask to the question predictably in Spanish.<br/> “Es una...”<br/> “Es un...”</p>  | <p>Show them the objects of a house (sofa, tv, bed, shower, table, chair, bowl) and ask them:<br/> <i>“Do you know what is this”</i><br/> <i>“Very good is a ...”</i><br/> <i>“And this”...</i><br/> Continue with all the objects.<br/> Play a game to get familiar with this object.<br/> (For example)<br/> <i>“What is missing?”</i><br/> <i>“Can you see here in class a ...”Point. With Peter pointer.</i></p>  | <p>Pictures of a chair<br/> a desk a sofa...<br/> the elements of a house.</p>          |
| 9 min  | Group/<br>Individual | <p>They are going to put the elements into the correct place of the house.<br/> “Nooo”<br/> They have to say even the objects in the house.</p> | <p>As we have all the objects on the blackboard, we draw a house on the blackboard. Next to the one we use before.<br/> Ask them to put the names into one room. In the same order than in the other one.<br/> <i>“It is the bedroom, and we sleep on the bedroom” “Can we put the shower on the bedroom?” “... Can you help me? What we can find on the bedroom?”</i><br/> Make this with all the elements and all the rooms.<br/> If we have enough time, the can play to the <i>“put in order” “close your eyes”</i> and change some objects of the house.</p> | <p>Pictures of the elements of a house and we draw a white house in the blackboard.</p> |
| 4 min  | Group                | <p>Goodbye routine<br/> Make the actions of the songs.</p>  | <p><i>“Is time to finish the class”</i><br/> <i>“So, bye bye everyone, tralalala</i><br/> <i>Bye bye everyone tra la la la la la</i><br/> <i>Bye bye everyone tralalala</i></p>   | <p>-----</p>  |

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|--|--|--|--|--|
|  |  |  | <p><i>Bye bye every one</i></p> <p>Make the gesture as we are sleeping and sing:<br/> <i>"Are you sleeping?, are you sleeping?"</i><br/> <i>Brother James, brother James,</i><br/> <i>Morning bells are ringing, morning bells are ringing din don bell, din don bell"</i></p> <p><i>"Bye bye"</i></p> |  |
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Assessment Criteria

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|---|---|--|
| <p>All children must be able to</p> <ul style="list-style-type: none"> <li>- Identify objects in a house. And a few of them in which part of the house we can find them.</li> </ul> | <p>Most of the children will be able to</p> <ul style="list-style-type: none"> <li>- Identify the objects in a house and some of them in which part of the house we can find them.</li> </ul> | <p>Some of the children could</p> <ul style="list-style-type: none"> <li>- Identify the objects in the house and all of them in which part of the house we can find them.</li> </ul> |
|---|---|--|

## Lesson 3 2<sup>nd</sup> of May, 2013

| Learning objectives  | Learning outcomes  | Evidence for Assessment  |
|--|--|--|
| <ul style="list-style-type: none"> <li>- Set the place of the song with gestures (greeting songs).</li> <li>- Identify the characters of the unit and their characteristics.</li> <li>- -Related the different objects in the house with the correct character.</li> </ul> <p>In general:</p> <ul style="list-style-type: none"> <li>- Respect the turns in the games.</li> <li>- Raise the hand to talk</li> <li>- Identify oral word with pictures.</li> </ul> | <p>In this lesson students should be able to differentiate the characteristics of the objects of a house, and they associated the different objects with the character.</p>  | <ul style="list-style-type: none"> <li>- Recognise the characteristics of the characters throw the objects.</li> <li>- Count how many of each object there are in the house.</li> <li>- They know how to stay in a class.</li> <li>- If they raise the hand to talk they will be asked.</li> </ul> |
| Discourse/Text targeted  |  | Language targeted- Non-verbal L Targeted   |
| <p>“Hello” (greeting routine)<br/>           “Do you remember...”</p>  | <p>The gestures of the teacher are very important. Because sometimes the students will do not know what exactly do you mean and with them they would know.</p> <p>It also very important the intonation of the teacher’s voice, because is the clue to children know what they have to do.</p> |  |
| Outline of leading activities  |  |  |
| <p>They are going to differentiate the characteristics of the objects we need to the history, and identify to which character they belong to. In this lesson we are going to focus our attention in the objects we need to the story and to which character they belong to.</p>  |  |  |

| Classroom Management | Timing | Grouping | Pupils                  | Teacher   | Resources |
|----------------------|--------|----------|-------------------------|---|-----------|
|                      | 7 min  | Group    | <b>GREETING ROUTINE</b> | <p><b>GREETING ROUTINE</b></p> <p><i>“Hello, now is time for English. Stand up and we are going to sing hello song.”</i></p> <p><i>“Hello everyone tralalalala</i><br/> <i>Hello everyone tra la la la la la</i><br/> <i>Hello everyone tralalala</i><br/> <i>Hello everyone”</i></p> <p><i>“Show me your fingers.... How many fingers have we got? Let’s count, one two, ... and ten fingers.”</i></p> <p>With the thumbs up, we sing:<br/> <i>“Put your hands down.</i><br/> <i>This is Peter and this is Paul, two little dickey birds sitting on a wall. One names Peter, one names Paul. Fly away Peter, fly away Paul. Where is Peter? And where is Paul? So came back Peter, came back Paul. “</i></p> <p>While all clap the hands sing:</p> | -----     |

|       |       |   |   |  |
|-------|-------|---|---|--|
| 5 min | Group | <p>Remember the characters.</p> <p>“Nooooo”</p> <p>“Yes”</p> <p>Make the gestures of the characters while they are putting them in the correct place.</p> | <p>Put on the blackboard the names mummy bear, daddy bear and baby bear. (With different colours) and then tell them.</p> <p><i>“Oh look!, Do you remember mummy bear? Is he mummy bear?”</i> (show daddy bear)</p> <p><i>No? Is he daddy bear? ...</i></p> <p>And put each one in the correct place. With each characters introduce the adjective <i>Very big, big, small</i>. And make the gesture and ask them to make it too.</p>                         | Flashcards of the characters.              |
| 6 min | Group | <p>Remember the parts of the house.</p> <p>Make the gestures of the actions we make in a house.</p>   | <p>Remember the parts of the house. Show the house and remember them the different parts of the house. With the association of the actions in each part.</p> <p><i>“Look! This is the bedroom. In the bedroom we sleep”</i> and make the gesture. Ask them to make it too.</p> <p><i>“In the living room we watch television”</i> make the gesture and ask them to make it too.</p> <p><i>“In the kitchen we eat” “in the bathroom we have a shower”</i>.</p> | We show the image of a house with 4 rooms. |

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|--------|----------------------|---|--|--|
| 15 min | Group                | <p>They ask to the question predictably in Spanish.</p> <p>“Es una...”</p> <p>“Es un...”</p>  | <p>Show them the objects of a house the ones that we need for the story. (bed, chair, bowl) and ask them:</p> <p>“Do you remember what is this”</p> <p>“Very good is a ...”</p> <p>“And this”...</p> <p>Continue with all the objects.</p> <p>Play a game to get familiar with this object.</p> <p>(For example)</p> <p>“What is missing?”</p> <p>“Can you see here in class a ...”<i>Point. With Peter pointer.</i></p>   | <p>Pictures of a chair<br/>a desk a sofa...<br/>the elements of a house.</p>                   |
| 8 min  | Group/<br>Individual | <p>They are going to put the elements into the correct place of the house.</p> <p>“one, Two, Three”</p> <p>Answer to the teacher and participate as much as they want to.</p> | <p>Now we show 3 elements of each object. And we ask them:</p> <p>“How many ... we can see?”</p> <p>“Let’s count”</p> <p>“This ... is big? Or is small?” “Which one is the biggest one?”</p> <p>Make the gesture with the body.</p> <p>The objects of the house are in the same colour than the characters.</p> <p>Then we are going to put the character with its stuff in the blackboard, in order.</p> <p>All of it we are going to related to the story.</p> | <p>Pictures of the elements of a house in different sizes and the characters of the story.</p> |
| 4 min  | Group                | <p>Goodbye routine</p> <p>Make the actions of the songs.</p>  | <p>“Is time to finish the class”</p> <p>“So, bye bye everyone, tralalala</p> <p>Bye bye everyone tra la la la la la</p> <p>Bye bye everyone tralalala</p>  | <p>-----</p>   |

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|--|--|--|---|--|
|  |  |  | <p><i>Bye bye everyone”</i></p> <p>Make the gesture as we are sleeping and sing:</p> <p><i>“Are you sleeping?, are you sleeping?</i></p> <p><i>Brother James, brother James,</i></p> <p><i>Morning bells are ringing, morning bells are ringing din don bell, din don bell”</i></p> <p><i>“Bye bye”</i></p> |  |
|--|--|--|---|--|

Assessment Criteria

|   |  |   |
|---|--|---|
| <p>All children must be able to</p> <ul style="list-style-type: none"> <li>- Identify objects some objects of a house and related to the correct character by the colour</li> </ul> | <p>Most of the children will be able to</p> <ul style="list-style-type: none"> <li>- Identify the objects of a house and related to the correct character by the colour and some of them by the size.</li> </ul> | <p>Some of the children could</p> <ul style="list-style-type: none"> <li>- Identify the objects of a house and related to the correct character by the colour and by the size.</li> </ul> |
|---|--|---|

## Lesson 4 7<sup>th</sup> of May, 2013

| Learning objectives  | Learning outcomes  | Evidence for Assessment   |
|--|--|---|
| <ul style="list-style-type: none"> <li>- Set the place of the song with gestures (greeting songs).</li> <li>- Identify the characteristics of the objects related to the characters in the story.</li> <li>- Related the characteristics with the correct object.</li> <li>- -Related the objects with the character.</li> </ul> <p>In general:</p> <ul style="list-style-type: none"> <li>- Respect the turns in the games.</li> <li>- Raise the hand to talk</li> <li>- Identify oral word with pictures.</li> </ul> | <p>With this lesson the students should be able to relate the characteristics of the different objects with the correct object.</p> <p>This lesson will be around the practice and the experimentation of the different adjectives to describe the objects.</p>                                | <ul style="list-style-type: none"> <li>- Recognise the characters of the story and the objects related to them in a colour association.</li> <li>- They know how to stay in a class.</li> <li>- If they raise the hand to talk they will be asked.</li> </ul> |
| Discourse/Text targeted  |  | Language targeted- Non-verbal L Targeted  |
| <p>“Hello” (greeting routine)<br/>           “Do you remember...”</p>  | <p>The gestures of the teacher are very important. Because sometimes the students will do not know what exactly do you mean and with them they would know.</p> <p>It also very important the intonation of the teacher’s voice, because is the clue to children know what they have to do.</p> |   |
| Outline of leading activities  |  |   |
| <p>They are going to make a poster with the correct characteristics of the objects and their relation with the characters on the story.</p>  |  |   |

| Classroom Management | Timing | Grouping | Pupils                  | Teacher   | Resources |
|----------------------|--------|----------|-------------------------|---|-----------|
|                      | 7 min  | Group    | <b>GREETING ROUTINE</b> | <p><b>GREETING ROUTINE</b></p> <p><i>“Hello, now is time for English. Stand up and we are going to sing hello song.”</i></p> <p><i>“Hello everyone tralalalala</i><br/> <i>Hello everyone tra la la la la la</i><br/> <i>Hello everyone tralalala</i><br/> <i>Hello everyone”</i></p> <p><i>“Show me your fingers.... How many fingers have we got? Let’s count, one two, ... and ten fingers.”</i></p> <p>With the thumbs up, we sing:<br/> <i>“Put your hands down.</i><br/> <i>This is Peter and this is Paul, two little dickey birds sitting on a wall. One names Peter, one names Paul. Fly away Peter, fly away Paul. Where is Peter? And where is Paul? So come back Peter, come back Paul. “</i></p> <p>While all clap the hands sing:</p> | -----     |

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|--|-------|-------|---|---|--|
|  | 5 min | Group | <p>Remember the characters.</p> <p>“Nooooo”</p> <p>“Yes”</p> <p>Make the gestures of the characters while they are putting them in the correct place.</p> | <p>Put on the blackboard the names mummy bear, daddy bear and baby bear. (With different colours) and then tell them.</p> <p><i>“Oh look!, Do you remember mummy bear? Is he mummy bear?”</i> (show daddy bear)</p> <p><i>No? Is he daddy bear? ...</i></p> <p>And put each one in the correct place. With each characters introduce the adjective <i>Very big, big, small</i>. And make the gesture and ask them to make it too.</p>                         | Flashcards of the characters.              |
|  | 6 min | Group | <p>Remember the parts of the house.</p> <p>Make the gestures of the actions we make in a house.</p>   | <p>Remember the parts of the house. Show the house and remember them the different parts of the house. With the association of the actions in each part.</p> <p><i>“Look! This is the bedroom. In the bedroom we sleep”</i> and make the gesture. Ask them to make it too.</p> <p><i>“In the living room we watch television”</i> make the gesture and ask them to make it too.</p> <p><i>“In the kitchen we eat” “in the bathroom we have a shower”</i>.</p> | We show the image of a house with 4 rooms. |

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| 9 min  | Group                | <p>They ask to the question predictably in Spanish.<br/> “Es una...”<br/> <br/> “Es un...”</p> | <p>Show them the objects of a house the ones that we need for the story. (bed, chair, bowl) and ask them:<br/> <i>“Do you remember what is this”</i><br/> <i>“Very good is a ...”</i><br/> <i>“And this”...</i><br/> Continue with all the objects.<br/> Play a game to get familiar with this object.<br/> (For example)<br/> <i>“What is missing?”</i><br/> <i>“Can you see here in class a ...”Point. With Peter pointer.</i></p>   | <p>Pictures of a chair<br/> a desk a sofa...<br/> the elements of a house.</p> |
| 15 min | Group/<br>Individual |  | <p>After they know the objects the characteristics and the objects of the story, they are going to put them in order.<br/> They with the guidance of the teacher are going to experiment the different characteristics of the objects with the aim of create a poster in which the put the objects under the correct bear of the story.<br/> First the soup: instead of soup the teacher brings to the classroom 3 kinds of water, one is too cold, other is too hot and the other is Just right. This is the language the teacher wants to get.<br/> <i>“This water is too hot/cold” “Mmm this water is just right”</i><br/> those words come with the gesture.<br/> And the next step is show the picture of the soup and put them under the correct character.<br/> This will be done with the other 3 objects with the</p> |  |

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|       |       |  | <p>follow characteristics.</p> <p>Bed: Too soft, too breadth and just right</p> <p>Chair: Too breadth, too tight and just right.</p> <p>At the end of this activity they create a poster which summarizes the unit.</p>   |       |
| 4 min | Group | <p>Goodbye routine</p> <p>Make the actions of the songs.</p> | <p><i>"Is time to finish the class"</i></p> <p><i>"So, bye bye everyone, tralalala</i></p> <p><i>Bye bye everyone tra la la la la la</i></p> <p><i>Bye bye everyone tralalala</i></p> <p><i>Bye bye every one"</i></p> <p>Make the gesture as we are sleeping and sing:</p> <p><i>"Are you sleeping?, are you sleeping?"</i></p> <p><i>Brother James, brother James,</i></p> <p><i>Morning bells are ringing, morning bells are ringing din don bell, din don bell"</i></p> <p><i>"Bye bye"</i></p> | ----- |

### Assessment Criteria

|   |  |  |
|---|--|--|
| <p>All children must be able to</p> <p>- Identify the different some characteristics of the objects in the house.</p> | <p>Most of the children will be able to</p> <p>- Identify most of characteristics of the objects in the house and related with the character in the story.</p> | <p>Some of the children could</p> <p>- Identify the characteristics of the objects in the house and related with the character in the story.</p> |
|---|--|--|

## Lesson 5 9<sup>th</sup> of May, 2013

| Learning objectives  | Learning outcomes  | Evidence for Assessment  |
|--|--|--|
| <ul style="list-style-type: none"> <li>- Set the place of the song with gestures (greeting songs).</li> <li>- Listen to a story follow and understand it.</li> <li>- Participate in telling a story, with their knowledge about the unit. In general:</li> <li>- Respect the turns in the games.</li> <li>- Raise the hand to talk</li> <li>- Identify oral word with pictures.</li> </ul> | <p>The students will be able to combine all the contents of the unit in the succession of a story to know what happens in the story and what will happen in the story.</p>   | <ul style="list-style-type: none"> <li>- Identify the main idea of the story.</li> <li>- They are aware of the characteristics of each character and the differences between the objects that belong to different people or characters in this case.</li> <li>- They know how to stay in a class.</li> <li>- If they raise the hand to talk they will be asked.</li> </ul> |
| Discourse/Text targeted  |  | Language targeted- Non-verbal L Targeted   |
| <p>“Hello” (greeting routine)<br/> “Do you remember...”</p>  | <p>The gestures of the teacher are very important. Because sometimes the students will do not know what exactly do you mean and with them they would know.</p> <p>It also very important the intonation of the teacher’s voice, because is the clue to children know what they have to do.</p> |  |
| Outline of leading activities  |  |  |
| <p>Listen and participate in telling a story related to the unit.<br/> And then put the story in the correct order and make games related to the story.</p>  |  |  |

| Classroom Management | Timing | Grouping | Pupils                  | Teacher   | Resources |
|----------------------|--------|----------|-------------------------|---|-----------|
|                      | 7 min  | Group    | <b>GREETING ROUTINE</b> | <p><b>GREETING ROUTINE</b></p> <p><i>“Hello, now is time for English. Stand up and we are going to sing hello song.”</i></p> <p><i>“Hello everyone tralalalala</i><br/> <i>Hello everyone tra la la la la la</i><br/> <i>Hello everyone tralalala</i><br/> <i>Hello everyone”</i></p> <p><i>“Show me your fingers.... How many fingers have we got? Let’s count, one two, ... and ten fingers.”</i></p> <p>With the thumbs up, we sing:<br/> <i>“Put your hands down.</i><br/> <i>This is Peter and this is Paul, two little dickey birds sitting on a wall. One names Peter, one names Paul. Fly away Peter, fly away Paul. Where is Peter? And where is Paul? So come back Peter, come back Paul. “</i></p> <p>While all clap the hands sing:</p> | -----     |

|        |                      |   |   |                         |
|--------|----------------------|---|---|-------------------------|
| 1 min  | Group                | Listen to the story of the unit asking the questions that the teacher makes about the contents in the unit.                       | <p>“It’s time for the story.”</p> <p>Show the first flashcard of the story.</p>   | Flashcards of the story |
| 15 min | Group                | Pay attention and try to answer the teacher’s questions.  | <p>Introduce the story to the students, card by card.</p> <p>Try to create hypothesis about what is going to happen in the story. Try to point at all the things they’ve learn so they can remember them. Stick the cards in the blackboard.</p> <p>For example we can start with:</p> <p>“Oh look! Who are they? Mummy bear, daddy bear <del>and baby bear and this is their house?”</del></p> | Flashcards              |
| 15 min | Group                | Pay attention to the story and try to remember what is going to happen. Put the pictures back in order.                           | <p>Using the cards in the blackboard, tell the story in order.</p> <p>Tell the students to close their eyes and change the order of the cards in the blackboard.</p>  | Pictures                |
| 4 min  | Group/<br>Individual | In front of the rest of the class and with other students, play each one of the parts and tell the story using words and actions. | <p>Give each one of the students a role. Guide the story so they can say the right phrases y the right time.</p> <p>Give roles to the rest of the students until everyone</p>   | Pictures                |

|       |       |   |  |       |
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|       |       |   | has played the story.  |       |
| 4 min | Group | <p>Goodbye routine<br/>Make the actions of the songs.</p> | <p><i>"Is time to finish the class"</i><br/> <i>"So, bye bye everyone, tralalala"</i><br/> <i>Bye bye everyone tra la la la la la</i><br/> <i>Bye bye everyone tralalala</i><br/> <i>Bye bye every one"</i><br/>           Make the gesture as we are sleeping and sing:<br/> <i>"Are you sleeping?, are you sleeping?"</i><br/> <i>Brother James, brother James,</i><br/> <i>Morning bells are ringing, morning bells are ringing din don bell, din don bell"</i><br/> <i>"Bye bye"</i></p> | ----- |

### Assessment Criteria

|   |   |  |
|---|---|--|
| <p>All children must be able to</p> <ul style="list-style-type: none"> <li>- Identify objects in a house. And a few of them in which part of the house we can find them.</li> </ul> | <p>Most of the children will be able to</p> <ul style="list-style-type: none"> <li>- Identify the objects in a house and some of them in which part of the house we can find them.</li> </ul> | <p>Some of the children could</p> <ul style="list-style-type: none"> <li>- Identify the objects in the house and all of them in which part of the house we can find them.</li> </ul> |
|---|---|--|