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TASK-BASED LEARNING AND PROJECT WORK AS METHODS TO LEARN IN ENGLISH AND IN SPANISH IN EARLY YEARS.

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RESUMEN

Hoy en día, el aprendizaje en inglés en las aulas de infantil comienza a ser un tema de estudio e investigación. Dicha tarea concierne a los futuros maestros de infantil especialistas en inglés. Partiendo del enfoque globalizador, como eje central en el proceso de aprendizaje de los alumnos y con este nuevo rol del profesor de infantil nos preguntamos cómo podríamos trabajar en ambas lenguas diseñando un curriculum integrado. Esta idea se convierte en la cuestión principal sobre la que centraremos este trabajo con el fin de proporcionar una forma de trabajar. Debido a la similitud entre los Proyectos de trabajo y el método por tareas presentamos una propuesta de trabajo basada en la utilización de ambas metodologías, utilizando el cuento como un recurso clave para unir ambos métodos y crear una educación coordinada en español y en inglés.

Palabras clave: Método por tareas, Proyectos de trabajo, profesor de educación infantil especialista en inglés, enfoque globalizador y curriculum integrado.

ABSTRACT

Nowadays, the learning in English in Early Years becomes a subject of study and research, whose work concerns Infant future teachers specialized in English. Based on the Global approach, as the backbone of the learning process of students and with this new Infant teacher role how we could work in both languages by creating a integrated curriculum. This idea is become the main issue on which we focus on this work to provide a way of working. Because of the similarity between Projects Work and Task-Based Learning we present a proposal based on the use of both methodologies, using the tale as the key resource in order to unit both methods and create a coordinate education in English and in Spanish.

Key words: Task-Based Method, Project Work, infant teacher specialized in English, global approach and integrated curriculum.

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1. INTRODUCTION

Nowadays the learning a foreign language has assumed a new importance in the minds of many educators. Thus, the school has a significant role, due to the fact that in Early Years children are involved in more than one language, not only in the mother tongue. For this reason, school has to create a plurilingual and intercultural education as the Council of Europe says where different languages work together, wherefore teachers have to pay attention to the way of working. Through an integrated curriculum between English and Spanish children can achieve an integral and harmonious development as future citizens.

It is said that English and Spanish are different subject even in Early Years. However, this is a misconception because it is necessary to apply a global approach in Infant Education so that children can have a homogeneous education. It requires the work of a specialist in Infant Education and also expert on didactic of second language acquisition. Hence, this is a hard task which teachers have to deal with. This work cannot tackle in an individual way, it is necessary the work together among teachers and families. Nevertheless, there is a key element, the inclusion of the new teacher role of infant education who can be a specialist of English as well. There is not a unique way to achieve the change. With this project it is offered the perspective to work with the same topic in English and in Spanish for Early Years using a known tale as a key resource in order to link Task-Based Method and Project Work so as to build a coordinate education.

Finally we cannot forget that technological change and development of a global economy requires prepared citizens who must be able to face different conflicts which can occur in their lives. It is important to be proficient in order to respond to the demands of the society. For this reason, teachers and families are the people who create the future citizens.

2. OBJECTIVES

For developing this work, it is necessary to establish some specific objectives which will organize the specific line to follow.

- Analyze the importance of teaching-learning English in official documents.

- Identify characteristics of Task-Based Method and Project Work so as to use these methods in Early Years.

- Propose an annual sequence for third course of Infant Education, second cycle.

- Make a didactic proposal for a coordinated work between English and Spanish language lessons establishing a tale as the main theme of this proposal. (This objective is thought for a specific context, Frómista School "Pablo Sáenz").

- Promote a cooperation culture between school and families fostered the Project Work.

- Maximize the professional development for future infant teachers, as specialists of English in their own classroom.

3. JUSTIFICATION

3.1. CONNECTION BETWEEN THE PROPOSAL AND COMPETENCES OF THE TITLE.

"The fundamental objective of the degree is to train professionals with a capacity to direct educational services to children from the first cycle of Infant Education and for the elaboration and tracing of the pedagogical proposal referred to in the Article 14 of the Organic Law 2/2006, May 3rd and to provide the second cycle of Infant education[1]" (My translation).

This is the main objective which a future teacher has to achieve if he or she wants to obtain the degree in Infant Education. Through this work I can improve and it allows me to strengthen the skills and competences that an infant teacher must have. However, it is necessary to take into account objectives related to the four years, three of them as an Infant Education future teacher and another one as an English specialist teacher in Early Years. Furthermore, I would like to mention specific objectives and competences which are related to this work:

Objectives:

- Design, develop and evaluate educational proposals that use animation to read and dramatization in the approach to English in Infant Education[2]. (My translation)
- Mastering the foreign language curriculum (English) in Infant Education.[3](My translation).

[1] "El objetivo fundamental del título es formar profesionales con capacidad para la atención educativa directa a los niños y niñas del primer ciclo de educación infantil y para la elaboración y seguimiento de la propuesta pedagógica a la que hace referencia el artículo 14 de la Ley Orgánica 2/2006, de 3 de mayo, de Educación y para impartir el segundo ciclo de educación infantil"
This objective appears in "Memoria de la titulación de Grado en Educación Infantil" from Uva university.http://www.uva.es/export/sites/default/contenidos/gobiernoUVA/Vicerrectorados/bak/VicerectoradoCalidadInnovacion/Grado/CCSS/UVaGradoEducacionInfantil.pdf (Consulted: May 29th 2013).

[2] "Diseñar, elaborar y evaluar propuestas didácticas que utilicen la animación a la lectura y la dramatización en la aproximación al inglés en Educación Infantil".

[3] "Dominar el currículo de lengua extranjera (inglés) en Educación Infantil".

Competences:

- Being able to transmit to children the functional learning of a foreign language[4]. (My translation).
- Knowing about children's literature and developing strategies for children's approach to literacy texts both oral and written[5]. (My translation).

Finally, all the objectives have a relationship with this work, due to the fact that an aim of this work is fostering the development between objectives and competences which are related to Infant Education.

[4] "Ser capaces de transmitir a los niños y niñas el aprendizaje funcional de una lengua extranjera".
[5] "Conocer la literatura infantil y desarrollar estrategias para el acercamiento de los niños y niñas al texto literario tanto oral como escrito".

3.2. LEARNING IN ENGLISH IN EARLY YEARS

The right to education is the number twenty six according to human rights[6]. Furthermore, our present education law, L.O.E, says in the preamble: "A good education is the best wealth and the main resource of a country and their citizens[7]" (My translation). For this reason the word education is really important.

However, it is necessary to know if there appears in the law something related to English in Early Years. Fortunately, there are two education purposes which are connected with learning in English and in Spanish in Infant Education: "Training in the respect and recognition of the linguistic and cultural plurality of Spain and of interculturalism as an enriching element of society[8]" and "The communication training in an official and co-official language, if any, and in one or more foreign languages[9]" (Preliminary title, chapter I, 2 article) (My translation). Besides, there is a specific objective for Infant Education: "Developing communicative skills in different languages and expression ways[10]". (Title I, chapter I, 13 article). (My translation).

In addition, there are also pedagogical principles: "It corresponds to the education authorities promoting an introduction to the foreign language learning in the second cycle to Early years, especially in the last year[11]" and "The educational content of Infant Education will be organized in areas related to the personal experiences of children and their development and will be tackled through global activities that are interesting and meaningful for children[12]" (Title I, chapter I, 14 article). (My translation) This last one is really important, due to the fact that the global approach has to be a main line to work with children in Early Years.

On the other hand, The Common European Framework (2001) promotes a curricula based on plurilingual and intercultural education. Besides, the Council of Europe

[6] Human rights http://www.youthforhumanrights.org/ (Consulted: June 2nd 2013).
[7] "Una Buena educación es la mayor riqueza y el principal recurso de un país y de sus ciudadanos"
[8] "La formación en el respeto y reconocimiento de la pluralidad lingüística y cultural de España y de la interculturalidad como un elemento enriquecedor de la sociedad".
[9] "La capacitación para la comunicación en la lengua oficial y cooficial, si hubiere, y en una o más lenguas extranjeras".
[10] "Desarrollar habilidades comunicativas en diferentes lenguajes y formas de expresión".
[11] "Corresponde a las administraciones educativas fomentar una primera aproximación a la lengua extranjera en los aprendizajes del segundo ciclo de la educación infantil, especialmente en el último año".
[12] "Los contenidos educativos de la educación infantil se organizarán en áreas correspondientes a ámbitos propios de la experiencia y del desarrollo infantil y se abordarán por medio de actividades globalizadas que tengan interés y significado para los niños"

promotes the design of syllabus centered on language in use[13], which refers to the need to be able to use the language in specific domains[14] in an autonomous way to create independent learners[15]. Thus, this document gives a common basis for the elaboration of language syllabuses, curriculum guidelines, textbooks, examinations, and resources. It is a common reference for describing language learning, teaching and assessment in order to facilitate both, teaching and learning.

Besides, there is another program which refers to this topic; this is The CLIL (Content and Language Integrated Learning). "The acronym CLIL is used as a generic term to describe all types of provision in which a second language (a foreign, regional or minority language and/or another official state language) is used to teach certain subjects in the curriculum other than the language lessons themselves" (Eurydice Inform, 2006, p. 8). Although this document is not intended for Infant Education it is a language policy document which can be a reference so as to guide English specialist teacher. The present infant children will be future primary children.

Depending on the kind of the school, there is a reference program. Although, Frómista School is not a British-Spanish school, we keep in mind the British- Spanish integrated curriculum as a model. It means that it takes into account the global development of children (cognitive, physical, emotional and social skills). This project is based on teaching in English, not teaching English; so teachers have to plan through topics which are interesting for children and must be always contextualized and linked to real life in order to make learning significant for children.

In conclusion, we can see that there are different documents which support or guide the teaching-learning in English in Infant Education. For this reason, we consider that this topic is really important with this work. Likewise, we have the opportunity to offer a proposal to develop a coordinate education between English and Spanish.

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[13] *Language in use* refers to the capability which children have to develop in order to be able to use the language in real situations. This term involve all components of a language for an efficient communication.

[14] *Domain* refers to the broad sectors of social life in which social agents operate. A higher order categorization has been adopted here limiting these to major categories relevant to language learning/teaching and use: the educational, occupational, public and personal domains (The Common European Framework of Reference for Language, 2001, p.10). *Www.coe.int/t/dg4/linguistic/Cadre1_en.asp* (Consulted: June 4th 2013).

[15] As the Council of Europe says one of the main objectives is "to promote methods of modern language teaching which will strengthen independence of thought, judgment and action, combined with social skills and responsibility".

4. THEORETICAL FOUNDATION

4.1. HOW CHILDREN LEARN.

Children learn establishing multiple connections between the knowledge that they know and the new knowledge that they are going to learn (Ausubel 1968). Likewise, as it was said before the global approach has to lead the learning process in Infant Education. Nevertheless, it is necessary to keep in mind the Constructive Approach. The constructive learning, as the word indicates, builds knowledge through children's experiences. Bruner's (1972) ideas follow this approach. He says that people development occurs through interactions between a child with other children and adults, the language that they used and the systematic organization of the concepts they have. "The process of learning awakens a whole set of internal and evolutionary processes that will take place when the child interacts with the adults around and in cooperation with peers." (My translation based on Vygotski, 1979, p. 139).

4.2. PROJECT WORK (P.W).

The early years in a child are important years for all aspects of development. "Children's natural disposition to be intellectually curious and to investigate their environment, emerges" (Katz, 1995, p. 2). The project work methodology is based on a global approach, so this is a proper method to apply in Early Years as an infant teacher. However, how is a project defined? "A natural method of education connecting students with the real world outside education's ivory tower" (Gull, 1993). Likewise, there is another interesting definition, "The project approach allowed children to develop in their own unique way, to interact actively with others and have hands on experience of the physical world, allowing learning to emerge from an integration of cognitive and social experience" (Kohlberg & Mayer, 1972). Furthermore, Katz (1994) says that:

> A project is an in-depth investigation of a topic worth learning more about. The investigation is usually undertaken by a small group of children within a class, sometimes by a whole class, and occasionally by an individual child. The key feature of a project is that it is a research effort deliberately focused on finding answers to questions about a topic posed either by the children, the teacher, or the teacher working with the children. (p. 1)

Once several definitions have been introduced about a Project Work, F. Hernández and M. Ventura (1995) offers the theoretical foundation which leads the Project Work:

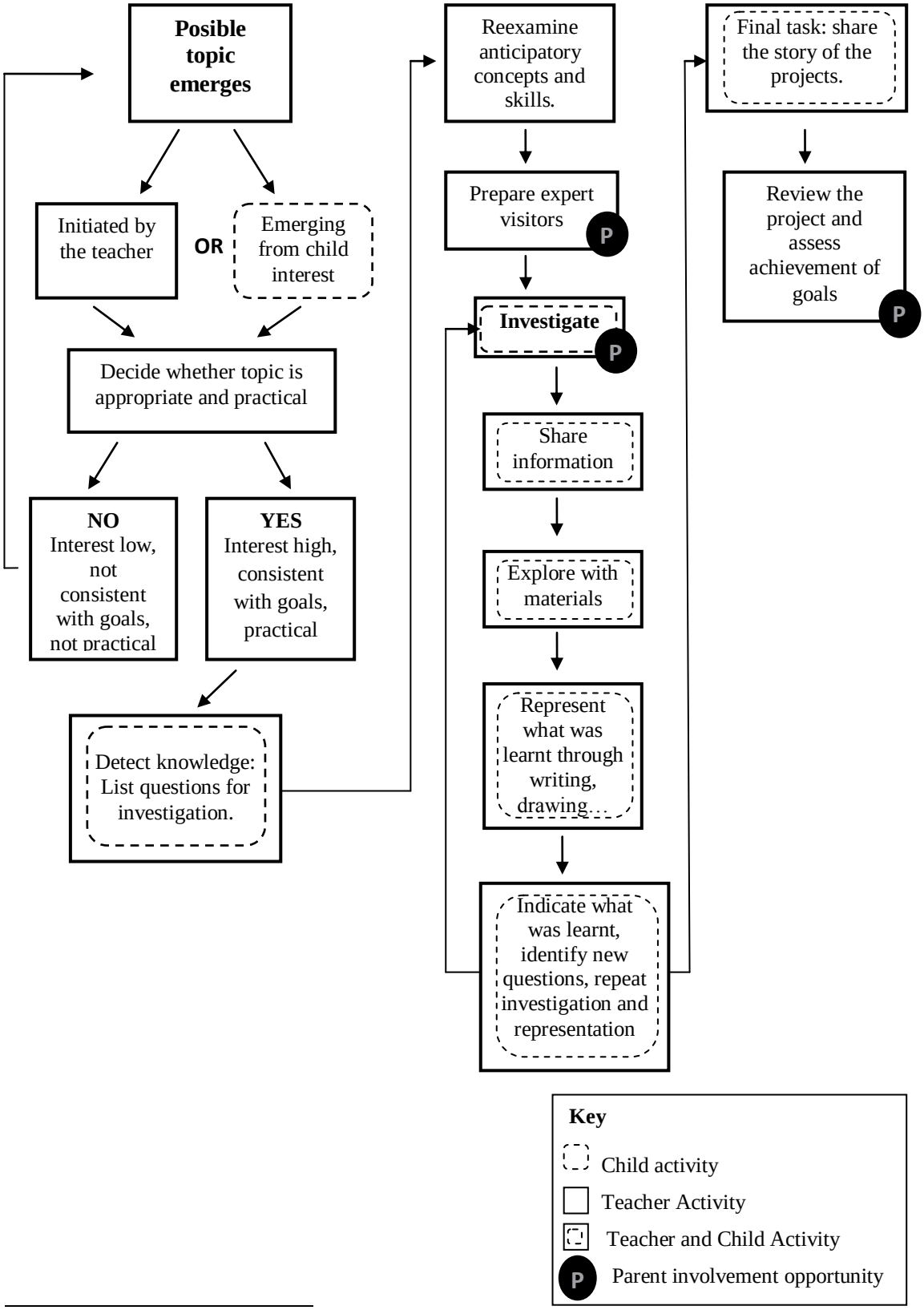
- Significant learning.
- Favorable attitude for knowledge.
- Content's forecast with a logic structure design by the teacher.
- Functionality meaning about what it is necessary to learn.
- Compressive memorization.
- Assessment of the process.

On the other hand, we need to know how we can apply this method. In the class, the Project Work arises out of problematic situation which provokes curiosity, interests, or perplexity in children. In that moment, the problem is related to children's prior knowledge. Then, the teacher asks the pupils about they want to know. When the group have established it with the help of the teacher, it is necessary to search for information in order to solve them. The selected information will become the children's knowledge. The teacher provides different activities to work with them. In this method, each step prepares the next steps to be followed. In this learning process, the child has an active role so that he can understand, organize and assimilate the information.

With this methodology, the teacher can cover all areas of curriculum and does not just focus on one thing such as literacy. Likewise, the Project Work can help the teacher to integrate all areas of the curriculum in an engaging way. Furthermore, this method enables the teacher to integrate knowledge and skills in meaningful ways.

"Projects are especially valuable for children in the early years because this is a period of rapid intellectual growth that can have important long-term consequences" (Harris Helm & Katz Gonshaw, 2011, p.7)

The structure[16] of the Project Work is a guide to support children's learning, not the end result. For this reason, this is the process which can help us develop the Project Work.



[16] This structure is based on the structure presented by Harris Helm & Katz Gonshaw (2011) in their book *Young investigators. The project approach in the early years* (p.12)

This method has a potential advantage of children because parents are interested and involved in the child's work. There are many ways in which parents can become involved in Projects. "Parents' involvement in their children's education is significantly related to children's success in school" (Henderson & Berla, 1994, p.6). There are many ways in which parents can become involved in Projects:

- Reading the informative notes that children and teacher write in the classroom about the Project Work.
- Searching for information with their children about the topic that students have to look for.
- Can be volunteers in activities in the classroom.
- Participate in trips.

The relationship between school and families provides the development of multiple intelligences like the emotional (intrapersonal e interpersonal).

4.3. TASK BASED LEARNING (T.B.L).

What is the meaning of a task? "any activity that learners engage in to further the process of learning a language" (Williams and Burden, 1997, p. 168). Another definition of task is the following, "a goal-oriented activity in which learners use language to achieve a real outcome[17]" (Willis, 1998, p. 3). There are many different kinds of tasks, some examples are these: Comparing; Sharing opinions, personal experiences; Creative task or projects; Problem solving; Listing; Ordering, sorting & classifying. Thus, tasks can be designed for any topic or suitable text.

Nevertheless, we considered three essential conditions to develop this method, as Willis (1998, p. 4) has defined, as:

- *Exposure* to the target language in use, both spontaneous and planned language, in spoken and written form.
- *Opportunities to use* the target language to express meaning-both in private and in public situations, in pair and small group interactions, monologue and writing.

[17] This Word refers to the knowledge in use, what children will be able to do through developing a task. "Final product which children are able to design as a result the children's learning process" my translation based on (S. Fernández, 2001, p. 63).

- *Motivation to engage* with and try to understand the exposure, and to use what they know to communicate what they mean.

How many steps do you need to follow to apply this method? At first, the teacher chooses a topic which has to be interesting for children. Then he or she plans the final task which children will be able to achieve at the end of the unit. However, what kind of final task? We consider that a communicative task could be excellent to enable children to develop literacy skills, multiple intelligences[18] and key competences. Key competences are related to achieve a fixed task in a fixed context. Likewise, the competences will be acquired by developing tasks.

Nevertheless, to develop this final task, previously, children have to achieve some sub-tasks. Thus, we design some different sub-tasks which are steps to obtain the outcome of the final task. Finally, the type of the text which we are going to use in the unit is related to the final task. For this reason, we keep in mind the age of the pupils and the term of the year to apply an appropriate text adapted to children needs.

Related to tasks, according to S. Fernández (2001, p. 17-21) there are main lines to develop Task- Based Learning:

- Develop communicative competence.
- Thinking carefully about learner's linguistic needs and motivation.
- Development of a didactic practice through communicative interaction, oral and writing communication, inside and outside the classroom.
- Need to provide authentic and contextualize language.
- Emphasis on the learning process.
- Inquiry and application learning strategies and autonomy development.
- Integral development to communicative skills.

"Encouraging young children to learn a language with which they are unfamiliar requires specific strategies" (Williams & De Gaetano, 1985, p. 213). For this reason,

[18] Howard Gardner: music intelligence, Kinesic intelligence, logic-mathematical intelligence, linguistic intelligence, spatial intelligence, interpersonal intelligence, intrapersonal intelligence and natural intelligence.

we bear in mind some strategies to promote a foreign language acquisition in Monolingual Speakers as Williams & De Gaetano (1985) says in *A multicultural, bilingual approach to teaching young children*:

- The teacher will need to use as much body language as possible as emblems, illustrators, adaptors and affect displayers (Hervás Hernández (1998)) Thus, the teacher has to know what kind of public speech she is going to use and how (non-verbal language and paralanguage). This public speech builds children's private speech.
- The second thing to keep in mind as teachers are planning such an activity is that they should build from the concepts which the child has already learned in their first language.
- It is also very important that the teacher provides a limited amount of new vocabulary. Besides, she has to encourage children to say the new words during the activity, so it is necessary that the teacher repeats frequently these words. Through songs and games children can use the new vocabulary which is being taught.
- Finally it is really important to create a safety environment where children feel secure to learn. Thus, children have the possibility to manipulate and explore the materials we bring to the class for them to work with, like flashcards, puppets, etc.

In addition, it is necessary to use some techniques from other methods so that children achieve an integral development. For instance we keep in mind some of the leading ideas and techniques from the Natural Approach[19] (1987) such as:

- *Input hypotheses*; it means that the input *(i+1)* we offer as the teacher to our pupils should be a bit more difficult than what they can understand *(i)*. Children will be able to understand the input helping them through contextualizing and using non-verbal language code.
- Another hypothesis we use from the Natural Approach is the *affective filter hypotheses*. It says that the lessons must have three features: the teacher has to provide *motivation* to pupils; if students are *self-confident* they will learn better and the teacher must reduce as much as they can the level of *anxiety*. It is

[19] Theory developed by Krashen and Terrel. (1987)

necessary to know that children can go through a silent period[20] when they are learning a foreign language. If the teacher takes this into account, the anxiety low level would be reached.

Besides, we take into account some techniques from Total Physical Respond. This method says that the teachers should provide contextualized and compressible orders to their pupils. Relate to the silent period, it is not necessary for children to talk till they feel confident to do it, due to the fact that they can answer with their body (Kinetic intelligence). Non-verbal language is really important for teachers and students; teachers must use a clear paralanguage and non-verbal language when they are talking so that children can understand what they are saying.

4.4. THE TALE AS A KEY RESOURCE

Once upon a time… is a phrase which children learn at a very young age. Tales lay important foundations for children's learning. However, what is the meaning of a tale? According to R.A.E [21] (Royal Spanish Academy). (2001) a tale is "Fictional short story[22]". Moreover, according to the Cambridge International Dictionary of English (1995), a tale is, "a story, especially one that might be invented or difficult to believe". The tale can help the child to distinguish between fantastic and realistic elements.

Although in this work, the tale has a main importance as key resource to build a coordinate education between English and Spanish in Early Years. From a book, we link both methodologies, Task-Based Learning and Project Work to work in a global approach. There are many books which can be worked in Infant Education.

4.5. HOW TO BUILD A COORDINATE EDUCATION BETWEEN ENGLISH AND SPANISH.

Once we have seen both methodologies, as an infant teacher I will use Project Work and as an English specialist teacher I will use Task-Based Learning. However, there are

[20] This term refers to the stage before verbalize in the mother tongue or in a foreign language when children or adults understand what it is said, but they are not prepared to do it.
[21] Diccionario de la Real Academia Española.
[22] "Narración breve de ficción".

some questions that we have to answer: Why use Task-Based Learning? Why use Project Work? And finally, Why use both methodologies?

Why use Task-Based Learning?

First of all, it is necessary to know that tasks provide organization to integrate the different elements of the learning process. Moreover, according to Vygotsky (1979) when more development is produced in a child is during the task moment. Through the task the communication is presented in a global way related to the real life. Thus, learners use the language to solve a problem, do a puzzle, play a game, make a list or share and compare experiences.

Why use Project Work?

First of all, the dialogue is the key to start a Project Work. With this dialogue, children can express through verbal language their opinions, ideas, hypothesis, etc. Thus, this is an advantage, due to the fact that they express their interest (in this period they have a lot of interests), then the teacher can link their interests and curiosity with possible contents that she has prepared before. So the teacher has to deal with the improvisation and with a previous structure about contents to work with. Besides, in these dialogues the contents arise step by step. Therefore, the teacher selects the contents and the group begins with the investigation. This methodology enable children to dialogue, interact with their partners, be critical and be responsible about their own learning process. Ultimately, they can be more independent learners.

Why use both methodologies?

Although these methods have different steps to apply in the classroom, both have similar methodology principles. In the Task-Based Learning, the teacher is the person who plans the proposal. However, in the Project Work children take part in the planning, though the teacher is the person who has the last decision. Thus, these methodologies can be combined to create a coordinate curriculum in order to create independent learners.

5. METHODOLOGY

Through the present work I offer a proposal in order to work in a coordinate way between English and Spanish in Early Years. Thus, the R.A.E. (2001) defines the verb observe as "examine carefully". Furthermore, another definition says "a mode of collecting the information by applying a well studied and planned strategy depending on some predetermined objectives[23]" (My translation).

In order to develop this work it has been necessary to observe, in some case, it was possible the participant observation so as to implement Task Based Learning in English lessons. During my training period I observed the method used in Infant Education by the teachers in the school. From there, the main question arose; as future infant teacher and English specialist, why not applying a coordinate education between English and Spanish?

It was necessary to establish objectives to guide the process of this work. Thus, the process followed began with searching information. It was necessary to read about the present situation about the teaching-learning in English in Early years, so the education law and other documents, as Common European Framework of Reference for Languages. Then, it was necessary to choose what methods could be helpful to work with three areas of work (Self-knowledge and personal autonomy, Knowledge of the environment and Languages: Communication and Representation) in order to develop literacy skills, science thinking, key competences and multiple intelligences so that children could be independent learners. The observation "entails the systematic description of events, behaviours, and artefacts in the social setting chosen for study" (Marshall & Rossman, 1989, p. 79). Another step was, observe and analyze a real context. Likewise, it was necessary to expand on my knowledge through some readings about how children learn in Early Years. The final step is planning a proposal to offer a coordinate perspective.

[23] "un modo de recoger información mediante la aplicación de una estrategia perfectamente estudiada y planificada en función de unos objetivos previamente establecidos" (Sobrado y Ocampo, 1997, p. 106).

6. SYLLABUS PROPOSAL

6.1. INTRODUCTION

This project arises as a need to coordinate the curriculum between English and Spanish lessons in Early Years, as an Infant teacher and English specialist teacher I would be when finishing my studies. If the global approach is a main principle in Infant Education, children will learn in a significant way. With this proposal it is provided an integrated curriculum, following the global approach, so that this proposal could be a positive experience for children.

Another aspect relevant to be said about this proposal is that this is an annual syllabus[24] for children who are five years old, so this is for third course of Infant Education in the second cycle. However, it would necessary to develop previous activities before applying the syllabus. These activities are related to the teacher and families.

Furthermore, different tales are used to create a global approach, due to the fact that the tale offers a connection between English and Spanish, because in the Task-Based Learning and in the Project Work the contents are related to this tale. Likewise in order to understand better this, we offer an example about a unit with the tale "The three little pigs".

Finally, although this project is thought for a specific context, because we situated this proposal in Frómista School, the design can be a reference as a beginning for other teachers who want to work in a coordinate way between English and Spanish. Although, this proposal can be helpful for English specialist teacher and Infant teacher, this is a proposal which it thought to be develop by a teacher who is infant teacher and English specialist teacher.

[24] According to Nunan (1988), in *The Learner-Centered Curriculum*, he says that curriculum refers principles and procedures for the planning which teachers have to design, implement and evaluate. Thus, the Curriculum establishes the framework and the constrains the teacher has to deal with. However, the term syllabus is concerned with the "what" of the curriculum. Likewise it refers to design and implement a specific curriculum taking into account the needs of education context (Pupil's characteristics, school and environment).

6.2. CONTEXT OF THE PROPOSAL: FRÓMISTA SCHOOL

School characteristics.

The school 'Pablo Sáenz' is in the village 'Frómista', in Palencia's province. Besides there are students from other seven villages like Piña de Campos or Támara. This is a rural school of Infant and Primary Education. This is a bilingual school since 2011/2012. This course is the second year with the bilingual section which begins in Primary Education.

Qualitative analysis.

What happens when the school has a bilingual section? It implies that some changes are needed. In this school, there had been some changes.

First of all, most of the rooms are named in English. Furthermore, the written text on them includes an image about the places described. Secondly, the school has introduced and celebrated some festivals which have Irish origin like Halloween and Saint Patrick's Day. All the students have celebrated them. They have done typical dances, they have watched films in English, they have developed different workshops, they have made informative displays, etc. Besides, in Spanish festivals the English has an important role. For instance, for the Book Day celebration there are different English activities, a storyteller for Early Years and first cycle of Primary. The other Primary courses dramatize a tale and recite English poems.

In addition, in the library, a place has been created as the English corner with books for Primary students. More books for younger children are expected as well.

Classroom characteristics

The school has 57 students. The 5 years old group has four students. They were five at the beginning of the school year but one left for family working reasons. I developed my training period in this classroom, with these four children. Three of them are girls and the other one is a boy. They are in the third course of Infant Education, so they are 5 and 6 years old. Last year they worked together in the same class.

Qualitative analysis

How is this group? This is an active and participative group, due to the fact that they show interest and pay attention to different tasks. One of the main advantages of being a rural school is that children can participate in an active way in all the activities. Furthermore, they have a good relationship between them because they play together inside and outside the classroom and the school. They know that they are part of a group.

Each child has their own personality that will characterize them as individuals, in such a way that this is a complex and varied classroom. Regards to individual capacities there are three developmental levels.

First of all, there is a child who has a higher cognitive capacity than the rest of the class. He shows curiosity for acquiring knowledge. He is a self-confident and creative child. Besides, this pupil uses frequently the musical and kinetic intelligence to know and explore the world.

In the second level, there are two children. One of them is a participative child. However, in some moments he tends to act in an impulsive way. He is charming and hard-working. His logical-mathematical intelligence is more developed than the others. Thus, he does not apply the linguistic intelligence with the same ability, so he has problems with the pronunciation and writing words. The other student is a calm and hard-working person. He uses the linguistic intelligence easily. However it is necessary to reinforce activities for him to be able to develop the logical-mathematic intelligence.

Finally, in the third level there is a child, who shows infant behaviours regards to his age. He is cheerful and happy child. He usually applies kinetic intelligence to learn, due to the fact that he is an active pupil.

This analysis is necessary to think about the different expectations and possible objectives for the proposal.

Classroom management

The classroom management is really important for children's development. However, we have to bear in mind that the group influences the classroom. Thus, it is necessary to know the children to adapt the class in order to promote learning.

These children have an infant teacher, a teacher for English, another for religion, and a different one for psychomotor and music.

How do the infant teacher and the English specialist teacher work?

On one hand, the infant teacher combines two methodologies. She works with different areas and didactic units. The meeting area is the main space in the classroom, as it has many connections with the other areas in the class. Thus, the meeting area provides a united context.

On the other hand, the English specialist works in the same class. He mainly uses the meeting area to develop the lessons. Furthermore he uses also the computer area and the children's tables. Through different songs, children can develop the different tasks that the teacher offers. He uses flashcards and materials that he creates specially for this class. Two sessions per week are dedicated to English. The text book is not required for the English class.

Qualitative analysis

Both teachers develop infant curriculum. Each one of them establish at the beginning of the course the way to work, the kind of methodology, the topics, the main materials and resources, etc. The observation to these two teachers was my motivation to do this proposal. Thus, as it is said before, an interesting question arose; How can I, as a future Infant teacher specialized in English as well, coordinate the work on both languages?

6.3. OBJECTIVES

These objectives can be helpful to create a coordinate education between English and Spanish in Early years. Likewise, we provide these aims which this proposal follows:

- Establish a classroom schedule and corners which integrate the learning process in the most natural way.

- Use the tale as key tool to involve all the contents which children have to develop.

- Inform the families at the beginning of the course about the way to work and show how important our implication is in their children's learning.

- Create a syllabus proposal taking into account the topic, the tale, the text and the final task.

6.4. DESIGN

Corners and areas

Although T.B.L. and P.W. are the main methodologies, it is necessary to support them with corners; the space should be disposed by different work areas. Montessori (1912) provided this methodological proposal. Thus, these are the main areas that we provide:

- Meeting area: This is the backbone of the classroom, because all the corners are linked through this area. In this place children can share experiences and knowledge.
- Experience area: This area confers a significant learning because children can observe and explore developing the science thinking.
- Mathematical area: the logical-mathematical intelligence can be worked in this corner.
- Language skills area: listening & understanding, writing, speaking and reading are the skills that children can develop in this area

- Symbolic play area: This corner provides different opportunities to children in order to develop the imagination, the socialization and represent roles from daily life.

Figure 1: classroom corners

Classroom schedule

The teacher has to create a classroom schedule in order to establish routines. When children know the daily routines they can focus on learning instead of guessing what is the following step that they have to develop. Thus, the routines confer an organization to the class connecting the times and the activities. In Early Years, children perceive the world in a global way, for this reason, the schedule has to create connections between facts and contents so that children perceive the life in a global way. Furthermore, with the schedule teacher has to create a positive environment in order to provide a safe atmosphere. Thus, children know what they have to do each moment, so they can feel confident to express in their mother tongue or in a foreign language. As it is said before, the teacher must apply the affective filter hypothesis. Thus, children can increase their self-esteem and feel part of a group. In addition, it is necessary to establish the time for the English lessons and the time for the ones in Spanish. In Frómista School children

have two English sessions per week, however in this proposal we have added one more because we consider that it could be more positive for them. Apart from Task-Based Learning and Project Work, it is necessary to use corners to organize the class in different spaces which are related to their learning process. According to it, this could be a clear schedule:

<table>
<tr><th>Monday</th><th>Tuesday</th><th>Wednesday</th><th>Thursday</th><th>Friday</th></tr>
<tr><td colspan="5">First routine</td></tr>
<tr><td colspan="5">Meeting area</td></tr>
<tr><td rowspan="2">Project Work</td><td>T.B.L (English)</td><td>T.B.L. (English)</td><td>T.B.L. (English)</td><td rowspan="2">Project Work</td></tr>
<tr><td>Project Work</td><td rowspan="2">Project Work</td><td rowspan="2">Project Work</td></tr>
<tr><td>Music</td><td>Psychomotor</td></tr>
<tr><td colspan="5">Take the lunch</td></tr>
<tr><td colspan="5">Playtime</td></tr>
<tr><td colspan="3">Relaxation</td><td rowspan="2">Religion</td><td rowspan="3">Take care of the pet Go to the school library</td></tr>
<tr><td>Specialist in audition and language</td><td>Project Work</td><td>Project Work</td></tr>
<tr><td>Construction corner</td><td>Symbolic corner</td><td>Library corner</td><td>Project Work</td></tr>
<tr><td colspan="5">Final routine</td></tr>
</table>

The tale

The tale is the most important aspect of this proposal, as it is a key tool. For this reason, the teacher has to select very carefully the tales she wants to work with the children. She has to choose the appropriate tales for the children's age, for their interests, their capacities, etc. In this Syllabus we provide different topics and tales. We use tales from Sunshine C (Alario, C. et all. (2008)) and other tales which are written by Eric Carle, among other authors. The teacher has to keep in mind that the tale can be dramatized by children in English and the story enables contents which children can work with in science using Spanish. Furthermore, the tale is a resource which in many occasions the teacher has to adapt so that children can achieve the final task. With the "Three little

pigs" (Sunshine C) it was necessary an adaptation because the real tale was "The three little friends". We could keep the three little friends if the main contents are similar.

Families

At the beginning of the course, teacher has to inform to the families about the way to work so that they can understand how their children work in the class. Moreover, the teacher has to show the real need for families' collaboration so that their children increase their knowledge. Likewise, the relationship between the teacher and the family has to be in this way:

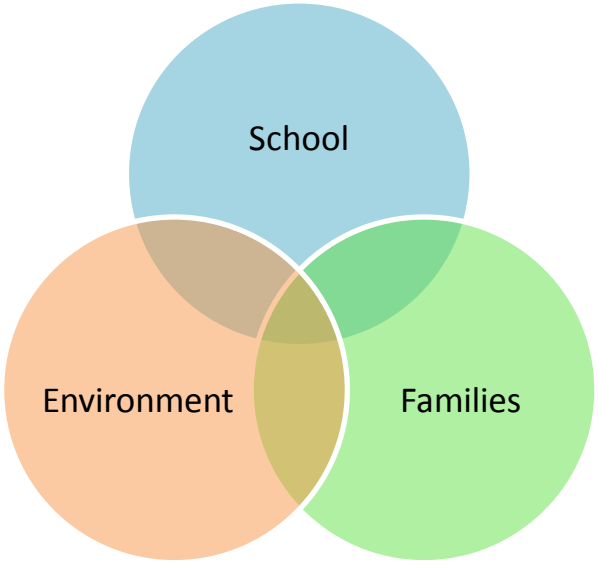


Figure 2: Relationship between the teacher, the families and the environment.

The students are the main objective in this proposal, due to that fact that we want to create independent learners. However, it will be harder if there is not a close relationship between school, families and environment.

Syllabus

This is an annual syllabus for children who are 5 and 6 years old. In this proposal children celebrate Irish festivals as Halloween and Spanish festivals as Constitution Day. While in English children work with Halloween story, in Spanish lessons they can develop a Project Work where they have to investigate the pumpkin and other vegetables.

In the first term:

- First of all we work with “hello” unit because of the beginning of the course. It is a fantastic moment to establish guidelines as rules, routines, rituals and a classroom management, so in this first unit we don’t use a tale. The type of the text is instructional due to the fact that it is the beginning of the course.
- The next unit is “our body”, because if they know the classroom management they are ready to learn about the nearer topic for them, themselves. Thus, the teacher can work with the first area in Infant Education “Self-knowledge and personal autonomy”. In this unit children can work with the first tale “Our body”. (Alario, C. et all. (2008).
- Then they can work with some festivals as Halloween, Constitution Day, Christmas, Carnival and Easter. In some of these festivals, children can work with a song instead of a tale. The tale “the rainbow fish” is used in the Carnival unit. However, it is necessary to adapt the text of this story due to the difficulty. Thus, in English they can dramatize the tale preparing the disguise which they will use in the representation and in the school festival. Furthermore, in Spanish it was a perfect tale to develop a project where emotions can be worked.

In the second term:

- The tale “The very hungry caterpillar” is a fantastic story to introduce in the class a pet, like caterpillar in order to foster the value of responsibility. Moreover, children can learn the caterpillar life. In English they can work with many contents as the colours, the numbers, and the fruits.
- “My town” is a tale which children can know their city and different professions.
- The three bears is a tale that children usually know and they usually like. Besides with this tale the teacher can work with the number, the sizes, animals of the forest, etc.

In the third term:

- The tale “Deep, deep, under the sea” and “Little cloud” provide different possibilities to develop interesting Project Work, due to the fact that they can explore with the water and do may experiments related to water. Besides, we can

work with some topics like the universe, the weather, etc. depending on children's interest. With the late "Little cloud" is necessary to adapt the text so that children can dramatize the tale.

- In the trip outside the tale can be different depending on the kind of the trip children will do before holidays, for example, going to the zoo, the tale will be related to this topic and if the trip is a visit to a farm the tale will be related to it.

- The last unit is "My achievement" where children can be aware of what they have known along the academic year.

5 YEAR OLDS		
1st TERM	2nd TERM	3rd TERM
Topic: Hello **Task:** Remember routines and establish rules. **Text:** Instructional	**Topic:** The caterpillar. **Tale:** *"The very hungry caterpillar"*, by Eric Carle. **Task:** Dramatize the tale. **Text:** Narrative	**Topic:** The three little pigs **Tale:** *"The three little pigs".* **Task:** Dramatize the tale of unit & search their research. **Text:** Narrative
Topic: Our body **Tale:** *"Our body"* (Sunshine C). **Task:** Dramatize the tale of unit & search their researches. **Text:** Narrative	**Topic:** Carnival **Tale:** *"The rainbow fish"* **Task:** Prepare the carnival's festival. **Text:** Narrative	**Topic:** Deep, deep, under the sea **Tale:** *"Deep, deep, under the sea"* **Task:** Dramatize the tale of unit & search theirs researches. **Text:** Narrative
Topic: 'Halloween' **Task:** Represent the chant *'Hocus Pocus'* **Text:** Narrative	**Topic:** My town **Tale:** *"My town"* (Sunshine C). **Task:** Dramatize the tale & share their researches. **Text:**	**Topic:** Water day **Tale:** *"Little cloud"* by Eric Carle. **Task:** Dramatize the tale & share their researches **Text:** Narrative
Topic: Constitution day **Task:** Do a passport **Text:** Descriptive	**Topic:** The three bears **Tale:** *"The three bears"* **Task:** Dramatize the tale of unit. **Text:** Narrative	**Topic:** Trip-outside (discovering the World). **Tale:** Depend on the trip. **Task:** Trip **Text:** Narrative
Topic: 'Christmas' **Task:** Sing the *'Christmas carol'* **Text:** Narrative	**Topic:** Easter **Task:** Build Pascua's eggs. **Text:** Narrative	**Topic:** My achievement **Task:** Make a self-assessment **Text:** Narrative

6.5. EVALUATION

As evaluation is intimately tied to the rest of the syllabus, we consider that after the implementation it is necessary an evaluation, due to the fact that the term evaluation is synonymous with improvement and refinement. Thus, the main interest is evaluating the learning-teaching process. Likewise, some key questions in evaluation are “what”, “who”, “when” and “how”.

Nunan (1988) says in *The Learner-Centred Curriculum* that the evaluation can occur at various levels. We followed a micro-evaluation; “is conducted at the classroom level and involves teachers and learners” (Nunan, 1988, p116). Thus, it will be necessary to think about the implementation in the daily routine. For this reason, the main instrument to evaluate will be the participant observation. In order to think about what teacher has seen in the classroom, she or he will use field diary so as to register the useful information. Besides, the family collaboration in this process is quite necessary, due to the fact that they can provide information about their children in their house.

Once the annual Syllabus has been presented in order to understand the planning as a whole, a unit is included as an example to show in a clearer way how things will be connected. It is the first unit of the third term.

6.6. UNIT: “THE THREE LITTLE PIGS”

With this proposal we propose to use a tale as a key resource in order to combine the Task-Based Learning and Project Work accepting the theoretical foundation afore mentioned. The three little pigs is a traditional tale which children like listening to. In our proposal, we have used “The three little pigs”. Although this book is a folk tale, it’s a proper material to use. In fact, in English children can work with the story because they know the story and the concepts the teacher will work with them. Moreover, in Spanish lessons children can work with the elements of the story.

Through this tale, children will develop two final tasks. In English lessons they will be able to dramatize the tale ‘the three little pigs’. In Spanish lessons they will be able to share their research.

How does the project arise? One morning the puppet of the class tells everybody that she has a new book to show them. Then teacher shows the three little pigs to the children in the meeting area. However, when children are looking at the book, there is something wrong; in the book the three little houses have disappeared. Thus, the dialogue begins and this is how the teacher can begin with the Project Work and the Task-Based Learning.

6.6.1. Expectations

In Early Years works with multiple intelligences, which provides an education focuses on each child individually, wherefore the child’s needs can be attended; each pupil is different from the others, each pupil has different capacities.

As it has been mentioned before, this group has three developmental levels. For this reason, these are the possible expectations that a teacher ought to do in order to adapt the learning process to each child. These expectations are for Spanish and English. There are expectations which children will be able to develop in both languages and other which are specific due to the task children develop.

At the end of this unit all the children must be able to...

- Follow the daily routines: hello song, happy or sad and the weather.
- Link each gesture with the proper animal.
- Keep the pace of the song.
- Participate in the lesson.
- Acquire a role in the dramatization.
- Follow the main structure of the story.
- Follow the turn in the representation.
- Share the information that they have searched.
- Draw what they have learnt.

At the end of this unit most of the children should be able to...

- Verbalize the characters of the tale.
- Associate the illustrator and gestures in the song
- Respond to instructions with non-verbal language.
- Point to the flashcard's animals.
- Acquire a role in the dramatization and act taking into account the main characteristics of the animal.
- Make hypothesis and questions about what they want to know.
- Draw and write what they have learnt.

At the end of this unit some of the children could be able to...

- Associate the illustrator and gestures in the song and sing the song.
- Put in order the complete sequence of the story.
- Respond in English language to some orders.
- Verbalize the complete dialogue of his/her character.
- Participate actively in the lessons, for example as a volunteer.
- Act like a teacher: order things to his / her classmates.
- Help their classmates to develop the activities.
- Draw and write thinking about themselves and what they have learnt.

6.6.2. Task-Based Learning: Objectives

First of all it is necessary to keep in mind the Spanish Curriculum[25] to find what areas, objectives and contents we want to develop.

This template[26] shows the objectives, the outcomes and the main activities that we want to develop through Task-Based Learning.

Lesson	Learning goals	Learning outcomes *Children will be able to…*	*Main activity*
1	Recognizing animals and houses which have differences (size and material).	Identify the animals and the houses and describe some of their features.	What's missing?
2	Participating in the memory game.	Verbalize the name of the flashcard.	Memory game.
3	Representing the song of the unit.	Use illustrator and nod following rhythm.	Song: 'The three Little pigs'.
4	Following the sequence of the story	Interact answering and making different gestures.	Storyteller: 'The three Little pigs'.
5	Building a pieces house.	Blow the pieces' house.	Game: who is it?
6	Sequencing the story of the tale.	Put in order the sequence of the story.	Sequence the story.
7	Creating the puppets of the story.	Paint and glue the puppet.	Make the story puppets.
8	Identifying their character and their turn in the representation.	Identify their turn in the representation.	Represent the tale 'the three little pigs'.
9	Moving in a delimited space. Acting out a role.	Dramatize a given role in the story	Dramatize the tale 'the three little pigs'.

[25] Appendix with the objetives of the Real Decerto REAL DECRETO 1630/2006, de 29 de diciembre, por el que se establecen las enseñanzas mínimas del segundo ciclo de Educación infantil.
[26] Appendix with the development of the unit using T.B.L.

6.6.3. Main resources:

These are the main resources which the teacher can use in their Task-Based Learning lessons:

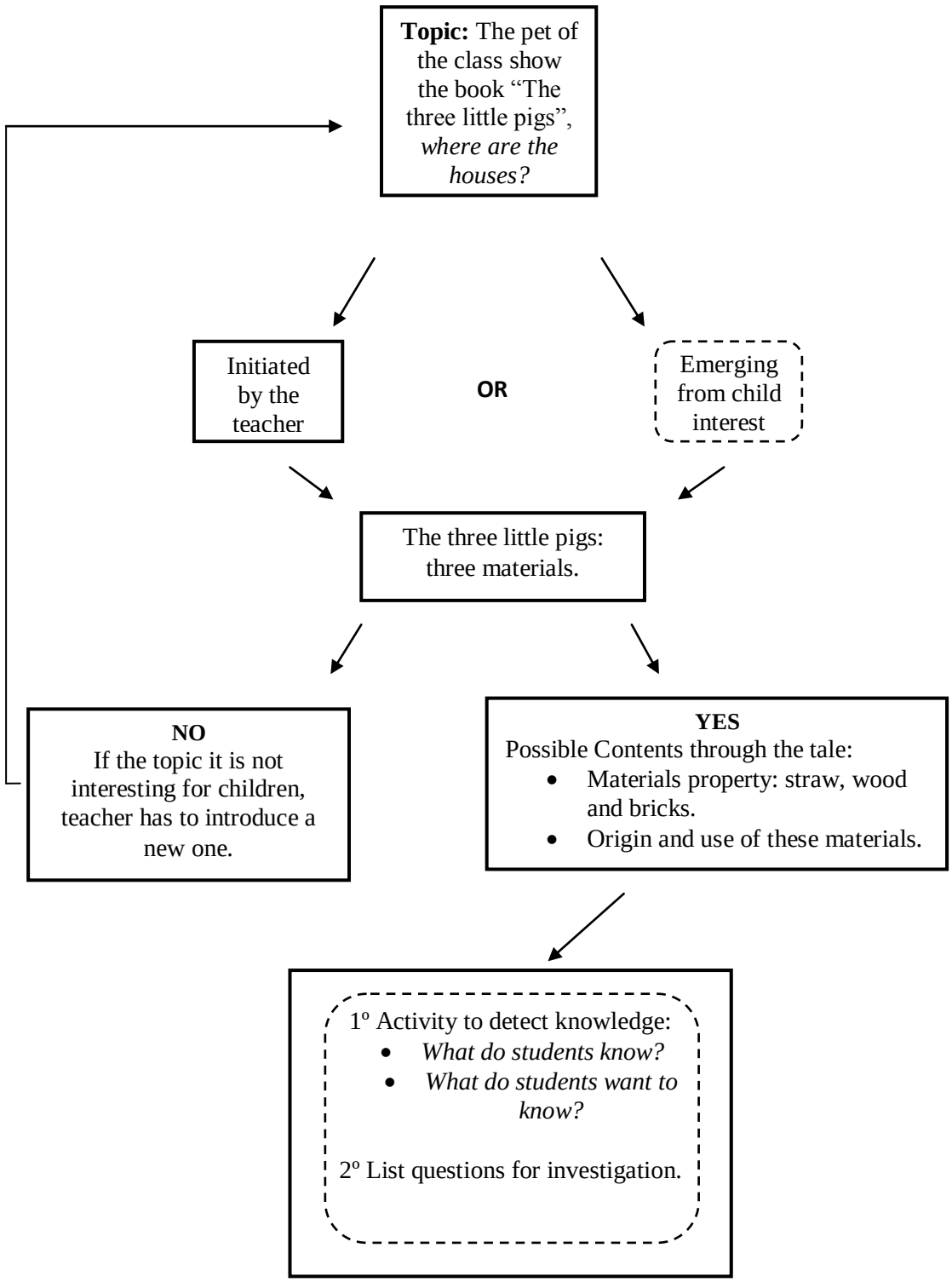
- Display.
- Flashcards: little pig, medium pig, big pig, wolf, straw house, wood house and brick house.
- Magic bag; Cloth;
- Song: The three little pigs.
- Tale: *'the three little pigs'*
- Paper; Images of the story; Scissors; Glue;
- Little theatre. Puppets (little pig, medium pig, big pig and wolf).

6.6.4. Project Work

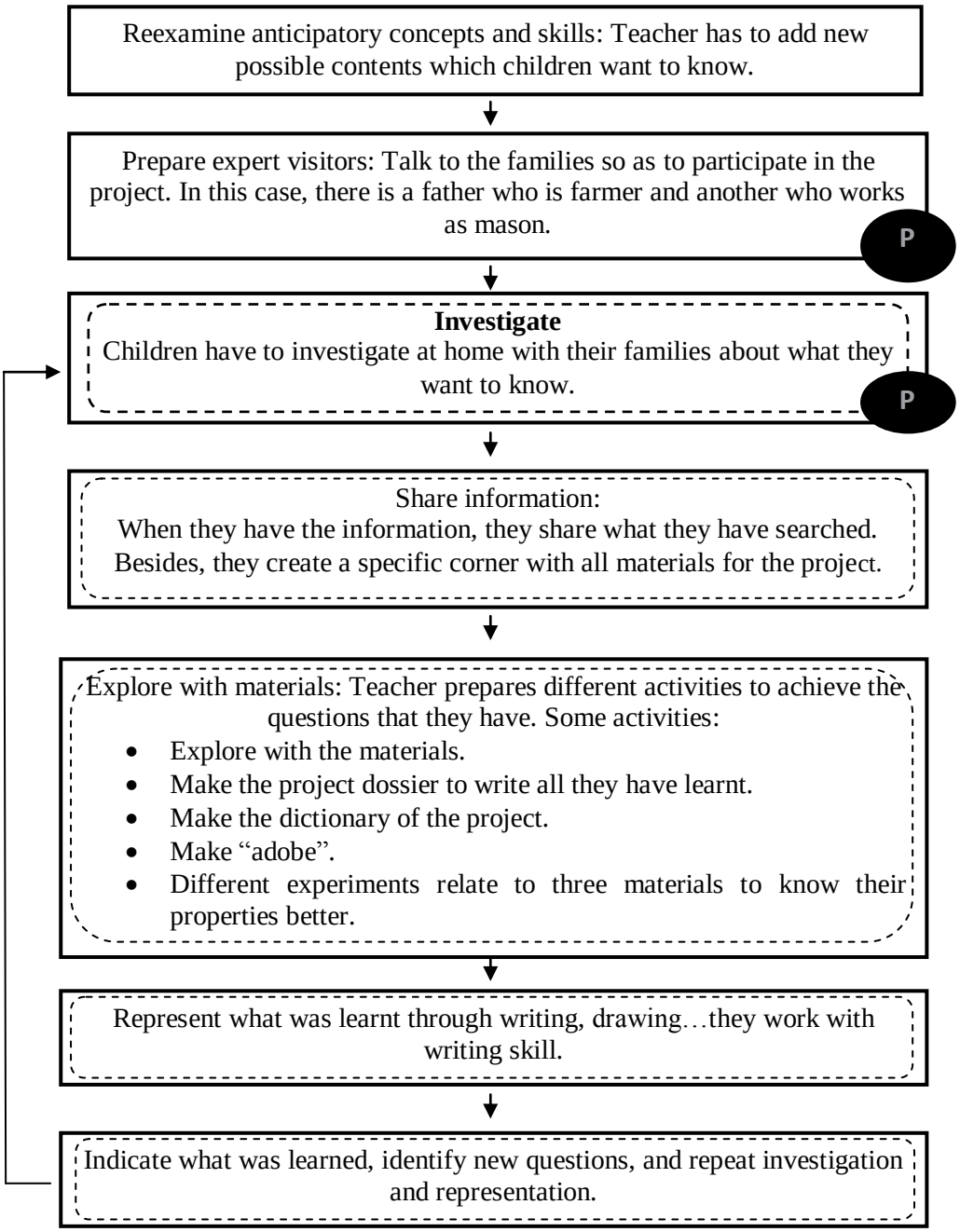
In the Spanish lessons when the teacher uses Project work, it is necessary to take into account that the previous structure which is flexible; it is a way to organize teacher's work. (See page 12). However, using the tale, "the three little pigs", we can consider how to work and what contents to develop with children. For this reason, then we introduce the three phases to develop the project work.

About main resources, in this unit the teacher can use the three materials of the story (straw, wood and brick), books related to this topic…the kind of the resources depend on children's interest and needs. For this reason, the teacher is the person who has to observe the group in order to increase children's development.

Phase 1: This is the first phase where the Project Work arises and therefore it begins. In this part, the teacher has an important role, because she provides the material, a tale, so that the Project arises. Previously, the teacher has chosen the tale "Three little pigs" to choose possible topics and contents in order for children to learn. In the meeting area teacher prepares an activity to detect children's knowledge. Thus, the teacher asks: What do students know? What do students want to know?

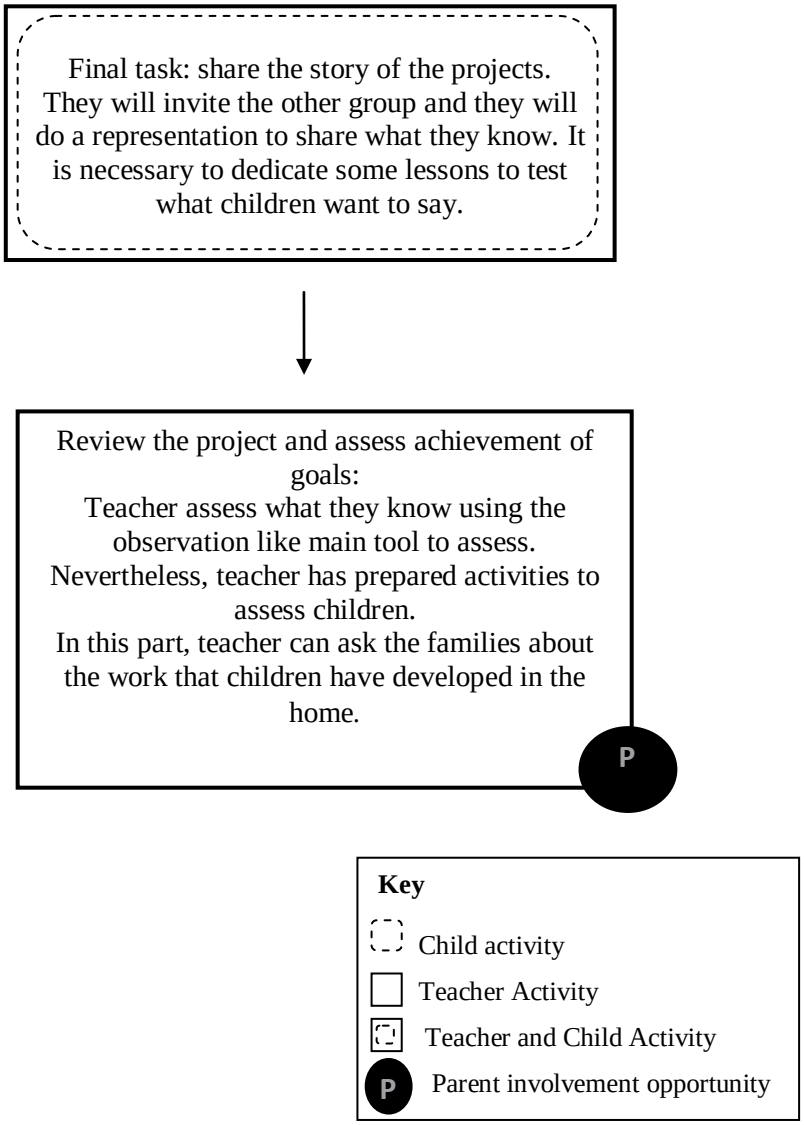


Phase 2: When the children know what they want to know the investigation begins. In this phase, children have an active role, due to the fact that they have to investigate what they want to know. Nevertheless, families have an important role in children's learning too, because they have to search the information with their children. Furthermore, when the teacher knows what children don't know and they want to know, she has to be a researcher too. Besides, the teacher has to talk to the families about the new Project Work in order to suggest their collaboration. For this reason the teacher has to know the parents 'job to suggest a visit in the class to the families, though the teacher has to prepare activities. When children have the information then they share what they have found out. Thus, the observation, the experimentation, the hypothesis and more begin.



In this phase, children can develop science experiments, due to the fact that in the first course of Primary Education they will have this subject. They will do some experiments related to the flotation, the resistance, the weight and the measure.

Phase 3: This is the final part of the Project Work. When children have thought about the hypothesis, when they have observed, experienced, investigated and noted down the results, they are prepared to develop the final task: share their research. With this activity they put into practice the Living together program, due to the fact that they can invite another class to show what they have known. To complete the Project Work, the teacher has to apply activities so as to assess to the children and other in which children can assess themselves in order to be aware of what they have learnt with this Project. Moreover the teacher will ask the families about the children's implication in the work. Finally the teacher will put all the activity cards which children have done in a dossier so that children can have all the information in this place.



6.6.5. Assessment criteria

Finally, this is the assessment criteria; in which teacher assess the English and Spanish lessons. Some items are worked in both languages. Nevertheless, there are others which are specific to each language.

Assessment criteria	
All the children must be able to...	Link the gesture with the proper character. Participate in the lessons Acquire a role in the dramatization. Name the flashcards presented in the forest display. Accept rules and assume turns in the game. Use their body making gestures to represent the song. Listen their classmates and respect turns Represent what they learn Follow the rules of the game. Manipulate the three materials
Most of the children should be able to...	Use their body making gestures to represent the song. Answer the questions about the story. Follow the rules of the game. Sequence the images of the story. Follow the steps to create the puppet. Follow the story and act out in their turn. Act out a character. Share the knowledge that they have learnt.
Some of the children could be able to...	Make hypothesis about they want to investigate. Answer the question of the story using English verbal language. Predict the solution using their senses.

7. FINAL CONSIDERATION

7.1. RESULT ANALYSIS

First of all, this is a proposal so we don't know the real effect in a classroom because it has not been implemented yet. Although planning this process enables a process tracing what it is necessary to detect possible improvements or changes. When the teacher develops this proposal it is important to analyze strengths and bounds. Thus, know the context where the teacher works.

What opportunities can this way to work offer? Use Task-Based Learning provides the opportunity to organize the way to work so that children can achieve a final task. Use Project work enables children to develop abilities to investigate, explore, and use a scientific thinking. These methodologies allow the teacher to create a global approach. Furthermore, infant literature offers many resources to make other proposals. There are many other books through which the teacher can build the annual syllabus.

What kind of limitations does this proposal have? Mainly, the main limitation is the coordinated work between teachers, between the Infant teacher and the English specialist teacher. Thus, it is necessary to encourage these professionals to work together. For this reason, the new Infant teacher role (Infant teacher specialized in English) has an advantage, because she can coordinate the proposal in order to design an integrated curriculum between both languages.

Although, this proposal is for a specific context, this school has similarities with other schools. Therefore, this project can be a model for other teachers who want to work in this way. However, there are some characteristics which teachers have to keep in mind: coordinate work between English and Spanish lessons, knowledge about the two methods (Task-Based Learning and Project Work) and use of a tale as the main element of the syllabus.

7.2. CONCLUSIONS

The Project that I have created is supported in the need to use a tale as the key to begin. There are many books which can be selected to work with. However, it is important to know the group of children to detect their needs and interests. Nevertheless, with this project I propose the combination between two methodologies; Task based Learning and Project work. Through these methodologies we can create an integrated curriculum where all the areas can be developed. Furthermore, it is interesting to say that this way of working allows the teacher to develop Art & Crafts and Science which children will work in Primary Education. Thus, we try to create a relationship between Early Years and Primary Education.

Likewise, an infant teacher says that "practice is the theory in action and the theory is the element which we can understand better and analyze our practice[27]" (My translation) (Domínguez Chillón, 2004, p 15). We keep in mind the theory but the family implication it a key element. For this reason, it is necessary that the family support the school so that children can develop in an integral way.

To sum up, I want to highlight the importance about the new professional role of infant teacher, who is also a specialist English teacher. This innovative figure can change the perspective to work with a global approach in Infant Education integrating an intercultural and pluricultural education. Thus, the teacher has to be aware of two aspects: the *investigation* as main tool in order to improve her educational practice and the *illusion* to develop the hard tasks of a teacher.

[27] La práctica es la teoría en acción y la teoría es el terreno donde podemos entender mejor y analizar la práctica.

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9. APPENDIX

Objectives of the official curriculum.

It is necessary to keep in mind the Spanish official curriculum in order to know what areas, objectives and contents the teacher wants to develop in her children. Through the unit "The three little pigs" the teacher can work with the following areas:

REAL DECRETO 1630/2006, de 29 de diciembre, por el que se establecen las enseñanzas mínimas del segundo ciclo de Educación infantil.

ÁREA: CONOCIMIENTO DE SÍ MISMO Y AUTONOMÍA PERSONAL.

Objetivos:

1. Formarse una imagen ajustada y positiva de sí mismo a través de la interacción con los otros y de la identificación gradual de las propias características, posibilidades y limitaciones, desarrollando sentimientos de autoestima y autonomía personal.

3. Identificar los propios sentimientos, emociones, necesidades o preferencias, y ser capaces de denominarlos, expresarlos y comunicarlos a los demás, identificando y respetando, también, los de los otros.

4. Realizar, de manera cada vez más autónoma, actividades habituales y tareas sencillas para resolver problemas de la vida cotidiana, aumentando el sentimiento de autoconfianza y la capacidad de iniciativa, y desarrollando estrategias para satisfacer sus necesidades básicas.

5. Adecuar su comportamiento a las necesidades y requerimientos de los otros, desarrollando actitudes y hábitos de respeto, ayuda y colaboración, evitando comportamientos de sumisión o dominio

Contenidos:

Bloque 1. El cuerpo y la propia imagen.

Utilización de los sentidos: Sensaciones y percepciones.

Identificación y expresión de sentimientos, emociones, vivencias, preferencias e intereses propios y de los demás. Control progresivo de los propios sentimientos y emociones.

Bloque 2. Juego y movimiento

Comprensión y aceptación de reglas para jugar, participación en su regulación y valoración de su necesidad, y del papel del juego como medio de disfrute y de relación con los demás.

Bloque 3. La actividad y la vida cotidiana.

Normas que regulan la vida cotidiana. Planificación secuenciada de la acción para resolver tareas. Aceptación de las propias posibilidades y limitaciones en la realización de las mismas.

ÁREA: CONOCIMIENTO DEL ENTORNO.

Objetivos:

1. Observar y explorar de forma activa su entorno, generando interpretaciones sobre algunas situaciones y hechos significativos, y mostrando interés por su conocimiento.

2. Relacionarse con los demás, de forma cada vez más equilibrada y satisfactoria, interiorizando progresivamente las pautas de comportamiento social y ajustando su conducta a ellas.

4. Iniciarse en las habilidades matemáticas, manipulando funcionalmente elementos y colecciones, identificando sus atributos y cualidades, y estableciendo relaciones de agrupamientos, clasificación, orden y cuantificación.

5. Conocer y valorar los componentes básicos del medio natural y algunas de sus relaciones. Cambios y transformaciones, desarrollando actitudes de cuidado, respeto y responsabilidad en su conservación.

Contenidos:

Bloque 1. Medio físico: Elementos, relaciones y medida.

Los objetos y materias presentes en el medio, sus funciones y usos cotidianos. Interés por su exploración y actitud de respeto y cuidado hacia objetos propios y ajenos.

Percepción de atributos y cualidades de objetos y materias. Interés por la clasificación de elementos y por explorar sus cualidades y grados.

Aproximación a la cuantificación de colecciones. Utilización del conteo como estrategia de estimación y uso de los números cardinales referidos a cantidades manejables.

Bloque 2. Acercamiento a la naturaleza.

Identificación de seres vivos y materia inerte como el sol, animales, plantas, rocas, nubes o ríos. Valoración de su importancia para la vida.

Observación de algunas características, comportamientos, funciones y cambios en los seres vivos.

Curiosidad, respeto y cuidado hacia los elementos del medio natural, especialmente animales y plantas. Interés y gusto por las relaciones con ellos, rechazando actitudes negativas.

Bloque 3. Cultura y vida en sociedad.

Observación de necesidades, ocupaciones y servicios en la vida de la comunidad.

Incorporación progresiva de pautas adecuadas de comportamiento, disposición para compartir y para resolver conflictos cotidianos mediante el diálogo de forma progresivamente autónoma, atendiendo especialmente a la relación equilibrada entre niños y niñas.

ÁREA: LENGUAJES: COMUNICACIÓN Y REPRESENTACIÓN.

Objetivos:

1. Utilizar la lengua como instrumento de comunicación, de representación, aprendizaje y disfrute, de expresión de ideas y sentimientos, y valorar la lengua oral como medio de relación con los demás y de regulación de la convivencia.

3. Comprender las intenciones y mensajes de otros niños y adultos, adoptando una actitud positiva hacia la lengua, tanto propia como extranjera.

4. Comprender, reproducir y recrear algunos textos literarios mostrando actitudes de valoración, disfrute e interés hacia ellos.

5. Iniciarse en los usos sociales de la lectura y la escritura explorando su funcionamiento y valorándolas como instrumento de comunicación, información y disfrute.

7. Iniciarse en el uso oral de la lengua extranjera para comunicarse en actividades dentro del aula, y mostrando interés y disfrute al participar en estos intercambios comunicativos.

Contenidos:

Bloque 1. Lenguaje verbal.

Escuchar, hablar y conversar:

Utilización adecuada de las normas que rigen el intercambio lingüístico, respetando el turno de palabra, escuchando con atención y respeto.

Interés por participar en interacciones orales en lengua extranjera en rutinas y situaciones habituales de comunicación.

Comprensión de la idea global de textos orales en lengua extranjera, en situaciones habituales del aula y cuando se habla de temas conocidos y predecibles. Actitud positiva hacia la lengua extranjera.

Interés y atención en la escucha de narraciones, explicaciones, instrucciones o descripciones, leídas por otras personas.

Uso progresivo, acorde con la edad, de léxico variado y con creciente precisión, estructuración apropiada de frases, entonación adecuada y pronunciación clara.

Participación y escucha activa en situaciones habituales de comunicación.

Aproximación a la lengua escrita:

Uso, gradualmente autónomo, de diferentes soportes de la lengua escrita como libros, revistas, periódicos, carteles o etiquetas. Utilización progresivamente ajustada de la información que proporcionan.

Iniciación en el uso de la lengua escrita para cumplir finalidades reales. Interés y disposición para el uso de algunas convenciones del sistema de la lengua escrita como linealidad, orientación y organización del espacio, y gusto por producir mensajes con trazos cada vez más precisos y legibles.

Acercamiento a la literatura:

Escucha y comprensión de cuentos, relatos, leyendas, poesías, rimas o adivinanzas, tanto tradicionales como contemporáneas, como fuente de placer y de aprendizaje.

Dramatización de textos literarios y disfrute e interés por expresarse con ayuda de recursos extralingüísticos.

Utilización de la biblioteca con respeto y cuidado, valoración de la biblioteca como recurso informativo de entretenimiento y disfrute.

Bloque 2. Lenguaje audiovisual y tecnologías de la información y la comunicación.

Iniciación en el uso de instrumentos tecnológicos como ordenador, cámara o reproductores de sonido e imagen, como elementos de comunicación.

Bloque 3. Lenguaje artístico.

Audición atenta de obras musicales presentes en el entorno. Participación activa y disfrute en la interpretación de canciones, juegos musicales y danzas.

Bloque 4. Lenguaje corporal.

Utilización, con intención comunicativa y expresiva, de las posibilidades motrices del propio cuerpo con relación al espacio y al tiempo.

Representación espontánea de personajes, hechos y situaciones en juegos simbólicos, individuales y compartidos.

Participación en actividades de dramatización, danzas, juego simbólico y otros juegos de expresión corporal.

Unit "The three little pigs"

This is the unit using Task-Based Learning.

Lesson 1				
Timing	Grouping	Pupils	Teacher	Resources
WARM UP				
1'	Big group	Children have to repeat the gestures while they are singing the hello song.	The teacher says: **'Good morning children! Let´s start our class'. Everybody puts their hands in the middle, like me and now let's sing our hello song.** *Hello* (waving arms saying hello) *How are* (hugging yourself) *you?* (opening the arms pointing to everyone) *I'm good* (thumb up) *I'm great* (arm up) Then, the teacher says: **'Very good! Let´s do it again!'** *Hello* (waving arms saying hello) *How are* (hugging yourself) *you?* (opening the arms pointing to everyone) *I'm good* (thumb up) *I'm great* (arm up)	
2'	Big group	Machinist pupil asks to everybody but one by one (teachers included). He or she has to say: **'Happy, sad or angry?'** The student or teacher answer one of the options and the machinist asks: ***'Why?'*** Students have to respond in Spanish.	The teacher gives the emotion flashcards to the machinist child. When the machinist pupil has asked to everyone the teacher asks: **'Are you happy, sad or angry?** And when he or she has answered asks: **'Why?'**	Flashcards: happy, sad and angry.
4'	Big group	Children have to answer '**Nooooo!'** when the teacher asks them. After that, children sing at the same time than the teacher following the gestures	The teacher looks through the window and then to the roulette and says: **'What's the weather like today? Oh! Today is (rainy/snowy/cloudy/sunny/windy)!'** (The last one will be the right one this day).	Weather roulette. Rhyme: "Rainy, rainy go away".

		"Rainy, rainy go away". When she says **'stop'** children can't move till she says **'One, two, and three'.**	So the teacher sings: *Touch the table* (tap our legs) *Clap* (clap) *Touch your shoulders* (touch your shoulders) *Hop* (hands up) *Rainy, rainy go away* (make circles with the point finger) *Rainy, rainy stop!* Then she says: **'One, two, and three! Okay'.**	
THE THREE LITTLE PIGS ARE HERE!				
10'	Big group	The students have to listen to the teacher and look at the magic bag in order to guess what we can find in the forest display.	First of all the teacher shows really slowly the forest display and she says: **'What can you see?'** (Eye contact, surprise affect display & point's illustrator). Then the teacher holds the magic bag and takes out the flashcards one by one giving some clues or showing just a part of the flashcard (little pig, medium pig, big pig, wolf, straw house, wood house and brick house) to the students but not saying what it is directly, this way they can guess it. The teacher puts the flashcards on the forest display.	Display Magic bag Flashcards: little pig, medium pig, big pig, wolf, straw house, wood house and brick house
WHAT'S MISSING?				
5'	Big group	Children close their eyes when the teacher tells them and then they open them. When they open their eyes pupils have to guess what animal is missing. If the teacher says so, one of the students can stand up and take one of the flashcards so that his classmates can guess which one is missing.	The teacher says: **'Close your eyes everybody!!'** and she takes off one of the flashcards from the display and then says: ***'Ok, open your eyes and hands up. What's missing?'*** The teacher could say to one of the students to take the teacher role hiding the flashcards on the display.	Display Flashcards: little pig, medium pig, big pig, wolf, straw house, wood house and brick house
SING THE SONG: THE THREE LITTLE PIGS				
8'	Big group	Children have to pay	Teacher says: **'This is the**	Sun shine

		attention to the teacher and they have to imitate the movements and gestures.	**three little pigs' song. Everybody, let´s listen!'** She puts the music of the song and then she begins to sing the song. She makes the different gestures and movements. The teacher plays the song one more time and she encourages the children to repeat the gestures of the song.	CD.
BYE-BYE				
1'	Big group	Children have to sing the good-bye song. Then they say ***"Bye-bye"*** to the teacher waving their hand.	Teacher points the clock and she says: ***'It is time to finish the class and to say good-bye'*** (eye contact, sad affect displayer & bye's emblem). ***Let's sing the good-bye song'.*** *Good-bye, good-bye, See you another day. Good-bye, goodbye. See you soon.*	A clock.

Lesson 2				
Timing	Grouping	Pupils	Teacher	Resources
WARM UP				
1'	Big group	Children have to repeat the gestures while they are singing the hello song.	The teacher says: **'Good morning children! Let´s start our class'. Let's sing our hello song.** Then, the teacher says: **'Very good! Let´s do it again!'**	
2'	Big group	Machinist pupil asks to everybody but one by one (teachers included). He or she has to say: **'Happy, sad or angry?'** The student or teacher answer one of the options and the machinist asks: **'*Why?'*** Students have to respond in Spanish.	The teacher gives the emotion flashcards to the machinist child. When the machinist pupil has asked to everyone the teacher asks: **'Are you happy, sad or angry?** And when he or she has answered asks: **'Why?'**	Flashcards: happy, sad and angry.
4'	Big group	Children have to answer '**Nooooo!'** when the teacher asks them. After that, children sing at the same time than the teacher	The teacher looks the window and then to the roulette and says: **'What's the weather like today? Oh! Today is (rainy/snowy/cloudy/sunny/ windy)!'** (The last one will	Weather roulette. Rhyme: "Rainy, rainy go away".

		following the gestures *"Rainy, rainy go away"*. When she says **'stop'** children can't move till she says **'One, two, and three'.**	be the right one this day). So the teacher sings the weather song. Then she says: **'One, two, and three! Okay'.**	
REMEMBERING THE CHARACTERS				
4'	Big group	Children have to participate and point to the correct flashcard in their turn. Moreover, some children can develop teacher's role. Thus, they have to say: **'Point to the little mouse, point to the wolf, point to the wood house…'**	The teacher puts all the flashcards around the class. She chooses a child and then the teacher says: **'You have to point to the little pig. Now you have to point to the wolf…the last one, you have to point to the straw house.'** (Point's illustrator & eye contact).	Display Cloth Flashcards: little pig, medium pig, big pig, wolf, straw house, wood house and brick house.
MEMORY GAME				
9'	Big group	Children have to pay attention to participate in the memory game. They have to wait for their turn. Besides in their turn they have to verbalize the cards that they pick up.	In the meeting area, children are going to play the memory game. This game has images of the characters and houses of the tale. The teacher says: **'This is the memory game. I have many cards, let's count, one, two, three…**(eye contact & affect displayer) **Let´s play everybody!'** Then she puts the cards on the carpet. When they have played, the teacher encourages them to count their cards: **'Ok, count your cards. You have a lot. Very good! Give me five!'**.	Memory's cards.
3'	Big group	Children have to pay attention and they have to answer to the teacher's question. Then they have to change their places with another partner who has the same.	Once they have played this game, the teacher uses the same cards to play another game. She gives a card per child. When she says the name of one image, both children have to change their seats. Thus, the teacher says: **'Now we are going to play another game. I´m going to give a card, ok? This is for you, this is four you…Who have the wolf?** (Eye contact,	Memory's cards.

			affect displayer & wolf illustrator)**...You have to change your places. Stand up! Come on! Very good! Give me five!'** (Eye contact & happy affect displayer).	
SING THE SONG: THE THREE LITTLE PIGS				
6'	Big group	This is the second day that they listen to this song, so they have to do the gestures and sing the main words of the song.	The teacher says: **'Do you remember this song. This is the three little pigs' song. Everybody sing the song!'** She plays the music of the song and then she begins to sing the song. She makes the different gestures and movements. The teacher plays the song one more time and she encourages children to repeat the gestures and the sentences of the song.	Sun Shine CD.
BYE-BYE				
1'	Big group	Children have to sing the good-bye song. Then they say ***"Bye-bye"*** to the teacher waving their hand.	Teacher points to the clock and she says: ***'It is time to finish the class and to say good-bye'*** (eye contact, sad affect displayer & bye's emblem). ***Let's sing the good-bye song'.***	A clock.

Lesson 3				
Timing	Grouping	Pupils	Teacher	Resources
WARM UP				
7'	Big group	Children have to pay attention and follow the routines.	The teacher develops the warm-up with the different routines.	Flashcards: happy, sad and angry. Weather roulette.
HOT OR COLD?				
3'	Big group	One of the students has to close his eyes and other one has to hide a flashcard. The one who closed his eyes has to look for the hidden flashcard around the classroom. The rest of students will say: **'hot'** when the student is near the flashcard or **'cold'** when the student is	The teacher asks one the students to hide one of the flashcards and before that she asks to another student to close his eyes.	Flashcards: little pig, medium pig, big pig, wolf, straw house, wood house and brick house.

		far from the flashcard.		
SONG: 'THE THREE LITTLE PIGS'				
12'	Big group	They have to represent the song with illustrator and they have to sing the song.	The teacher says: **'today we are going to sing the three little pigs song, Are you ready? Let's start!'**	Sun Shine CD.
7'	Big group	Children have to pay attention to the song and when they listen to their flashcard's name they have to up and show their classmates.	After singing the song, the teacher gives two flashcards to each child. Then she plays again the song. When the children listen to the name of their flashcard they have to up and show everybody. Teacher says: **'Now we are going to play a game. I have in my magic bag the flashcards. This is for you…If you listen to the little pig you have to up and show your flashcard ok?** (Eye contact, affect displayer, listening emblem & up's illustrator).	Flashcards: little pig, medium pig, big pig, wolf, straw house, wood house and brick house.
BYE-BYE				
1'	Big group	Children have to sing the good-bye song. Then they say ***"Bye-bye"*** to the teacher waving his hand.	Teacher points the clock and she says: ***'This is time to finish the class and to say good-bye'*** (eye contact, sad affect displayer & bye's emblem). ***Let's sing the good-bye song'.***	A clock.

Lesson 4				
Timing	Grouping	Pupils	Teacher	Resources
WARM UP				
7'	Big group	Children have to pay attention and follow the routines.	The teacher develops the warm-up with the different routines.	Flashcards: happy, sad and angry. Weather roulette.
REMEMBERING THE CHARACTERS				
5'	Big group	Children have to follow the rules. They have to pass the flashcard carefully. If the song finishes and one of them have the flashcard in his hand he is eliminated. This is a game that they already know.	The teacher says: **'Everybody listens!** (Eye contact, affect displayer & listening emblem) ***Make a circle, make a circle, one two three, one two three.*** **Now we are going to play a game. I have the little pig here** (Eye contact, affect displayer & point illustrator)	Flashcards: little pig, medium pig, big pig, wolf, straw house, wood house and brick

			We have to pass little pig carefully ok? Let's sing: ***'Come on everybody and show me the little pig, show me the little pig, come on everybody show me the little pig, now stand up!'*** The teacher sings the song with medium pig, big pig and the wolf.	house.
STORYTELLER: 'THE THREE LITTLE PIGS'				
12'	Big group	Children have to listen to the teacher and they have to interact when the teachers tells them.	The teacher tells the tale 'The three little pigs'. She uses the flashcards to tell the story. She encourages children to participate in some parts of the story.	Flashcards: little pig, medium pig, big pig, wolf, straw house, wood house and brick house.
3'	Big group	Children have to answer the questions that the teacher says.	After the tale, the teacher asks some questions to the children. **'Little pig has a wood house or straw house? Who wants to eat the three little pigs? Is it a lion or a wolf?'** (Eye contact & affect displayer).	
GAME: I'M THE WOLF: AUUU…				
2'	Big group	A child has to imagine that he or she is the wolf and the others are the pigs. The wolf has to take the pigs. They'll change the roles.	The teacher says: **'Now we are going to play another game. I need a wolf. Who wants to be the wolf? Ok. The rest of the class is pigs. Let's count, one, two, and three. Run!'** (Eye contact & affect displayer).	
BYE-BYE				
1'	Big group	Children have to sing the good-bye song. Then they say ***"Bye-bye"*** to the teacher waving his hand.	Teacher points to the clock and she says: ***'It is time to finish the class and to say good-bye'*** (eye contact, sad affect displayer & bye's emblem). ***Let's sing the good-bye song'.***	A clock.

Lesson 5				
Timing	Grouping	Pupils	Teacher	Resources
WARM UP				
7'	Big group	Children have to pay attention and follow the routines.	The teacher develops the warm-up with the different routines.	Flashcards: happy, sad and angry. Weather

				roulette.
GAME: WHO IS IT?				
5’	Big group	Children have to answer the teacher questions and they have to repeat what she says. ‘I’m little pig’ ‘I’m medium pig’ ‘I´m big pig’. ‘This is my house of straw/ wood or bricks. They have to put the flashcards on the display.	The teacher says: **‘Who is it?** (Then she show the little pig flashcard) **Everybody repeats ‘I’m little pig**’. Again the teacher asks: **Which is my house?** (The teacher points the three houses)	Display. Flashcards
1’	Big group	Pupils have to stand up and walk in a line to the construction area.	The teacher looks everybody and says: **‘Sand up!** (Stand up’s emblem, eye contact & affect displayer) **‘We are going to go to construction area’** (eye contact & point’s illustrator). **‘Now walk, walk, walk…’** She puts them in a semicircle.	
8’	Individually	Children have to take five pieces, two have to be red and three have to be blue. Then they have to build a house to blow it after.	The teacher says: **‘Everybody has to take five pieces**. (Eye contact, affect displayer & hand illustrator) **Two have to be red and three blue ok? Let’s take the five pieces. Everybody has their pieces! Very good! Now we are going to build our house ok?** (Eye contact, affect displayer & house illustrator). **‘Let’s blow our house! Very good! Well done!’** (Eye contact & happy affect displayer).	Construction pieces
1’	Big group	Children have to clean up the pieces while they are singing the song.	The teacher looks at everybody and says: **It’s time to clean up! Let’s clean up the pieces.** Then she sings clean up song.	
1’	Big group	Pupils have to stand up and walk in a line to the meeting area.	The teacher looks at everybody and says: **‘Sand up!** (Stand up’s emblem, eye contact & affect displayer) **‘We are going to go to meeting area’** (eye contact & point’s illustrator). **‘Now walk, walk, walk…’** She puts them in a semicircle.	

PLAY THE MEMORY GAME				
6’	Big group	Children have to follow the rules of the game.	Teacher shows the images of the memory and they will play with children. She encourages children to say the name of the pictures. However they have to link the pig and the house that he built.	Memory game
BYE-BYE				
1’	Big group	Children have to sing the good-bye song. Then they say ***“Bye-bye”*** to the teacher waving his hand.	Teacher points to the clock and she says: ***‘This is time to finish the class and to say good-bye’*** (eye contact, sad affect displayer & bye’s emblem). ***Let’s sing the good-bye song’.***	A clock.

Lesson 6				
Timing	Grouping	Pupils	Teacher	Resources
WARM UP				
7’	Big group	Children have to pay attention and follow the routines.	The teacher develops the warm-up with the different routines.	Flashcards: happy, sad and angry. Weather roulette.
WHAT’S MISSING?				
4’	Big group	Children close their eyes when the teacher tells them and then they open it. When they open their eyes pupils have to guess what animal is missing. If the teacher says so, one of the students can stands up and takes one of the flashcards so that his classmates can able to guess which one is missing.	The teacher says: **‘Close your eyes everybody!!’** and takes off one of the flashcards from the display and then says: ***‘Ok, open your eyes and hands up. What’s missing?’*** The teacher could say to one of the students to take the teacher role hiding the flashcards on the display.	Flashcards: little pig, medium pig, big pig, wolf, straw house, wood house and brick house.
SEQUENCE THE STORY				
7’	Big group	Children have to count the images. Then they have to look for the correct images when teacher gives a clue.	The teacher shows the images of the story and she says: **‘Let’s count! One, two…’** She encourages children to count the images. Then she puts on the carpet all the images. Thus she	Images of the story

			says: **'Once upon a time there were three little pigs.' Where are the three little pigs?...ok. Well done!'** The teacher puts this image on the display and writes the number one. Then she says: **'I'm a little pig. I built a house of straw. Where are the little pig and house of straw? Ok. Give me five!'** Then she puts the second image on the display and she writes the number two. She does the same with the other images.	
2'	Big group	Children go behind her following the rhythm she marks going to the tables.	When the images are put in order teacher says: ' **'Come on; let's go to take scissor and glue and sit down on your chairs! All in a line! And now... walk, walk, walk, walk!'**	
8'	Big group	Children have to take the material to make this task. If someone has finished, he or she can help their classmates.	The teacher hand out to each child the images of the story and a big piece of paper. Then she explains: **'You have to glue in order the images of the tale ok? I'll help you if you need it ok?'** (Eye contact & affect displayer). **'Besides you have to write your name ok?'**	Paper Images of the story Scissors Glue
1'	Big group	Children have to clean up the pieces while they are singing the song.	The teacher looks everybody and says: **It's time to clean up! Let's clean up the glue and scissors.** Then she sings clean up song.	
BYE-BYE				
1'	Big group	Children have to sing the good-bye song. Then they say ***"Bye-bye"*** to the teacher waving his hand.	Teacher points the clock and she says: ***'This is time to finish the class and to say good-bye'*** (eye contact, sad affect displayer & bye's emblem). ***Let's sing the good-bye song'.***	A clock.

Lesson 7				
Timing	Grouping	Pupils	Teacher	Resources
WARM UP				
7’	Big group	Children have to pay attention and follow the routines.	The teacher develops the warm-up with the different routines.	Flashcards: happy, sad and angry. Weather roulette.
MAKE THE STORY PUPPETS				
3’	Big group	Children go behind her following the rhythm she marks going to the tables.	The teacher says: **‘I have a surprise for you’** (Eye contact & surprise affect displayer)**.** Then she shows a bit the puppet. She encourages children to guess what it is. **‘Today we are going to create a puppet like this’.** Then she shows the puppet that they have to create. (Eye contact & affect displayer). Finally the teacher says: **‘Come on; let’s go to take scissor and glue and sit down on your chairs! All in a line! And now... walk, walk, walk, walk!’**	Puppet.
15’	Individual ly	Children pay attention to the teacher to make the puppet.	The teacher gives a paper with the images of the puppet. Each child has a different puppet. There are four character so one for each child. **‘You have to paint the images ok? You have to use beautiful crayons.** (Eye contact & affect displayer) **‘Then you have to cut through this line ok? Let’s use the scissors’** (Eye contact & affect displayer). **‘Now you have to glue in this part. Use the glue carefully’**. (Eye contact and affect displayer). ‘Well done you have your puppet! Give me five! (Eye contact, happy affect displayer & high five emblem).	Material to create the puppet: Paper with the image of the character. Scissor. Crayons. Glue.

LET'S PLAY WITH OUR PUPPETS				
5'	Big group	Children have to put the puppet in their finger. Then they have to tell their classmates how wonderful his puppet is.	The teacher encourages children to put the puppet in their fingers and play with it. Besides she encourages them to say the name of their puppet and colours that it has.	Puppets.
BYE-BYE				
1'	Big group	Children have to sing the good-bye song. Then they say ***"Bye-bye"*** to the teacher waving his hand.	Teacher points the clock and she says: ***'This is time to finish the class and to say good-bye'*** (eye contact, sad affect displayer & bye's emblem). ***Let's sing the good-bye song'.***	A clock.

Lesson 8				
Timing	Grouping	Pupils	Teacher	Resources
WARM UP				
7'	Big group	Children have to pay attention and follow the routines.	The teacher develops the warm-up with the different routines.	Flashcards: happy, sad and angry. Weather roulette.
REPRESENT THE STORY				
6'	Big group	Children have to participate and point the correct puppet or flashcard in their turn. Moreover, some children can develop teacher's role. Thus, they have to say: **'Point the little mouse, point the wolf, point the wood house…'**	The teacher puts all the puppets around the class. She chooses a child and then the teacher says: **'You have to point the little pig. Now you have to point the wolf…the last one, you have to point the straw house.'** (Point's illustrator & eye contact).	Puppets & flashcard (different houses).
15'	Big group	Children have to represent a role, so they have to pay attention and they have to listen to the teacher who is the narrator of the story.	The teacher says: **'Now we are going to represent the tale 'The three little pigs' Are you ready?** First of all they make a test so that after they can do the representation.	Puppets & flashcard (different houses).
BYE-BYE				
1'	Big group	Children have to sing the good-bye song. Then they say ***"Bye-bye"*** to the teacher waving his hand.	Teacher points the clock and she says: ***'This is time to finish the class and to say good-bye'*** (eye contact, sad affect displayer & bye's	A clock.

			emblem). ***Let's sing the good-bye song'.***	

Lesson 9				
Timing	Grouping	Pupils	Teacher	Resources
WARM UP				
7'	Big group	Children have to pay attention and follow the routines.	The teacher develops the warm-up with the different routines.	Flashcards: happy, sad and angry. Weather roulette.
DRAMATIZE THE STORY				
14'	Big group	Children have to represent a role, so they have to pay attention and they have to listen to the teacher who is the narrator of the story.	The teacher says: **'Now we are going to dramatize the tale 'The three little pigs' Are you ready?** First of all they make a test so that after they can do the performance. The teacher shows them how they have to use their puppets and the flashcards in the little theatre.	Puppets, flashcard (different houses) & a little theatre.
MY LEARNING BOOK				
2'	Big group	Pupils have to stand up and walk in a line to the table's area.	This is the end of the unit. For that reason the teacher uses 'My learning book' to children can draw what they have learnt through this unit. She says: **'I have you learning book. You have to draw something about this unit'.** The teacher looks everybody and says: **'Sand up!** (Stand up's emblem, eye contact & affect displayer) **'We are going to go to tables' area'** (eye contact & point's illustrator). **'Now walk, walk, walk…'**	My learning book.
5'	Big group	Children have to draw something that they have learnt in this unit. Then they tell their partners what they have drawn.	When all the pupils are in their chairs, teacher gives their own learning book and she says: **'Let's draw what we have learnt in this unit'.** (Eye contact & affect displayer).	My learning book Pencil. Crayons.
1'	Big group	Children have to clean up the pieces while they are singing the song.	The teacher looks everybody and says: **It's time to clean up! Let's clean up the glue and scissors.** Then she sings	

			clean up song.	
BYE-BYE				
1’	Big group	Children have to sing the good-bye song. Then they say ***“Bye-bye”*** to the teacher waving his hand.	Teacher points the clock and she says: ***‘This is time to finish the class and to say good-bye’*** (eye contact, sad affect displayer & bye’s emblem). ***Let’s sing the good-bye song’.***	A clock.

The colour provides the routines and activities in the lessons:

- Warm-up
- Sub-task or final task.
- Transition routine
- Time to clean up
- Bye-bye routine

The tale "The three little pigs"

This is the adaptation of the tale "The three little pigs" so that the teacher can tell the story.

'Storyteller'

Once upon a time there were three little pigs. One, two and three. This is little pig *(Everybody says hello.)* This is medium pig and *(Everybody says hello)*. This is big pig *(Everybody says hello)*. They decided to build a house.

Little pig built a house of straw. It's beautiful.
Medium pig built a house of wood. It's beautiful.
And big pig built a house of bricks. It's beautiful too.

Auuu….listen! It's a wolf. He is very hungry. He likes pigs. Yummy, yummy! The wolf began to walk *(Everybody walk; walk, walk…)* and then he saw the house of straw.
-*Knock, knock, knock.*
-*Who is it?* - Said little pig.
-Open the door and let me in. - Said the wolf.
-No, no, no. - Said little pig.
Then wolf became to blow and blow. He blow down the house of straw. Little pig run to wood's house.

The wolf began to walk *(Everybody walks; walk, walk…)* and then he saw the house of wood.
-*Knock, knock, knock.*
-*Who is it?* - Said medium pig.
-Open the door and let me in. - Said the wolf.
-No, no, no. - Said medium pig.
Then wolf became to blow and blow. He blow down the house of wood. Little pig and medium pig run to brick's house.

The wolf began to walk *(Everybody walks; walk, walk…)* and then he saw the house of bricks.
-*Knock, knock, knock.*
-*Who is it?* - Said big pig.
-Open the door and let me in. - Said the wolf.
-No, no, no. - Said big pig.
Then wolf became to blow and blow, but he can't blow this house down. He is very angry.

The wolf jumped at the chimney but the fire was on!
- My tail is burning!
The wolf run away and three little pigs laughed and laughed. They were very happy. They lived happily ever after.

This is the text that teacher has to follow so that children can represent and dramatize the tale.

“The three little pigs”

Once upon a time there were three little pigs. One, two and three. This is little pig. This is medium pig and. This is big pig. They decided to build a house.

Little pig built a house of straw. It’s beautiful.

Medium pig built a house of wood. It’s beautiful.

And big pig built a house of bricks. It‘s beautiful too.

Auuu….listen! It’s a wolf. He is very hungry. He likes pigs. Yummy, yummy! Then wolf saw the house of straw.
The wolf knocks at the door ‘Knock, knock, knock’.
-Who is it? - Said little pig.
-Open the door and let me in. - Said the wolf.
-No, no, no. - Said little pig.
Then wolf became to blow and blow. He blows down the house of straw.

Then wolf saw the house of wood.
The wolf knocks at the door ‘Knock, knock, knock’.
-Who is it? - Said medium pig.
-Open the door and let me in. - Said the wolf.
-No, no, no. - Said medium pig.
Then wolf became to blow and blow. He blows down the house of wood.

Then wolf saw the house of bricks.
The wolf knocks at the door ‘Knock, knock, knock’.
-Who is it? - Said big pig.
-Open the door and let me in. - Said the wolf.
-No, no, no. - Said big pig.
Then wolf became to blow and blow, but he can’t blow this house down. He is very angry.

The wolf jumped at the chimney but the fire was on!
- My tail is burning!-said the wolf.
The wolf run away and three little pigs laughed and laughed. They were very happy. They lived happily ever after.