



FACULTAD DE EDUCACIÓN DE PALENCIA

UNIVERSIDAD DE VALLADOLID

**TALES AND ENGLISH CLASSROOM LIBRARY,  
RESOURCES TO DEVELOP LITERACY SKILLS IN  
EARLY YEARS**

TRABAJO FIN DE GRADO

GRADO EN EDUCACIÓN INFANTIL

MECIÓN LENGUA INGLESA

AUTORA: JANIRE PÉREZ PÉREZ

Palencia.

# RESUMEN

Hoy en día, el aprendizaje de una segunda lengua en Educación Infantil es una prioridad en el sistema educativo debido a las relaciones internacionales y el proceso de globalización en el que vivimos. Los docentes de Educación Infantil especialistas en Inglés tienen un rol importante para lograr este propósito. Este proyecto consiste en una propuesta para desarrollar un trabajo coordinado en inglés y español, conectando un mismo tema a través del aprendizaje basado en tareas. El cuento será el recurso clave para unir este método con los contenidos de los soportes pedagógicos, creando así un currículo integrado. Asimismo, se ha propuesto la creación de una biblioteca de aula con el fin de estimular el desarrollo de habilidades de lectoescritura, así como promocionar la literatura infantil en lengua extranjera. De este modo, el alumnado estará preparado para el cambio a Primaria donde los planes de lectura y de bilingüismo adquieren una gran importancia.

**Palabras clave:** profesora de Educación Infantil especialista en Inglés, currículo integrado, aprendizaje basado en tareas, cuento y biblioteca de aula.

# ABSTRACT

Nowadays, learning a second language in Early Years is a priority in the educative system due to the international relationships and the globalization process in which we live. Infant Education teachers, English specialists, have an important role to achieve this purpose. This project consists of a proposal to develop a coordinate work in English and Spanish, connecting the same topic through Task-Based Learning methodology. The tale will be the key resource to link this method with the contents of the pedagogical supports, creating an integrated curriculum. In addition, the design of a classroom library is proposed to encourage the development of literacy skills as well as promote infant literature in a foreign language. In this way, children get prepared for the change to Primary where Bilingual and Reading plans take a strong importance.

**Key words:** Infant Education teacher in English specialist, integrated curriculum, Task-Based Learning, tale and classroom library.

# ÍNDICE

1. INTRODUCTION.....	5
2. GENERAL OBJECTIVES.....	6
3. JUSTIFICATION.....	7
3.1. Connection between the proposal and the competences of the title .	7
3.2. Importance of this work: learning a second language in early years .	8
4. THEORETICAL FOUNDATION .....	10
4.1. Second language acquisition theories.....	10
4.2. How children learn a foreign language in early years .....	11
Project work .....	11
Task-based learning.....	11
Total Physical Response.....	13
Tales: a key resource .....	14
5. METHODOLOGY.....	16
6. SYLLABUS PROPOSAL.....	18
6.1. School of reference.....	18
6.2. Classroom features .....	19
6.3. Objectives of the proposal.....	22
6.4. Year plan .....	23
6.5. Unit plan “el espacio” .....	25
6.6. Unit plan “food” .....	30
6.7. Classroom library .....	33

7. CONCLUSIONS.....	35
8. BIBLIOGRAPHY & REFERENCES.....	36
9. ANNEXES .....	39

# 1. INTRODUCTION

Nowadays learning a foreign language has acquired great importance in the educative community due to demands of our society and the relationships established with other nationalities. Thus, the educative system promotes a plurilingual education to develop teaching-learning processes in a foreign language.

The Spanish/English integrated curriculum promotes children's global and integral development connecting these two languages. It requires a coordinate work between the mother tongue, Spanish, and the foreign language, English. As a result, Infant Education teachers, English specialists, have an important role to achieve this purpose.

This project consists of a proposal to develop a coordinate work in English and Spanish, connecting the same topic through Task-Based Learning methodology. The tale will be the key resource to link this method with the contents of the pedagogical supports (text books) of the school of reference.

In addition, the creation of a classroom library is proposed to encourage the development of literacy skills in a foreign language. The main objective of this resource is to provide sources of pleasure and promote reading encouragement from early year's stage. In this way, children get prepared for the change to Primary where Bilingual and Reading plans take a strong importance.

Finally, it is worth pointing out that this proposal has been designed and implemented in a specific context. Therefore, the group of pupils and the characteristics of the school have been analysed and taken into account for the design. Nevertheless, it can be adapted to other schools bearing in mind needs, interests and features of the school.

## **2. GENERAL OBJECTIVES**

- Put into practice the competences that an Infant Education teacher must have.
- To promote the acquisition and learning of Spanish and English languages through an integrated content based curriculum.
- Implement the main educational strategies in a foreign language teaching and its application to English learning.
- Analyse the main features of Task-Based learning and TPR methods
- Apply basic strategies to support the understanding and expression of messages in a foreign language.
- Design an annual plan and a didactic proposal to develop a coordinated work between Spanish and English lessons.
- Promote the tale as an important resource to learn English in Early Years.
- Encourage reading skills in a foreign language through a classroom library.

## **3. JUSTIFICATION**

### **3.1. CONNECTION BETWEEN THE PROPOSAL AND THE COMPETENCES OF THE TITTLE**

The main purpose of Infant Education degree, referred in the “Ley Orgánica de Educación (L.O.E.) 2/2006”, May 3<sup>rd</sup>, is to train professional teachers with capacity to direct educational services and elaborate pedagogical proposals.

Infant Education teachers contribute to children’s physical, affective, social and intellectual development through different strategies that promote a globalized and integral education.

This final work enables me to improve and strengthen the capacities and competences that an Infant Education teacher must have. However, it is also necessary to bear in mind and connect those competences with the capacities that an English specialist teacher needs to develop a learning process in a foreign language.

#### Competences

- Be able to transmit to children the practical use of learning a foreign language.
- Analyse the context and plan effectively the educative action.
- Collaborate with the educative actions of the school context.
- Know about infant literature and develop strategies for children’s approach to oral and written literacy texts.

#### Objectives

Considering the role of Infant Education teacher and English specialist, I would like to mention specific objectives linked to this work.

- Design, develop and assess a didactic proposal to encourage literacy skills in a foreign language.

- Connect the didactic proposal with the pedagogical material (text books) of the school through a tale.
- Create a classroom library and propose a selection of tales for each unit of the course.

### **3.2. IMPORTANCE OF THIS WORK: LEARNING A SECOND LANGUAGE IN EARLY YEARS**

Nowadays, the knowledge of a second or third language is a priority in the education system due to the globalization process in which we live. Our society is changing and it promotes new cultural relationships between people from different countries. As a result, the European Union is promoting multilingualism as an inalienable objective for the construction of a common European project.

In Spain, learning a second language is also a real need shown in the “Ley Orgánica de Educación, 2/2006” in which it is mentioned that children of the second cycle of Infant Education will be introduced in the use of a foreign language through communicative activities related to routines and usual situations of the classrooms.

Likewise, in 1996 the Spanish Ministry of Education/British Council bilingual project was initiated as a unique experiment within the Spanish state education system. The Ministry of Education and the British Council establishes a bilingual and bicultural education creating an integrate Spanish/English curriculum, taking into account the Spanish National Curriculum and the National Curriculum for England and Wales (published in B.O.E. 2000).

The contents of the integrated curriculum are designed to get children used to hearing English in a natural way, acquiring an understanding of the foreign language from Early Years. Moreover, the integrated curriculum outlines the importance of a coordinated project between Infant and Primary Education teachers in order to ensure a continuity and progression throughout the infant years.



In this work, Primary Education programmes of the school of reference, in particular Reading and Bilingual programmes, have been taken into account to design the proposal. In this way, a smooth transition will be ensured for the change to Primary.

There are a lot of Primary Education activities organized during the year to promote literacy skills in a foreign language such as a dramatizations, theatres or European programmes.

It is worth stating the special attention that the school gives to storytelling and reading tales. One of its plans is the school library where the children are able to borrow books whenever they want. Another reading encouragement strategy that Primary Education teachers of the first cycle carry out is a “treasure trove of tales”. The pupils can put inside their favourite book to tell it or share with their partners.

For all these reasons, this work promotes the use of tales for English language learning through a classroom library in Early Years. In this way, children will have the opportunity to improve their literacy skills while they enjoy and acquire new vocabulary in a foreign language.

In addition, the tale is also the conductive recourse to develop the didactic proposal which is about the same topic. Likewise, this proposal is based in task-based learning method, coordinating English and Spanish activities.

Nevertheless, no single strategy is better in all situations, so the teacher have to choose the most suitable one depending on the available resources, the time, the needs of the group of children and so on.

In conclusion, the official documents referred before and other ones such as the European Framework or the Council of Europe outline the need to develop teaching-learning processes in a foreign language from the first stages in Early Years. Those are the bases in which I support this work. Therefore, I have designed a proposal to develop a coordinate education between English and Spanish trying to establish a global approach.

## 4. THEORETICAL FOUNDATION

### 4.1. SECOND LANGUAGE ACQUISITION THEORIES

With reference to the investigations done about the strategies that have a great influence in learning second languages, Guillén & Alario (2002, p.150) outstand the following ones:

- *Information processing*: sensory memory, working memory and long-term memory are the main components of the theory. The children have to manage amounts of incoming information (oral, written, visual...) during initial processing and they have to transfer it to long-term memory that serves as a permanent repository for knowledge.



- *Discovery learning*: this theory encourages the learner to acquire the knowledge itself. Therefore, the content to be learned is not presented in its final form. The teacher should provide adequate material and encourages learners through observation, comparison, analysis similarities and differences to discover how something works in an active way. This material provided by the teacher is what Bruner called *scaffolding*.
- *Meaningful learning*: Ausubel (1978) remarks the importance of learner's cognitive structure to acquire new information. A concept acquires meaning when it is able to interact with a previous idea that already exists in child's mind. Human beings think, feel and act. Learning involves the use of these actions. The meaningful learning explains that knowing how to connect old and new information provides an intrinsic motivation.

Global approach has to lead the learning process in Infant Education, as well as keep in mind the constructive approach.

## **4.2. HOW CHILDREN LEARN A FOREIGN LANGUAGE IN EARLY YEARS**

### **Project Work**

Experiential or experimental learning, in other words, learning by doing, is related to the project work method. As Fragouli & Tsiplakides (2009) define, the project work is a natural extension of the things that happen in young children classrooms. It is an open and global learning process which limits are not strictly established. The project work methodology is developed according to the teaching context and children's needs or interests.

Likewise, Kohlberg & Mayer, (1972) stand out that a project enables "children to develop in their own unique way, to interact actively with others and have hands on experience of the physical world, allowing learning to emerge from an integration of cognitive and social experience".

In Early Years education appears a need to investigate children's environment and to be intellectually curious. This situation offers a chance to practise a real use of the language that they are likely to need outside, in the world.

Project work also provides a combined use of different skills, trying to bring closer a global education approach. Thus, teachers are able to integrate and cover all Infant Education areas developing multiple intelligences.

"A project is not designed to suit a syllabus, and the language required derives not from the textbook but from the nature of the project itself" (Fried-Booth, 1986, p.5). Therefore, in spite of being a suitable strategy, project work methodology cannot be developed in this proposal due to the pedagogical supports of the school of reference that have to be followed.

### **Task-Based Learning**

The aim of task-based learning is to create a real purpose for language use, providing a natural context for language learning. As Willis J. (1996, p.23) has defined, a task is an

activity where the target language is used by the learner for a communicative purpose in order to achieve an outcome.

The main objective of a task is to stimulate a real communication in the target language through a comprehensible exposure. Thus, teacher's good exposure illustrates the objectives of the task and is vital to involve children in the activities, enjoying and taking part in them. If children are engaged in the task and if they try to understand the target language, they will be beginning to acquire the language naturally.

Guillén & Alario (2002, p.97) stand out that a task is the starting point and the conciliatory element of all the components that take part in the teaching-learning process of foreign languages.<sup>1</sup>

Children have shorter concentration periods, so they need more variety of activities to keep them interested. As a result, the teachers have to develop different types of task, choosing the most suitable ones to keep children involved in each activity. Learning to count, storytelling, action games, matching, classifying or memory games, are some of the task that can be carried out in an Early Years classroom.

Regarding the structure of TBL methodology followed in this work, the first step consists of choosing an interesting topic for children. Then, the teacher has to plan a final task that can be achieved at the end of the unit. This task should be a communicative activity in which literacy skills can be developed.

Thus, some different tasks have to be carried out during the unit in order to develop successfully the final task. In this way, pupils will be able to develop different intelligences as well as acquire key competences.

It is worth pointing out that the type of text and vocabulary used in the unit has to be adapted to children's age and it is also related to the final task.

---

<sup>1</sup>“La tarea es el punto de partida y elemento conciliador de todos los componentes que participan en el proceso de enseñanza-aprendizaje de una lengua extranjera.”

Related to TBL method, Willis, J.(1996, p.11) mention that there are three essential conditions for language learning:

- *Exposure*: comprehensible and rich use of language in written and spoken form. It involves making sense of whatever they listen to or read.
- *Use*: learners need opportunities to communicate using the target language for real purpose.
- *Motivation*: crucial force to encourage the curiosity and the desire for new experiences. It is essential to give confidence through communicative activities that children can achieve with success.

### **Total Physical Response**

Total Physical Response is an instructional technique created by J. Asher to learn new vocabulary of a second language. This strategy emphasize that language is acquired implicitly and not learned.

Asher, J. (2009) outlines three vital ideas for language acquisition:

- *Understanding the spoken language should be developed in advance of speaking (silent period).*
- *Understanding should be developed through movements of the student's body.*
- *Do not attempt to force speaking; they will spontaneously begin to produce utterances [...] at some point in the understanding of spoken language, students will indicate readiness to talk.*

Listening skills are far in advance of speaking skills. Therefore, children express understanding of commands through body movements (without a spoken response). This method allows pupils to react to language using physical performances.

As a result, it is needed a clear non-verbal language so that children can understand what it is saying. The teacher has to repeat comprehensible commands (stand up, stop, seat down...) until the students can carry out them easily. Gradually, children will feel comfortable and confidence. Their inhibitions and anxiety will be reduced and they will be ready to speak.

As for the basic steps in TPR method, the following ones are remarkable:

- Using commands to direct behaviour: the use of commands is the most important technique to get students ready to carry out an action. The action makes the meaning of the commands easier.
- Role reversal: students command their mates and their teacher to do some actions.
- Action sequence: the teacher uses connected commands. When the students improve their language learning, the teacher can give a longer series of connected commands.

### **Tales: a key resource**

The development of literacy skills is a crucial and very important issue in our knowledge-based society and economy. It is an essential resource to be in touch with the world and to achieve success in our current society.

As Lebrero (1993) stands out, in Clemente & Ramírez (2008, p.17), reading, generally, is understanding any type of message through different means. Accordingly, the child can read since he is very young.<sup>2</sup>

---

<sup>2</sup> Leer, en sentido amplio, es captar cualquier tipo de mensaje por diferentes medios. En este sentido, el niño desde muy pequeño puede leer.

Reading favours the first contacts with the language, develops children's attention and initiates them in the ability to express and understand narrative sequences. The books or tales are a resource in which children can discover the world in a simplified way. Moreover, they are excellent means of communication between children and adults.

At this stage, reading comprehension can be defined as "intentional thinking during which meaning is constructed through interactions between the reader and the text" (Harris and Hoges, 1995, p.207). Hence, reading is a purposeful activity: getting meaning from a text.

Other author outlines the importance of reading encouragement rather than the meaning comprehension of the readings. Mata, J. (2008, p.69) defines reading encouragement as practices that encourage a reading, expand it and connect to other experiences. The welding among the activities that come before the reading and the ones that prolong the reading constitute the foundation of the encouragement.<sup>3</sup>

Storytelling and reading tales are two suitable ways to introduce literacy skills in Early Years. At this stage, it is important to start acquiring oral skills in order to provide a strong basis for reading and writing development. As a result, a classroom library could be also an adequate tool to motivate and favour the reading encouragement.

In this proposal, the tale is the key resource to organize a coordinated unit plan connecting English and Spanish tasks.

---

<sup>3</sup> [...] entenderse por animación a la lectura [...] prácticas que animan a la lectura, es decir, que la ramifican, la vinculan a otras experiencias, la enraízan. La soldadura de las actividades que preceden y prolongan la lectura constituye el fundamento de la animación.

## 5. METHODOLOGY

With the purpose of developing this work, some steps have been followed. First of all, it has been necessary to know the law and official documents about teaching and learning a second language in Early Years.

As it is mentioned in previous pages, a bilingual education in which Spanish and English curriculum are integrated it is a real need in the schools. Therefore, Early Years teachers, English specialists, have to promote a cross curricular approach in which all Infant Education areas are developed (self-knowledge and personal autonomy; knowledge of the environment; languages: communication & representation) coordinating both languages through the same topic. Hence, the contents of English and Spanish lessons will be the same.

The next step consists of knowing how children learn a foreign language and which are the most suitable strategies and methodologies to encourage and support this learning process. In this case, Task-Based Learning will be the method selected to develop the proposal.

There will be experiential, sensorial, motor... tasks or games related with the three areas in order to develop multiple intelligences, competences and skills trying to encourage a global education based in Spanish/English integrated curriculum.

There must be coherent relations between pedagogical resources and developed activities to ensure effectiveness and profitability in all teaching-learning situations. Consequently, the tasks will be connected with the contents of the pedagogic supports of the school (text books) and the selected tale.

As it is mentioned in the theoretical foundation, the centre of attention and the conductive resource to encourage reading skills in Early Years will be the tale. Therefore, the topic of each didactic unit has been taken into account to look for a tale according to the same topic.

In this way, the teacher will be able to carry out activities that connect these resources and direct the proposal to a common final task that is telling the tale. This final task will



involve a communicative approach and will encourage reading skills in a foreign language.

The type of the text used during the unit will be related to the final task and will be adapted to children's age and needs.

In order to continue promoting reading encouragement, a classroom library is going to be created including the tales worked in each unit. Some activities after reading time will be suggested as well. In this way, the teacher will be able to promote the use of the library and assess the implication and understanding of the pupils.

Finally, it is worth mentioning that a previous observation period is needed to design this proposal and make it useful, convenient and adequate. Therefore, observing and analysing different elements of a real context such as school programmes, teacher's strategies and methodologies or children's needs and features, it is also an important step to develop this work.

# **6. SYLLABUS PROPOSAL**

## **6.1. SCHOOL OF REFERENCE**

### **General characteristics of the school**

The school of reference to develop this proposal is an urban private school. It is a catholic and bilingual educative centre located in Palencia city. It is a one line school of Infant, Primary and Secondary Education.

The buildings are well prepared and they have enough space for the normal development of school activities. There are two buildings, the principal one and a small bungalow where the Infant Education classrooms are located.

As for the distribution of time, this school has a continuous schedule. Infant and Primary Education children have the same timetable from 9:00 to 14:00. However, it is worth mentioning that the schedules in Early Years are flexible and they are constantly adapting to school programmes and classroom's needs.

### **Characteristics of Infant Education teachers**

The staff in Infant Education consists of the tutors of each classroom, 3 year-old tutor, 4 year-old tutor and 5 year-old tutor and the English teacher for all the cycle. Each Infant Education teacher works the didactic units using suitable strategies and methodologies. The English teacher works in each classroom using mainly the assembly area to develop the lessons through songs, games and different tasks.

Considering the theoretical foundation and the official documents, this is an integrated and global education proposal, coordinating Spanish and English languages, implemented by an Infant Education teacher, being the English specialist as well.

### **Characteristics of the group**

The proposal is designed for the third course, 5 year-old pupils, second cycle of Infant Education. The classroom has 25 young children, with more girls than boys.

There is no race or culture diversity either special difficulties or needs in this group. In general, the pupils have a high independence and autonomy level, except for a few ones that require more affect, support or help from the teacher.

Likewise, there are also two children with too much energy that need especial attention. As a result, the teacher gives them specific responsibilities or routines in the classroom so that they can be calm and ready to carry out new tasks.

The pupils usually show a high willingness and implication towards new learnings demonstrating interest to discover their environment and bringing closer the world around them. Moreover, the innovative, experiential and creative tasks encourage them to work around an interesting topic.

## **6.2. CLASSROOM FEATURES**

### *Corners*

The classroom has several spaces or areas to enable the development of different intelligences and skills through the daily activities and routines. The classroom of reference for this proposal has the following ones:

*Role Play corner:* this corner encourages the development communication skills and positive relationships. The role play is a way of understanding their environment and the real life through a supermarket, a kitchen or a hospital.

*Arts and craft corner:* in this space the children are able to show their drawings, constructions or creations done with the families or in the classroom about the current unit. They can use and experience with different materials, techniques and tools such as painting, free drawing, plasticize, clay , scissors, glue, crayons and other elements.

*Reading corner:* in this corner there is a small table where the teacher reads with small groups of children according to their level. Moreover, there are some selves with books, magazines or tales that pupils can choose and enjoy reading them during their free time.

*Constructions & mathematical corner:* In this corner children can find blocks or wooden pieces of different shapes to create all the things that they can imagine. There is also a space with mathematical resources such as numbers or board to develop mathematical skills.

*Carpet/Assembly area:* the carpet area, where the assemblies and the activities in big group take places, is one of the most important spaces of the classroom. It is limited by a plasticised cork where the children can interact and develop their oral skills through dialogues, discussions, proposals, problem solving and suggested conversations. In addition, in this area the children share their knowledge as well as organize the daily activities.

In order to encourage ITC skills, there is an interactive whiteboard located on the wall in front of the carpet. In this way, the children are able to manipulate it from the carpet area and they can also see it from the working area, being a great support for some activities.

*Working area:* the working space is divided in 6 tables of different colours for 4 children per table. There is also furniture close to the tables where the text books, pencils, crayons and other material are placed next to the pupils.



These areas or corners give a chance to develop different skills and intelligences in the classroom. However, it is worth pointing out that some improvements related with the proposal can be done. As the tale will be the key resource to encourage reading skills in

a foreign language, a library corner next to the reading area can be placed, as it is explained in the following pages.

### **Main resources**

The main daily resources used as teaching-learning strategies are the following ones.

In spite of not being registered in the unit plans, I have continued carrying out these classroom routines and I considered them part of my proposal.

- ***Register & Schedule***

The register is a point system display to control, assess and improve children's behaviour, attitudes and responsibilities such as being in silence, seating down properly, doing worksheets or any action that teacher wants to be rewarded.

There is also a daily planning or schedule where the main activities of the work day are shown. In this way, the schedule enables children to visualize and know the schema of the day on their own.

- ***Attention games***

The teacher uses attention games to encourage the development of children's implication and concentration. These games are puzzles, word-building pieces and materials to sew and tie shoelaces.

- ***Puppets***

The teacher uses puppet during English sessions, this resource has plenty of advantages such as introduce new topics/activities, keep children's attention, regulate behaviour, reinforce basic routines or classroom rules and develop confidence and self-esteem.

- ***Text books***

“Pompas de Jabón”

This Spanish textbook contains worksheets of the units that are being developed during the course. These units last approximately one month and there are 3 units per term. The children do one or two worksheets per day.


There is also another book, with independent contents of the units, to develop literacy skills. They worksheets are also done every day.

*“Jungle Fun”*

For the English lessons another textbook is used with worksheets related to English units. The units last one month and the children do the worksheets once per week during English sessions.

**Timetable**

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00 - 9:30	Assembly				
9:30 - 10:15	T.B.L.	T.B.L.	T.B.L.	T.B.L.	T.B.L.
10:15 - 11:45	Worksheets / Attention games / Reading time				
11:45 - 12:00	Snack time				
12:00 - 12:30	Break				
12:30 - 13:30	Psychomotricity	Mathematics	English session	Yoga	Free play
13:30 - 14:00	Time to finish				

 Task- Based Learning: time to develop the proposal

**6.3. OBJECTIVES OF THE PROPOSAL**

- Design a syllabus proposal founded in task-based learning to develop a coordinated work between English and Spanish lessons.
- Use the tale as key resource to connect the contents of the units.
- Create a classroom library to introduce and encourage reading skills in a foreign language.
- Promote families implication to stimulate reading encouragement in English.

## 6.4. YEAR PLAN

The following year plan is organized according to “Pompas de Jabón” text book. Spanish and English tasks will be carried out to develop the units. The topic of each unit has been taken into account to select a suitable tale. In this way, reading skills will be encouraged while the children learn English. The library will be created adding the worked tales at the end of each unit.

YEAR PLAN		
1st TERM	2nd TERM	3rd TERM
<b>Unit:</b> "Un mamut en el museo" <b>Topic:</b> Body & bones <b>Tale:</b> "Our body"	<b>Unit:</b> "Cosas del antiguo Egipto" <b>Topic:</b> Egipt <b>Tale:</b> "The enormous crocodile"	<b>Unit:</b> "Cosas del espacio" <b>Topic:</b> Espace <b>Tale:</b> "Curios George and the roaring rocket"
<b>Unit:</b> "De casa en casa" <b>Topic:</b> Types of houses <b>Tale:</b> "Three little pigs"	<b>Unit:</b> "Calles de pelicula" <b>Topic:</b> City elements <b>Tale:</b> "Rosie's walk"	<b>Unit:</b> "El espantanubes" <b>Topic:</b> Spring and plants <b>Tale:</b> "Sam plants a sunflower"
<b>Unit:</b> "Cosas de la prehistoria" <b>Topic:</b> Prehistory <b>Tale:</b> "Fairly people"	<b>Unit:</b> "Viaje al desierto" <b>Topic:</b> Trips & desert <b>Tale:</b> "Camels can!"	<b>Unit:</b> "Un animal raro" <b>Topic:</b> animals of the world <b>Tale:</b> "Elmer and the lost teddy"

With reference to English sessions, the following year plan has been designed taking into account “Jungle Fun” text book. It has been chosen tales according to the topic of each unit as well.

<b>YEAR PLAN</b>		
<b>1st TERM</b>	<b>2nd TERM</b>	<b>3rd TERM</b>
<b>Unit:</b> "At school" <b>Topic:</b> fournitures and resources <b>Tale:</b> "Do I have to go to school?"	<b>Unit:</b> "Toys" <b>Topic:</b> games and toys <b>Tale:</b> "Kipper´s toybox"	<b>Unit:</b> "Food" <b>Topic:</b> food <b>Tale:</b> "Very hungry caterpillar"
<b>Unit:</b> "My family" <b>Topic:</b> family & house <b>Tale:</b> "Guess how much I love you"	<b>Unit:</b> "Clothes" <b>Topic:</b> clothes <b>Tale:</b> "Yellow socks"	<b>Unit:</b> "Animals" <b>Topic:</b> animals <b>Tale:</b> "Dear Zoo"
<b>Unit:</b> "My face" <b>Topic:</b> face, colours and shapes <b>Tale:</b> "Butterfly ears"	<b>Unit:</b> "Around town" <b>Topic:</b> buildings and proffesions <b>Tale:</b> "Curious George takes a job"	<b>Unit:</b> "Outside" <b>Topic:</b> weather, animals, colours & lanscapes <b>Tale:</b> "The tinny seed"

### **Proposal of a coordinated year plan**

The previous year plans are based in two different pedagogical supports. In spite of trying to develop a coordinate education with the available resources of the school of reference and make a proposal following them, it is much better to design a common year plan where English and Spanish lessons are connected through the same textbook.

As a result, I propose the following units to develop a coordinate education between English and Spanish languages.



<b>PROPOSAL OF YEAR PLAN</b>		
<b>1st TERM</b>	<b>2nd TERM</b>	<b>3rd TERM</b>
<b>Unit:</b> "At school" <b>Topic:</b> responsibilities, routines and rules <b>Tale:</b> "Do I have to go to school?"	<b>Unit:</b> "From house to house" <b>Topic:</b> type of houses and families in the world <b>Tale:</b> "Three little pigs"	<b>Unit:</b> "Spring is coming" <b>Topic:</b> weather, plants & landscapes <b>Tale:</b> "The tiny seed"
<b>Unit:</b> "My face and my body" <b>Topic:</b> face, feelings, body & bones <b>Tale:</b> "Butterfly ears"	<b>Unit:</b> "Animals" <b>Topic:</b> animals of the farm and the jungle <b>Tale:</b> "Elmer and the lost teddy bear"	<b>Unit:</b> "The space" <b>Topic:</b> elements of the space & astronauts <b>Tale:</b> "Roaring rockets"
<b>Unit:</b> "My town" <b>Topic:</b> shops, transports & professions <b>Tale:</b> "Curious George takes a job"	<b>Unit:</b> "Trip to Egipt" <b>Topic:</b> Egip & desert issues <b>Tale:</b> "Camels can!"	<b>Unit:</b> "Holidays" <b>Topic:</b> weather, animals, colours & landscapes <b>Tale:</b> "Lanterns and firecrakers"

## 6.5.UNIT PLAN “EL ESPACIO”

This proposal is based in the space unit of “Pompas de Jabón” textbook. The unit have been developed with 5 year-old children at the beginning of the third term.

A video of an astronaut has been created to introduce the topic and to establish a dialogue about it. In this way, the teacher is able to find out children’s interests and prior knowledge.

The methodology used to develop the unit is tasked-based learning. The tasks are about the contents of the textbook and the selected tale “Curious George and the rocket”. Some of these tasks will be developed in English so that children get prepared for the final task in which the teacher tells the tale. Another final task is developed (in Spanish) to remember and share their new knowledge about the space.

## **Expectations**

At the end of this unit all the children must

- Recognize and identify some elements of the space
- Associate elements related with astronaut's profession
- Follow the rhythm of the song
- Follow the main parts of the tale
- Participate with pleasure in the activities.

At the end of this unit most of the children should

- Know main features of the planets and constellations
- Associate different actions with astronaut's profession
- Hum "The planets" song doing the corresponding body movements
- Follow the sequence of the tale
- Associate some elements of the unit with the tale
- Assume their role in the activities

At the end of this unit some of the children could

- Identify the position of each planet of the solar system
- Imagine & draw constellations in the space
- Sing the "The planets" song doing the corresponding movements
- Describe the sequence of the tale
- Identify and verbalize some elements of the unit and the tale
- Help the partners during the activities

## Lesson overview (T.B.L.)

Lessons Overview			
Lesson	Learning goals	Learning outcomes	Main activity
1	<ul style="list-style-type: none"> <li>- Encourage the investigation about the space</li> <li>- Develop communication skills</li> </ul>	<ul style="list-style-type: none"> <li>- Acquire interest towards the space</li> <li>- Get pupils attention towards the unit</li> </ul>	AN ASTRONAUT FROM THE E.S.A. BRINGS A MESSAGE
2	<ul style="list-style-type: none"> <li>- Become familiar with the earth as a planet</li> <li>- Promote the use of ITC</li> </ul>	<ul style="list-style-type: none"> <li>- Locate Palencia city in the earth</li> <li>- Identify the world as a planet</li> </ul>	EARTH: THE BLUE PLANET
3	<ul style="list-style-type: none"> <li>- Bring closer the concepts of revolution &amp; rotation of the earth</li> </ul>	<ul style="list-style-type: none"> <li>- Know how the earth gets light and dark</li> </ul>	EARTH: DAY & NIGHT
4	<ul style="list-style-type: none"> <li>- Become familiar with the characteristics of the moon</li> <li>- Develop writing and fine motor skills</li> </ul>	<ul style="list-style-type: none"> <li>- Identify the phases of the moon</li> <li>- Know some characteristics of the moon</li> </ul>	THE PHASES OF THE MOON
5	<ul style="list-style-type: none"> <li>- Show interest in knowing other satellites</li> </ul>	<ul style="list-style-type: none"> <li>- Observe the satellites around the earth</li> </ul>	THE MOON AND OTHER SATELLITES
6	<ul style="list-style-type: none"> <li>- Introduce the planets of the solar system</li> <li>- Develop spatial skills</li> </ul>	<ul style="list-style-type: none"> <li>- Acquire new knowledge about the planets of the solar system</li> </ul>	EXPERTS ON PLANETS
7	<ul style="list-style-type: none"> <li>- Become familiar with some characteristics of the planets</li> <li>- Develop ITC skills</li> </ul>	<ul style="list-style-type: none"> <li>- Associate each planet with their position in the space</li> </ul>	INTERACTIVE GAMES ABOUT THE SOLAR SYSTEM
8	<ul style="list-style-type: none"> <li>- Participate and show interest in foreign language activities</li> <li>- Develop communication skills in a foreign language</li> </ul>	<ul style="list-style-type: none"> <li>- Know the name of the planets</li> <li>- Identify the movements of each planet in the orbit</li> </ul>	TOMMY'S PLANETS SONG
8	<ul style="list-style-type: none"> <li>- Become familiar with stars and constellation</li> </ul>	<ul style="list-style-type: none"> <li>- Identify some stars and constellations</li> </ul>	MY FAVOURITE CONSTELLATION
10	<ul style="list-style-type: none"> <li>- Become familiar with professions related with the space</li> </ul>	<ul style="list-style-type: none"> <li>- Acquire new knowledge about astronomers' and astronauts' functions</li> </ul>	ASTRONOMERS & ASTRONAUTS
11	<ul style="list-style-type: none"> <li>- Participate and show interest in foreign language activities</li> </ul>	<ul style="list-style-type: none"> <li>- Acquire new English vocabulary about space suits.</li> </ul>	TOMY'S SPACE TRIP
12	<ul style="list-style-type: none"> <li>- Develop literacy skills in a foreign language</li> <li>- Become familiar with English tales</li> </ul>	<ul style="list-style-type: none"> <li>- Understand the sequence of the story</li> <li>- Recognize and verbalize some fruits and food of the tale</li> </ul>	<u>FINAL TASK</u> "CURIOUS GEORGE AND THE ROCKET" TALE
13	<ul style="list-style-type: none"> <li>- Remember and review the main content of the unit</li> <li>- Develop social relationships and communication skills</li> </ul>	<ul style="list-style-type: none"> <li>- Recognize the elements of the solar system</li> <li>- Identify elements related with astronauts</li> </ul>	<u>FINAL TASK</u> A "TRIP" TO THE SPACE

## Main resources

- Astronaut´s video & letters
- Planetarium mural
- Interactive games & programmes
- “The planets” song
- Worksheets
- Mysterious bag
- Puppet
- “Curious George and the rocket” tale

## Assessment criteria

Assessment Criteria
<p><b>All children must be able to</b></p> <ul style="list-style-type: none"><li>- Recognize the earth as a planet</li><li>- Identify and verbalize the name of some planets in English and Spanish</li><li>- Recognize some phases of the moon</li><li>- Create a constellation</li><li>- Differentiate astronomers´ and astronauts´ functions</li><li>- Identify and recognize the parts of a spacesuit</li><li>- Follow the rhythm of “The planets” song</li><li>- Identify elements of the tale</li><li>- Follow the sequence of the tale</li></ul>

**Most of the children will be able to**

- Imitate revolution & rotation movements of the earth
- Recognize and express characteristics of planets
- Associate some phases of the moon with the corresponding name
- Identify constellations in the space
- Associate different actions with astronaut's profession
- Hum "The planets" song using illustrators
- Describe some parts of the tale

**Some of the children could**

- Understand the concept of revolution and rotation of the earth (day & night)
- Identify the colour of each planet and know their position in the solar system
- Identify and organize the phases of the moon in the correct order.
- Explain how the constellations are created
- Understand and explain the concept of gravity relating it with some common actions of the astronauts in the space
- Sing "The planets" song making the corresponding body movements
- Describe the sequence of the tale

**Improvements**

Some designed tasks could not be done (create a planetarium with playdough, draw constellations inside a black umbrella or dramatize the tale) due the lack of time, the activities of the school and other issues.

In spite of that, this proposal can be improved to achieve better the suggested objectives or to bring closer reading encouragement in a foreign language. That is why I propose the following improvements:

- Develop more investigation activities in small groups.
- Carry out more experiential tasks rather than worksheets.
- Design and create a symbolic area related with the contents of each unit (clothes, materials, images, etc.) in order to encourage language and communication skills.
- Games to recognize written words in English. Start using only drawings to make it easier and incorporate words as soon as the children feel confident.
- Use puppets and different objects to tell the tale in order to arouse children's interest.

## **6.6.UNIT PLAN “FOOD”**

The food unit has been developed in English sessions and it is based in “Jungle Fun” text book. All the lessons and tasks will be carried out in English and the tale selected is “Very Hungry Caterpillar”. In spite of not working a coordinate education between English & Spanish, this is also a great opportunity to encourage reading skills in a foreign language.

### **Expectations**

At the end of this unit all the children must

- Follow the main parts of the story
- Recognize some fruits and food
- Follow the rhythm of the songs
- Participle with pleasure in the activities

At the end of this unit most of the children should

- Follow the sequence of the tale
- Associate some elements of the unit with the tale
- Hum the song using the corresponding illustrators and gestures
- Assume their role in the activities

At the end of this unit some of the children could

- Describe the sequence of the tale
- Identify and verbalize some elements of the unit and the tale
- Sing the songs using illustrators and gestures
- Help the partners during the activities

### Lesson overview (T.B.L.)

Lessons Overview			
Lesson	Learning goals	Learning outcomes	Main activity
1	- Develop interest in storytelling - Become familiar with some routines (wash hands)	- Understand the sequence of the story - Observe the fruits	STORYTELLING FRUITS GAME WORKSHEET
2	- Become familiar with the vocabulary of the unit - Improve mathematical skills	- Recognize the food - Identify and collect the numbers from 1 to 7	GAME: TOMY WANTS A PIZZA WORKSHEET
3	- Become familiar with the fruits - Get to know new spatial concepts	- Recognize some fruits - Differentiate the concepts "in" and "next to"	IN OR NEXT TO THE BOX WORKSHEET
4	- Develop literacy skills - Become familiar with English tales - Improve communicative skills	- Understand the sequence of the story - Recognize and verbalize some fruits and food of the tale	<u>FINAL TASK</u> WORKSHEET (UNIT REVIEW) "VERY HUNGRY CATERPILLAR" TALE

### **Main resources**

- Puppets
- Plastic fruits
- Real fruits
- Flashcards
- Mysterious bag
- Worksheets
- Very Hungry Caterpillar tale

### **Assessment criteria**

<b>Assessment Criteria</b>
<p><b>All children must be able to</b></p> <ul style="list-style-type: none"><li>- To recognize some elements of the tale</li><li>- To identify some fruits</li><li>- To recognize some food</li><li>- To count from 1 to 7</li><li>- To hum the songs</li></ul>
<p><b>Most of the children will be able to</b></p> <ul style="list-style-type: none"><li>- To follow the sequence of the tale</li><li>- To say the name of some fruits and food</li><li>- To understand the concepts of “in” and “next to”</li><li>- To recognize the numbers 1 to 7</li><li>- To sing some parts of the song</li></ul>
<p><b>Some of the children could</b></p> <ul style="list-style-type: none"><li>- To describe the sequence of the tale</li></ul>



- To identify and verbalize some fruits and food
- To relate the contents of the unit with the tale
- To sing the songs using illustrators

## **6.7. CLASSROOM LIBRARY**

The creation of a classroom library to encourage literacy skills in English language is the final objective of this proposal. In Early Years, the teacher has to give a ludic nature to the library without forgetting the principal aim which is to bring closer the infant literature.

As the children are in the last course of Infant Education, this resource arouses reading encouragement to get children prepared for the change to Primary where Bilingual and Reading programmes are established.

Creating a classroom library it is not enough, after reading the tale, teachers have to use different materials and develop activities to stimulate the reading, assess children's knowledge, reinforce contents or continue working literacy skills with the families.

Therefore, I propose the following activities in order to achieve these objectives:

- Brochure

It consists of some folded pages where the children have to complete the story making drawings. Through this resource children are able to recognize characters, reinforce contents and follow the sequence line of the tale.

- Informative & assessment book

Each child would have their own "informative book" about the tale with two worksheets. In the first one, there will be some questions about the tale (characters,

places...) to be answered by the pupils. The children express the answers using drawings, writing certain learnt words or selecting the correct picture.

The second sheet consists of a self-assessment table where the children have to stick a sticker, happy or sad face, according to their feelings towards the tale. (If it is funny, if they like it, enjoy it and understand it).

- External material

In the classroom library, the pupils will have at their disposal other tales related with each unit contents in order to be able to take them to their homes. This initiative enables families to participate in children's learning processes, encourage literacy skills and support children's cognitive development.

- Other activities

Other type of activities that concerns communication skills can be done in the classroom to continue promoting the use of tales. For example, pupils can bring and tell their favourite tale to their partners. They can also access to the library in small groups once per week so that they can revise and remember tales worked during the units or explore the new ones bring by the classroom partners.

## 7. CONCLUSIONS

In spite of not applying this proposal fully, I consider that good results are achieved. The children participated in the activities with pleasure and were involved in the investigation about the topic. Although they had never carried out coordinated tasks in two languages before, the pupils respond in a positive way and they take part in the activities without significant problems.

As for the tales, they have been an essential support to connect the contents of the units and promote infant literature in a foreign language. The students showed interest and participated actively during and after the story.

Although I could not develop the whole unit and create a classroom library, I consider it a suitable resource to encourage children's literacy skills. Pupils find pleasure in reading tales even before they know how to read because it provides them imagination and new knowledge about the world.

Likewise, it is worth mentioning the power of the tale as a key resource that connects Task-Based Learning methodology and pedagogical supports reaching a common final task. These method and resources enables the creation of a global approach.

Through this proposal I have tried to create a global and integrated year plan where Infant Education areas can be developed coordinating English and Spanish lessons. Besides, this work have been developed bearing in mind the transition to Primary Education where the acquisition of literacy skills in a foreign language is an important objective to achieve.

In summary, the development of this project has allowed me to put into practice the competences that an Infant Education teacher in English specialist must have. It has also enabled me to be conscious of the knowledge, skills and abilities acquired over the academic degree and the important role that we have in order to bring a new perspective and promote a multilingual education.

## 8. BIBLIOGRAPHY & REFERENCES

### BOOKS:

- Asher, James J. (2009) *Learning another language through Actions* (7th Edition). Los Gatos, CA: Sky Oaks productions.
- Clemente, M. y Ramírez E. (2008). *Reflexiones generales sobre la educación lectora temprana*. En M. Clemente y E. Ramírez, Primeros contactos con la lectura leer sin saber leer (13-20). Salamanca: Fundación German Sánchez Ruipérez.
- Fried-Booth, D. (1986). *Organazing a project*. In D. Fried-Booth, Project Work (28-38). Oxford: Oxford University Press
- Guillén C. y Alario C. (2002). *Los procesos de enseñanza-aprendizaje de las LEs*. En C. Guillén y C. Alario, Didáctica de la lengua extranjera en educación infantil y primaria (146-154). Madrid: Síntesis Educación
- Littlewood, W. (1995). *Models of second language learning*. In W. Littlewood, Foreign and second language learning (69-80). Cambridge: Cambridge University Press
- Mata, J. (2008). *La soldadura de las actividades que preceden a la lectura y las que a prolongan constituyen el fundamento de la animación*. In J. Mata, Animación a la lectura. Hacer de la lectura una práctica feliz, trascendente y deseable (69-82). Barcelona: Editorial GRAÓ
- Nuttall, C. (2005). *Approaching reading in the foreign language classroom*. In C. Nuttall, Teaching reading skills (30-44). Oxford: MacMillan
- Vassiliou, A. (2011). *Teaching approaches in reading instruction*. In Teaching Reading in Europe: contexts, policies and practices (17-26). Brussels: Education, Audiovisual and Culture Executive Agency.

Willis, J. (1996). *Language learning: creating the best environment*. In J. Willis, A framework for task-based learning (3-22). England: Adison Wesley Logman Limited.

Willis, J. (1996). *TBL for beginners and young learners*. In J. Willis, A framework for task-based learning (117-132). England: Adison Wesley Logman Limited.

### **JOURNALS:**

Fragoulis, I. & Tsipakides, I. (2009). Project-Based Learning in the teaching of English as a foreign language in Greek Primary schools: from theory to practice. *Canadian Centre of Science and Education journal*, 2 (03), 114-119

Wolfe, D. & Jones G. (1982). Integrating Total Physical Response strategy in a level I Spanish class. *Foreign Language Annals*, 14 (4), 273-279

### **OFFICIAL DOCUMENTS:**

Decreto 1630/2006, de 29 de diciembre, por el que se establecen las enseñanzas mínimas del segundo ciclo de Educación infantil (B.O.E. núm. 4, de 4 de enero de 2007).

Decreto 122/2007, de 27 de diciembre, por el que se establece el currículo del segundo ciclo de la Educación Infantil en la Comunidad de Castilla y León (B.O.E. núm. 1, de 2 de enero de 2008).

Ley Orgánica 2/2006, de 3 de mayo, de Educación (B.O.E. núm. 106, de 4 de mayo de 2006).

### **RESOURCES:**

Blair, A. & Cadwallader, J. (2012). *Jungle Fun*. England: Richmond.

Algaida Editores (2014). *Pompas de jabón*. Barcelona: Anaya.

Carle, E. (1994). *The very hungry Caterpillar*. London: Hamish Hamilton.

Rey, H.A. & Rey, M. (2006). *Curious George and the rocket*.

## 9. ANNEXES

### 9.1. UNIT PLAN “EL ESPACIO”

Lessons		
Learning objectives	Learning outcomes	Evidence for Assessment
<ul style="list-style-type: none"> <li>- Encourage the investigation about the space</li> <li>- Become familiar with the moon and the planets of the solar system</li> <li>- To become familiar with stars and constellations</li> <li>- To bring closer the professions related with the space</li> <li>- To develop interest in storytelling and reading tales in a foreign language</li> <li>- Participate with pleasure in the activities</li> </ul>	<ul style="list-style-type: none"> <li>- To develop interest in investigating the space</li> <li>- Acquire new knowledge about the planets of the solar system</li> <li>- Identify the phases of the moon</li> <li>- Associate stars and constellations</li> <li>- Acquire new knowledge about astronomers´ and astronauts´ functions</li> <li>- Learn English vocabulary about the space</li> <li>- Assume their role during the activities</li> </ul>	<ul style="list-style-type: none"> <li>- Identify and make the movements of the earth around the sun</li> <li>- Create a book of the moon phases</li> <li>- Recognize and verbalize the characteristics of planets through a worksheet</li> <li>- Locate the planets in the correct place</li> <li>- Sing or hum “The planets” song doing the corresponding body movements</li> <li>- Make a constellation with the offered materials</li> <li>- Analyse the functions of astronauts through a video</li> <li>- Put on a space suit to the English session puppet</li> <li>- Follow the sequence of the tale</li> <li>- Guess riddles about the space</li> </ul>
Discourse/Text targeted		Language targeted

<p>Discursive, narrative and instructional texts are used.</p> <p>“The planets” song:</p> <p><i>The sun is found in the middle, in the middle, in the middle (bis)</i></p> <p><i>The planets go around the sun, around the sun, around the sun (bis)</i></p> <p><i>Mercury goes around the sun, Venus goes around the sun,</i></p> <p><i>Earth goes around the sun, Mars goes around the sun,</i></p> <p><i>Jupiter goes around the sun, Saturn goes around the sun,</i></p> <p><i>Uranus goes around the sun, Neptune goes around the sun.</i></p> <p><i>The stars are twinkling far way, far away, far away (bis)</i></p>	<p>Paralanguage and non-verbal language is used:</p> <ul style="list-style-type: none"> <li>- Medium pitch.</li> <li>- Rising and falling intonation.</li> <li>- Illustrators.</li> <li>- Facial expressions</li> <li>- Eye-contact</li> <li>- Body movements.</li> <li>- Emblems</li> </ul>
---	--

Outline of leading activities

Introduce the space unit through a video

Time	Group	Pupils	Teacher	Resources
8´	Big group Carpet area	The children show interest in knowing backpack’s contents and they will pay attention to the video.	<p>A backpack is placed in the middle of the classroom. The teacher takes a pen from the backpack and asks to children if they want to see the video (about an astronaut of the E.S.A. asking for help in a mission).</p> <p>The teacher and children watch the video in the PDI.</p>	<p>Backpack</p> <p>Video</p> <p>PDI</p>
15	Big group Carpet area	The children will participate in the dialogue in an active way.	Before starting the requested mission: investigate things of the space to be a professional astronaut, the teacher will encourage children to talk about all the things that they already know about the	Clues: key words about the space



			space.  She will use the clues that are inside the backpack to guide the conversation and introduce the subjects that will be worked during the unit.	
--	--	--	---	--

Outline of leading activities

Know some characteristics of the earth

3-4	Big group Carpet	The volunteers will respond teacher's questions.	The teacher will use guided questions to remember the aspects commented about the earth in the previous session.  <i>"Where do we live? Is it a planet?..."</i>	
7'		The children listen to and pay attention to the explanations of the teacher.	After introducing that we live in a planet called earth, the teacher uses the interactive whiteboard and google maps in order to discover why the earth is the blue planet.  The teacher will situate Palencia in the map and getting away with the zoom the shape and colour of the world will be visualized. She will ask again for the blue planet so that the children can deduce the reason.	Whiteboard
15	Big group Carpet area	The children listen to teacher's explanations and participate in the interactive game.	The teacher will introduce some characteristics of the earth (oceans, continents and gravity)  In order to introduce the name of each continent, the teacher proposes an interactive game. The volunteer children, with partners help, will place the continents in the map.	Whiteboard  Interactive game
4'	Big	The children	In order to introduce revolution and rotation movements of the earth, the teacher remember some ideas mentioned	

	group Carpet area	remember the ideas of day and night and listen to teacher's explanations.	the first day. <i>"We see the sun in different places of the sky during the day. Does it mean that the sun is moving? No! The earth is moving, not the sun"</i> .	
10	Big group Carpet area	A volunteer will hold the lantern (sun) and another one will put the sticker in Spain.  The pupils will listen to teacher's explanations, participating and giving ideas.	The teacher uses a world globe, a lantern and a sticker placed in Spain to verify this theory.  She explains that while in one side of the world gets light, in the other side gets dark: <i>"We are going to have snack right now, children of the other side of the world are going to sleep. Say good night to them!"</i>  She will also explain why the earth goes around the sun (translation process).	World globe  Lantern  Sticker
5'	Big group Carpet area	Two volunteers will represent sun & earth movements.  The rest of pupils will observe and analyse if they are doing well.	In order to reinforce the explanations, the teacher asks for two volunteers. The first one will be the sun (yellow bag) and the second one the earth (blue bag)  The volunteers will repeat the earth movements explained before.	Yellow and blue garbage bags

Outline of leading activities

Introduce the phases of the moon

10	Big group Carpet area	Listen to the characteristics of the moon told by the teacher or their partners.  The volunteers show and explain some characteristics of the moon through	The teacher remembers that one of the clues that the astronaut left in the backpack was the moon. So, the teacher says to the pupils that they need to know more things about the moon.  The books about the space of some pupils will be used. The pupils will read and show the interesting data about the moon	Books about the space
----	--------------------------	--	---	-----------------------

		informative books.	to their partners.	
8´	Big group Carpet area	The children will listen to and participate in the game. Some volunteers have to put the drawings and names of the phases in the correct place.	A game will be presented by the teacher to know better the phases of the moon. Firstly, she will show the shapes and names of the moon. Then, the drawings and words will be removed so that the children can put them in the correct place again.	Game about the phases of the moon
3´	Big group Carpet area	The children will follow teacher's instructions to create the book of the moon phases.	In order to reinforce and review the phases of the moon, each child will have a folded cardboard and parts of the moon.  Using an example already done, the teacher explains: <i>"As we have played before, now you are going to do on your own. Take the parts of the moon and stick in the correct place of the folded cardboard. Then, write the name of the corresponding phase. You can follow this example or the game that we saw before."</i>	Example cardboard with moon phases
30	Small group Working area	The pupils go to the working area and create their own book of moon phases according to the given instructions.	The teacher will distribute the material when the children are prepared in the working area.	Folded carboards  Glue  Pencil & White crayons

Outline of leading activities

Investigate and be experts in planets of the solar system

5´	Big group	The children will observe the letter.	A letter from the astronaut has arrived to the classroom.	Letter
----	-----------	---------------------------------------	---	--------

	Carpet area	Some volunteers will read the content of the letter.	<p><i>“Look, a letter from the astronaut and it is for the pupils of 5 year-old classroom. Let’s see what is written!”</i></p> <p>(The astronaut talks about the new mission in his letter: investigate the planets )</p>	
10	Big group Carpet area	The children will pay attention to teacher’s explanations. They will be able to ask, touch and see the planets from different perspectives.	The teacher will use an interactive programme (solarsystemscope) to introduce the planets of the solar system. The children will be able to get closer or farther the planets, turn them or click on them in the whiteboard.	Whiteboard Programme: solar system scope
20	Big group Carpet area	The children will pay attention and listen to teacher’s instructions.	<p>Once the solar system is introduced, the teacher explains: <i>“As they are a lot of planets and we haven’t enough time to investigate all of them together, we are going to follow the steps indicated in the letter. We are going to make groups of 4 people to investigate each planet. Then, the group will share the information with the rest of the classroom. An informative worksheet will be filled to make the explanations easier. Mercury is the first planet. Let’s do the investigation and worksheet all together as an example.”</i></p> <p>Using the space books that children have carried to the classroom, the teacher and children look for information about mercury. Some volunteers read the characteristics and fill the worksheet.</p>	Worksheet Books about the space
30	Small group Working area	<p>The children look for information about the corresponding planet. .</p> <p>Some volunteers read some characteristics of the planets and they fill</p>	<p><u>SUBTASK</u> : the activity will be developed during 3 days with 4 year-old classroom. There will be groups of 8 children (4 pupils of 4 year-old classroom and another 4 pupils of 5 years old). These sessions will be developed while the rest of pupils are doing the worksheets of the</p>	Books about the space Worksheet Poli-spam

		<p>the worksheet with teacher's help.</p> <p>Finally, they paint a "poli-spam" ball with the corresponding colour of the planet.</p>	<p>textbook related with the planets.</p> <p>Each group will read characteristics of the corresponding planet with teacher's help. The main features will be written in a blackboard. Then, the pupils will write those characteristics in the worksheet and they will also draw the planet. Finally, each group will paint their planet in a "poli-spam" ball to complete the mural that is in the hall.</p> <p>The next day, each group will explain to their partners the learnt features of the planet with the worksheet and teacher's help, if it is necessary.</p>	<p>ball</p> <p>Watercolour paintings</p>
--	--	--	---	--

Outline of leading activities

Review the planets through interactive games

30	<p>Big group</p> <p>Carpet area</p>	<p>The children pay attention to teacher's instructions and cooperate with the volunteers to develop the interactive game.</p>	<p>In order to reinforce the acquired knowledge about the planets and solve possible questions, the teacher will carry out 3 interactive games. After explaining the rules, some volunteers will participate doing them in the interactive whiteboard. If they need help, a partner or the teacher will support them.</p> <ol style="list-style-type: none"> <li>1) Identify the colours of the planets through a puzzle</li> <li>2) Locate the planets on the corresponding orbit</li> <li>3) Put the name of each planet in the corresponding place</li> </ol>	<p>Whiteboard</p> <p>Interactive games about planets</p>
----	-------------------------------------	--	--	--

Outline of leading activities

Introduce the names of the planets in English language through a song

2´	Big group Carpet area	The children greet Tommy and sing “Hello song”.	The teacher puts Tommy (puppet of English sessions) in the centre of the assembly area. <i>“Tommy! What are you doing here? Say Hello to Tommy”.</i>	Tommy puppet Bag
4´	Big group Carpet area	The children observe the stickers that teacher takes from Tommy’s bag. They also repeat the name of the elements.	<i>“Let’s see what is in the bag!”</i> The teacher takes stickers of the planets, starts and the sun, saying the name of each drawing.	Tommy Bag Stickers (planets, sun and stars)
5´	Big group Carpet area	The children follow and hum “The planets” song.	Tommy whisper something in teacher’s ears, then, the teacher says: <i>“Tommy knows a funny song about the planets. Let’s sing it all together!”</i> The teacher sings “The planets” song making the corresponding rotation movements of each sticker.	Tommy Bag Stickers (planets, sun and stars)
6´	Big group Carpet area	The children will take a sticker and say the name of the planet/star/sun.  Then, they follow the instructions of the teacher doing the corresponding movements	Tommy says: <i>“Do you like it? Ok! Now you are going to be the planets and the stars.”</i> The teacher gives one sticker to each child saying again the name of each drawing.  Then, the teacher explains: <i>“Well, who is the sun? Sun in the middle. Planet number 1: mercury! Who is mercury? Ok. Go around the sun..... And now, the stars! Walk far away, far away....”</i>	Tommy Stickers (planets, sun and stars)
3´	Big group Carpet area	The children listen to Tommy and sing “walking walking” song while they go to the gym.	Tommy says: <i>“We haven’t enough space here! Let’s go to the psychomotor room; I have a surprise!”</i>  The teacher sings “walking, walking”	Tommy Stickers “Walking, walking”

			song to go to the gym	song
15	Big group Psycho motor room	<p>The child who has sun's sticker will be placed in the centre. The planets characters will be walking around the corresponding orbits and the stars will be jumping "far away" (out of the orbits).</p> <p>The pupils will sing or hum "The planets" song doing the corresponding movements.</p>	<p>Once they are in the gym, the teacher goes to the central area where the orbits are drawn on the floor. <i>"Tomy, is this your surprise? Ok! So let's sing and dance on the orbits!"</i></p> <p>Tommy and the teacher will repeat the same process to locate each child (planet/star/sun) in the correct place. <i>"Ok! are you ready now to sing the song with Tommy?"</i></p> <p>The teacher and children sings "The planets" song doing the corresponding movements on the orbits and "far away".</p>	<p>Tommy Stickers</p> <p>Drawn orbits on the floor</p> <p>"The planets" song</p>
15	Big group Psycho motor room	<p>The children pay attention to teacher's instructions and observe the volunteer's actions.</p> <p>All the pupils will participate in the activity doing the actions and movements indicated by the teacher.</p>	<p>Tommy congratulates the children for their good work. The teacher says: <i>"Well done! Tommy knows another game. Pay attention!"</i></p> <p>The teacher and children go to the wall that is in front of the orbits. She takes one volunteer to explain the game: <i>"Go running to mercury"</i> (using emblems) <i>"Are you ready? 1, 2, 3 running, running, running!"</i></p> <p>The same process will be done jumping, hopping on one leg and crawling from the wall to the orbit of each planet.</p> <p>After the example, the teacher encourages children to participate in the activity and congratulates them for the achievements.</p>	<p>Tommy Stickers</p>
5'	Big group	The children say goodbye to Tommy and sing "walking, walking"	<i>"Time to finish! Say good bye to Tommy"</i> . The teacher sings "walking, walking" song to go back to the	Tommy "Walking,

		song while they go back to the classroom.	classroom.	walking” song
--	--	---	------------	------------------

Outline of leading activities

Introduce and create a constellation

15	Big group Carpet area	The children listen to other pupils ideas and explanations. They observe and pay attention to the interactive programme about constellations.	The teacher remembers one of the clues of the astronaut: constellations. She gives time to some volunteers to talk about it.  She shows an interactive programme to explain and understand better what a star and a constellation is. Through this programme, children are able to see real stars, their names and the drawing of the constellation that they form.	Whiteboard  Interactive programme
5	Big group Carpet area	The children will listen to teacher’s instructions in order to make the handiwork properly.	After introducing the constellation, the teacher gives instructions to make one by themselves. She shows one as an example and tell the following steps:  1) Draw on the black cardboard your favourite constellation with a white crayon. (You can imagine and create a new one)  2) Make small holes with a grave on the white lines of the drawing.  3) Switch on the lantern and put it behind the cardboard so that the stars of your constellation can shine.	Black cardboard  White crayons  Gravers  Lanterns
15-20	Small group Worki	The children go to the working area and followed the previous instructions to do the	Once everything is clear, the children go to the working area to do the activity. The teacher will help children if it is necessary. After finishing the	Black cardboard  White



	ng area	constellation.	constellations, children will be able to show and share them with their partners.	crayons Gravers Lanterns
--	---------	----------------	---	--------------------------------

Outline of leading activities

Introduce astronomer's and astronaut's professions

10	Big group Carpet area	The children will observe and pay attention to the explanations.	The teacher will introduce the professions related with the space through some elements that families carry to the classroom; a telescope.  The pupil in charge will explain how to use a telescope.	Telescope
20	Big group Carpet area	The children listen to teacher's explanations and pay attention to the power point presentation. They are also able to participate giving ideas or suggestions.	The teacher will introduce the professions related with the space through a power point where different images are shown (observatories, space ships...)  The pupils will be able to add comments and ideas about astronomers and astronauts' functions.	Whiteboard Power point
10	Big group Carpet area	Some volunteers will answer to teacher's suggestions about astronauts' normal actions. Then, they will pay attention to the videos.	As the concept of gravity has been already introduced by the tutor during other psychomotor sessions, the teacher suggests some questions: " <i>How do astronomers sleep in spaceships? How do they eat? How do they wash their hands?</i> "  After listening to pupils' explanations or ideas, the teacher shows a video of real astronauts carrying out the mentioned actions so that they can check their answers.	Whiteboard Videos (astronauts' normal actions)

Outline of leading activities

Introduce the name of a space suit parts in English

2´	Big group Carpet area	The children greet Tommy and sing "Hello" song.	The teacher says: <i>"Oh! Tommy is here again and he brings a bag. Let's say hello to Tommy."</i> "She sings "hello" song.	Tommy Bag "Hello" song
3´	Big group Carpet area	The children observe the clothes and listen to teacher's explanation.	Tommy whispers something in the teacher's ears: <i>"You are going to the space Tommy? Oh, but you need your spacesuit. Is it in the bag?"</i> The teacher takes the clothes from Tommy's bag with a sketch drawing of the space suit parts.	Tommy Bag Space suit clothes
8´	Big group Carpet area	The volunteers will put the clothes on following teacher's instructions.	The teacher will ask for volunteer to put the clothes on Tommy: <i>"Ok, Tomy needs boots. Put on the boots."</i> The same process will be done with each cloth (helmet, oxygen tank, gloves, boots, space suit, etc).	Tomy Space suit clothes
2´	Big group Carpet area	The children pay attention to the conversation between the teacher and Tommy.	The teacher says to Tommy: <i>"Ok! You have the spacesuit. Are you ready to go to the space?"</i> Tommy says no with his head and points to the bag. <i>"Oh! You need a spaceship! Look! It is in the bag."</i>	Tommy Bag Spaceship parts
5´	Big group Carpet area	The volunteers make the puzzle joining the parts of the spaceship. The rest of children will encourage their partners	The teacher takes the parts of the spaceship out of the bag: <i>"Oh, it is broken. We have to rebuild it."</i> Some volunteers build Tommy's	Tommy Spaceship parts

		or give ideas/instructions to complete the spaceship.	spaceship listening to partners instructions.	
3	Big group Carpet area	The children say good bye to Tommy.	After finishing the spaceship, the teacher says: <i>"Tomy! You are ready to go to the space! 10, 9, 8, 7....2, 1. Blast off!! Good bye Tomy!"</i> The teacher sings "good bye" song.	Tommy Spaceship "Good bye" song

Outline of leading activities

Understand and follow the sequence of the tale: Curious George and the rocket

2	Big group Carpet area	The children greet Tommy and sing "hello" song.	The teacher puts Tommy in the centre of the assembly area. <i>"Look! Tommy is back from the space! Say hello to Tommy"</i> . The teacher sings "hello" song.	Tommy Bag "Hello" song
13	Big group Carpet area	The children observe the bag and the tale that Tommy has brought.  The children pay attention and listen to the story. They will also participate and interact during the tale.	The teacher takes Tommy's bag. There is a tale. Tommy whispers something in teacher's ears and she says: <i>"Oh! Tommy likes this tale. It is about a trip to the space. Let's see what happens!"</i>  The teacher tells the tale using affect displays, and illustrators. She also uses different volumes and pitch to emphasize the story.  The teacher interacts with the pupils making questions and pointing to different elements of the tale in order to keep their attention.	Tommy Tale: Curious George and the rocket
5	Big Group	The children retell the story to the teacher looking at the pictures	After finishing the story, the teacher says: <i>"Do you like it or not?"</i>	Tale:

	Carpet area	of the tale.	In order to know if the children have understood and followed the sequence of the tale, the teacher shows the pictures of the story again so that the pupils can tell the tale.	Curious George and the rocket
2'	Big Group	The children say goodbye to Tommy singing "Good bye" song.	Time to finish. The teacher sings "Goodbye" song and say good bye to Tommy.	"Good bye teacher" song

Outline of leading activities

Guess riddles about elements of the space

5'	Big Group Carpet area	The teacher listen to teacher's instructions and sing "Walking, walking" song while they go to the hall.	The teacher says: <i>"We have found another letter from the astronaut, but it is for the children of 4 and 5 year-old classrooms, so we have to go to the hall to read it all together."</i>  The teacher sings "Walking, walking" song to go to the hall.	"Walking, walking" song
20 4 year-old classroom	Big Group Hall	The children pay attention to teacher's explanation. Some volunteers read the clues or riddles and the rest of pupils guess them.  The children that guess the riddles go to the "space" to find the planet and the clothes of an astronaut.	The teacher shows the bag with a letter and some clues to the children. Some volunteers will read the letter to know what they have to do in their final mission to get their astronaut licence. It consists of guessing some clues to go to "space". Once there, they have to look for the corresponding planet and find the clothes of a spacesuit.  (The space is located in 4 year-old classroom where the teachers have previously built a solar system with lanterns, a projector and planets and stars made with cardboards.)	Astronaut's backpack (letter and clues)  Space (lanterns, planets and stars made with cardboards)  Space suit

5	Big Group Hall	After finishing the activity, the children take their astronaut licence.	Once they have all the parts of the space suit, the mission will be completed and the teachers give them an astronaut licence.	Astronaut licences
10	Big Group Hall	The children sing and dance songs about the space. They also take pictures with their astronaut licence.	In order to close and finalize the unit a short party is prepared. The teacher and children sing and dance two songs about the space. They also take pictures to the children with their astronaut licence.	Camera Songs about space

## 9.2. UNIT PLAN “FOOD”

Lessons		
Learning objectives	Learning outcomes	Evidence for Assessment
<ul style="list-style-type: none"> <li>- Become familiar with some food and fruits</li> <li>- Develop interest in storytelling and reading tales</li> <li>- Identify their own responsibilities</li> <li>- Participate with pleasure in all the activities</li> </ul>	<ul style="list-style-type: none"> <li>- Recognize some fruits and food</li> <li>- Understand the sequence of the stories</li> <li>- Interact and help each other.</li> <li>- Assume their role during the activities.</li> </ul>	<ul style="list-style-type: none"> <li>- Associate the fruits and food with their name</li> <li>- Follow and explain the sequence of the tale</li> <li>- Understand the concepts of “in” and “next to”</li> <li>- Use social rules through interactions with others.</li> <li>- Carry out their functions in each activity.</li> </ul>
Discourse/Text targeted	Language targeted- Non-verbal L Targeted	
<ul style="list-style-type: none"> <li>- Narrative text: storytelling</li> <li>- Instructional text: worksheets</li> <li>- Descriptive text: other activities</li> </ul>	Paralanguage and non-verbal-language is used: <ul style="list-style-type: none"> <li>- Medium pitch</li> <li>- Rising and falling intonation</li> <li>- Illustrators</li> <li>- Affect displayers: facial expressions</li> <li>- Eye contact</li> <li>- Body movements</li> <li>- Emblems</li> </ul>	
Outline of leading activities		

Understand and follow the story of the unit				
Time Group		Pupils	Teacher	Resources
2'	Big Group Carpet area	The children greet the teacher and sing "hello song" making the corresponding gestures.	The teacher greets the students and they sing all together "Hello" song using illustrators and affect displayers to greet Tommy, Tina and Polly (puppets).	- Puppets (Tommy, Polly & Tina)  - Hello
1'	Big Group Carpet area	Pupils answer "happy" or "sad" to the teacher. If somebody is sad, he or she will explain why.	The teacher says: "Are you happy or sad?" showing her finger up and down and using affect displayers (happy or sad face).  If anyone is sad, the teacher would ask "why".	
2'	Big Group Carp.	The children sing "If you are happy" song using illustrators.	The teacher sing "If you are happy" song encouraging children to do the same using illustrators (clap the hands, say ha-ha)	- If you are happy song
2'	Big Group Carpet area	Children see the flashcards and try to repeat the words.	The teacher shows some flashcards (fruits and food) and says the name one by one. Then, the children try to repeat the name with teachers help.	Flashcards
10	Big Group Carpet area	The children listen to the story and pay attention.	The teacher tells to the children: <i>"Look! A new story. Let's see what happens."</i>  The teacher tells the tale using the story cards, illustrators and affect displayers.	Story cards
5'	Big Group	The children look the story cards and tell the	After finishing the story, the teacher says: <i>"Do you like it or not?"</i>	Story cards

	Carpet area	story to the teacher.	In order to know the understanding level of the pupils, the teacher will show the story cards again so that the children can tell the tale.	
5'	Big Group Carpet area	The children listen to the teacher's explanations. Some volunteers will point at the correct pictures of the story.	The teacher shows the big worksheet: <i>"Look! Tommy's story. Is this the first picture?"</i> As the pictures of the story are disorganized, the teacher will ask for a volunteer to point at the first picture of the story. (Same process with all the pictures) Then, she will write the number of the cards to see the story in the correct order.	Teacher's worksheet Marker
20	Small groups Working area	The children will go to their tables to do the worksheet. After finishing it, they will go to teacher's desk to show the worksheet.	The teacher says: <i>"Ok! Now go to your chairs to do the worksheet."</i>  After finishing it, the teacher will stick a sticker if the worksheet is right.	Worksheets Glue Scissors
3'	Big Group	The children sing clean up song while they tidy up the materials.	Time to finish. The teacher sings "clean up" song.	"Clean up" song
2'	Big Group Carpet area	The children sing "Goodbye teacher" song.	The teacher sings "Goodbye teacher" song using illustrators and affect displays and saying Goodbye teacher to the puppets and the children.	"Good bye teacher" song
Outline of leading activities				
Recognize food related with the unit and the final tale				
2'	Big Group Carp.	The children greet the teacher and sing "hello song" making the corresponding gestures.	The teacher greets the students and they sing all together "Hello" song using illustrators and affect displays to greet Tommy, Tina and Polly	- Puppets - Hello song



			(puppets).	
1´	Big Group Carpet area	Pupils answer “happy” or “sad” to the teacher. If somebody is sad, he or she will explain why.	The teacher says: “Are you happy or sad?” showing her finger up and down and using affect displayers (happy or sad face).  If anyone is sad, the teacher would ask “why”.	
2´	Big Group Carp.	The children sing “If you are happy” song using illustrators.	The teacher sing “If you are happy” song encouraging children to do the same using illustrators (clap the hands, say ha-ha).	- If you are happy song
4´	Big Group Carpet area	Children see the flashcards and try to say the corresponding words.	The teacher shows some flashcards (fruits and food) related with the unit and the final tale. If the children don’t remember the names, the teacher will say the word and the pupils will repeat it.	Flashcards
3´	Big Group Carpet area	The pupils pay attention and listen to teacher’s and Tommy’s conversation.	The teacher takes Tommy puppet and says using affect displayers: “ <i>Mmm. Tommy is very hungry.</i> ”  The teacher takes drawings of food (flashcards) and shows them to Tommy and the pupils: “ <i>Do you an ice-cream? No? A cake? No? A lollypop? No?...</i> ”	Food drawings/f lashcard  Tommy
15	Big Group Carpet area	The children listen and pay attention to teacher’s and Tommy’s instructions.  Some volunteers will put the corresponding number of ingredients in	After showing all the food, Tommy says something quietly to the teacher and she takes a recipe from Tommy’s pouch. “Tommy! You want a pizza!”  The teacher takes a pizza crust and some ingredients (tomato, cheese and ham) from Tommy’s bag. She asks for some volunteers: “ <i>Please, put one</i>	Tommy  Tommy’s bag  Pizza crust  Stickers of

		the pizza.	<p><i>tomato in the pizza. Two slice of cheese. Three slice of ham. Very good!"</i></p> <p>The teacher takes Tommy's recipe: <i>"Oh! He wants 7 slices of cheese, 5 tomatoes and 6 hams."</i></p> <p>The teacher asks for some volunteers again to put the correct number of ingredients in the pizza. Example: <i>"Tommy wants five tomatoes. Well done!"</i></p>	ingredients
10	Big Group Carpet area	<p>The children listen to teacher's explanations.</p> <p>Then, they tell to their partners some ingredients of their favourite pizza.</p>	<p>The teacher shows the worksheet related with the previous game.</p> <p>She explains: <i>"Look! Tommy, Tina and Polly are buying a pizza. They need 3 pizzas. Stick pizza's stickers in the correct place."</i></p> <p>After that, the teacher explains what her favourite pizza is and encourages the pupils to say the ingredients of their favourite pizza.</p> <p><i>"Mmm! Now, draw your favourite pizza!"</i></p>	Teacher's worksheet
15	Small Groups Working area	<p>The children will go to their tables to do the worksheet and the drawing of their favourite pizza.</p> <p>After finishing it, they will go to teacher's desk to correct the worksheet.</p>	<p>The teacher says: <i>"Ok! Now go to your chairs to do the worksheet and draw your favourite pizza."</i> She distributes the stickers to each pupil.</p> <p>After finishing the task, the teacher sticks a sticker on children's hands, if the worksheet is right.</p>	Worksheets Crayons Stickers
2'	Big Group Carpet	The children sing "Goodbye teacher" song	Time to finish. The teacher sings "Goodbye teacher" song using illustrators and affect displays and saying Goodbye teacher to the	"Good bye" song

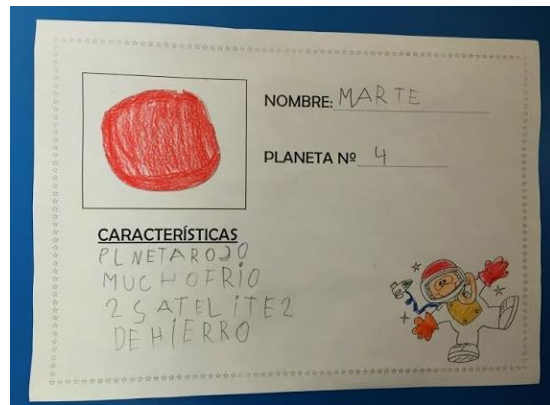
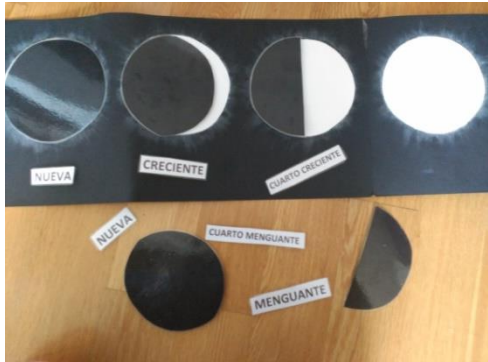
	area	using affect displayers and illustrators.	puppets and the children.	
Outline of leading activities				
Introduce the concepts “IN” and “NEXT TO”				
2´	Big Group Carp.	The children greet the teacher and sing “hello song” making the corresponding gestures.	The teacher greets the students and they sing all together “Hello” song using illustrators and affect displayers to greet Tommy, Tina and Polly (puppets).	- Puppets  - Hello song
1´	Big Group Carpet	Pupils answer “happy” or “sad” to the teacher. If somebody is sad, he or she will explain why.	The teacher says: “Are you happy or sad?” showing her finger up and down and using affect displayers (happy or sad face).  If anyone is sad, the teacher would ask “why”.	
2´	Big Group	The children sing “If you are happy” song using illustrators.	The teacher sing “If you are happy” song encouraging children to do the same using illustrators (clap the hands, say ha-ha)	- If you are happy song
4´	Big Group Carp.	Children see the flashcards and try to say the corresponding words.	The teacher shows some flashcards (fruits and food) related with the unit and the final tale. If the children don’t remember the names, the teacher will say the word and the pupils will repeat it.	Flashcards
8´	Big Group Carpet area	The children listen to teacher and Tommy’s instructions.  The volunteers will place the fruits in the correct place following	The teacher shows Tommy with his bag: “ <i>Tommy has carried his bag and a box. It’s a new game. Look! There are some fruits inside the bag. What is it? Banana! Very good!</i> ”  After showing all the fruits Tommy	Tommy  Tommy’s bag  Box

		teacher's instructions.	says: " <i>I want a banana NEXT TO the box.</i> " The teacher puts the fruit in the correct place as an example. After that, she asks for some volunteers to do the same process with the other fruits. "Orange NEXT TO banana. Apple NEXT TO box..."	Plastic fruits
8'	Big Group Carpet area	The children listen to teacher and Tommy's instructions.  The volunteers will place the fruits in the correct place following teacher's instructions.	Tommy says: " <i>Now, I want the fruits IN the box!</i> " The teacher put a fruit in the box as an example. After that, she asks for some volunteers to do the same process with the other fruits.	Tommy Box Plastic fruits
5'	Big Group Carpet area	The children listen to teacher's explanations. Some volunteers will write the correct number of mice "in" and "next to" the cheese.	The teacher shows the worksheet related with the previous game.  She explains: " <i>Look! Five mice IN the cheese. Let's count! 1, 2, 3... Two mice are missing. We have to stick 2 mice in the cheese. Look! Four mice NEXT TO the cheese.....</i> "  After sticking the mice on teacher's worksheet, they make the sum of all of them and a volunteer write the number with a marker.	Teacher's worksheet Markers Stickers
15'	Small Groups Working area	The children will go to their tables to do the worksheet. After finishing it, they will go to teacher's desk to show the worksheet.	The teacher says: " <i>Ok! Now go to your chairs to do the worksheet</i> ". She distributes the stickers to each pupil.  After finishing it, the teacher will stick a sticker on children's hands, if the worksheet is right.	Worksheets Crayons Stickers
2'	Big Group	The children sing "Goodbye teacher" song	Time to finish. The teacher sings "Goodbye teacher" song using illustrators and affect displays and saying Goodbye teacher to the	"Good bye teacher" song

	Carp.	using affect displays and illustrators.	puppets and the children.	
Outline of leading activities				
Understand and follow the sequence of the tale: Very Hungry Caterpillar				
2'	Big Group Carp.	The children greet the teacher and sing "hello song" making the corresponding gestures.	The teacher greets the students and they sing all together "Hello" song using illustrators and affect displays to greet Tommy, Tina and Polly (puppets).	- Puppets - Hello song
1'	Big Group Carpet area	Pupils answer "happy" or "sad" to the teacher. If somebody is sad, he or she will explain why.	The teacher says: "Are you happy or sad?" showing her finger up and down and using affect displays (happy or sad face).  If anyone is sad, the teacher would ask "why".	
2'	Big	The children sing "If you are happy" song using illustrators.	The teacher sing "If you are happy" song encouraging children to do the same using illustrators (clap the hands, say ha-ha)	- If you are happy song
4'	Big Group Carp.	Children see the flashcards and try to say the corresponding words.	The teacher shows some flashcards (fruits and food) related with the unit and the final tale. If the children don't remember the names, the teacher will say the word and the pupils will repeat it.	Flashcards
5'	Big Group Carpet area	The children listen to teacher's explanations. Some volunteers will paint teacher's worksheet with different colours.	The teacher shows the worksheet (review of the unit) in which some food is missing in one of the drawings. Example: "Here is a tomato. Is it a tomato there? No. Ok! So, paint a tomato"	Teacher's worksheet Markers

			She asks for some volunteers to complete it using markers of different colours.	
15	Small Groups Working area	The children will go to their tables to do the worksheet. After finishing it, they will go to teacher's desk to show the worksheet.	The teacher says: <i>"Ok! Now go to your chairs to do the worksheet"</i> . After finishing it, the teacher will stick a sticker on children's hands, if the worksheet is right.	Worksheets Crayons
10	Big Group Carpet area	The children pay attention and listen to the story. They will also participate and interact during the tale.	After finishing the unit, the teacher will tell a tale related with the contents of the unit: Very Hungry Caterpillar. <i>"There is a new tale in Tommy's bag! A beautiful story! Let's see what happens."</i> The teacher tells the tale using affect displays, and illustrators. She also uses different volumes and pitch to emphasize the story. She will interact with the pupils making questions during the tale in order to keep their attention.	Tale: Very Hungry Caterpillar
5	Big Group Carpet area	The children retell the story to the teacher looking at the pictures of the tale.	After finishing the story, the teacher says: <i>"Do you like it or not?"</i> In order to know if the children have understood and followed the sequence of the tale, the teacher shows the story again so that the pupils can tell the tale.	Tale: Very Hungry Caterpillar
2	Big Group Carpet	The children sing "Good bye teacher" song using affect displays and illustrators.	Time to finish. The teacher sings "Goodbye teacher" song using illustrators and affect displays and saying Goodbye teacher to the puppets and the children.	"Good bye teacher" song

### 9.3. SOME DESIGNED RESOURCES

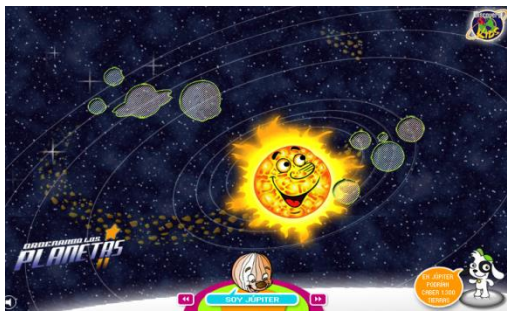


## 9.4. INTERACTIVE RESOURCES

<http://www.solarsystemscope.com/es>



<http://www.tudiscoverykids.com/juegos/ordenando-los-planetas/>



[http://www.primaria.librosvivos.net/archivosCMS/3/3/16/usuarios/103294/9/c\\_m3\\_u9\\_act1/frame\\_prim.swf](http://www.primaria.librosvivos.net/archivosCMS/3/3/16/usuarios/103294/9/c_m3_u9_act1/frame_prim.swf)



<http://spaceplace.nasa.gov/switch-a-roo/sp/>

