



**FACULTAD DE EDUCACIÓN DE PALENCIA**

**UNIVERSIDAD DE VALLADOLID**

**CANCIONES COMO RECURSO EDUCATIVO  
PARA ENSEÑAR UNA LENGUA EXTRANJERA  
EN EL AULA DE EDUCACIÓN INFANTIL**

**SONGS AS AN EDUCATIVE RESOURCE FOR  
TEACHING A FOREIGN LANGUAGE IN INFANT  
EDUCATION**

**TRABAJO FIN DE GRADO**

**MAESTRA EN EDUCACIÓN INFANTIL- MENCIÓN LENGUA EXTRANJERA  
INGLÉS**

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## **RESUMEN**

Este trabajo se basa en el diseño de una Propuesta Didáctica en un aula del segundo ciclo de Educación Infantil sobre la enseñanza de inglés a través de las canciones y rutinas como recurso motivador. Además de las canciones se utilizan otros recursos didácticos como un cuento, imágenes, o material real. Dentro de este trabajo se puede encontrar una introducción previa así como una justificación del tema y diversa metodología la cual ha sido utilizada para su creación. Además es posible encontrar la explicación de diversos recursos didácticos útiles para la enseñanza del idioma inglés en el aula de Infantil.

## **ABSTRACT**

This work is based on the design of a Proposal in an Early Years classroom to teach English through songs and routines as a motivational resource. Material real, tale, story cards and flash cards had been used too to develop this proposal. Inside of this work, is possible to find a previous introduction as well as a justification about the theme. Furthermore appear the different methodology which has been used in their creation. The different teaching resources appear with an explanation, it will be a useful as a tool to teaching a foreign language in Early Years classrooms.

## **PALABRAS CLAVE**

Enseñanza, canciones, Educación Infantil, Idioma extranjero, rutinas, motivación

## **KEY WORDS**

Foreign language, songs, Early Years, teaching, routines, motivation

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# 1. INTRODUCTION

Firstly I have considered the Infant Education curriculum (122/2007, 27 diciembre) which says that the Infant Education is aimed at a harmonious and integral development of children in physical, motor, emotional, affective, social and cognitive aspects.

I have designed this Final Work based on the previous orientation. As the title says this proposal is focused on the use of English songs and routines as a part of a teaching method in Early Years. To create this Final Work I have designed a proposal that is fully presented in the appendix. Different routines, games and activities are describes to develop together with the topic.

The decision to make this Final Work in English language has to do with the fact that the Foreign Language Teaching has assumed a new importance in the minds of the teachers and the education authorities. Thus, the teacher's role is becoming specially important when related to Foreign Languages.

Owing to this if I know that the teaching in Infant Education needs a global approach, why not use the foreign language in the same way?

The school has the key to success, it must create a pluricultural education and it is also possible thanks to the coordination between the teachers, so I feel part of this possible positive change. The Council of Europe (1949) is responsible for marking the lines of languages; it guides teachers to work with an integrated curriculum between the mother tongue, Spanish, and a foreign language, English in this case.

So to develop these Foreign Language (FL) situations in class, the teacher must have an important role and training. Furthermore she will develop her knowledge of didactic and methodology approach in a specific context. In this context communication is the main resource, and it will be accompanied by an infinite range of playful situations.

There is another element that must not be forgotten, and this is the importance of the relationship among families and the school.

We are working with little persons whom one day will be bigger, and become citizens. They will have to live in society, respect each other, and live together, so we cannot forget the values we have to teach them through our time with them.

## **2. OBJECTIVES**

### **2.1. OBJECTIVES RELATED WITH THE GENERAL AND SPECIFICS COMPETENCES OF THE TITLE.**

- Being able to recognize, plan, implement and evaluate good practice in the teaching-learning process.
- Know the motor's development and design interventions to promote it.
- Promote the own knowledge about their body, control and motor capacities, as the benefits he has.
- Promote interest and respect for the natural, social and cultural environment.
- Being able to use songs, music resources and strategies to promote the instrumental hearing, rhythmic, vocal and individual and group children's activities.

## **2.2. SPECIFIC OBJECTIVES OF THE PROPOSAL RELATED WITH THE INFANT EDUCATION CURRICULUM.**

The objectives of my proposal are related with the Infant Education curriculum. It can be found in the official document 122/2007, de 27 de diciembre<sup>1</sup>, por el que se establece el currículo del segundo ciclo de la Educación Infantil en la Comunidad de Castilla y León.

In that document appear the objectives that a teacher should develop during her four years of training. I have chosen some of the objectives, as the most important.

- To get the children establish relations between the own concepts and the new concepts, the process of learning will be directed to motivation and interesting activities. It makes children built their own learning while they are broaden their learning.
- Perform movement activities that require coordination, balance, control and direction, and run with some precision tasks requiring manipulative skills.
- Learning songs and musical games following different rhythms and melodies.
- Encourage children's curiosity about the songs and dances of our popular traditions and cultures.

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<sup>1</sup>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.

Uno de los principios que orientan la labor docente en este ciclo es que el niño realice aprendizajes significativos, para lo cual es necesario que éstos sean cercanos y próximos a sus intereses. Deben propiciarse múltiples relaciones entre los conceptos para que, de manera activa, el niño construya y amplíe los conocimientos estableciendo conexiones entre lo que sabe y lo que debe aprender, y dé significado a dichas relaciones. En esta construcción individual del conocimiento, el lenguaje como medio de comunicación, representación, y regulación, y la mediación social, serán decisivos para la interiorización de los contenidos.

Realizar actividades de movimiento que requieren coordinación, equilibrio, control y orientación y ejecutar con cierta precisión las tareas que exigen destrezas manipulativas.

Aprendizaje de canciones y juegos musicales siguiendo distintos ritmos y melodías, individualmente o en grupo. Curiosidad por las canciones y danzas de nuestra tradición popular y de otras culturas.

### 3. JUSTIFICATION

Starting from my interest in the teaching of a foreign language, I studied Infant Education Degree with Specialization in English Foreign Language. I am finishing my Degree at the Faculty of Education in Palencia.

Songs are part of our daily life, this is one of the main reasons I have decided to choose this theme. Music and songs have been an important element to help me improve my level of English. It is a useful and likely tool to everybody.

I would state here the reasons why I consider this a relevant theme for this final piece of work and for the development of a proposal, for a certain context.

Nowadays we are living in a society which is changing continually, and these experiences provide us with new cultural relationships between people from different countries. In addition it also gives us the opportunity to acquire new values, beliefs, ways to live and new languages. Currently small children have the opportunity to start to familiarize in Early Years with another language. This is enabling by the major achievements in the Education.

As a teacher I have to take into account the future of all the students who must be prepared to a world which is waiting for them. In the land of the FL we are now the driving of it, and we have the keys to get children feel comfortable with it. That means we must create the bases of their knowledge with a global educational approach.

As Fos (1996) says:

<sup>2</sup>A good knowledge is required to teach a foreign language. So, the people in charge of this task must to have an adequate communicative competence in the language they are teaching, but, even though this requirement is indispensable, it is not absolutely enough referred to. (p.9)

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<sup>2</sup>Enseñar una lengua extranjera, como enseñar cualquier otra área o contenido, requiere conocer bien aquello que se desea enseñar. Por ello, el docente que acometa dicha tarea debe poseer una adecuada competencia comunicativa en la lengua que se imparte, pero, aun siendo éste un requisito previo imprescindible, no es en absoluto suficiente.



I have designed this Proposal as an Infant Education Teacher with English speciality. This project has been developed in order to work following the Spanish/English Infant Integrated Curriculum.

One of the main objectives of this Proposal is the use of songs as routines to make children become familiar with a FL in this case English language. Furthermore thanks to songs we can develop skills, competences, and the most important, the improving to the motivation to learn.

I have decided to choose this theme because over my training period I have observed that the use of songs are an effective tool to teach everything you want giving children the opportunity to learn English enjoying their time. This fact called my attention and I decided to investigate more about it. I also decided on it as I think it is a good way to create routines to change irregular behaviour habits that sometimes appear in class.

As Alan Maley (2013)says in Music and Song, in collaborations with Tim Murphey:

There is no human society without its poetry. There is no human society without its music. When put together, they constitute a powerful for both cultural cohesion and identity and for individual fulfilment.

In relation to language learning, signals that the use of music and songs offers two major advantages.

- 1 Music is highly memorable. Whether this is because it creates a state of relaxed receptivity, or because its rhythms correspond in some way with basic body rhythms, or because its messages touch deep-seated emotional or aesthetic chords, or because its repetitive pattering reinforces learning without loss of motivation. To sum up whatever the reason, songs and music “stick” in the head.
- 2 It is highly motivating, especially for children, adolescents and young adult learners.

Taking into consideration the previous ideas, and from my own experience in the classrooms I decided to learn more about the music and songs’ benefits. I have found

that certainly they are a useful tool to help the teacher with different functions. Sometimes, more concretely at the beginning of the scholar course the teacher have to teach some routines and guideline of behaviour to get a good living inside the classroom. Of course to introduce it in class the teacher have to know that the children have different rhythm of learning, so one of the best way to get all children understand it at time they are enjoy with it, it is helping himself with music or songs. Another good reason to use this tool in our teaching classrooms is because whatever were the theme, it is possible to find, make or improvise a song or rhythm. As a result, music and songs give the extra-help to the teachers to teach, in this case in FL. Furthermore, its provide children with a huge range of opportunities to learn, through movement and rhythm.

The knowledge or contents to be worked with must to be related between both languages, Spanish and English to develop and built a significant learning. Children will understand better and could build their own knowledge. Songs are a part of children's life, and they are a very practical utensil to use inside and outside the classroom, at home or in the playground. The best example to work with both languages is the morning routines. It is possible to use it in class e.g. the weather, the days of the week or the healthy songs.

Ausubel (1978) determines:

The significant learning as a process through which the new information, new knowledge relate in a not arbitrary way with the cognitive structure from the person who is learning. So the learning must to be started since the previous knowledge of the students.

In this case the songs are introduce in different and specific moments, for example at the beginning of each English teaching class. These songs go with routines, movements or actions which the teacher will decide.

To develop this Proposal I decided to focus on a topic which kids were already familiar with, as the teacher is working with it in the Spanish lessons. And they enjoy it a lot. It is Plants. I have planned my Proposal teaching through topics. The use of a topic gives an ideal context from which to work as they stick the learning objectives from the different curricular areas.

## 4. THEORETICAL FOUNDATION

According to the Spanish/English Infant Integrated Curriculum<sup>3</sup>, songs are one of the best and most useful tools that teachers can use in their class to teach a foreign language. Among other reasons for this we can say that songs include repetition and this repetition improves the learning. Furthermore children have fun with these songs at the same time that they are learning.

The real aims that the teacher wants to gain when she uses songs in class are that kids feel motivated in the lessons. Students will also learn faster and remember things longer. They feel comfortable in their group and they lose some of their fears about speaking up, using rhythm and intonation when they speak. In addition the work with songs reinforces discipline, and autonomy in their behaviour.

As a teacher I also keep in mind the importance of the development of Multiples Intelligences defined by Howard Gardner (1993) for Early Years stages.

Within the infant's classrooms it is necessary to develop these intelligences because not all the students learn in the same way. In my proposal I will develop all, focusing on some of them which I will explain below.

Musical intelligence refers to the sensitivity that children have respect with the music, songs, even rhymes. The development of this intelligence gives children the opportunity to express themselves through their own body, gestures, sounds or voice. With the development of this intelligence we give to the children the opportunity to express themselves moving their body loosely.

The other intelligence I am going to develop with this proposal is the kinetic intelligence. As it is well known, music is related with movement. The kinetic intelligence is focused on the capacity to make and control the movements. When the children have to perform some movement or gesture, they are establishing the control of their movements in a specific space. This fact entails the development of the mind; the children are responsible and aware of their own capacity to move their body. The

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<sup>3</sup> Currículo integrado hispano-británico para educación infantil y orientaciones para su desarrollo.

kinetic intelligence is developed through the songs in the daily routines, activities with drama, or activities that involve significant learning.

Of course the linguistic intelligence has an important paper in the development of all the FL classes or sessions. The teacher is using all time the necessary vocabulary, at the same time she is providing the students with it. For example it is feasible to find in the proposal activities in which children develop their verbal or linguistic intelligence through the picture reading, it is formed by flash cards with words given by the teacher.

Furthermore with this tool it is possible to develop the basic competences. In my proposal I develop mainly the autonomy. Children are able to performance their own movements, also to following the different routines by they own.

#### **4.1. MUSIC AND SONGS AS MOTIVATOR TEACHING- LEARNING ELEMENT**

“Motivation in the present context refers to the combination of effort plus desire to achieve the goal of learning the language plus favourite attitudes towards learning the language”(Gardner 1985, p.16).

For Vygotsky (1988):

Motivation is what induces a person to implement an action. It stimulates the will to learn. Here the teacher's role is to induce grounds on student learning and develop behaviours to apply voluntarily for class assignments. School motivation is not a technical or particular method of teaching, but a cognitive factor present in every act of learning, which determines the student's way of thinking and thus the resulting learning type.

As Medina describes (1993):

Teachers can use songs in a wide range, at the beginning or at the end of their lessons, for the routines, to present new vocabulary. Songs are a useful tool in language acquisition. In fact musical and language processing occur in the same area of the brain.

As a teacher we have to try to motivate children, in this way children will be interested in the action and they will be predispose to new learning. The music provides

the essential key to get children enjoy and learnt too. If the teacher likes too, it is a perfect motivator element.

Different searches in the field of education, psychology and music have shown that the music learning as an artistic subject in Early Years classes can improve the language's learning even if it is a foreign language. Furthermore music improves other areas of development.

According to Krashen (1989):

If the teacher uses songs when she is teaching a second language she will create an unstressed context. It is usually a pleasurable experience for students. The perfect atmosphere for the teaching of FL classroom can be created by listening to instrumental music while working, singing or dancing at the same time that children are following the rhythm of the songs.

Three educators implicated in a project called "The future of the music" which was done between 1979 and 1992 discovered that music education improves the mathematic, yield scholar in general and language even it is a foreign language. In addition music increases the creativity, perks up the students own esteem, develop their social skills and motor perceptive abilities as well as the motor development, as Campbell established in 1998.

To develop these previous skills in children we have to deepen more in the learning of the music abilities. In these stage young children learnt through imitation and it helps to develop the student conscious observation, the ability to pay attention, the ability to concentrate, understanding assimilation, retention, and the ability to evoke.

Working with the musical education, the teacher develops in children the sense of rhythm. It also provides better sense of balance, laterality and mobility.

In brief, according to Casas (2001):

The use of music in the classrooms has a wide range of positive development. The specific extension of the music, sound and rhythm stimulation in Infant Education

are: Socialization, motor development, language, self-esteem, awareness spatial-temporal.

## **4.2. GENERAL FEATURES IN EARLY YEARS TO TAKE INTO ACCOUNT TO TEACHING A FL**

For Noam Chomsky (1965) there is an innate skill to learn any language, it is known as “Language Acquisition Device” (LAD). Everybody has similar stages to acquire a linguistic code.

In Infant Education the teaching must be understood from a global perspective. So we have to take into account that they are persons who are developing all their skills, capacities and of course their moral and intelligence.

Children who are between three and six years old have certain specific features. Their motor development is increasing and they get more control of their body, more ability in their movements and it lets them move with more precise movement and gestures in the realization.

As a teacher we have to know that these previous features are very useful to teach a Foreign Language. It is because the songs enable children movement, drama, action and coordination. Thus through the songs we are also focusing on motor development. At the same time with songs the teacher is developing literacy skills. The songs have a meaning and the teacher use it to introduce new vocabulary in class, furthermore the teacher work with other resources as gestures, flashcards, or pictures and after that introduce the song working with these earlier resources.

Along this period kids will develop their spatial and temporal structure. The teacher will develop both structures mainly through daily routines. These routines help children understand little by little that there exists a temporal organization, as the calendar or the days of the week. These both need a large process to be totally acquired by the children. To help children with these process one of the best tools is the use of songs. They are easily memorable so children remember them easily.

As in Spanish language, the FL has to develop the Spatial and Temporal contents, helping with the gestural and verbal language. To develop it I have to start from the

children's motivation. The motivation have to be related with the context so it is necessary the creation of a meaningful context. I have design several activities, routines, and games which are significant and they are placed on the correct context.

Another aspect the teacher has to focus on is in the psychological globalization. It is known as the process whereby each child has to give meaning at the things they are learning. So the teacher must to create a meaningful context in which the students can establish relationships between their previous and new knowledge. A child makes the entire time connexion between what they know and what they are learning. This process has to be well organised to get children learn by themselves. It involves developing the basic competence, learn to learn.

The activities the teacher wants to carry out must be clear and with a fluid communication. The attitude towards the children has to be positive.

In short as a teacher I have to work from a communicative approach, in which children could use the foreign language little by little in different communication situations, and they feel in an unstressed situation.

I have to take into account all the prior connotations. The main one is that we start from the premise that all the activities must contain the possibility to learn through a game. So we have to start from the children's motivation.

The games which are used in class with FL are usually related with songs, rhymes, repetitions or drama, these games definitely mean playing with the language.

### **4.3. HOW TO TEACH A FOREIGN LANGUAGE IN EARLY YEARS?**

The broad outlines about teaching, learning and assessment of the language are developed in the Common European Framework of Reference (C.E.E.R)<sup>4</sup>. This document tries to make easier the communication between teachers from European countries. It focuses their attention on plurilingual education based on: the teacher has

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<sup>4</sup>Marco Común Europeo de las Lenguas

freedom to teach developing democratic persons, and the work in class has to be based on the needs, motivations, and capacities of the students.

#### **4.3.1. Total Physical Response (TPR)**

Total Physical Response is a method that was described by James Asher. As its name points out, this method consists on obtaining a physical response by the children. This response will be given through an action. The teacher will ask the students to perform actions, while they are performing it they are matching words to the actions. This relation between words and movement also provide children with the chance to learn the language more deeply.

As Krashen (1985) says:

With TPR songs, the students are merely asked to move when they are ready. The music ties words and motion together, and increase memorability. The music allows students to be silent, yet still to show comprehension through their actions. Later, when the songs come to be sung, they are sung in group discourse, hence putting no individual too much in the limelight. TPR allows students to have their silent period as advocated.

One example to work with songs is TPR shouting up/down. It helps students to discover their voices and to overcome the fear of saying thing in a foreign language e.g. The teacher have to ask the class to stand in a circle, (one option is to sing a song e.g. make a circle big, big, big, small, small, small,) and point up, saying up. Next she does the same with down, then combine them. Let them repeat and do the actions with you, first softly and then loudly, then shouting. Then it can be done with several different actions, instructions, and indications. (Up-down, left-right, front-back)

Musical instruments which it is possible to have in a music classroom can be also used to create new rhythms and songs accompanied with movements. Some examples are the triangle, maraca, chines dishes, or bells.



### **4.3.2. Topic Task-based learning**

Topic task-based learning is a methodology as defined by Nunan in 1989 is an approach that aims to provide students with a natural context for language use. In the classroom application of task orientation, students complete activities in which to practice the language in a fun and participatory way. Working through tasks students have the opportunity to interact. The tasks are presented to the children as an easy problem-solving, it help the learners to match the prior and new knowledge. These tasks are meaningful for kids and it invites them to focus on the meaning.

The first thing that must be designed for teaching English through tasks is the final task. The teacher will decide this task in relation with the Spanish contents she is working with, or from a topic or area of interest to students. The teacher has planned everything in order to get success in the tasks.

According to Spanish/English Infant Integrated Curriculum, topics give an ideal context from which to work as they merge the learning objectives from the different curricular areas to provide an opportunity for children to:

- Develop their knowledge and understanding of the world.
- Understand new concepts in a meaningful context.
- Develop socially, emotionally, physically and cognitively through the teaching of all curricular areas.
- Acquire language in a natural way.

According to Larsen-Freeman 2010:

For the infant second language education typically takes the shape of content-based approaches in which the children are confronted with pleasant, playful task, stimulating them to try and understand or produce basic language in order to carry out actions in the concrete world of the here-and-now.

### **4.3.3. The importance of the non-verbal language**

The non-verbal aspects of communication are so obvious that sometimes we forget them. But in reality the importance of body language and non-verbal communication had been ignored until Charles Galloway draw out (1997) his work. Studies have shown that the teachers who have positive attitudes toward the world use a wide range of nonverbal cues that make the students are encouraged to participate in class and encouraged.

The research conducted by Galloway brings to light the close relationship between nonverbal behaviour of teachers and the atmosphere that is created in the classroom.

So I wanted to highlight this section and emphasize this non-verbal language. This is an element that as a teacher I have to always keep in mind to make learning effective. I also take into account it because in the teaching of a foreign in this Early Years stage, the non-verbal language has an important paper as one of the most important mediator of learning.

## **5. METHODOLOGY**

As I referred before one of the methodology I am going to use to do my proposal is the Task-based Learning method. My proposal has been created with different tasks which appear connected with routines and songs. These tasks appear in different moments of the English lesson. The tasks are related with games and fun activities.

Mainly to design my proposal I have used English songs linked with daily routines. Then I am going to structure the possible songs we can use, and when and how to use it.

The material resources the teacher is going to use must be adequate at the aims the teacher has created. I have decided to use songs as a main resource, but in addition in my proposal I have designed activities with a tale, flashcards, story cards, mural and more teaching and learning resources which I am going to explain then.

The resources created for the teaching of a FL, also provide the children with the development of literacy skills. Literacy provides a greater chance of survival in the language and encourages self-esteem, self-identity and intellectual and emotional empathy. Literacy enables access to stories and other materials that shape and develop thinking and help children develop concepts.

As a teacher I have to take into consideration that the teaching of literacy skills requires the natural and real integration of listening, speaking, reading and writing skills. In the early years stage, where I am going to teach is very important the emphasis on acquiring oral skills. It will provide a strong basis for reading and writing development.

The students are the centre of the learning in this case. The teacher acts as a mediator of the learning. She helps students in the learning process, through motivational activities, near vocabulary, playful materials and the interaction.

Finally, the evaluation is integrated throughout the learning process. The teacher and the students themselves can be evaluated through the various tasks that are proposed, for that it is a continuous assessment. The teacher, to do this, must design activities that can observe or take note of the learning of students.

So, as a teacher, I have to keep in mind all the previous information when I designed create and plan my English teaching lesson. We have to create and use a motivating, pleasant and playful material in the teaching of FL. The material also has to provide a global understanding to the kids. It is going to give more confidence to the children at the time to express them in another language which is not their mother tongue.

## **5.1. SONGS**

Songs are a broad resource; the teacher can introduce a wide range of elements to work with, for example flashcards, gestures, actions, several steps or even sounds to follow it. In addition it can be dramatizing, for example in a story.

To present these resources the teacher can use the carpet, there students stay sitting and they are relaxed so they pay attention easier. In addition this is a special an attached moment because the teacher can develop the autonomy, and some of the multiples intelligences like intrapersonal and interpersonal intelligence.

Another option is the use of the entire classroom. It is a good choice if the song involves dancing and moving around the class; it is also possible to adapt the furniture to make the performance easier. Furthermore we can use the psicomotricity classroom which is widest.

As it has been referred before, the use of music and songs has different benefits. The first benefit we can appreciate is that children love the movement and they really need it.

According to the Spanish/English Integrated Curriculum (2005):

Movement activities allow children to exercise their listening skills and still be in motion at the same time. Children have to pay special attention to instructions and language concerning time, space, position and the quality of their movements.

- Explore moving on different body parts e.g. *only using one hand and two knees*.
- Explore different ways of travelling e.g. *jumping, skipping, sliding, rolling*.
- Explore movement quality and rhythm e.g. moving like robots, birds, kites, mice, depending on the music.
- Explore speed and pace, i.e. listen to the music and move at a speed that suits them.
- Play games using prepositions e.g. *put the bean bag on your head and tiptoe around, inside or outside of the hoop*.
- Play games like Simon Says, Duck Duck Goose! Dead Soldiers etc.
- Regularly sing and move to a variety of action songs.

Muñoz and Moyano (1996), highlight that if the music is links at the message its ease the memorization. Besides this resource provide the show of silence periods which are essential to the assimilation of the linguistic messages.

Then, I have classified the songs according to the different moments that we need to use in the classroom. For example, one of the songs that can be useful to make the

children move from one place as the carpet to another place, as their tables. Most of these songs are connected with daily routine; it helps the students to familiarize with different moments of the day.

In order to classify the songs and daily routines, then I created a table in which the division of these is possible. Furthermore there appear a huge explanation of how to carry out these songs in the English teaching classroom.

## **5.2. SONGS CLASSIFICATION**

### **1. Greeting songs**

The teacher uses these songs to encourage children to greet the teacher and the partners, even in another language. Furthermore the students become familiar with routine. To welcome the children individually and collectively at the beginning of the day or class the teacher can use songs as; “Hello Song”, “Good morning”, “Hello, how are you?”, “How do you feel today?”, “What’s your name?”, “Where is Daniela? - Here I am”, these. Greeting songs help the children with the control over their environment, e.g. if we are working with the daily routines, they will know what will happen after. It provides in children the development of the autonomy, and they will feel that they are able to participate.

Inside this greeting songs classification I have added the warm up time. It is the moment to enjoy dancing or moving their body. These routines and songs provide the children with new vocabulary, and help them to reinforce the knowledge about it. It is vital to make the gestures of the songs to the children associate it with the action or also with the flashcard. For example, if the teacher is working with the parts of the plants and they already know them, she can introduce a song with gestures of these parts as “I’m a little flower” and dance it all together.

One enjoying thing it is likely to do with these songs is to change the speed, first singing them slowly and then changing the rhythm to faster when we observe children feel comfortable with it.

During the performance of these songs children are developing social skills, interpersonal relations and at the same time they are developing autonomy, e.g. if they can follow the routine in a calendar or in a poster, also if they know the steps of the routine or song.

These songs are: “Walking, Walking” “If you are happy and you know it” “Ellie Chant” “If You're Wearing Red Today” “The wheels on the bus” “Teddy Bear, Teddy Bear”, “Head and shoulders knees and toes”.

In this group of songs we can find also the songs related with the weather, the language structure will be simple and she can use it each day, e.g. “today is Monday” “It is sunny, cold or windy?”. Also I have added in this group the counting songs as “One potato, two potatoes” “Monkeys on the bed”.

Routines related with health can be including in this warm up group, e.g. “My toothbrush” ”Teeth song” “When I wake up” “Hand washing song”.

To develop the literacy in these routines we can add flashcards with the different moments we are going to work with, e.g. with the song “If you are happy” before singing the song we can work with the different gestures or actions which appear in the song and place the pictures of the different parts of the body mentioned in the song in order on the wall as we sing. Children can look at the flashcards when they are singing to remember the movements and the order.

## 2. Classroom Management songs

There are different kinds of classroom management strategies or techniques; in this proposal I am going to use songs.

These songs and routines provide the teacher with the capacity to lead the activities. One example is the song “It’s time to sit on the rug”, it indicates the children that the English lesson is going to start. If the teacher starts each class with a familiar routine, she will allow the students to change comfortably from their mother tongue to English.

Other songs are “Circle song”, “1, 2, 3, go to your seat”, and “Please sit down”. These last songs give to the teacher the opportunity to make changes; it is because inside these rhythms are possible to introduce the phrase she wants. For example if in this moment she is working with Easter bunnies it is possible to said “1, 2, 3, go as a bunny to your sit”, or “please sin down with one arm up”.

Due to these routines we develop in the children autonomy, interpersonal and social skills, and capacity to learn to learn.

To introduce this kind of routine which involve a change or transition in what they were doing, it is important the use of non-verbal language. While they are listening to the song they must relate it with the action so the teacher must lead them with visuals and gestures where they have to go and that they have to sit down.

Also teachers can use a musical instrument to begin with it before singing the song. In the moment that kids hear the first notes of the song they will easily know it is time to sit down or to make another action. It is important to have in mind, that this kind of “alarm” or “indicator” will be used only in this specific moment.

### 3. Pick up songs

Sometimes children need an extra help to pick up the material after the activity or game. To help them it is possible to use different routine songs that can improve their motivation and sustain interest to pick up the material. These routines as well as developing their social and personal autonomy competence as a responsible person, also built a personality as a group, e.g. when you sing the “Clean up- Clean up” song you can say the group who has played in the kitchen cleans up together.

Other examples of these songs to get children pick up materials in a great way are: “It's Time to Cleanup”, “Let's clean up”.

### 4. Quiet time songs

Children need to know that there are times to dance, play or paint, and there is also time to be quite or calm, a time to relax. We can use songs with movements or without them. In this routine the teacher wants to get children to be quite to start the

next activity, or to finish the class with a relaxing session. There are also moments in class when children feel tired and they need to change the activity to calm down, so it is a good moment to use these kinds of songs. To carry out these routines children will be seated on the carpet or lie down. Some examples are “*Henry Hush*” , “*Time quite*” the teacher will ask to the children to move their parts of the body relaxing them; Another quite time the teacher will introduce in their lesson is in the moment before telling a story e.g. “*I’m ready*”, it also consists in getting children to move their body to relax it and after that to get them to be calm and in silence.

One funny and useful children's stay to listen to a story is the colocation of them in different lines. It will be do through a song. The song chosen will be “*Row, row, row the boat*”. The teacher will lead the steps the first times, and all of them together will sing the song while they are following the instructions. Firstly they will stand up and after that they will do the next actions.

The teacher will say;

- First (group of six) row on the bottom (kids have to stand up, and after that go to the middle of the carpet and sit down in the floor cross-legged)
- Second row on the knees (kids have to sit down on their knees behind the first group)
- Third row stand up (kids have to stay stand up behind the second group)

## 5. Good bye songs

At the end of each lesson or day, the teacher dismisses the children. The way to do it can be through phrases or songs. With the use of both she encourages children to use this language to respond to her and say goodbye to others. In addition normally these good bye songs involve the farewell to the puppet, so children say good bye to her.

There are different songs, some of them are “bye bye Skippy”, “Good bye song” or “Good-bye Friends”.

I would like to introduce the clothing songs in this “good bye section”. When kids have to wear their clothes to go home sometimes they find little problems to put on



their jackets and coats; if it is winter the problem increases. To solve this situation the best way is the use of a song. Two examples of these songs are “Put on your shoes” and “Playground song”. While the teacher is singing she is helping the children to put their clothes on.

#### 6. Special Occasion songs

Songs can be used in any time of year. Especially there are different songs which are special for some days as Christmas, Halloween or easily for a birthday. For example for the Halloween day there are “Five Little Pumpkins” or “*Pumpkins*”.

Of course children love to celebrate birthdays and it is a good date to learn new song to celebrate this special day. One perfect example is the song “*A birthday*” or the most famous “*Happy Birthday*”

When the teacher wants to perform the songs in the class, she is able to choose different ways. One of them is use the CD and sings the song with the entire group, only moving the hands saying hello. Another form is to sing the song without the CD; it makes the possibility to change the rhythm, the speed and the names. It means that we can greet one by one, or chose at the driver or manager in this day. For example, another way to greet with “What’s your name song” is passing the puppet to each one while they are singing the song. When we will finish singing, the children who have the puppet have to say their name.

When the teacher wants to introduce a new routine, it is very important to dramatize all the steps she is going to follow, as well as the non-verbal language and the pronunciation. It will help the children to understand better the meaning, besides it develops their coordination and memory. In addition this kind of routine provides children feel that they belong to a group.

If she changes the type of activities within any one class regularly she will maintain children’s interest and participation throughout. Also it is possible to

incorporate objects to handle, visual supports, turn taking strategies, action songs and chants into a lesson, help maintain the pace.

The teacher has to accentuate the good behavior when the children do things well. Here the importance of the non-verbal language is essential. Making simple movements with the eyes, rising up her eyebrows she is indicating a positive reward; also when she smiles. Children must know when they are behaving properly in the activities; it will improve their self-confidence.

To end with, I have focused on the routines I can work with in my proposal, but there are a very huge range of songs to use in class. There are songs to learn the body parts, colours, for the nap time, alphabet songs, and weather songs. Also when we raffle during the activities to choose the children who is the chosen we are using songs too.

### **5.3. FLASHCARDS**

The flashcards are a series of small or big cards or papers containing words or images. These flashcards are primarily used to help students understand the vocabulary. There are a variety of materials not to say infinite. These materials can be perfectly created by the teacher, always have to be directly related to the subject being treated in the classroom. The exchange flashcards can range from animals, plant parts as in the case of my proposal, actions such as those in the calendar we use routines, opposites, identify shapes, concepts, crafts, family members. In short they can be created from any of the issues we want to address within our English class.

The way to work with this material is similar to the above. The teacher can choose directly to show students pictures or go all one by one motivating their attention and intrigue. If we do it this last way we get students to be more vigilant since curiosity serves great motivation for them. Repetitions can be made with the vocabulary, or perform the action of the flashcard. Examples include bingo, twister, dominoes, puzzle

memorized, or Symons says, I spy, all these games can be perfectly adapted different topics.

## **6. INTERVENTIONAL PROPOSAL**

### **6.1. CONTEXT AND JUSTIFICATION**

The proposal I will present would be developed taking into account the arrival of spring. On the topic of Plants, a sequence of different activities related with plants, how to look after them and how they grow, will be organized.

Furthermore there are different songs and routines at the beginning of each day. This Proposal was planned to be carrying out in the school where I did my internship, at Ave Maria public school.

Ave Maria school is situated in a neighbourhood of Palencia city. It is not a Bilingual School. Despite there is not a CLIL English proposal to be carried out in the Early Years stage, this school provides all the students with English as a foreign language lessons even for this level. These English sessions have duration of an hour at week. They are taught by an English specialist teacher.

There are 23 kids in the classroom; they are four and five years old, so they belong to the second period of Infant Education. It is a homogeneous group. They have been with the same teacher from the first year at school.

The classroom where this proposal will be developed is very spacious. This allows us to perform psychomotor activities. The place of teaching English is the carpet which has a large space too. The tables are placed so that it allows students to work in groups. We also have a regular blackboard. In addition there is a radio cassette with CD player which allows us the use of songs and storytelling.

As an English Teacher I keep in mind that each pupil is different from the others and consequently they have different capacities and skills. We have to respect this maturity process.

In my Proposal I have decided to follow Task-Based learning. There is one main topic which is “The Plants” and through this topic I am going to carry out different task with games, songs and activities which are significant to the students. They will help the students to step up their learning and knowledge, at the same time that they are developing the different basic competences and multiples intelligences.

The aim is to arrive to the final task, make a mural with the care the plans need. I have focused my attention on the learning process of each student. So as a teacher I have designed some expectations. It is a way to define the children’s achievements they would be able to develop.

## 6.2. OBJECTIVES

The general objectives I have chosen for this proposal are:

1. The creation of routines to take students to the English language and make them interact with it in a fun way.
2. The use of English language and songs to make the students come closer to this language without stressful situations.
3. Use the songs, routines and games to develop the basic competences.
4. The knowledge of the cares the plants need to live.
5. Start to develop the literacy skills. Listening to songs in other language, speaking through the vocabulary learned, reading about images and some words.
6. Promote healthy habits through songs.
7. The creation of a context in which students feel unstressed and with confidence.
8. Help the students with the process of knowledge about their own body.
9. Promote skills in the movements and gestures.

## 6.3. EXPECTATIONS

At the end of this unit all the children must	At the end of this unit most of the children should	At the end of this unit some of the children could
- Humm the song - Say and recognize the	- Put the parts of the flower in the right	- Name the different

<p>parts of the plants</p> <ul style="list-style-type: none"> <li>- Follow the teacher's instructions</li> <li>- Know what the cares of a plant are</li> <li>- Participate in different games</li> <li>- Link the gestures with the song</li> <li>- Participate in the lessons</li> </ul>	<p>place</p> <ul style="list-style-type: none"> <li>- Identify the parts of the plants</li> <li>- Sing the song and dance it with some steps</li> <li>- Distinguish the sequence in the tale</li> <li>- Verbalize the cares of a plant in English language</li> <li>- Link the claps with the English lesson beginning</li> <li>- Follow the teacher instructions in the routines and songs.</li> </ul>	<p>parts of a plant</p> <ul style="list-style-type: none"> <li>- Name the elements in the tale by themselves</li> <li>- Respond in English</li> <li>- Sing the songs on their own</li> <li>- Help their partners in the games</li> </ul>
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## 6.4. TASK- BASED LEARNING OBJECTIVES

	<b>Learning goals</b>	<b>Learning outcomes</b>	<b>Main activity</b>
1	<ul style="list-style-type: none"> <li>- Identify the different parts of plants</li> <li>- Represent the song</li> <li>- Develop the linguistic competence</li> <li>- Follow the gestures in the routine</li> <li>- Follow the intonation during the song</li> <li>- Be able to recognise the parts of a flower in English language</li> </ul>	<ul style="list-style-type: none"> <li>- Verbalize the parts of the plant</li> <li>- Use illustrators following rhythm</li> <li>- Follow the daily routines</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to and hum the song making the gestures the teacher makes.</li> <li>- Be able to build the flower with the parts of the plants and follow the teacher's instructions.</li> </ul>
2	<ul style="list-style-type: none"> <li>- Recognize the parts of the plants.</li> <li>- Participating in the "What is missing game!"</li> <li>- Following the sequence of the story.</li> <li>- Acquire the vocabulary used in the songs.</li> </ul>	<ul style="list-style-type: none"> <li>- Understand the games and follow the main instructions.</li> <li>- Listen to the tale.</li> <li>-</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Play with the parts of the plants. Listen to the tale and interact with it.</li> </ul>
3	<ul style="list-style-type: none"> <li>- Understand and participate in the games.</li> <li>- Remember the tale.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to the tale and participate in the games.</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Play mix up game and playing remembering the tale.</li> </ul>
4	<ul style="list-style-type: none"> <li>- Follow correctly the steps to plant the seed.</li> <li>- Say the steps the plant need to grow.</li> </ul>	<ul style="list-style-type: none"> <li>- Understand the steps to plant the seed.</li> </ul>	<ul style="list-style-type: none"> <li>- Show the steps that plants need to grow and plant seeds in a vase.</li> </ul>
5	<ul style="list-style-type: none"> <li>- Recognize the steps to take care of a plant in the mural.</li> </ul>	<ul style="list-style-type: none"> <li>- Complete the mural to achieve their knowledge in the care of a plant.</li> </ul>	<ul style="list-style-type: none"> <li>- Be able to recognize the steps to take care of a plant, and the parts of it. Paint a mural in group.</li> </ul>

## 7. DESIGN

In Infant Education children learnt through the touch, the action and the movement, for that this stage of learning is basically kinesthetic. To develop it the best way is using music, in this case songs, because it is known that young children usually accept any kind of music and songs, especially when they are allowed and encouraged to move with it, as Tim Muphey (2013) says. Songs are a good tool to develop in class the basic competences and the different Multiples Intelligences developed by Howard Gardner.

This group has several Spanish routines already acquired and which they follow every day; they contribute to developed good behavior habits or interaction steps for the different moments that occur in the class, e.g., pick up things. Furthermore with these routines the teacher can develop social and emotional skills, autonomy, responsibility and they provide children a context to work as a group. During my internship, I have had the opportunity to work as an English teacher and I have observed that the songs are a very motivating resource for the learning; kids enjoy a lot dancing and moving at the same time as they are learning.

There are different moments in the class to use these routines; for example, after one activity, to change for one activity to another. To organize the different routines which can be developed in the class I will list them in the different times they can be worked with. In addition I will also explain how the teacher can introduce the different routines using different songs.

In my Proposal one point that is worth stressing is that this topic has already been carried out during my training period. Time circumstances did not allow me to introduce all the things I had planned. So, I have used the initial results to plan an improved proposal in which I have introduced new routines through songs. I have also introduced a tale as a resource to help children improve their learning, because I think that in this stage children love tales, their stories, it is a good way to coordinate contents and knowledge. This proposal also allowed me to broaden the time in the lessons.

The English specialist teacher coming to this group has an hour lesson. To work with English they use the “*English with Ellie*” material. There is a puppet called Ellie, worksheets, Press-out, CD, stickers, flashcards, story cards and Posters. I had in mind these materials as the students are already used to some useful routines.

I have also used the puppet as a main resource to develop the different activities, games and routines in the lessons of my proposal. The children interact with the puppet, and they feel comfortable. Besides with the puppet the teacher creates a language experience that children can understand. In my case I have also chosen for this proposal an Ant puppet who lives down and up the ground and know a lot of things about plants, their needs and features.

Over the lessons inside the project there appear different flashcards which I had made to work with. This resource consists in several pictures which help the teacher to introduce the new vocabulary in the class. Normally these materials are not real but refer to real things, and teaching with flashcards the teacher gets the kid's attention and they have a very clear understanding.

To create this proposal I have taken into a count the global development of kids who are in this Infant Education stage. I have also focus on their interests, experiences and prior learning. According to the British Council curriculum by the end of the Infant cycle the majority of the children should have developed an awareness and understanding of some concepts. In relation with my proposal I have choose this six;

- The lifecycles of plants: different plant parts.
- The importance of looking after plants properly.
- Food from plants.
- The different ways in which a fairy tale can be told i.e. book, puppets, acting out
- Reading is enjoyable
- The sequence of the daily school routines

The group of children with whom I have designed my proposal are not in the end of the cycle but these contents are related with my theme.



## **7.1. HOW THE PROPOSAL HAS BEEN DEVELOPED.**

There are five lessons in this Project Proposal, among them it is possible to find the different objectives, assessment, routines, games, songs, leading activities, and several resources used to develop it.

### *Begin the English session*

To start with the English session the teacher will clap her hands and at the same time she will sing a song the children already know because it has been worked twice during the other lessons. This is the first routine I have added in my Project Proposal. It is *“It’s time to sit on the rug”* and with it children go to the carpet singing or humming and clapping hands. They will do this action through movement in a funny way; it will involve them in an unstressed environment.

According to Krashen (1982) the use of songs in the Foreign Language lessons can improve the atmosphere of the classroom, it can reduce the student's anxiety and it can make them be more interested and motivated to learn the new language. Students will be entertained while doing the work, and they will enjoy learning English more than before.

The children are able to coordinate their movement in the class with the song and the gestures. When they are in the carpet after the first step in the song they will have to follow the teacher’s gestures clapping with different parts of their body. It is a funny activity and it is useful to really keep the attention of children because they really want to imitate the teacher movements. At the same time the teacher is using different intonation. First she will use a strong tone to call the children attention, and then she will go softening the tone until her voice stops in the last gesture.

Another important aspect I would like to focus on is in the non-verbal language the teacher is going to use, mainly when the action children do must change. For example when she says *“It's time to sit on the rug”* in the last part of the song, she will look at all the students and she will look down to the rug. Also she will do an emblem with her hands showing children it is time to sit down.

To introduce this routine, the teacher, before starting to sing and make children sit down on the carpet, plays a game with the corresponding gestures or actions from the song. For example she asks the class to clap their hands one time (the teacher will do it and she will repeat one), and after she changes the numbers of claps. The teacher will make them sit down fast and then slowly; the same will be done with stand up and a combination of them. Children will follow and do the actions together. The aim is that children associate the words of the actions with it, and they become familiar with them

When the students have got the relation between name's actions and movements, the teacher begins to sing the song and move her arms indicating children that they have to go to the carpet. She also begins going towards the carpet for children to understand the meaning. Some days will be needed to get all children to understand the routine, but the teacher will pay special attention to these children who need extra help. For example she can take the hand of the kid and lead them to the carpet, while she is singing. The non-verbal language makes also her function e.g. the teacher will look at the children and after that she will look at the carpet.

With all these techniques teachers are working with the Total Physical Response (TPR) created by James Asher (1965). The students are asked to perform actions in response to words. They are not asked yet to produce until they feel confident to do so. It is a very effective technique above all in Early Years, children learnt more deeply.

### *Greeting routine*

The next routine is “**Hello- Hello**” song. The teacher will greet all the kids and when all of them are correctly sat on the rug o carpet, she is going to show “Ant” the puppet. The teacher will use this puppet to bring children to the world where Ant lives down and up the soil; and it will be Ant who is going to show us all the things she knows about the plants. So it is the mediator between English and Spanish language. Also with this puppet the teacher is going to introduce the theme from a near context

This routine can be worked with the following days in the English session with the puppet. It is important that first children know the puppet. For that we can use the Attention Getters which are explained next. Once children know it, we can say that our pet have a song to greet us. And when the puppet starts to sing the teacher will introduce the gestures.

If we need to get the children's attentions and calm them down it is possible to use another routine which is "*Attention Getters*" by Feldman (1995).

It consists on keeping the puppet in a box with our hand inside it. The teacher will say to the children that there is one new friend, and it will come out of the box to see them. When all of them are still, the teacher will show the puppet out of the box and she will let the puppet to give kids directions in a tiny voice. While the teacher is showing the puppet she will sing: Ant, Ant says, "Please be quiet, Please be quiet, Please be quiet" Sh! Sh! Sh!

#### *Classroom management time or Warm up time*

The third routine is "Walking, Walking" song. It is going to be used after the Hello, hello song. With it children will feel comfortable with the foreign language, the understanding of the instructions give them security in themselves. In addition they enjoy the activity very much and they feel motivated for the rest of the lesson and the future lessons.

To set up these actions as a routine in the English lessons, the teacher has to follow the same steps I have explained before. Kids need to feel unstressed so to embrace the relations between words and actions they need play a lot with it. So the teacher has to achieve that children enjoy with these actions, and then they all together will sing and dance all the song. So the teacher has to repeat the actions-words at the same time she is doing them, when the pupils have related the words with actions then they will sing the song. It occurred with the song "I'm a little flower" in my proposal. All the expressions the teacher is going to use must be flashy and they have to motivate their imitation. The gestures must to be easy to repeat and with an easy language, clear and understandable.

#### *I'm a little flower song*

This is the song I have chosen for my proposal. In the song appears the different parts the plants have. I decided to choose this song because it has a simple rhythm and is very easy to follow. The teacher has the opportunity to invent different movements to follow the song. Furthermore it served as an improvement of the vocabulary, helping

the children to link the parts with the movements and with the words or vocabulary. So it is in this moment when the children really link all their knowledge.

At the beginning the teacher will sing the song to the children. At the same time she points to the flashcards with the different parts of the plant which appear in the song. After that she will sing the song and she will make the gestures or movements. It is possible that some children try to follow her. Next she will ask the children to stand up to sing and dance the song together.

Sometimes the song is difficult at the beginning. So the teacher can just make the gestures and emphasizes them. It does not matter how many times she repeats the gestures or the song. It is likely also to sing it as a game, first slowly and after that quickly.

#### *Good-bye time*

The last routine is good bye song to say good bye to our puppet, children and the teacher. This ending routine will be worked the same way to be developed in class as the others. The Ant has to go to sleep and we have to say good bye to her.

## **8. CONCLUSIONS**

To conclude my Final Work, I want to highlight the importance of the use of songs in teaching a foreign language, in this case English language. It has also helped me to know the importance of student's motivation in the process of teaching and learning a foreign language (FL). I have the opportunity to learn more about different uses of the songs, how to deal with them, which is better in different moments and what different material is possible to add to it for teach in class a FL.

The objectives I have developed in this work are related with the areas of development which appear in the curriculum, and also with the different competences a teacher has to develop in the four years of our degree.

I have selected different authors who affirm and give practical examples of the use of songs, movements and routines in class. It has served me to justify the importance of the use of songs in class to teach a foreign language.

I have also to highlight the characteristics of the development in this stage which has led my work.

The teacher's role is the most important in the class as mediator of the learning process in the students. She must have in mind that each child is different, and each group of children is different. So, first as a teacher I have to know their characteristics and after that make the planning.

Finally I would like to say that although it was a difficult job because of the large amount of information I have found from the topic, it has also been highly motivating and rewarding for me. This material will be very useful in my future and I hope that also it would be helpful for other teachers

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<b>Webgraphy:</b>
<ul style="list-style-type: none"> <li>• <a href="http://www.monografias.com/trabajos89/motivacion-y-importancia-estrategias-didacticas/motivacion-y-importancia-estrategias-didacticas.shtml">http://www.monografias.com/trabajos89/motivacion-y-importancia-estrategias-didacticas/motivacion-y-importancia-estrategias-didacticas.shtml</a> (Consulta: 13-06-2014)</li> </ul>
<ul style="list-style-type: none"> <li>• <a href="http://www.teachingenglish.org.uk/blogs/evab2001/using-songs-teach-english">http://www.teachingenglish.org.uk/blogs/evab2001/using-songs-teach-english</a> (Consult: 03/06/2014)</li> </ul>
<ul style="list-style-type: none"> <li>• <a href="http://educamusicando.blogspot.com.es/p/recursos-musicales.html">http://educamusicando.blogspot.com.es/p/recursos-musicales.html</a> (25/05/2014)</li> </ul>

<ul style="list-style-type: none"> <li>• <a href="http://www.pinterest.com/rae1105/pre-kindergartners/">http://www.pinterest.com/rae1105/pre-kindergartners/</a> (Consult: 25/05/2014)</li> </ul>
<ul style="list-style-type: none"> <li>• <a href="http://supersimplelearning.com/songs/original-series/one/please-sit-down-and-storytime-music/">http://supersimplelearning.com/songs/original-series/one/please-sit-down-and-storytime-music/</a> (Consult: 14/05/2014)</li> </ul>
<ul style="list-style-type: none"> <li>• <a href="http://www.hlomag.co.uk/apr09/less01.htm">http://www.hlomag.co.uk/apr09/less01.htm</a> (Consult: 10/05/2014)</li> </ul>
<ul style="list-style-type: none"> <li>• <a href="http://www.usingenglish.com/articles/using-songs-with-young-learners.html">http://www.usingenglish.com/articles/using-songs-with-young-learners.html</a> (Consult: 16/06/2014 )</li> </ul>
<ul style="list-style-type: none"> <li>• <a href="http://supersimplelearning.com/free-resources/teaching-tips/how-do-i-use-flashcards-with-kids/">http://supersimplelearning.com/free-resources/teaching-tips/how-do-i-use-flashcards-with-kids/</a> (15/06/2014)</li> </ul>
<ul style="list-style-type: none"> <li>• <a href="http://www.tesl-ej.org/wordpress/issues/volume7/ej27/ej27r5/?wscr">http://www.tesl-ej.org/wordpress/issues/volume7/ej27/ej27r5/?wscr</a> (20/06/2014)</li> </ul>
<ul style="list-style-type: none"> <li>• <a href="http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=309">http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=309</a> (16/07/2014)</li> </ul>

## 10. APPENDIX

### 10.1. FLASHCARDS





## 10.2. MORNING ROUTINE CALENDAR

<p>IT'S TIME TO WAKE UP</p>	
<p>GOOD MORNING, GOOD MORNING</p>	
<p>I HAVE TO GET UP</p>	

GOOD MORNING,  
GOOD MORNING



I WASH MY FACE  
(WASH, WASH, WASH)



I BRUSH MY HAIR  
(BRUSH, BRUSH, BRUSH)



I GET DRESSED  
(DRESSED, DRESSED, DRESSED)



THERE'S SUCH A LOT TO DO



GOOD MORNING,  
GOOD MORNING



IT'S TIME TO WAKE UP



GOOD MORNING,  
GOOD MORNING



I HAVE TO GET UP



I EAT MY BREAKFAST  
(EAT, EAT, EAT)



I BRUSH MY TEETH  
(BRUSH, BRUSH, BRUSH)



I PUT ON MY SHOES  
(PUT ON, PUT ON)



THERE'S SUCH A LOT TO DO



### **10.3. TALE: THE TINY SEED**

It is Autumn.

A strong wind is blowing. (The teacher will blow doing the sound of the wind).

The flowers seeds fly across the land. One of the seed is tiny, smaller than any of the others (The teacher will do an illustrator with the hands showing the tiny seed).

Will it be able to fly with the others? And where are they all going? (The teacher will do rising intonation in the question)

One of the seeds lies higher than the others. Up, up it goes! (The teacher will raise her hand)

It flies too high and the sun's hot rays burn it up. (The teacher will point to the burnt seed)

But the tiny seed flies with the others.

Another seed lands on a tall mountain. But because of the ice, the seed cannot grow. (The teacher will move her head saying no and she will show the flashcard with the seed growing)

The rest of the seeds fly on. But the tiny seed cannot fly with the others. (The teacher will move her head saying no again but pointing to the tiny seed)

Now they fly over the ocean.

-Look, what is that? It is a fish!

One seed falls into the water and disappears...

One seed drifts down on to the desert. It is hot and dry, and the seed cannot grow. (The teacher will move her head saying no, and she will show the flashcard with the seed growing)

Now, the tiny seed is flying very slowly, but the wind pushes it on with the others. (The teacher will do a strong sound as the wind and she will point to the seed)

Finally the wind stops and the seed fall down on the ground. (The teacher will do an emblem moving their hand down)

A bird eats one seed, but the tiny seed is not eaten. (The teacher will do and illustrator moving their head saying not and doing a gesture as she the bird did not eat the tiny seed)

Now it is Winter.

After their long trip the seeds settle down. They look just as if they are going to sleep in the earth. (The teacher will do if she is sleeping)

Snow falls and covers them. (The teacher will move her hand showing the snow is falling)

A hungry mouse take one seed and he eats it for his lunch. (The teacher will touch her gut, and then she will do as if she is eating something)

But the tiny seed lies very still and the mouse does not see it. (The teacher will move her finger saying not at time she is touching her eye)

Now it is Spring.

Birds fly by. The sun shines. Rain falls. (The teacher will do an illustrator showing the rain falling)

The seeds grow so round, now they are not seeds any more. They are plants.

- Look at the stems, the roots (the teacher will point the different parts of the plants children already know)

The tiny seed is small yet. But finally it too starts to grow into a plant.

-Look, it has one leave.

Look, it is a beautiful flower. So first were the seed, then the stem, the roots and the leaves and now!! The flower has grown!

- How many leaves it has? Let's go to count!

But what is happening? There is somebody taking the flower!

Oh! A boy has picked the flower to give to a friend!

It is Summer.

Now the tiny plant from the tiny seed is all alone. It grows on and on. It has many leaves.

- Let's count!

It is taller than the people, and look, than the houses too!

People come to see the big flower! It is a giant flower!

Now it is Autumn again.

The wind starts to blow, (The teacher will do the sound of the wind) some petals drop from the giant flower and they fly along...

The winds blows harder (The teacher will do the sound stronger).

The flower has lost almost all of its petals. Many tiny seeds quickly fly far away on the wind...

## **10.4 PROPOSAL**



## LESSON 1

Timing	Grouping	Pupils	Teacher	Resources
2'	Big group	<p>Kids have to recognise the song and go to the rug clapping their hands and singing the song.</p> <p>Also kids have to look at the teacher and follow the different gestures she is doing.</p>	<p>The teacher claps her hands twice and she will start to sing the song <b>“It’s time to sit on the rug”</b>:</p> <p>(Teacher will Clap twice to start, her voice tone will be strong but at while the song is finishing she will put it down)</p> <ul style="list-style-type: none"> <li>- <b>It’s time to sit on the rug</b> (twice claps)</li> <li>-<b>It’s time to sit on the rug</b> (twice claps)</li> <li>- <b>It’s time to sit on the rug</b> (twice claps)</li> <li>- <b>And clap your hands!</b> (twice claps)</li> <li>- <b>It’s time to clap like this</b> (Each time the teacher will change the way to clap, for example with the hand and the knee, or with both arms...)</li> <li>- <b>It's time to clap like this</b> (another gesture, falling intonation).</li> <li>- <b>It's time to clap like this</b> (another gesture downer falling intonation).</li> <li>- <b>It's time to sit on the rug</b> (speak surrounded).</li> <li>- <b>And clap like this!</b> ( speak surrounded)</li> </ul> <p>Then teacher says: “Good work” and she sits in their place.</p>	

3'	Big group	<p>Children have to answer when the teacher ask them.</p> <p>- Si!</p> <p>And then they will sing with the teacher follow the steps</p>	<p>The teacher will ask to the children:</p> <p><b>- Do you know what we do in the morning?</b></p> <p>- Yes or not?</p> <p>(Eye contact, interrogative gesture with the face)</p> <p>Then, she will show the calendar and she will remember the routines they know. After that, all students and teacher will sing and performance the song.</p> <p><i>Good morning! Good Morning!</i></p> <p><i>It's time to wake up.</i></p> <p><i>Good morning! Good Morning!</i></p> <p><i>It's time to wake up.</i></p> <p><i>I was my face (wash, wash, wash)</i></p> <p><i>I brush my hair (brush, brush, brush)</i></p> <p><i>I get dressed (dressed, dressed, dressed)</i></p> <p><i>There's such a lot to do!</i></p> <p><i>Good morning! Good Morning!</i></p> <p><i>It's time to wake up.</i></p> <p><i>Good morning! Good Morning!</i></p> <p><i>It's time to wake up.</i></p> <p><i>I eat my breakfast (eat, eat, eat)</i></p> <p><i>I brush my teeth (brush, brush, brush)</i></p> <p><i>I put on my shoes (put on, put on)</i></p> <p><i>There's such a lot to do!</i></p>	Morning Routine Calendar
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1'30"	Big group	<p>Es un animal! Si vive en el suelo!</p> <p>Children have to listen to the song "Hello Ant" and greet to the puppet while they are singing or humming.</p> <p>Sing the song all together.</p>	<p>The teacher will say Hello everybody and good morning children.</p> <ul style="list-style-type: none"> <li>- <b>Oh! What's that! A box! What is inside?</b></li> <li>- <b>We have a new friend in class, but you have to be very, very quiet and still.</b> (She will do illustrator touching her lips with her finger. Eye contact)</li> <li>- <b>She lives down the soil</b> (She points the soil in a plant)</li> <li>- <b>Do you want to know it?</b> (she will point to the box and she will rise her eyebrows)</li> <li>- His name is Ant!</li> <li>- Okay, so now let's go to said Hello to Ant.</li> </ul> <p>The teacher sings the "<b>Hello Hello</b>" song, and she will show the puppet moving their arms greeting the kids.</p> <ul style="list-style-type: none"> <li>- <b>Hello Ant, hello hello</b></li> <li>- <b>Hello kids, hello hello</b></li> <li>- <b>Hello everybody</b></li> <li>- <b>Hello everybody</b></li> <li>- <b>Hello everybody</b></li> <li>- <b>Everybody Hello</b></li> <li>- <b>¡Hello!</b></li> </ul>	<p>Ant puppet</p> <p>Magic box</p>
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6'	Big group	Children have to follow the teacher's instructions enjoying learning the different actions and words.	<p>Teacher shows to the kids the <b>Walking, Walking song</b> helping with Ant. Look! Ant can sit down. Sit down ant. Very good!</p> <p>- Jump, Ant. Stop! Very good, Ant!</p> <p>- And now Ant, walk slowly. Walk, walk, stop! Before dance the song, the teacher will ask the children to repeat the different actions combine it.</p> <p>Teacher says now, Let's go everybody stand up! (For that she will make an illustration to indicate children they have to stand up)</p> <p>Let's go to dance!</p> <p>Walking, walking. Walking, walking.</p> <p>Hop hop, hop. Hop hop hop.</p> <p>Running running running. Running running running</p> <p>Now let's stop. Now let's stop. (in this moment the teacher makes an illustration showing children have to stop)</p> <p>(The totally of the song is in the appendix)</p>	Ant puppet
5'	Big group	Understand the vocabulary with the help of the flashcards. Repeat the parts of a flower	<p>The teacher explains the parts of a flower; she will ask children to repeat it in different ways.</p> <ul style="list-style-type: none"> <li>- <b>Look!</b></li> <li>- <b>What can you see? Yes, it is a flower!!</b></li> <li>- <b>And look it has different parts!</b></li> <li>- <b>And do you know the parts of a flower? Let's see.</b></li> <li>- <b>These are the petals, this is the stem, these are</b></li> </ul>	<p>Flower (picture)</p> <p>Different pieces of flower's parts</p> <p>(Flashcards)</p>

			<p align="center"><b>the leaves and finally the roots</b></p> <p>Now again, petals say it, stem, say it. Leaves, say it, Roots, Seed Say it. Very good!</p> <p><b>- let's to repeat but in different ways</b> (e.g. shouting)</p> <p>(While the teacher is showing the parts they will use raising intonation)</p>	
4'	Small group	<p>Have to recognize what the teacher is saying and go with it. Sometimes the teacher will add a way to go with it.</p>	<p>- Now we are going to play with the parts of the plant.</p> <p>(Teacher will put the different parts of the plants in different places of the class)</p> <p>- Carlos goes to the Stem, okay! Perfect good work! Now come here.</p> <p>-Isabel goes jumping to the leaves!</p> <p>(At time the teacher is asking to the children she is helping with their non-verbal language, eye contact)</p>	Flashcards
8'	Big group	<p>Follow the instructions.</p> <p>Act as the teacher asking other children the different parts of the flower.</p>	<p><b>Complete the flower</b></p> <p><u>First part</u></p> <p>Teacher asks for help or voluntary:</p> <p>- <b>“Can you help me, please?”</b></p> <p>- <b>I need one voluntary!</b> (Eye contact- she will point all kids and then she will put a interrogative expression)</p> <p>I need to make a flower. Where are the petals? And the stem? Can you show me the leaves? Oh, where are the roots? Thank you. - Well done”</p> <p><u>Second part</u></p> <p>The teacher uses several songs to raffle the turn.</p> <p>For example:</p> <p><i>One potato, two potato</i></p> <p><i>Three potato, for</i></p> <p><i>Five potato, sin potato</i></p> <p><i>Seven potato, more.</i></p> <p>Another example:</p>	<p>Flower (picture)</p> <p>Different pieces of flower's parts</p>

			<p><i>One little flower, one little bee.</i></p> <p><i>One little blue bird, high in the tree.</i></p> <p><i>One little brown bear smiling at me.</i></p> <p><i>One is the number I like, you see.</i></p> <p>After that teacher chooses a child who will get the teacher's role. She chooses another child to complete the flower. (she follows the same riffle to choose the kids)</p> <p>E.g. The child who is now teacher says: "petals". So the other child who has a pupil's role chooses the part he/she thinks is right and completes the flower.</p>	
5`	Big group	Listen the song and see the gestures teacher makes. Try to make the gestures.	<p><b>Parts of a flower song</b></p> <p>Teacher makes first the gestures of the song and then children have to repeat it. They will sing and dance it 3 or 4 times.</p> <p style="text-align: center;"><b><i>I'm a little flower</i></b></p> <p style="text-align: center;"><b><i>Tall and slim</i></b></p> <p style="text-align: center;">(Raise up on tip toes)</p> <p style="text-align: center;"><b><i>Here are my petals</i></b></p> <p style="text-align: center;">(Place hands at sides of head and wiggle fingers)</p> <p style="text-align: center;"><b><i>Here is my stem</i></b></p> <p style="text-align: center;">(Slap hands down at sides of legs)</p> <p style="text-align: center;"><b><i>When the sun comes up</i></b></p> <p style="text-align: center;">(hold hands in sky)</p> <p style="text-align: center;"><b><i>And the rain comes down</i></b></p> <p style="text-align: center;">(Bring hands down like rain drops crouching clear to the floor)</p> <p style="text-align: center;"><b><i>I grow, grow, grow-up from the ground</i></b></p> <p style="text-align: center;">(Slowly raise back up bring hands above your head).</p> <p>Teacher sings the song to children and then sings and makes the gestures.</p>	The song in a piece of paper with illustrations

20"	Big group	<p>Children have to listen and sing the "Good bye".</p> <p>They will move their hands saying "bye-bye" to the teacher and to the Ant puppet.</p>	<p><b>"Good bye" song</b></p> <p>The teacher will move the puppet saying with her hand good bye at time she is beginning to sing.</p> <p>Sing the song "Good-bye Ant"</p> <p>Bye, Bye Ant, Bye, Bye Ant</p> <p>Bye, Bye kids, Bye, Bye</p> <p>Bye, bye Everybody, bye, bye everybody,</p> <p>Everybody good bye</p>	Ant puppet
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LESSON 2

Timing	Grouping	Pupils	Teacher	Resources
2'	Big group	<p>Kids have to recognise the song and go to the rug clapping their hands and singing or humming the song</p> <p>Also kids have to look at the teacher and follow the different gestures she is doing.</p>	<p>The teacher claps her hands twice and she will start to sing the song <b>"It's time to sit on the rug"</b></p>	Ant puppet

3'	Big group	<p>Children have to answer when the teacher ask them.</p> <p>- Si!</p> <p>And then they will sing with the teacher follow the steps</p>	<p>The teacher will ask to the children:</p> <p><b>- Do you know what we do in the morning?</b></p> <p><b>- Yes or not?</b></p> <p>(Eye contact, interrogative gesture with the face)</p> <p>Then, she will show the calendar and she will remember the routines they know. After that, all students and teacher will sing and performance the song.</p>	Morning Routine Calendar
1'30''	Big group	<p>Children have to listen to the song "Hello Ant" and greet to the puppet while they are singing.</p> <p>Sing the song all together</p>	<p>The teacher sings the "<b>Hello Hello</b>" song, and she will show the puppet moving their arms greeting the kids</p>	Ant puppet
5'	Big group	<p>Children have to follow the teacher's instructions enjoying leaning the different actions and words</p>	<p>Teacher shows to the kids the <b>Walking, Walking song</b> helping with Ant. Look! Ant can sit down. Sit down ant. Very good!</p> <p>- Jump, Ant. Stop! Very good, Ant!</p> <p>- And now Ant, walk slowly. Walk, walk, stop! Before dance the song, the teacher will ask the children to repeat the different actions combine it.</p> <p>The teacher says now, Let's go everybody stand up! (For that she will make an illustrator to indicate children they have to stand up)</p> <p>Let's go to dance!</p>	Ant puppet



3'	Big group	Say the parts of the plants and built the plant	<p><b>The parts of the plant</b></p> <p>The teacher will play remembering the parts of the plant. First showing it and remembering in all moment, after that forming the plant.</p>	Flashcards
3'	Big group	<p>Children have to close their eyes when the teacher tells them and then they open them.</p> <p>They have to guess what's missing and tell it to the teacher.</p>	<p><b>What's missing?</b></p> <p>The teacher puts all the flashcards on the rug, repeating it. First she uses two different cards, and then she will add one more.</p> <p>Then she will say:</p> <ul style="list-style-type: none"> <li>- <b>everybody close your eyes</b> (illustrator closing her eyes to children understand)</li> <li>- <b>One, two, three, okay now open your eyes!</b></li> </ul> <p>She asks to some children what's missing?</p>	Parts of a flower Flashcards
3'	Big group	Follow the steps or gestures in the song and sing song.	<p><b>Sing and dance the song "I'm a little flower"</b></p> <p>Teacher will remember the steps, at the same time she will be singing it.</p>	Paper's song
5'	Big group	<p>Esunalenteja!</p> <p>Children will answer the teacher</p> <p>¡Si ponemos agua crece una planta!</p>	<p>The Tiny seed</p> <ul style="list-style-type: none"> <li>- <b>Look!</b></li> <li>- <b>What I have here!</b></li> <li>- <b>What is this small thing?</b></li> <li>- <b>Yes very good, it is a lentil</b></li> <li>- <b>And It is a seed! It is a Tiny seed!</b></li> <li>- <b>And... What grow after the seed?</b></li> </ul> <p>(The teacher makes illustrators showing that after the seed grow something,</p>	Seed, seed with water and cotton and tale

		<p>¿Es una semilla que ha crecido!</p> <p>Children have to see the seed with the Little stem and share it with their partners.</p>	<p>doing the children develop their mind)</p> <p><b>- Oh! That's great, If we put water we can get a plant or a flower very good!</b></p> <p>(The teacher has prepared one seed with water and its has a little stem)</p> <p><b>- Look at this! It is a seed, and it has a little stem!</b></p> <p><b>Okay take it and see it and share it to your partner.</b></p>	
15'	Small group	<p>Children have to listen to the teacher and they have to interact in the moment the teacher says to them.</p>	<p><b>And now, I have here a surprise!</b></p> <p><b>It is the tale of our little seed!</b></p> <p>The teacher tells the tale "The Tiny Seed". While she is telling the tale, she is going to stop in the different pages where something to the seed happened. For example if the seed falls into the water and drowns, the teacher will make an illustrator showing the seed down, down through the ocean... And the pupils have to repeat these gestures.</p> <p>She encourages children to participate in the story.</p>	Tale
1'	Big group	<p>Children have to remember the sequence of the tale helping the teacher.</p>	<p>After the tale, the teacher remembers the different places where the seeds stayed, and the animals which appeared.</p> <p>She uses the story cards and she focus on the sequence.</p> <p>She will do different easy questions.</p>	Tale and Story cards
20"	Big group	<p>Sing the song "Good-bye Ant" and say "bye -bye" waving their hand.</p>	<p><b>"Good bye" song</b></p> <p>The teacher will move the puppet saying with her hand good bye at time she is beginning to sing.</p>	Ant puppet

## LESSON 3

Timing	Grouping	Pupils	Teacher	Resources
2''	Big group	<p>Kids have to recognise the song and go to the rug clapping their hands and singing the song.</p> <p>Also kids have to look at the teacher and follow the different gestures she is doing.</p>	<p>The teacher claps her hands twice and she will start to sing the song <b>“It’s time to sit on the rug”</b></p>	Ant puppet
3'	Big group	<p>Children have to answer when the teacher ask them.</p> <p>Si!</p> <p>And then they will sing with the teacher follow the steps.</p>	<p>The teacher will ask to the children:  <b>- Do you know what we do in the morning?</b>  <b>Yes or not?</b>            (Eye contact, interrogative gesture with the face)</p> <p>Then, she will show the calendar and she will remember the routines they know. After that, all students and teacher will sing and performance the song.</p>	Morning routine calendar with Flashcards
1'30''	Big group	<p>Children have to listen to the song “Hello Ant” and greet to the puppet while they are singing.</p> <p>Sing the song all together.</p>	<p>The teacher sings the <b>“Hello Hello”</b> song, and she will show the puppet moving their arms greeting the kids</p>	Ant puppet

5'	Big group	Children have to follow the teacher's instructions enjoying learning the different actions and words.	<p>Teacher shows to the kids the <b>Walking, Walking song</b> helping with Ant. Look! Ant can sit down. Sit down ant. Very good!</p> <p>- Jump, Ant. Stop! Very good, Ant!</p> <p>- And now Ant, walk slowly. Walk, walk, stop! Before dance the song, the teacher will ask the children to repeat the different actions combine it.</p> <p>Teacher says now, Let's go everybody stand up! (For that she will make an illustration to indicate children they have to stand up)</p>	
4'	Big group	Follow the steps or gestures in the song and sing song	<p><b>Sing and dance the song "I'm a little flower"</b></p> <p>Teacher will remember the steps, at the same time she will be singing it</p>	Flashcards
8'	Big group	Participate in the interaction with the story cards	<p>The teacher remembers the <b>sequence, animals and elements of the story</b> encourage children participate.</p> <p>Then, she tells the tale again but with the story cards.</p>	Story cards

4'	Big group	Children have to participate and help their partners.	<p><b>Game mix up the cards:</b></p> <p>The teacher will mix up the cards and she will choose two children, she will say to them that they have to find the first story card. After that she chooses other two kids and they follow the same structure.</p> <p>They put the story cards in the wall with the help of the teacher.</p> <p>Ending the teacher is going to take the tale and they will verify if the sequence is the correct doing it everybody together.</p>	Story cards
5'	Big group	Have to participate in the game.	<p><b>Can you give me?</b></p> <p>The teacher will put all the flashcards and story cards on the carpet. Then she will take a ball and she throw to one student, and she will ask to them to take some flashcard. E.g. Can you give me the stem?</p> <p>After that the child who has taken the flashcards are the “teacher or leader” and he will throw the ball to other partner.</p>	Ball, flashcards, Story cards
20''	Big group	Sing the song “Good-bye Ant” and say “bye –bye” waving their hand.	<p><b>“Good bye” song</b></p> <p>The teacher will move the puppet saying with her hand good bye at time she is beginning to sing.</p>	Ant puppet

## LESSON 4

Timing	Grouping	Pupils	Teacher	Resources
2'	Big group	<p>Kids have to recognise the song and go to the rug clapping their hands and singing the song.</p> <p>Also kids have to look at the teacher and follow the different gestures she is doing.</p>	<p>The teacher claps her hands twice and she will start to sing the song <b>“It’s time to sit on the rug”</b></p> <p>Also kids have to look at the teacher and follow the different gestures she is doing.</p>	Ant puppet
3'	Big group	<p>Children have to answer when the teacher ask them.</p> <p>Si!</p> <p>And then they will sing with the teacher follow the steps.</p>	<p>The teacher will ask to the children:</p> <p><b>- Do you know what we do in the morning?</b></p> <p><b>- Yes or not?</b> (Eye contact, interrogative gesture with the face)</p> <p>Then, she will show the calendar and she will remember the routines they know. After that, all students and teacher will sing and performance the song.</p>	Morning Routine calendar with flashcards
1'30''	Big group	<p>Children have to listen to the song “Hello Ant” and greet to the puppet while they are singing.</p> <p>Sing the song all together</p>	<p>The teacher sings the <b>“Hello Hello”</b> song, and she will show the puppet moving their arms greeting the kids</p>	Ant puppet

6'	Big group	Children have to follow the teacher's instructions enjoying leaning the different actions and words.	<p>Teacher shows to the kids the <b>Walking, Walking song</b> helping with Ant. Look! Ant can sit down. Sit down ant. Very good!</p> <p>- Jump, Ant. Stop! Very good, Ant!</p> <p>- And now Ant, walk slowly. Walk, walk, stop! Before dance the song, the teacher will ask the children to repeat the different actions combine it.</p> <p>Teacher says now, Let's go everybody stand up! (For that she will make an illustrator to indicate children they have to stand up)</p> <p>Let's go to dance!</p>	
3'	Big group	<p>Pay attention to teacher's explanation and answer her questions.</p> <p>¡No! ¡Un lápiz no!</p>	<p><b>“What plants need to grow up? let's see”</b></p> <p>(Teacher will show different cards in which there are a seed, a sun, water and a flower)</p> <p>She will show it in order explaining a little what the plant need these elements and after that she will play with it.</p> <p>E.g. – The plant need a pencil? (Showing a pencil)</p>	Sequence's template of how to seed a plant
20'	Small groups	Children follow the teacher's instructions while they are experiment with the plant and seed it.	<p><b>We are going to plant the seed!</b></p> <p>Teacher will take the materials she needs to seed the plant. With the help of Ant she will plant one seed showing the steps and doing rising intonation.</p> <p>To plant all the seeds teachers will do different groups of children and she will call them while the others are painting the things the plant</p>	Vase, seed, water, soil, spoon

			<p>need. It will be put in the vase.</p> <p>The teacher will ask at the same time the different parts of the plants.</p>	
1'30''	Big group	<p>Children have to clean up the materials they have used helping their partners and teacher.</p>	<p><b>Clean up</b></p> <p>The teacher says</p> <ul style="list-style-type: none"> <li>- It's time to clean up the material, the table and pick up things</li> <li>- So let's go to clean up</li> </ul> <p>Then she sings the clean-up song.</p>	Little towers
20''	Big group	<p>Sing the song "Good-bye Ant" and say "bye -bye" waving their hand.</p>	<p><b>"Good bye" song</b></p> <p>The teacher will move the puppet saying with her hand good bye at time she is beginning to sing.</p>	Ant puppet

## LESSON 5

Timing	Grouping	Pupils	Teacher	Resources
2'	Big group	<p>Kids have to recognise the song and go to the rug clapping their hands and singing the song.</p> <p>Also kids have to look at the teacher and follow the different gestures she is doing.</p>	<p>The teacher claps her hands twice and she will start to sing the song <b>"It's time to sit on the rug"</b></p> <p>Also kids have to look at the teacher and follow the different gestures she is doing.</p>	Ant puppet



3'	Big group	<p>Children have to answer when the teacher ask them.</p> <p>¡Si!</p> <p>And then they will sing with the teacher follow the steps.</p>	<p>The teacher will ask to the children:</p> <p><b>- Do you know what we do in the morning?</b></p> <p><b>Yes or not?</b></p> <p>(Eye contact, interrogative gesture with the face)</p> <p>Then, she will show the calendar and she will remember the routines they know. After that, all students and teacher will sing and performance the song.</p>	Morning Routine calendar with flashcards
1'30''	Big group	<p>Children have to listen to the song "Hello Ant" and greet to the puppet while they are singing.</p> <p>Sing the song all together</p>	<p>The teacher sings the "<b>Hello Hello</b>" song, and she will show the puppet moving their arms greeting the kids</p>	Ant puppet
6'	Big group	<p>Children have to follow the teacher's instructions enjoying leaning the different actions and words.</p>	<p>Teacher shows to the kids the <b>Walking, Walking song</b> helping with Ant. Look! Ant can sit down. Sit down ant. Very good!</p> <p>- Jump, Ant. Stop! Very good, Ant!</p> <p>- And now Ant, walk slowly. Walk, walk, stop! Before dance the song, the teacher will ask the children to repeat the different actions combine it.</p> <p>Teacher says now, Let's go everybody stand up! (For that she will make an illustrator to indicate children they have to stand up)</p> <p>Let's go to dance!</p>	Ant puppet

5`	Big group	Sing the song and makes the gestures	<p><b>Flower song</b></p> <p>The teacher sings the songs and makes the gestures</p>	The song in a piece of paper
3`	Big group	Pay attention to teacher's explanation and answer her questions	<p><b>Review</b></p> <p>Review the steps to seed a plant then ask for what cares plants need.</p> <p>“What plants need to grow up? let's see”</p>	Sequence's template of how to seed a plant
15`	Small group	Paint the different parts of the mural to complete it.	<p><b>Mural</b></p> <p>“Now you are going to make a mural”</p> <p>Teacher explains them what they are going to do in small groups. First she divides the class in three big groups. Then they are divided again in two small groups. Each big group will have to complete a flower in its pot taking into account what pants need to grow up. So each small group will paint different parts of the mural, one of them the flower and what pants need (sun, wind water and sand) and the other group will paint the pot and the stem.</p> <p>Finally teacher will help to glue the parts to complete the mural</p>	<p>3 big white cardboards</p> <p>3 flowers printed</p> <p>Crayons</p> <p>Glue</p>
20`	Big group	Sing the song “Good-bye Ant” and say “bye –bye” waving their hand.	<p><b>“Good bye” song</b></p> <p>The teacher will move the puppet saying with her hand good bye at time she is beginning to sing.</p>	Ant puppet

## 10.5. SONGS EXAMPLES AND LINKS

Greeting songs	Classroom management songs	Pick up songs	Quiet time songs	Good bye songs	Special times songs
1°- Hello, hello, Song	1° - It is time to sit on the rug	1°- Clean up	1°- Henry Hush	1°- Good bye, good bye	1°- Five Little Pumpkins
2°- Good morning	2°- Circle song	2°- It's Time To Clean up	2°- Time quite	2° - bye, bye Skippy	2°- Happy Birthday
3°- Hello, how are you?	3°- 1, 2, 3, go to your sit	3°- Let's Clean Up	4°- I'm ready	3° - Good-bye Friends	3° Merry Christmas
4°- What's your name	4°- Please, sit down		5°- Row, row, row the boat		4°Autumn
5°- Walking, Walking			6°- I Wiggle		5°- Easter Eggs
6°- If you are happy and you know it					
7°- Head and shoulders knees and toes					
8°- When I wake up					

## GREETING SONGS

### *GOOD MORNING SONG*

*Good morning! Good Morning!*

*It's time to wake up.*

*Good morning! Good Morning!*

*It's time to wake up.*

*I wash my face (wash, wash, wash)*

*I brush my hair (brush, brush, brush)*

*I get dressed (dressed, dressed, dressed)*

*There's such a lot to do!*

*Good morning! Good Morning!*

*It's time to wake up.*

*Good morning! Good Morning!*

*It's time to wake up.*

*I eat my breakfast (eat, eat, eat)*

*I brush my teeth (brush, brush, brush)*

*I put on my shoes (put on, put on)*

*There's such a lot to do!*



<http://www.eslkidstuff.com/blog/songs/new-song-the-morning-routines-song#sthash.mcKBx7Ed.VILPAU2t.dpbs>

***IF YOU ARE HAPPY AND YOU KNOW IT***

***If you're happy and you know it clap your hands.***

***If you're happy and you know it clap your hands.***

***If you're happy and you know it and you really want to show it,***

***If you're happy and you know it clap your hands.***

***If you're happy and you know it stomp your feet.***

***If you're happy and you know it stomp your feet.***

***If you're happy and you know it and you really want to show it,***



***If you're happy and you know it stomp your feet.***

***If you're happy and you know it move your head***

***If you're happy and you know it move your head***

***If you're happy and you know it and you really want to show it,***

***If you're happy and you know it move your head***

***If you're happy and you know it do all three.***

***If you're happy and you know it do all three.***

***If you're happy and you know it and you really want to show it,***

***If you're happy and you know it do all three!***

<https://www.youtube.com/watch?v=FrsM9WggCdo>

## CLASSROOM MANAGEMENT

### SONGS

**It is time to sit on the rug**

**Circle song**

**1, 2, 3, go to your sit**

<http://www.preschoolrainbow.org/transition-rhymes.htm>

<http://www.youtube.com/watch?v=EUHkinRy6bM>

### ***PLEASE, SIT DOWN***

***Shhh! Be quiet.***

***Please sit down.***

***Please sit down.***

***Please sit down.***

***Shhh! Be quiet.***

***Please sit down.***

***Listen. Listen. Listen.***

***Shhh! Be quiet.***

***Please sit down.***

***Please sit down.***

***Please sit down.***

***Shhh! Be quiet.***

***Please sit down.***

***Listen. Listen. Listen.***



<http://supersimplelearning.com/songs/original-series/one/please-sit-down-and-storytime-music/>

## PICK UP SONGS

Clean up

It's Time to Cleanup

<http://www.preschoolrainbow.org/transition-rhymes.htm>

[https://www.youtube.com/watch?v=psNg9\\_QazUI](https://www.youtube.com/watch?v=psNg9_QazUI)

### *LET'S CLEAN UP SONG*

*Let's clean up today*

*Let's clean up today*

*We've had our fun*

*Our day is done.*

*So, let's clean up today.*



## QUIET TIME SONG

### *I'M READY*

*I'm looking straight ahead of me*

*My arms are at my side*

*My feet are quiet as can be*

*I'm ready for outside*

*I wiggle*



### *HANDS UPON YOUR HEAD*

*Hands upon your head,*

*Hands upon your head.*

*Up and down and up and down,*

*Hands upon your head.*

*Hands upon your face,*

*Hands upon your face.*

*Up and down and up and down,*

*Hands upon on your face.*

*Hands upon your ears. . .*

*Hands upon your chin. . .*



[http://www.bigeyedowl.co.uk/show\\_songs.php?t=3](http://www.bigeyedowl.co.uk/show_songs.php?t=3)

## GOOD BYE SONGS

### *GOOD BYE*

*Good bye, good bye,*

*See you again,*

*Good bye, good bye,*

*See you again,*

*It's time to go,*

*It's time to go,*

*It's time to go,*

*See you next time,*

*Good bye, good bye,*

*See you again,*

*It's time to go,*

*See you next time.*



<http://www.eslkidstuff.com/blog/songs/new-songs-the-hello-song-the-goodbye-song#sthash.RJ5gAm65.dpbs>



## SPECIAL TIMES SONGS

### *FIVE LITTLE PUMPKINS*

*Five little pumpkins sitting on a gate*

*The first one said, "My, it's getting late"*

*The second one said, "There are witches in the air"*

*The third one said, "I don't care".*

*The fourth one said, "We'll have a lot of fun"*

*"Let's run and run and run"*

*"Woo-oo-oo" went the wind.*

*And out (clap) went the light*

*And the five little pumpkins rolled right out of sight.*



<http://www.youtube.com/watch?v=cm1qvX1ygOo>

### *I'M A LITTEL FLOWER*

*I'm a little flower*

*Tall and slim*

*Here are my petals*

*Here is my stem*

*When the sun comes up*

*And the rain comes down*

*I grow, grow, grow-up from the ground*

