FACULTAD DE EDUCACIÓN DE PALENCIA
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DEVELOPING CRITICAL THINKING INTEGRATING MUSIC AND ENGLISH LANGUAGE AT INFANT EDUCATION

DESARROLLO DEL PENSAMIENTO CRÍTICO INTEGRANDO MÚSICA Y LENGUA INGLESA EN EDUCACIÓN INFANTIL

TRABAJO FIN DE GRADO
EN EDUCACIÓN INFANTIL

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Palencia, 16 de junio de 2021

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Thanks

To my tutor, Carmen, for her dedication and guidance in the development of this project

To the teachers I had during my life as students, for their enthusiasm, because they transmitted it to me in the decision to be a teacher

To my mentor at school, for her support and help to carry out the proposal in her classroom

To my family and friends, for their support in the hardest moments and the trust in me to achieve my goals

ABSTRACT

This Final Degree Paper intends to introduce early childhood education students in the development of critical thinking. As it is important to develop autonomy in children, and at the same train this thinking since the first year of Infant Education, in this document it is suggested a didactic proposal is presented providing visible thinking routines and thinking skills to achieve the goals initially set. In this way, the proposal is carried out following an interdisciplinary approach, in which all areas are integrated. Music and English are highlighted as they are the disciplines selected to be used as tools to the acquisition of other competences. The dealt topic connecting curriculum areas and activities through critical thinking is *spring*, this topic was selected because the changes in nature as well as in their lives can be clearly evidenced by students.

Key words: Critical thinking, visible thinking, thinking skills, routines, autonomy, Music, English, Infant Education

RESUMEN

El presente trabajo tiene como objetivo fundamental introducir al alumnado de Educación Infantil en el desarrollo del pensamiento crítico. Como es importante promover la autonomía en los y las estudiantes, y al mismo tiempo entrenar la capacidad de pensar desde el primer curso de Educación Infantil, en este documento se plantea una propuesta didáctica, incluyendo rutinas de pensamiento visible y destrezas de pensamiento para conseguir el objetivo establecido. De esta forma, la propuesta se lleva a cabo mediante la interdisciplinariedad de las áreas, poniendo especial énfasis en música e inglés, ya que estas disciplinas son usadas como herramientas para la adquisición de otros aprendizajes. El tema que se trata conectando las áreas y actividades con el pensamiento crítico será la primavera, ya que es cercano a los niños y las estudiantes.

Palabras clave: pensamiento crítico, pensamiento visible, destrezas de pensamiento, rutinas, autonomía, música, inglés, Educación Infantil

INDEX

1. INTRODUCTION

This document intends to introduce children in the use of visible thinking routines and thinking skills in order to become critical thinkers in the future.

Nowadays the learning process is based on competences. One of these competences is learning to learn. This competence has a special relevance because it allows children to develop autonomy when learning that is, give students strategies and tools that allows them to be conscious of this process. What is more, this involves applying knowledge to their daily life.

For this reason, I consider important start working with the development of their autonomy and critical thinking when learning since early childhood Education.

To accomplish the aim of this work, a didactic proposal is included, being critical thinking an essential part of the proposal as it is supported on theoretical basis.

There are thinking visible routines and thinking skills applied to different activities, using the suitable graphic organizers. The topic is related to their near environment, working about *SPRING* following the Scientific Method in such a way that the contents are dealt in an interdisciplinary way, with an integrated approach of all the areas of the curriculum.

Although all the areas are included, there are two disciplines which are the axis of the proposal: Music and English. Music allows working with other contents, besides the suitable ones for this area, while English is integrated completely in the proposal being this language one of the languages used for communication and interaction with a selection of tales and songs. In this way, a CLIL approach is used to introduce English language as a vehicle of communication since early years.

In addition, as the importance of create readers, we focus the attention on literacy and Literature, being most of the contents routines and skills related to critical thinking associated to reading tales.

To perform this proposal, there is set a theoretical framework, in which I have been based to plan it. Firstly, an approach of the theoretical basis about thinking-based learning, which involves critical thinking, developed by visible thinking and thinking skills. Is this the point in which 'Project Zero' takes relevance to set the basis to introduce these techniques at school. Secondly, this theoretical framework is supported on educative theories related

to critical thinking such as Multiple Intelligences by Gardner, constructivism by Vygotsky or experiential learning by Kolb. In addition, critical thinking has relation with other pedagogies such as Montessori or Reggio Emilia. In this section it is mentioned the connections between these educative theories and pedagogies and the current topic: critical thinking.

Therefore, the document presents the following structure. The former part deals with general and specific objectives that the research intends to achieve. Followed by a short explanation of the connection among those aims and the competences required to become a good Infant Education Teacher, later a justification of the chosen topic, supported on the legal basis which regulate education.

Secondly, the theoretical premises which props the insertion of thinking-based learning at school, which includes the development of critical thinking and the link with educative theories and pedagogies.

Taking in mind the searched information about the topic, as it was said before, the last part of the document is the proposal already implemented along my internship. The proposal includes the main elements required when planning: objectives, competences, timing, activities and expectations. The whole proposal is annexed (see appendix 1) and, throughout this essay it is given an explanation about the different steps followed transforming routines and skills into classroom activities as well as a guide of recommended procedure to adapt these routines to Early Childhood Education.

To sum up, conclusions are exposed. Conclusions are based on the observable achievement of the established objectives, to end up with suggestions for future research projects and future lines of research of this important area.

2. OBJECTIVES

The main objectives this project intends to achieve are to introduce thinking routines to make students' thinking visible and the introduction of thinking skills to promote the development of critical thinking.

These objectives are accomplished through the activities and tasks suggested in a proposal for Infant Education. As it cannot be otherwise, the settled objectives are related to those established for the Bachelor's Degree in Infant Education.

Thereon, there are several **specific objectives**:

- To go deeper the legal basis that support education to develop a proposal in connection to the development of critical thinking
- To investigate about critical thinking to carry out this project
- To design a proposal using music to acquire new learnings through these thinking routines and skills, and to evaluate the proposal
- To plan according 3 levels of expectations in order all children can success at least in one of them
- To introduce English as a foreign language following the CLIL methodology premises due to language is used as a tool to the acquisition of other contents
- To promote reading pleasure through playful and participatory activities
- To use Music in an interdisciplinary way in connection with all the curriculum areas
- To develop caring attitudes to living beings in students
- To create a respectful classroom environment in which all children feel confident to participate

3. COMPETENCES

The development of this work, together with the internship period have contributed to the achievement of the competences that become a teacher requires, and which are established in the Bachelor's Degree on Infant Education. In this section I will mention some of these competences, the ones which are accomplished with the development of this essay. Competences are divided in general competences, and specific competences. I will focus on the competences linking them with the topic and purpose of this project; and especially highlighting those ones that are related to the English language mention.

General competences

- Be familiar with the educative system running and the curriculum that corresponds to Infant Education stage. The proposal is based on the educative law.
- Design, carry out and evaluate a teaching-learning process applying the techniques which best adapt to the context and the students

- Keep in mind psychological theories and psychological aspects related to Infant Education kids to design a proposal
- Search reliable information in several sources, which must be updated and relevant regarding the topic
- Apply theoretical basis to a proposal which is going to be carried out in a real educative context
- Analyze the project's results in order to reflect about them and set improvements to subsequent educative proposals
- Be conscious of the relevance of reading to transmit it to students in a pleasant and playful way

Specific competences

- Promote autonomy in early childhood education kids through routines and skills to create critical thinkers and independent learners
- Manage assessment techniques and register learning evidences. This competence is achieved using a systematic observation sheet
- Promote scientific skills in children, carrying out experiments and applying different steps of the scientific method

English teacher competences

- Follow the basic requirements for the foreign language settled in the official curriculum
- Design proposal to promote the acquisition of a second language including dramatization and tales. The developed project uses English tales to deal with contents as well as non-verbal language is used constantly to interact with tales and songs
- Plan a didactic sequence following a CLIL methodology, where English is used as a vehicle of communication

4. JUSTIFICATION

4.1. LEGAL JUSTIFICATION

The reasons that supported the selection of the theme: "Developing critical thinking in students since Infant Education" is supported in the current educative law.

Learning must be oriented to form independent learners, critical and able to think by themselves. (LOMCE, 8/2013).

The same Spanish official curriculum (p.97860) contemplates critical thinking as a cross-curricular content.

Furthermore, The Royal Decree 1630/2006 (p.476), which sets the basis for Infant Education, presents as the main goal of this educative stage the development of children to become independent learners. This means that it is required to include at school the necessary tools to develop thinking in students, to promote critical thinking and the ability of solving problems, taking decisions, using cognitive resources, etc. and set the basis for future learning. We need to create children that will become future citizens, which can participate fully in our society.

Focusing on the Decree 122/2007, which regulates Infant Education in our Autonomous Community, Castilla y León, we can find the need of promoting thinking in our students in the three established areas.
The area of self-knowledge and personal autonomy considers thinking as a part of the development of children, closely related to emotions. Linked with knowledge and understanding of the world area, children are approached to the knowledge of their near environment through experiences that helps them to structure their thinking. In addition, the area of languages: communication and representation is connected to thinking in the way language helps children to develop thinking, expressing themselves and also structuring their mind.

In addition, one of the main terms set in the curriculum nowadays is the key competences. It is the official Order ECD/65/2015 which establishes the key competences in education.

Related to critical thinking, there is a key competence we can highlight:

- Learning to learn competence: this competence is essential for learning throughout life. It is linked to showing curiosity when learning. This competence requires being able to organize your own learning, be conscious about your learning process and the ability to manage difficult situations and overcome problems. Summarizing, educate children to apply their knowledge to different contexts, in order to success in every situation they face to. Once again, it is highlighted here the importance of creating independent learners. Therefore, teach and learn to think is the main axis for this competence.

The educative law suggests to use active methodologies, in which children take an active role, as main characters of their learning process. Consequently, they feel motivated, showing curiosity to those contents they are learning.

Other official document that supports the current topic is the Common European Framework Reference for Languages (CEFR) (2001), from the Council of Europe, which sets the principles for a communicative approach in a language. Communication means being able to express yourself and understand others. In this way, being able to express your thinking is included within this approach.

4.2. MUSIC IN INFANT EDUCATION

Along this section, I will expose the importance music has in the Infant Education stage, showing its benefits.

Working with music in early stages is essential not only for the acquisition of musical skills but also for their development as people. (Sarget, 2003, p.197).

Music is vital in the development of children. Following Baratè, Ludovico and Malchiodi (2017), music is a sensorial experience, which contributes to emotional, social and cognitive aspects.

At the beginning of Infant Education children are able to assimilate basic concepts related to music. Is this one of the reasons why I want to work with music aspects, but also other contents using music as a learning tool.

Music has a playful component, and it can be used to deal with other topics. In this project, music is used to deal with spring contents and we will introduce routines and skills to promote critical thinking because it is an area in which children feel motivate. Music is a

language and thinking is closely related to language to express themselves and to communicate. Music develops thinking (Arenas, 2016).

Children are exposed to music since early years. Music has a relation with emotions and expression. Children can express themselves through music. They listen to songs frequently, and songs are a learning tool in education, especially in the early stages. Songs help children to create structures in their minds, associating an idea with a rhythm. Melody and rhythm help children to assimilate ideas.

Songs are also used in English as a foreign language. So, this proposal includes activities in both languages, creating a bilingual environment.

Songs help children to create structures in their minds, associating an idea to a rhythm. With a melody and a rhythm children are more likely to assimilate the idea.

In addition, in the educative law music is included. The Decree 122/2007 includes music in the languages: communication and communication area due to music is considered a language. This Decree exposes the relevance music has in life.

4.3. TALES IN INFANT EDUCATION

Reading is essential in education. Create readers is one of the challenges in education. For this reason, introducing literature through storytelling since early ages has multiple benefits. It is important to develop pleasure in reading in children. Tales are a way to develop mind and stimulate their imagination.

Espitia and Reyes (2011, p. 32) expose the relation between literature and critical thinking. Literature contributes to the development of social values. In addition, kids empathise with characters and assume their problems as their own ones. Children must choose a solution for the conflict presented in the book, so they are working on their thinking skills. In the same way, tales invite readers to give an opinion of the story, giving substantiated reasons, always according to the age and capacity of students.

What is more, tales and storytelling are good tools to work with any content because there are books related to every topic. Furthermore, tales can also be used in English contributing to this bilingual environment mentioned in the former section.

5. THEORETICAL FRAMEWORK

5.1. THINKING –BASED LEARNING

Thinking-based learning is an active methodology that consists on creating critical thinkers and make students be concern about their learning process.

Up to now Education had its grounds on developing memorization skills. Although almost all areas of knowledge have changed to be updated, is not the same with education. If we compare a last century image of a classroom to a XXI classroom we can scarcely see differences in spite of the differences evident in the technological society where everybody has a quick access to all the knowledge without tools to discriminate its fairness. So, it is necessary a change in Education.

One of the necessary changes is to avoid memorization and reach the best levels we can of a thinking society, which requires rising critical thinkers form early ages. The development of thinking-based learning provides students with the tools they need to promote thinking and be conscious of their learning process. We need to create a thinking culture in the classroom.

In the 1970 decade the term informal reasoning emerges. The investigation here will create the basis of critical thinking with three areas of knowledge: psychology, philosophy and education. It is in education where Perkins, Costa and Swartz develop their work and establish steps to reach critical thinking in the classrooms working with students. In this way Project Zero appears. They are the first ones in establishing thinking routines to promote learning in students. They defend think to learn because all humans have the capacity of thinking and it is necessary to develop since early ages a culture of thinking.

Thinking-Based Learning highlights thinking as the axis of learning. It pursues the development of thinking routines and interaction, the respect of other opinions, communication of our own opinions, or to be able to generate debates.

In the following section it will be exposed how to create a thinking culture in the classroom.

5.1.1. Creating a thinking culture in the classroom

Following Gutiérrez (2014), we learn how to think, and it requires practicing. In this way, establishing this culture since Infant Education would promote children becoming critical thinkers step by step. School is the best context to develop thinking. It is the place where students can be taught how to think, how to deal with real life problems and how to manage emotions. According to Perkins, Tishman and Jay (1997), the main goal of teaching to think is that students can face problems efficiently or take decisions.

According to Ritchhart (2002), there are eight keys that promote thinking in a classroom:

1) Time: it is important to provide students with time in order they can think and solve teacher's proposal. Teacher must verify that all students think individually, although some time can be established to share thoughts with classmates later.
2) Opportunities: it refers to provide students with tasks in which they can imply themselves totally.
3) Routines: they are crucial to help students to organize their thoughts. They are the basis to develop autonomy in children.
4) Language: it is essential to establish a thinking language to describe and name the different cognitive processes and reflect on thinking process.
5) Patterns creation: when students share their thoughts, points of view and ideas, they are developing thinking patterns.
6) Interrelations: it is necessary to create a context in which children can share their ideas and all of them must to be respect. Establishing a good work environment in which all pupils can participate.
7) Physical environment: besides of creating a solid emotional environment, it is necessary to create a good physical environment, it means, an especial corner in the classroom to develop thinking.
8) Expectations: it has to do with establish targets at the beginning of the day in order children can achieve them and can self-assess themselves.

<u>Project Zero</u>

The origin of the culture of thinking was Project Zero, from Harvard. The founders are Gardner, Goodman, Perkins and other researchers. It is created because there is a social need that requires a change in education. The project and its founders

defend students as the main character of the learning process and been involved in the dealt topic. They focus the attention on thinking, comprehension, reflection… and also in making thinking visible.

Project Zero mission is to enhance learning, thinking and creativity in every discipline. At the beginning it was founded to develop thinking through arts and arts in education. However, the interdisciplinary nature in nowadays world contributes to use thinking routines and skills for every area of knowledge.

Talking about Project Zero, we can highlight authors such as Ritchhart, Church and Morrison with their work *Making thinking visible*: *How to Promote Engagement, Understanding, and Independence for All Learners* (2011) or Perkins with his work *Future Wise: Educating Our Children for a Changing World* (2014). Furthermore, Gardner published the work *Creating Minds: An Anatomy of Creativity Seen Through the Lives of Freud, Einstein, Picasso, Stravinsky, Eliot, Graham and Gandhi* (2011) and Goodman divulged his work *Of Mind and Other Matters* (1987). Gardner, together with Goodman developed a project in which they focus the attention in artistic education.

Going deeply into Project Zero it is evident the necessity of introducing the culture of thinking in the classrooms and make students' thinking visible. Create citizens able to face the life situations is one of the main aims that education pursues.

5.1.2. Critical thinking

Critical thinking is a practical thinking which looks for taking decisions from analysis, understanding and contents evaluation. Critical thinking prevents us to take decisions poorly-based or non- founded on scientific evidences. It is necessary to make well-founded choices, based on arguments. (Marvin, Salas and Riedel, 2002, p.124).

It is a relationship between critical thinking and problem solving. A critical thinker has the ability to "deal effectively with social, scientific, and practical problems (Shakirova, 2007, p.42).

Developing critical thinkers mean that students are able to analysis a situation and make claims supported on scientific evidences and also have the ability of reflect about the way they think. To communicate with others and respect opinions is also connected to this subject.

Bloom's taxonomy

Bloom established in 1984 a sequence of six learning objectives, which were later on revised since 2001 by many authors as it is evident in Armstrong (2010). These objectives go from lower to higher order thinking: knowledge, comprehension, application, analysis, synthesis and evaluation. To use a thinking language is useful to describe and reflect about thinking. These words are: knowledge, comprehension, application, analysis, synthesis and evaluation. This classification is used to observe students' behaviour to infer the level of cognitive achievement. This tool can be used to develop self-responsible learners in the classroom (Athanassiou, McNett and Harvey, 2003, p. 1)

Verbs that demonstrate *Critical Thinking*

KNOWLEDGE	COMPREHENSION	APPLICATION	ANALYSIS	SYNTHESIS	EVALUATION
					Appraise
				SYNTHESIS	Argue
				Arrange	Assess
			ANALYSIS	Assemble	Choose
			Analyze	Collect	Compare
		APPLICATION	Appraise	Combine	Conclude
		Apply	Categorize	Comply	Estimate
	COMPREHENSION	Complete	Compare	Compose	Evaluate
	Compare	Construct	Contrast	Construct	Interpret
KNOWLEDGE	Describe	Demonstrate	Debate	Create	Judge
List	Discuss	Dramatize	Diagram	Design	Justify
Name	Explain	Employ	Differentiate	Devise	Measure
Recall	Express	Illustrate	Distinguish	Formulate	Rate
Record	Identify	Interpret	Examine	Manage	Revise
Relate	Recognize	Operate	Experiment	Organize	Score
Repeat	Restate	Practice	Inspect	Plan	Select
State	Tell	Schedule	Inventory	Prepare	Support
Tell	Translate	Sketch	Question	Propose	Value
Underline		Use	Test	Setup	

Figure 1. Bloom's Taxonomy. *Verbs that demonstrate Critical Thinking* (Source: https://www.csun.edu/sites/default/files/Bloom%27s%20verbs%20for%20CT.pdf)

5.2. VISIBLE THINKING

As it is mentioned in paragraph 5.1.1.,the origin of visible thinking is Project Zero, from Harvard. Although we cannot see thinking, it is always be there, so it is important make thinking evident to be conscious of it. This can be reached through visible thinking. Tishman and Palmer (2005) refer to visible thinking:

> "Visible thinking refers to any kind of observable representation that documents and supports the development of an individual's or group's ongoing thoughts,

questions, reasons and reflections. Mind maps, charts and lists, diagrams, worksheets all count as visible thinking if- and this is an important if- they reveal learners' unfolding ideas as they think through an issue, problem or topic" (p.2)

As it is essential to make students be conscious of their learning process, one way of achieve that is through visible thinking. When children work with visible thinking they develop comprehension, understanding, reasoning abilities, critical thinking and they also improve their communication skills.

Thinking-based learning defends that visible thinking helps students to express their ideas, feelings and knowledge and make them be conscious about their learning process. (Swartz, Costa, Beyer, Reagan and Kallick, 2014).

Visible thinking is based on thinking routines to facilitate the learning to learn competence.

5.3. THINKING ROUTINES

Routines are a key element in classroom. Routines are useful to organize the work environment, to facilitate transitions or to maintain rules for communication. In addition, routines play a key role in the development of autonomy in children. Ritchhart, Church and Morrison, 2011, p.45) claim that thinking routines are those processes that help students to make their thinking visible and support students' understanding.

Thinking routines are patterns that generate reflection because they are applied several times in different activities. They have an important rule to organize and systematize thinking.

It is necessary to make children's thinking visible with an education based on critical thinking. In this way, we will contribute to the development of critical thinking providing them with patterns of conduct when dealing with a certain problem.

Thinking routines have several characteristics:

- They are easy to follow, to learn and to remind them
- They are used in a repetitive way
- They can be used in every context
- Each routine has a name that identifies it

- Routines are introduced for individual thinking and then as a group dynamic
- They promote visible thinking
- Students develop autonomy thanks to this routines

We can use thinking routines in three ways:

A) As tools

Thinking routines allow students to support their own thinking, but it is necessary to establish a goal to achieve. Then, it is very important to choose the routine which fits best to reach the goal; in the way this routine can serve as 'a tool'. (Ritchhart et. al (2011), p. 45)

B) As structures

Using routines children will acquire structures that allows them understand different topics. Applying routines as structures, Infant Education kids can go deeper into ideas step by step. In this way we contribute to the development of significant learning.

C) As patterns of behaviour

Using routines frequently, children reach new learnings effectively. Thanks to these routines children mechanize the way to act in a certain situation.

5.3.1. Thinking routines and its categories

Routines are classified depending on the moment we use them and the application they have.

In this section, some thinking routines will be exposed. I have selected those routines that I use in my intervention later, organized in the different categories.

These categories are:

5.3.1.1. Routines for introducing and exploring ideas

These routines are often used at the beginning of a project to develop interest and begin to investigate in the topic.

The routines I deal with are explanation game and see-think-wonder. In template 1 they are described with more detail:

ROUTINE	KEY THINKING MOVES	DESCRIPTION ADAPTED TO INFANT EDUCATION
Explanation game	Observing items and building explanations	Identify different objects and make connections among them to guess a topic
See-think-wonder	Describing, interpreting and wondering	Look at a picture, say what you see, think what it could be and make questions about it

Template 1: *Routines for introducing and exploring ideas.* Source: own production based on Ritchhart et. al (2014)

5.3.1.2. Routines for synthesizing and organizing ideas

These routines are used to go further their initial thoughts and connect new ideas with the previous ones, making sense of new information

The routines used in the proposal are CSI: Colour, Symbol, Image and Headlines. In template 2 they are described with more detail:

ROUTINE	KEY THINKING MOVES	DESCRIPTION ADAPTED TO INFANT EDUCATION
CSI: Colour, Symbol, Image	Capture a topic with 'metaphors'	Summarize a topic referring to a colour, symbol and image. Make a visual connection
Headlines	Summarize	Highlight most relevant aspects

Template 2: *Routines for synthesizing and organizing ideas.* Source: own production based on Ritchhart et. al (2014).

5.3.1.3. Routines for digging deeper into ideas

These routines are used to go another step further and look into more complex aspects of the ideas.

The routines selected in the proposal are Claim-Support-Question and What Makes You Say That? In template 3 they are described with more detail:

ROUTINE	KEY THINKING MOVES	DESCRIPTION ADAPTED TO INFANT EDUCATION
Claim-Support-Question	Identifying generalizations, hypothesis, reasoning with evidence and make questions	Promote scientific thinking. Used with experiments to follow scientific method.
What Makes You Say That?	Reasoning with evidence	Teacher asks students to give reasons. It is used with other routine (e.g. see-think-wonder or explanation game)

Template 3: *Routines for digging deeper into ideas.* Source: own production based on Ritchhart et. al (2014).

5.4. THINKING SKILLS

Thinking skills are organizers that help us to go deeper in our thinking. (Del Pozo, 2009). They are supported on graphic organizers and thinking maps (Swartz et. al, 2014).

Following Casado (2015), thinking skills promote critical thinking and improve the organization of ideas in mind. They benefit visible thinking.

Below, there will be exposed those thinking skills that are introduced with the proposal.

5.4.1. Whole-part

It consists on the analysis of the parts that make the whole. This routine is carried out formulating questions about each element.

The questions would be:

- What small parts constitute 'the whole'?
- For each part, what would happen if it disappears?
- What is the function of each part?
- How do all the parts work together to form 'the whole'?

The thinking must be reflected in a graphic organizer. In Infant Education this organizer can be the blackboard, or a big cardboard.

5.4.2. Compare-contrast

As the name indicates, this thinking skill consists on select two objects and establishes similarities and differences between them.

In Infant Education teacher guides the questions to extract the similarities and the differences. She transfers the information to the graphic organizer. In the same way than in the previous thinking skill, the graphic organizer can be the blackboard or a big cardboard. At the end of the activity, they extract conclusions.

5.4.3. Sequencing

Sequencing consists in order some given information. This skill helps to get information in an effective way. It reinforces the temporal concept.

Costa (2001), in his work *Developing Minds: A resource book for teaching thinking* exposes how to work with this skill. In the Infant Education environment, it can be used when working with tales. After telling the tale, children have to sequence the story. This thinking skill is a good tool to encourage thinking strategies.

5.5. MULTIPLE INTELLIGENCES

The Multiple Intelligences Theory is closely connected to the development of critical thinking.

Diversity in classroom is evident. Our pupils have different capacities and it is supported on the Multiple Intelligences theory, by Howard Gardner. Gardner (1987) contemplated that humans have different types of intelligence, and he defined intelligence as capacity. This theory set eight types of intelligence. The emotional intelligence from Goleman's studies is included within the intrapersonal and interpersonal intelligences in Gardner's theory. Emotional intelligence takes place in the way emotions affect the thinking process. Furthermore, emotions are involved when taking decisions.

Although all of us have all the intelligences, we have developed more ones than others. Thinking skills are related to Multiple Intelligences due to we can promote critical thinking working with all intelligences.

In the part below (template 4) it is established the relation between Multiple Intelligences and critical thinking based on the proposal:

Verbal-Linguistic Intelligence 	This intelligence is worked when using language to describe the processes of thinking and learning. It is also related to tales and storytelling.
Logical-Mathematical Intelligence 	This intelligence is worked when working with mathematical concepts such as weight or numbers
Musical Intelligence 	This intelligence is continuously used, with songs and with the musical concepts that we deal with.
Bodily-Kinesthetic Intelligence 	This intelligence is worked through song's and tale's dramatizations.
Visual-Spatial Intelligence 	This intelligence is worked when working with organization of thinking through graphic organizers.
Interpersonal Intelligence 	This intelligence is worked when working in group with classmates, sharing thinking and opinions and respecting each other.

Intrapersonal Intelligence 	This intelligence is worked when reflecting due to it is necessary to connect to our minds in order to develop thinking.
Naturalistic Intelligence 	This intelligence is worked through the topic: Spring, due to it is closely related to nature.

Template 4 *Multiple Intelligences in the development of critical thinking*

5.6. VYGOTSKY'S LANGUAGE ACQUISITION THEORY

Vygotsky's theories connecting language and thought are our starting point. Vygotsky (1979) claims that humans are, above all social beings. In this way, language and thinking is acquired through the interaction with the environment. People construct knowledge through this interaction.

In addition, Vygotsky (1978) supports that there are different structures which are necessary to produce messages verbally. If we do not have this interaction with the environment, we cannot develop these structures. There is a social language which allows people this relationship with the environment. There is also another language, private language that regulates processes of thinking. Furthermore, non-verbal language takes part too. The use of gestures allows establishing thinking relations and it is helpful to communicate with people.

Moreover, we work with constructivism theory by Vygotsky, in his work *Mind in society: the development of higher-psychological processes* (1978) in the way thinking routines and thinking skills use previous ideas to construct new thinking. Brainstorming is often used to connect previous knowledge with the new one. (Ritchhart et. al, 2011, p.14).

In the development of thinking, teacher has the role of the guide. One of the defining terms of constructivism theory is the Zone of Proximal Development. This means that the suggested activities must not be highly-difficult for students to avoid frustration, but neither too easy. Teacher has to facilitate knowledge. Applying this term to critical thinking,

thinking routines and thinking skills must be adapted to children's capacities and each situation, in order they are effective to reach the established goal. We want to create independent learners and it is a way to take the first steps.

5.7. AFFECTIVE FILTER

The affective filter theory contributes to our understanding of the different steps followed in the acquisition of a language. This theory supported on the need to create a comfortable environment in which children feel confident and secure provides basis to create the good environments for learning, at the same time links different intelligences sharing learning premises (González, 2020). We need to low the affective filter to promote learning. We can promote a playful methodology through games, and especially in Infant Education use the magic component to engage children to the topic, and let them be spontaneous. In Infant Education it is very important that children feel respect, confident and secure to participate in lessons and acquire the language. This alsooccurs with thinking. It is necessary to motivate students with the topics, make them feel curiosity to learn about the theme. They need to feel they have control on their learning. They need to feel respected to participate and not afraid from making mistakes. Mistakes are a motor of learning.

5.8. EXPERIENTIAL LEARNING

Kolb (2012) contemplate learning through experiences. Experiences should be the centre of the students' learning process. Experiences involve emotions, feelings, senses and cognition.

Carver (1996, pp.9-10) defines experiential learning as an education that makes students be conscious of their experiences integrating them in the curriculum. Experiences involve senses, emotions (e.g. pleasure, excitement, anxiety, empathy…), physical condition (e.g. energy level, strength, temperature…) and cognition (e.g. constructing knowledge, solving problems, establishing beliefs…)

Experiential learning activities are related to creativity, movement, social abilities, scientific investigation, etc. Art education is included in experiential learning. Music makes us feel emotions so it is closely related to experiences and learning through thinking.

Carver (1996) proposes four features to know if an activity is an experiential educative situation:

- Authenticity: the suggested activities are significant for students' life
- Active learning: students are highly-involved in the activity
- Drawing on students experience: with the suggested activities children interact with specific situations
- Providing mechanisms for connecting experience to future opportunity: children enhance habits, memory and knowledge to use it in future circumstances

5.9. CLIL METHODOLOGY

CLIL are the acronym of Content and Language Integrated Learning. This methodology is based in the use of a foreign language as a tool. This means that a certain subject is given in a foreign language, in this case, English. (Marsh, 2002, p.1)

In the following proposal some of the activities are dealt in English. Through music and storytelling we are promoting the acquisition of a foreign language working with this methodology. With this method we work with the communicative approach, which is what we want to get in our students: communication.

5.10. LINKING PEDAGOGIES: MONTESSORI AND REGGIO EMILIA

5.10.1. Montessori's pedagogy

Montessori's pedagogy is supported on the development of autonomy. In this methodology, they promote this autonomy by repetitive activities and establishing routines. In addition, they encourage children to be able to find creative solutions to problems, to develop critical thinking.

To a great extend, many of the suggested activities work with logical, which enhances also thinking. They work with the empathy too. Working with classmates and help them cause empathy and it is a useful way to develop critical thinking.

This pedagogy creates different new situations each day, which children have to face. New experiences make children questioning, and through questioning they learn how to develop thinking.

Providing these situations in our classroom and introducing some of this Montessori techniques, we contribute to develop thinking skills in our students. The development of critical thinking can help students not only academically, but also socially, emotionally and physically.

Montessori defends a sensorial education. In this way working with music contributes to senses, especially hearing education through rhythm. Montessori says that "The child's ear has recognized the fundamental sounds and initiated them into real music education".

5.10.2. Reggio Emilia

Reggio Emilia is a pedagogy which focuses the attention on students' learning. It is related to critical thinking in the way it defends the construction of thinking. Children develop their thinking through language. The way to work is through games, with a playful approach.

In addition, Reggio Emilia is very concern about art. It is supported in teaching learning to develop cognitive processes in children. Arts are used as tools to understand the thinking process. Vecchi (2013) claims that language goes further verbal language, and it includes the different means we use to express ourselves, including visual language, dramatization, non-verbal language, etc.

In Reggio Emilia, it is essential to create a good atmosphere in the classroom, which promotes the best situation for learning in which children can feel confident and develop learning through thinking.

According to Fernández and Feliu (2017, p.57), it is important to deal with projects in which children show interest so it is important to choose a topic they want to work or develop curiosity about the chosen topic. Teacher is not the person that transfers information to children. Teacher investigates about the topic, in the same way as kids do, but helping and guiding them in the process. Teacher is considered a guide who helps students to construct the knowledge.

Social relationships are important, so to share knowledge with classmates and work in groups is part of this pedagogy.

6. PROPOSAL

6.1. CONTEXT

The proposal is thought having in mind a classroom from a rural school, located in a village not too far away from a small town. It is a state one line school, with around 104 students.

The group in mind for my proposal corresponds to the first year of Infant Education. There are 12 students in the classroom who are 3 and 4 years old. There are different cultures in the classroom. Half of the students are from Morocco, while other student is from Romania, although he is completely integrated in the school. The difficulty most of students have is the production of Spanish language but all of them are able to understand and speak simple sentences. There are two cases of learning disability and other case of disruptive behaviour. While developing the proposal I would focus on these students especially in order they can be able to follow the activities and get the established objectives.

The proposal is related to the development of thinking skills, as it is the main topic in this essay. Infant Education is the stage in which thinking starts to be built so it is important to work with it to develop abilities of thinking in children. Making thinking visible is important for children to become critical thinkers.

The proposal is based on introducing thinking routines and thinking skills in Infant Education when working with art, especially music and literature. Music is taught through tales. The suggested activities are related to their environment, especially spring, which is the season we are now, due to it is important to have in mind the near context of students. Activities follow the requirements from the educative law Decreto 122/2007, that established the second cycle Infant Education in Castilla y León. Some of the activities are developed in Spanish and some other in English due to we work with both languages as a bilingual environment.

6.2. METHODOLOGY

To develop this proposal, I follow a constructivist approach, in which students are active learners and we contribute to a significant learning. New knowledge is related to the prior one to contribute to this significant learning.

Activities are based also in a playful methodology, with high participation of students. Most part of activities is thought to carry out with the whole group, sharing thoughts and ideas although I would encourage individual thinking previous to the sharing.

We also work with a CLIL methodology. There are activities in both languages, Spanish and English. When working with Easter we use English language due to Easter belongs to this culture. Nevertheless, there are storytelling and rhymes and songs also in this language. I am the person in charge of English too. I put on a crown in my head and I transform into 'Teacher'. Teacher only can speak English.

There are a variety of resources: songs, tales, videos, images, objects… that facilitate the use of thinking routines and skills to promote critical thinking. The final task is a dramatization that summarizes all aspects worked during the project. With the dramatization children identify a movement with a concept and they are implicated physically.

Teacher is always a guide in the activities and it is in charge of creating a good classroom environment in which children feel confident to participate and achieve the established goals.

6.3. KEY COMPETENCES

This proposal contributes to the development of basic competences in Infant Education students.

- Linguistic competence is worked through tales, with the communication of experiences and when sharing thinking. In addition, when working with music we contribute to this competence too due to music is a language and a way of expression.
- Mathematical and numerical thinking is worked with the musical eggs task when children count the beans and the rice; when working with weight in the same task and working with numbers through the tale *We're going on an egg hunt.*
- Exploration of physical and social world is worked with the topic: spring because it deals with their near environment; with social competences we work through the development of critical thinking due to we are creating future citizens.

- Self-knowledge and personal autonomy is worked including routines in the classroom, which are a way to regulate behaviour and develop autonomy in students
- Artistic competence is developed when working with music, pictures and important composers.
- Learning to learn competence is highly worked with thinking skills and routines. Through these strategies we are creating independent learners, who will be able to apply knowledge to every context and learn and think by themselves.

6.4. HOW TO ADAPT ROUTINES

As we are working with Infant Education, we can adapt these routines to the age and capacities of children, and to the context to make them effective to achieve the established goals.

The routine see-think-wonder is used as listen-think-wonder. I want to adapt this routine to music, so see becomes in listen. Children can reflect about a sound, piece of music or composition, song, etc.

Other routine that is adapted is CSI: Colour, Symbol, Image. Symbol can be eliminated for Infant Education kids because they do not distinguish this term and they can confuse it with image. So, we will work identifying a concept or a topic with a colour and a symbol.

In addition, some activities require identifying a concept only with a colour, or with a geometric form (circle or line for example).

We work with gestures associating them to some elements or ideas. Referring to non-verbal language these gestures would be illustrators, but they are helpful to make thinking visible.

The What Makes You Say That? routine is integrated when working with the other routines. To carry out the routines, teacher as a guide orients children with questions to reach the objectives. These questions help children to reflect and give reasons to develop thinking. This routine is used within the others in order to make the justifications.

6.5. ROUTINES AND ACTIVITIES

In the following section it will be exposed timing, visible thinking routines and thinking skills in connection with the suggested activities. The project is developed with much more detail in the appendix 1, with a template adapted from the British Curriculum Council.

6.5.1. Timing

There will be two lessons per week, on Tuesdays and Thursdays. The project starts 16th March and it finishes 8th April, making Easter activities coincide with Easter dates, and the beginning of Spring with the beginning of the project.

The timing for the lessons is the following one. Green days are those which correspond to the project lessons and red days correspond to holiday period.

MARCH 2021				
M	TU	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

APRIL 2021				
M	TU	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

6.5.2. Routines and activities

In lesson 1 there are two visible thinking routines included. The first routine children have to face to is explanation game. This routine is used to start the project. Teacher has a magic bag with a flower, a Sun, a bee, an umbrella and a butterfly. These elements refer to spring and children, encouraged by teacher's questions, have to make connections to guess the topic they are dealing with. They can help the reasoning with the routine What makes you say that*?*

The next routine is used in the next activity. This activity is closely-related to the previous one. Children listen to a musical piece, which is *Four Seasons: Spring* by Vivaldi, and they use the routine listen-think-wonder. They must listen to the composition and say what they listen, what the music transmits them. Then, they have to think about the music, why they think about it and finally, they need to make questions about the mentioned aspect. To give reasons they will use the routine What makes you say that? This information will be registered in a graphic organizer (see appendix 3).

After working with the song and a tale, they will focus on intensity of sound. Sometimes the music is *forte* and sometimes the music is *piano*. They will use an adaptation of CSI: Colour, Symbol, Image routine in the way they will identify a geometric form (a circle) with intensity. Teacher will show a big circle and a small circle, and she will ask children what would be better for *forte* sounds and what would be better for *piano* sounds, using What makes you say that? In addition, they will identify an image. There is a clap, or fingers hitting on the hand. Students will try to do both sounds, and depending in which sound louder, they will identify them also with *forte* and *piano*. Then, they will accompany the song using this code.

In lesson 2 children will use the routine Claim-Support-Question with an experiment. Based on the Spring elements from lesson one, here we focus on flowers. We want to investigate about what they need. For this reason, we are going to carry out this experiment. As Sun and rain are key weather elements in spring, these two are our variables. We will plant a seed in a cup. Some plants will be exposed to different variables, which are:

1) Sunlight and water
2) Sunlight but no water
3) No sunlight but water
4) No sunlight neither water

In the graphic organizer, children will register their hypothesis. They write their name in the correspondent place of the graphic organizer.

After doing it, 'Teacher' will tell them the tale *Jack and the beanstalk*. After the tale, they wonder if a bean grows without soil. We plant a bean in cotton and repeat the same procedure, with the same variables.

Conclusions cannot be extracted at this time because we need time to see results. Next day, after weekend, we will continue working on this experiment.

In lesson 3 children will check their hypothesis with evidences. They will see what had happened with the plants, and they make conclusion. What plants need? Plants need water, sun and soil; but also with the cotton the plant which has been exposed to Sun and water will grow. For this reason, the two essential needs for plants are sunlight and water. Using these conclusions we will learn a Spring rhyme, in which appear the elements which flowers

need to bloom (see rhyme in appendix 3). We will make a gesture to identify each element: making a circle for the Sun; hit the thumb on the hand for the rain and open hands for the flowers.

Then, based on Spring elements, we will focus on bees and insects. They will be introduced by a tale and robotics, but also with a musical tale. It is here when we will use as in lesson 1 an adaptation of CSI: Colour, Symbol, Image routine to identify long and short sounds with another geometric form (lines in this case). Teacher will show a long line and a short line, and she will ask children what would be better for long sounds and what would be better for short sounds, using What makes you say that? Then, they will follow the tale applying this code.

In lesson 4, which coincides with Easter holiday's Eve, we will celebrate Easter in relation with spring. The connection is that in Spring animals go out and flower and trees bloom. Easter represents the born of life with the eggs and Easter Bunny represents animals that come back or come out of their caves. Easter Bunny will bring a tale as a present, and a letter in which explains what he suggests to do to celebrate Easter (see appendix 3). In the bag there are several things. We will use the routine Explanation game to make relations about the objects and connect with the current topic: Easter. The routine What makes you say that? is also utilized as an aid with the reasoning.

In lesson 5, children come back school after Easter holidays. They will tell their holiday's experience to classmates, highlighting the most relevant moments. Then, they must draw a picture about this experience. The routine used here is Headline, which used to summarize.

In addition, we link Easter Bunny to hares which also in spring come out from their dens. We will work through a musical tale: *The hare and the tortoise*, the musical concepts fast and slow. This tale is an adaptation of the classic fable. To work with these concepts we will use an adaptation of CSI: Colour, Symbol and Image routine. Children will identify the hare with a colour and a tortoise with another colour. Teacher will also use What make you say that? to justify the choice. Then, we will work with the tale and the concepts based on this colour code.

Lesson 6 is the last lesson and it is the lesson in which the final task takes place. To summarize the topic: Spring, they will use again the routine CSI: Colour, Symbol and

Image. They will think about a Colour and an Image that represent Spring, and they will help their justification with the What makes you say that? routine.
The final task is a dramatization the acquire knowledge. With a mediator, children will help the teacher to create the 'Spring' tale. Then, they will identify each element to a gesture and they will dramatize the story. They will base the dramatization in the music *The flowers Waltz*, by Tchaikovsky.

6.5.3. Skills and activities

Along this essay I have highlighted three thinking skills. In this proposal this three skills are included in certain activities, which will be explained in the paragraph below.

In lesson 1, after using the listen-think-wonder routine, children will listen to a tale in which it relates the spring elements to the music (see appendix 3). After the tale, they will work with the thinking skill Sequencing and they have to put in order the spring elements that appear in the tale.

In lesson 4, after listening to the tale *We're going on an Egg Hunt* that brings Easter Bunny, children will create musical eggs to accompany the song that appears in the story.

Some of the eggs will be filled with beans; although other will be filled with rice. Eggs will sound different so first they have to group eggs with the same sound, carrying out a sensorial activity.

Then, we will work through the thinking skill Compare-contrast. Children will set the similarities and differences of the eggs and register in the correspondent graphic organizer (see appendix 3).

The other thinking skill they face to is Whole-part. This routine will be carried out in the last lesson. When they have completed the tale, they will focus on the elements. Teacher will ask them what happens if the element does not exit, one by one. Children will realize that all elements are necessary to Spring (the whole).

6.6. OBJECTIVES

The objectives that are intended to be achieved to this proposal are:

Self-knowledge and personal autonomy

- To develop autonomy and thinking processes

Knowledge and understanding of the world:

- To identify changes in the environment
- To recognize and value the elements and living beings related to spring

Languages: communication and representation

- To use language to communicate experiences and thoughts
- To show pleasure when listening to stories
- To understand and respond, verbally and non-verbally, to foreign language tales, songs, rhymes
- To distinguish qualities of sound
- To express themselves using body

Related to the development of critical thinking

- To familiarize with thinking routines and skills
- To make connections and justifications in reasoning

6.7. EXPECTATIONS

Following the main lines of attention and inclusion, this proposal is developed following three levels of expectations. Approximately the first level (all children must) would be 10% of students; the second level (most of the children should) would be 70% of students; and the third level (some of the children could) would be 20% of children. The established expectations for this proposal are the following ones.

All children must

- Participate in activities
- Identify the main aspects related to Spring
- Distinguish basic properties of music
- Follow the English activities

Most of the children should

- Follow the instructions in activities

- Recognise the importance of plants and animals in Spring
- Distinguish qualities of sound and follow rhythm
- Respond to English with non-verbal language
- Answer the suggested questions

Some of the children could

- Follow the instructions in activities and help other classmates
- Understand and recognise the elements in the seasonal change: Spring
- Establish relations between elements in Spring
- Relate musical concepts with the topic Spring and follow the rhythm with accuracy
- Produce some words in English
- Answer the suggested questions and transmit others' answers

7. CONCLUSIONS

Throughout the development of this project, I have realized that critical thinking needs to take place in classrooms, and I have also extracted some clear impressions.

Critical thinking can be introduced since Infant Education, working with any topic. The important aspect is to adapt the activities and the techniques used to children's abilities and capacities.

The fulfillment of this work made me investigate about this topic and thanks to this investigation, I am familiar with this issue and I could find out a way to include routines and skills to develop visible thinking to set the basis of critical thinking in Infant Education.

I have followed the appropriate methodologies to work in early ages so activities are developed in a playful way. As music is my passion, I transmitted it to students and they love music. For this reason, I decided working through this area. Furthermore, as I am an English Teacher, I included English activities in connection with the topic, following a CLIL methodology, as it is exposed during the project.

Results of the performed proposal were quite good. At the beginning it was hard to introduce the routines and skills, but they get used to them quickly, and when they become familiar with them, they love to participate in it. Answers are the suitable ones for children who are 3 or 4 years old, although if I guided the questions in the correct way, they were able to give quite accurate answers.

In future proposals, I suggest an evolution in routines. This is a first approach to visible thinking routines and thinking skills. However, continuing working with them, children will be able to use them automatically, with total autonomy. At this point, it is necessary to evolve the routine in order children can progress in the process of becoming critical thinkers.

To sum up, creating critical thinkers is a necessity. We need to form future citizens, able to participate in society and to reflect about their acts. This project sets the basis to achieve it.

Finally, I would like to talk about my feelings during the development of this work. I felt confused at the beginning. I do not have so much idea about the topic and it was challenging to include it in early childhood education. Nevertheless, when I searched for information, I had clearer thoughts. At this point, I consider working with what I really like, that it is music, and the final result is captured in this document. Although hard moments have taken place, I am happy with the work done.

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9. APPENDIX

9.1. APPENDIX 1: DEVELOPED UNIT

About the project: SPRING

These lessons fit inside the project: Spring. It coincides with the beginning of this season and also with Easter. For this reason, we connect Spring with Easter in the way Easter means the born of life, and in Spring animals appear again and flowers start to bloom.

Through this proposed activities the main goal is to work with spring contents through music and tales, including visible thinking routines and thinking skills in order to develop critical thinking in students.

Prior Learning	Language used in the unit	Important Resources
Children know the established routines for the class development. They have studied in the previous project the winter so it is a link to the following season that we are dealing with in this project: spring They already know about how to behave when go for a walk out of school and how to work in the different corners.	Words related to the topic The specific words to name the used routines and skills to develop thinking	Graphic organizers Tales Musical instruments Visual supports

Expectations

At the end of this project all the children must	• Participate in activities • Identify the main aspects related to Spring • Distinguish basic properties of music • Follow the English activities
At the end of this project most of the children should	• Follow the instructions in activities • Recognise the importance of plants and animals in Spring • Distinguish qualities of sound and follow rhythm • Respond to English with non-verbal language • Answer the suggested questions
At the end of this project some of the children could	• Follow the instructions in activities and help other classmates • Understand and recognise the elements in the seasonal change: Spring • Establish relations between elements in Spring • Relate musical concepts with the topic Spring and follow the rhythm with accuracy • Produce some words in English • Answer the suggested questions and transmit others' answers

Lessons Overview

Lesson	Learning goals	Learning outcomes	Main activity	Assessment criteria
1	• Make connections among elements about the same topic • Appreciate changes in the environment • Follow a story • Discover properties of sound	• Recognise Spring elements and its relation • Identify changes in connection to Spring season • Sequence a story • Distinguish between *forte* and *piano*	Llegó la Primavera	• Identify the seasonal change • Apply the visible thinking routines • Apply the sequencing thinking skill • Use body to express themselves musically
2	• Identify some elements of the seasonal change • Apply some steps of the visible thinking routines • Sequence the story with help • Follow a song with body	• Establish hypothesis • Underlain main ideas in the story	¿Qué necesitan las plantas para crecer?	• Apply the claim-support-question thinking routine • Demonstrate understanding in a story interacting with non-verbal language
3	• Carry out an experiment • Participate physically in rhymes	• Conclude supporting on evidences • Relate words to a gesture in a rhyme	Cuento musical *La abeja: sonidos largos y sonidos cortos*	• Conclude supporting on evidences • Relate words to a gesture in a rhyme • Underline insects functions • Distinguish between long and short sounds

4	• Participate in the culture of other countries • Follow language plenty of rhythm and rhyme	• Prepare Easter party • Demonstrate understanding when working with songs and follow them	Tale *We're going on an Egg Hunt*	• Identify main features related to Easter • Produce words in a song in a foreign language • Apply the thinking skill compare-contrast
5	• Use language as a communication tool • Get familiar to animals' characteristics • Identify speed in music	• Tell a experience • Recognise characteristic in hares and tortoise: fast and slow • Recognise and produce fast and slow sounds	Cuento musical: *La liebre y la Tortuga*	• Summarize a experience • Identify animals with a colour applying a thinking routine • Reproduce rhythm aspects: slow and fast
6	• Use the body as a tool of expression • Appreciate nature elements • Use acquired knowledge to sum up the project	• Dramatize a story • Explain the importance of elements in nature • Apply knowledge to a story	Dramatización de la Primavera (tarea final)	• Dramatize a tale following the movements • Sum up a topic identifying with a colour and an image • Justify elements that appear in Spring

Lesson 1

Learning objectives	Learning outcomes	Evidence for Assessment
• Make connections among elements about the same topic • Appreciate changes in the environment • Follow a story • Discover properties of sound	• Recognise Spring elements and its relation • Identify changes in connection to Spring season • Sequence a story • Distinguish between *forte* and *piano*	Systematic observation template

Discourse/Text targeted	Language targeted- Non-verbal L Targeted
¡Descubrimos el nuevo proyecto! Mirad qué cosas hay en el saco musical··· ¿Qué es esto? Una flor, ¡perfecto! (Lo mismo con todos los elementos) ¿Sobre qué creéis que podemos estar hablando con estas cosas? A ver··· ¿cuándo salen las flores?; ¿el sol qué puede significar?... ¡Muy bien! Sobre la Primavera ¡genial!	Use of emblems, illustrator, intonation, eye contact···

Llegó la Primavera Vamos a escuchar una música sobre la Primavera. Vamos a usar la rutina escucho-pienso-me pregunto. Veréis cómo funciona. (Se pone la música) ¿Qué escucháis? ¿Qué os sugiere lo que habéis escuchado? Muy bien, lluvia, y por qué dices que lluvia? ¿Suena más fuerte?.¡Genial! ¿Y por qué piensas en la lluvia? ¿Más ideas? (Lo mismo con otras ideas) Pues ahora, vamos a comprobarlo escuchando nuestra historia musical *La Primavera ya llegó.* Vamos a secuenciar la historia. En la historia aparecen estos elementos: sol, flores, mariposa, cascada, tormenta y pájaros. Vamos a ordenarlos según aparecían en la historia. ***Forte/piano*** Habéis dicho que a veces sonaba más fuerte la música. Así que··· a veces la música es más suave y otras más fuerte, ¿no? Pues vamos a tocar la canción, dependiendo si es más fuerte o más	

suave. Mirad lo que tengo. ¿Qué es esto? Círculos, genial. ¿Son iguales? Muy bien, uno más grande y otro más pequeño. El grande para qué lo podemos usar, para música *forte* que es cuando suena fuerte, o para cuando la música es *piano*, que es cuando suena suave? Muy bien, pues vamos a identificar el pequeño con *piano* y el grande con *forte*. Ahora vamos a hacer una cosa. Vamos a dar palmas. Muy bien. Ahora vamos a tocar con dos dedos en nuestra mano. Perfecto. ¿Cuál suena más fuerte? Los aplausos, claro. Pues vamos a identificar *forte*con círculo grande y aplauso; y *piano* con círculo pequeño y golpe de dedos. ¡Preparados, listos, música!	

Outline of leading activities

- ¡Descubrimos el nuevo proyecto!
- Llegó la Primavera
- *Forte/piano*

	Timing	Grouping	Pupils	Teacher	Resources
Classroom Management	5’	Wholegroup	Establish connections among the items answering teacher’s questions	Show items to children and guide questions to make connections	Bag, flower, bee, butterfly, Sun, umbrella, graphic organizer
	20’	Whole group	Listen to music *Four seasons: Spring* by Vivaldi. Follow the steps of the routine listen-think-wonder. Listen to the tale and sequence the elements	Guide kids with questions	Computer, speakers, projector, cards, graphic organizers
	5’	Whole group	Clap if the sound is *forte*; hit with fingers if the sound is *piano*	Guide the activity	Computer, speakers, projector, big circle, small circle

Assessment Criteria

All children must be able to	**Most of the children will be able to**	**Some of the children could**

• Identify some elements of the seasonal change • Apply some steps of the visible thinking routines • Sequence the story with help • Follow a song with body	• Identify the seasonal change • Apply the visible thinking routines • Apply the sequencing thinking skill • Use body to express themselves musically	• Identify seasonal changes and add new elements • Apply the visible thinking routines highly-reasoned • Apply the sequencing thinking skill and help classmates • Use body to express themselves musically with accuracy

Lesson 2

Learning objectives	Learning outcomes	Evidence for Assessment
• Carry out an experiment • Follow a story	• Establish hypothesis • Underlain main ideas in the story	Systematic observation template

Discourse/Text targeted	Language targeted- Non-verbal L Targeted
¿Qué necesitan las plantas para crecer? Hemos descubierto que en primavera crecen las plantas, pero, ¿cómo crecen? ¿Qué elementos del tiempo son característicos en primavera? Muy bien, sol y lluvia. ¿Necesitarán sol? ¿Necesitarán agua? ¿Las dos cosas? Y ¿dónde crecen? ¿Quién se ha fijado? ¡Muy bien, en la tierra!	Use of emblems, illustrators, intonation, eye contact…

Vamos a crear nuestras hipótesis. ¿Quién piensa que sol? (se va anotando en el organizador gráfico). Vamos a plantar una semilla. Tenemos que dejarla unos días para ver si crece. A esta planta la vamos a poner sol, pero agua no. A esta planta agua, pero sol no. A esta ninguna de las dos cosas; y a esta otra agua y luz del sol. A verquépasará… ***Jack and the beanstalk*** Me ha dicho la 'Teacher' que la han regalado un cuento de una semilla mágica. ¿Queréis que os lo cuente? Vamos a llamarla 'Teacheeeer, teacheeer' Hellokids! What's today in my magic box? Let's open it! Open, open, open… Oh, a tale! Jack and the beanstalk Are you ready? Look, this is Jack. Is he big or small? Oh, yes small! So hit your finger! *Piano*…. Fantastic!	

And look. This is the giant. Is he big or small? Oh, yes big! Clap your hands! *Forte*···fantastic! You know··· If Jack appears···*piano* If the giant appears···*forte* Let's start the story! (Storytelling) Now, it is time to finish. Bye-bye! **Plantamos la semilla mágica** ¿Qué ha pasado en el cuento que os ha contado la 'teacher'? ¿Tiró una semilla por ahí y creció? ¿Y vosotros creéis que crecerá en algo que no sea tierra? ¿Qué podemos usar para plantar parecido a una nube? A ver, que tengo algo por aquí···. ¡algodón, muy bien! Vamos a registrar nuestras hipótesis. ¿Creéis que saldrá la alubia en algodón? Vamos a plantarlas, y veremos. Igual que antes: 1. Sin sol y sin agua 2. Con sol y sin agua 3. Sin sol y con agua	

4. Con sol y con agua ¡A esperar qué pasa!	

Outline of leadingactivities

- ¿Qué necesitan las plantas para crecer?
- *Jack and the beanstalk*
- Plantamos la semillamágica

Classroom Management

Timing	Grouping	Pupils	Teacher	Resources
20’	Individual	Establish hypothesis of how plants and flowers bloom and carry out the experiment	Guide the activity	cups, seeds, soil, droppers, variables cards, graphic organizer
10’	Whole group	Listen to the story interacting with *forte* and *piano*	Tell the story. Invite children to participate	Tale *Jack and the beanstalk*¸ tambourine
5’	Whole group	Plant the bean in cotton	Guide the activity	Cup, cotton, beans

Assessment Criteria		
All children must be able to • Apply some of the steps in the routine claim-support-question • Demonstrate pleasure when listen to the story	**Most of the children will be able to** • Apply the claim-support-question thinking routine • Demonstrate understanding in a story interacting with non-verbal language	**Some of the children could** • Apply the claim-support-question routine and help other classmates • Demonstrate understanding in a story interacting with verbal and non-verbal language

Lesson 3

Learning objectives	Learning outcomes	Evidence for Assessment
• Carry out an experiment • Participate physically in rhymes • Show interest in insects and its benefits • Identify duration in sounds	• Conclude supporting on evidences • Relate words to a gesture in a rhyme • Underline insects functions • Distinguish between long and short sounds	Systematic observation template

Discourse/Text targeted	Language targeted- Non-verbal L Targeted
Resultados del experimento Mirad, mirad. Vamos a mirar qué plantas han salido. 1. Tierra-agua-sol- SÍ 2. Tierra-sol- NO	Use of emblems, illustrators, intonation, eye contact…

3. Tierra-agua- NO 4. Tierra- NO 5. Algodón-agua-sol-SÍ 6. Algodón-sol-NO 7. Algodón-agua-NO 8. Algodón-NO La tierra no es necesaria. Crecen también en algodón, muy bien. ¿Y qué es lo que necesitan sí o sí? SOL y AGUA. Muy bien. Por eso llueve en primavera, y hace sol, y el tiempo es cambiante y hace que salgan las flores. Vamos a apuntarlo en nuestro organizador gráfico. **Spring rhyme** Vamos a aprender una canción con los elementos que necesitan las flores. Sun, making a circle Rain, hit the thumb in the hand Flowers- open the hand Ready? (seerhyme in appendix) **Los insectos y sus funciones**	

¿Os acordáis que aparecían insectos en primavera? Muy bien, vimos la abeja y la mariposa. Mirad qué cuento tenemos aquí. ¿Queréis ver qué insectos aparecen en primavera y para qué sirven? Porque los insectos son muy buenos, veréis veréis… El primer insecto es la abeja. Las abejas cogen el polen que es esto de aquí amarillo y lo llevan a otro lado para que crezca otra planta. ¿Queréis saber más sobre los insectos? (Se cuenta el cuento con los demás insectos y sus funciones. Genial, ahora sacamos a nuestra amiga la abeja Bee-bot. Tenemos los insectos y su función. Tenemos que ir de una a otra. Si soy la hormiga, ¿dónde iré? ¡Muy bien, a la tierra! Vamos a contar cuántos cuadrados tenemos que mover. Uno, dos, tres, ¡Perfecto! (Así hasta que participen todos y todas) **Cuento musical *La abeja: sonidos largos y cortos*** Pues ahora, mirad que cuento musical tenemos. ¿Quién será la protagonista? La abeja, genial! Mirad, la abeja va zumbando. ¿Cómo hace la abeja? Bzzzzz muy bien, así. Pero cuando la abeja come mucho polen, le entra hipo, ¿y sabéis cómo hace? Bz- bz- bz.	

Ese sonido cómo es, ¿largo o corto? Muy bien, con el hipo corto. ¿Y cuándo va zumbando normal? Largo, perfecto. Mirad que tiras tengo. ¿Esta tira cómo es? Larga, y ¿para qué sonido será? Para el largo, muy bien. Y la corta, para el corto. Cuando aparezcan esas tiras lo identificamos con el zumbido de la abeja. Vamos a practicar: (se enseñan las tiras) bz-bz-bz; bzzzzzzz. Muy bien, pues me tenéis que ayudar a contar el cuento. Y mirad estos instrumentos. ¿Esto qué es? Campana, genial, ¿cómo suena? ¿Largo o corto? Muy bien, largo. Y estas son claves. A ver cómo suenan···¡corto! ¿Preparados para el cuento? Se cuenta el cuento con la interacción	

Outline of leading activities

- Resultados del experimento
- Spring rhyme
- Los insectos y sus funciones
- Cuento musical *La abeja: sonidos largos y cortos*

	Timing	Grouping	Pupils	Teacher	Resources

10’	Whole group	Make conclusions about the experiment supported in evidences	Guide the activity	Plants, graphic organizer
3’	Whole group	Say the Spring rhyme	Introduce the Spring rhyme as conclusions	
15’	Whole group	Interact with the tale. Use the bee-bot	Tell the story. Guide the activity	*La abeja trabajadora, Bee-Bot,* arrowscards, flashcards
10’	Wholegroup	Interact with the tale with long and short sounds	Tell the story and guide the interaction	*La abeja: sonidos largos y cortos*, línea larga, línea corta, campanas y claves

Assessment Criteria

All children must be able to	**Most of the children will be able to**	**Some of the children could**
• Extract a conclusion • Show pleasure when listening to a rhyme	• Register conclusion about a experiment • Participate in the rhyme	• Register conclusions about an experiment and wonder about it • Participate in the rhyme with verbal

• Identify some insects • Produce long and short sounds	• Value insects in environment • Produce long and short sounds when correspond	and start to produce words • Value insects and tell its function • Produce long and short sounds and make connections

Lesson 4

Learning objectives	Learning outcomes	Evidence for Assessment
• Participate in the culture of other countries • Follow language plenty of rhythm and rhyme	• Prepare Easter party • Demonstrate understanding when working with songs and follow them	Systematic observation template

Discourse/Text targeted	Language targeted- Non-verbal L Targeted
Easter Mirad, ha llegado una carta, y nos han dejado esto en clase. Primero nos dice: estas cosas están relacionadas con una fiesta, ¿qué creéis que puede ser? A ver, tenemos··· un conejo, unos huevos de chocolate, un cuento, ¿qué aparece en el cuento? Un conejo también, unos huevos, ¿son blancos? Ah, no, ¡de colores! Una cesta··· ¿qué puede significar? Ahh! así que has comido huevos en Semana Santa. A ver qué nos dice la carta. ¡Nos dice que es para celebrar	Use of emblems, illustrators, intonation, eye contact···

Easter! ¡Estamos de celebración! Nos dice que tenemos que leer el cuento, y encontrar huevos de chocolate. Y hay una canción en el cuento, que podemos acompañar haciendo nuestros propios huevos musicales. ¿Qué os parece? ¡Manos a la obra! **Easter tale: *We're goingonanEggHunt*** Como Easter es una fiesta inglesa, y el cuento está en inglés, vamos a llamar a la teacher para que nos lo cuente. 'Teacheeeer', 'teacheeeer'! Hello kids! Oh, a new tale *We're going on an Egg Hunt* Are you ready? (Tell the story) Oh, good story! Then we sing the song with musical eggs! **Huevos musicales** ¿Qué os parece si acompañamos nuestra canción de We're goingonanegghunt… con huevos musicales? Aquí tenemos estos huevos ¿Qué podemos hacer para que suenen? Genial, meter arroz. ¿Y qué otra cosa podemos meter? Lo hemos	

plantado··· alubias!Muy bien! Unos niños y niñas meterán arroz y otros niños y niñas meterán alubias. Pues vamos a contar arroz/ alubias y lo metemos de 10 en 10. 1,2,3,4,5,6,7,8,9,10. Genial. Otros 10: 1,2.3... (Así varias veces) Genial, ya tenemos nuestros huevos. Todos los huevos al medio. ¿Suenan igual? No. No es lo mismo el arroz que las alubias. Primero, vamos a agrupar a este lado los que tienen arroz, y a este lado los que tienen alubias. ¿Por qué los distinguimos? Por el sonido, muy bien. Vamos a comparar los huevos. ¿En qué se parecen? Muy bien, vamos a apuntarlo ¿Y en qué se diferencian? Genial, vamos a apuntarlo también.	

Pues ya estamos listos para acompañar la canción We’re going on an egg hunt We’re going to find them all We’re really excited Hooray for Easter Day!	

Outline of leading activities

- Easter
- Easter tale: *We’re going on an Egg Hunt*
- Huevos musicales

Classroom Management

Timing	Grouping	Pupils	Teacher	Resources
5’	Whole group	Establish connections among the Easter elements to discover what is it, answering questions	Make questions to get connections	Bag, Easter bunny, tale, chocolate eggs,
10’	Whole group	Listen to the storytelling. Interact with the song	Tell the story	Tale *We’re going on an egg hunt*
20’	Whole group	Put beans or rice in the egg. Identify the sound. Compare and contrast	Guide the activity	Kinder plastic egg, beans, rice,

					graphic organizer

Assessment Criteria

All children must be able to	**Most of the children will be able to**	**Some of the children could**
• Show interest for other culture • Hum when follow a song • Apply some stages of the thinking skill compare-contrast with help	• Identify main features related to Easter • Produce words in a song in a foreign language • Apply the thinking skill compare-contrast	• Identify features related to Easter and distinguish from its culture • Follow the some with words and intonation • Apply the thinking skill compare-contrast and help classmates

Lesson 5

Learning objectives	Learning outcomes	Evidence for Assessment
• Use language as a communication tool • Get familiar to animals' characteristics • Identify speed in music	• Tell a experience • Recognise characteristic in hares and tortoise: fast and slow • Recognise and produce fast and slow sounds	Systematic observation template

Discourse/Text targeted	Language targeted- Non-verbal L Targeted
Easterholidays La pelota preguntona quiere saber qué habéis hecho en vacaciones	Use of emblems, illustrators, intonation, eye contact…

de Easter. Tenéis que decir lo más importante, para vosotros. Muy bien. Ahora, vais a hacer un dibujo sobre vuestras vacaciones, sobre aquello que nos habéis contado. **Cuento musical *La liebre y la tortuga*** ¿Qué animal vino en Easter, y que es representativo? Muy bien, el conejo. En primavera empiezan a salir muchos animales de sus madrigueras. Y uno de ellos es el conejo. Vamos a ver un cuento musical sobre una liebre y una tortuga. La liebre cómo pensáis que corre, ¿rápido o despacio? ¿y la tortuga?. Muy bien, cuando hablemos de la liebre hacemos el gesto de ir rápido (agitar brazos) ; si hablamos de la tortuga lento (subir y bajar mano) Vamos a pensar un color para identificar a la liebre y otro color para identificar a la tortuga. ¿Qué color ponemos a la liebre? Azul, vale, ¿Por qué? Ah, muy bien, os habéis fijado en el pantalón. ¿Qué color ponemos a la tortuga? Verde, ¿por qué? Porque la tortuga es verde, fantástico.	

(Se cuenta el cuento con la interacción)	

Outline of leading activities

- Easterholidays
- Cuento musical *La liebre y la tortuga*

Classroom Management

Timing	Grouping	Pupils	Teacher	Resources
15'	Individual	Tell the classmates the most relevant aspects of the Easter holidays. Draw a summary of the holidays in a picture	Make questions about holidays	Easter framework sheet
10'	Whole group	Interact with the tale	Tell the story. Make children interact	Cuento *La liebre y la tortuga;* tambourine, crayons

Assessment Criteria

All children must be able to	**Most of the children will be able to**	**Some of the children could**
• Name some moments in a experience • Identify an animal and a colour following classmates • Identify a slow and fast sound	• Summarize a experience • Identify animals with a colour applying a thinking routine • Reproduce rhythm aspects: slow and fast	• Summarize a experience and explain with detail • Identify animals with a colour applying CSI and give reasons • Produce rhythm aspects: slow and fast with accuracy

Lesson 6

Learning objectives	Learning outcomes	Evidence for Assessment
• Use the body as a tool of expression • Appreciate nature elements • Use acquired knowledge to sum up the project	• Dramatize a story • Explain the importance of elements in nature • Apply knowledge to a story	Systematic observation template

Discourse/Text targeted	Language targeted- Non-verbal L Targeted
Spring dramatization Mirad chicos, tenemos un cuento para repasar todo lo que hemos visto. Se llama el despertar de la primavera. Me tenéis que ayudar a contarlo. En Primavera, ¿qué empieza a salir más?, que hace que haga mejor tiempo··· muy bien, el sol (illustrator: make a circle). Y qué pasa a veces, en el tiempo también? Que llueve, muy bien (illustrator: thumb in thehand). ¿Y qué empiezan a salir? (illustrator: open hands) ¡Las flores, perfecto! ¿A quién le gustan mucho las flores que se alimentan de ellas? Las abejas, genial. Y qué sonido hacían? (Largo-corto) Que más animals salen?¿Quién está aquí volando? Muy bien, los pájaros. ¿Y qué animales salen de sus madrigueras, que le gusta	Use of emblems, illustrators, intonation, eye contact···

mucho Easter? Genial, los conejos. ¿Y cómo va el conejo? Rápido, muy bien. Pues vamos a pensar un Color y una imagen para referirnos a la primavera. ¿Qué color queréis? Verde, ¿Por qué? Porque el campo se pone verde, muy bien, vale. ¿Y qué imagen es más característica? Vale, perfecto, las flores. Ahora vamos a utilizar la destreza de pensamiento parte-todo. Todos estos elementos hacen el todo. Vamos a pensar qué pasaría si no existiesen. • ¿Qué pasaría si no hubiera sol? • ¿Qué pasaría si no lloviera? • Qué pasaría si no hubiera flores? • ¿Qué pasaría si no hubiera abejas? (Lo mismo con todos los elementos Entonces, todos los elementos son necesarios para que podamos tener primavera. Ahora, vamos a hacer una dramatización de nuestra historia de la Primavera.	

Y por último, la hacemos con música. Esta música es el *Vals de las flores*, de Tchaikovsky.	

Outline of leadingactivities

- Spring dramatization (final task)

	Timing	Grouping	Pupils	Teacher	Resources
Classroom Management	30’	Whole group	Participate in the activity, answering questions and making connections	Guide the activity, asking questions	Tale display, elements for the tale , computer, speakers, projector

Assessment Criteria

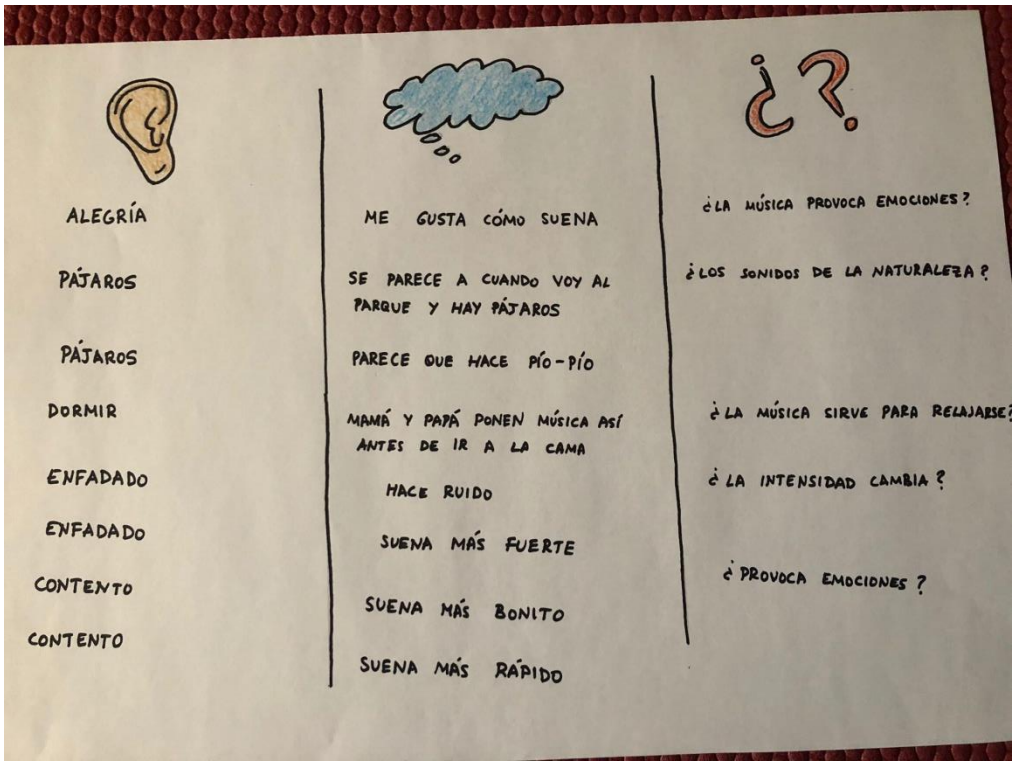
All children must be able to	**Most of the children will be able to**	**Some of the children could**
• Dramatize a tale following a model • Sum up a topic with help using colour and image routine • Value some characteristic elements in Spring	• Dramatize a tale following the movements • Sum up a topic identifying with a colour and an image • Justify elements that appear in Spring	• Dramatize a tale following the movements and suggest new ones • Sum up the topic identifying with a colour, image and suggest a symbol • Justify elements that appear in Spring and make connections

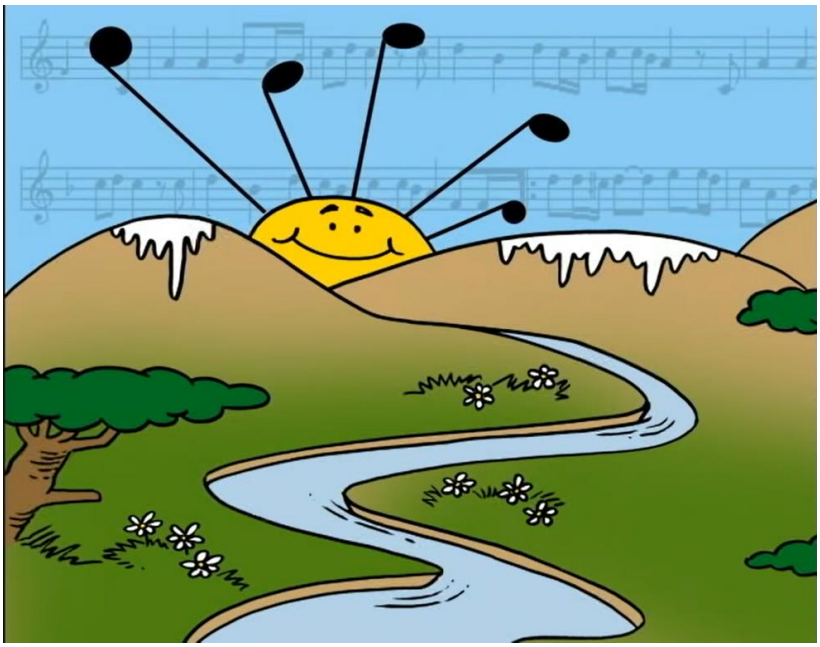
9.2. APPENDIX 2: SYSTEMATIC OBSERVATION TEMPLATE

SPRING: DEVELOPING THINKING SKILLS STUDENT NAME:		Notachieved	In process	Achieved
Show interest and participate in activities				
Identify seasonal change and main elements in Spring and it relation with Easter				
Recognize sound qualities: intensity, duration and speed				
Follow rhythm with the body				
Use the body to express and dramatize				
Communicate a experience using appropriated vocabulary				
VISIBLE THINKING ROUTINES	Apply the explanation game routine.			
	Apply the listen-think-wonder routine			
	Apply the Claim-Support-Question routine			
	ApplytheHeadlinesroutine			
	Apply the CSI: Colour, Symbol, Image routine			
	Apply the What makes you say that? routine			
THINKING SKILLS	Applythesequencingskill			
	Apply the compare-contrast skill			
	Apply the whole-part skill			
COMMENTS				

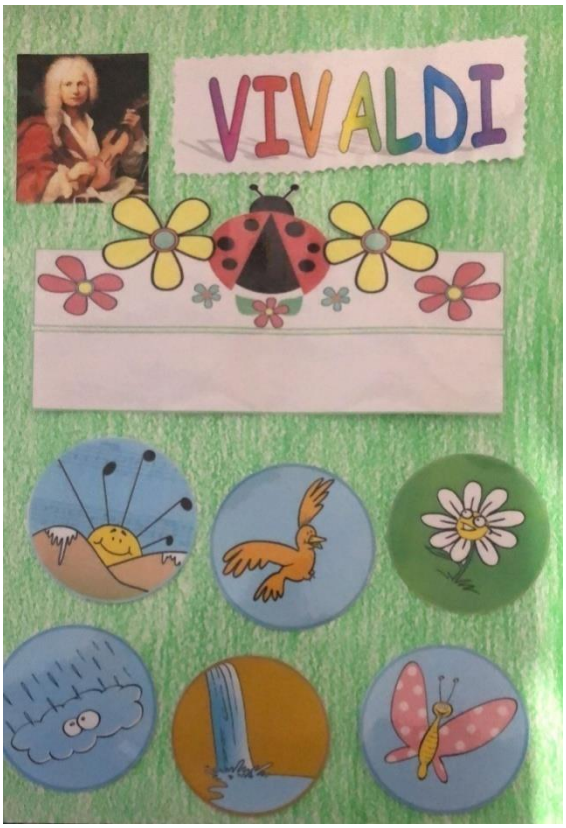
9.3. APPENDIX 3: RESOURCES FOR THE PROJECT

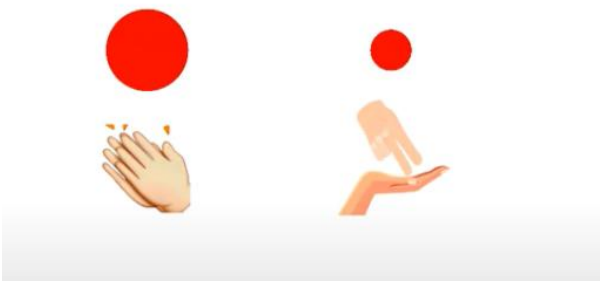
Lesson 1





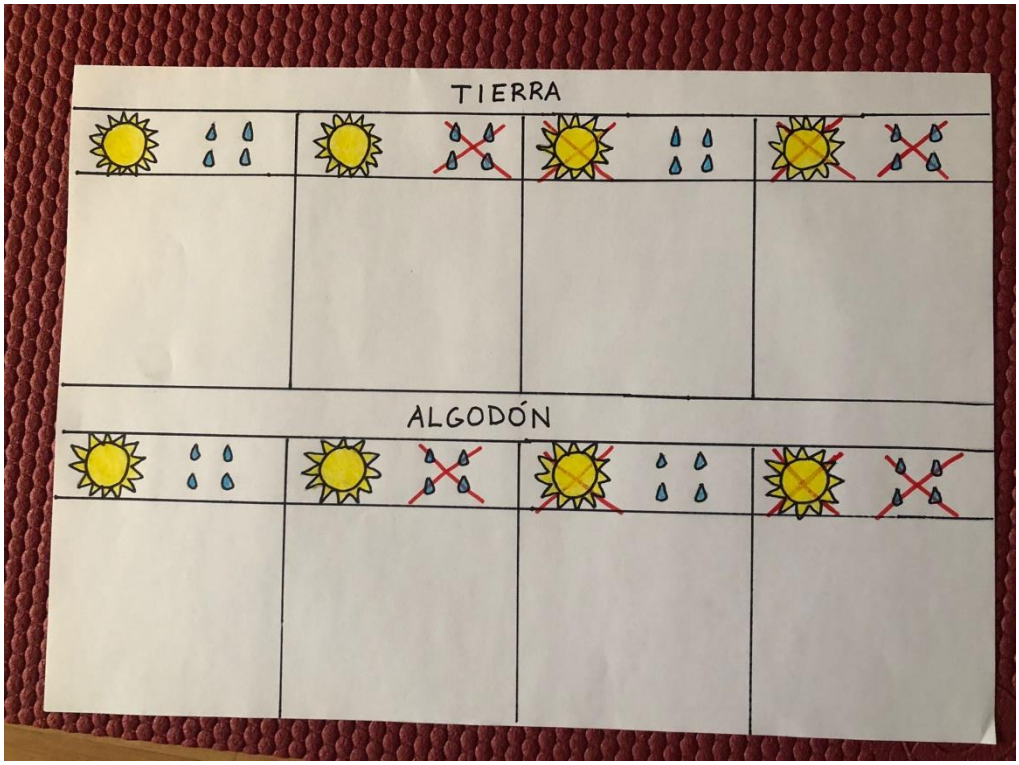
Llegó la Primavera

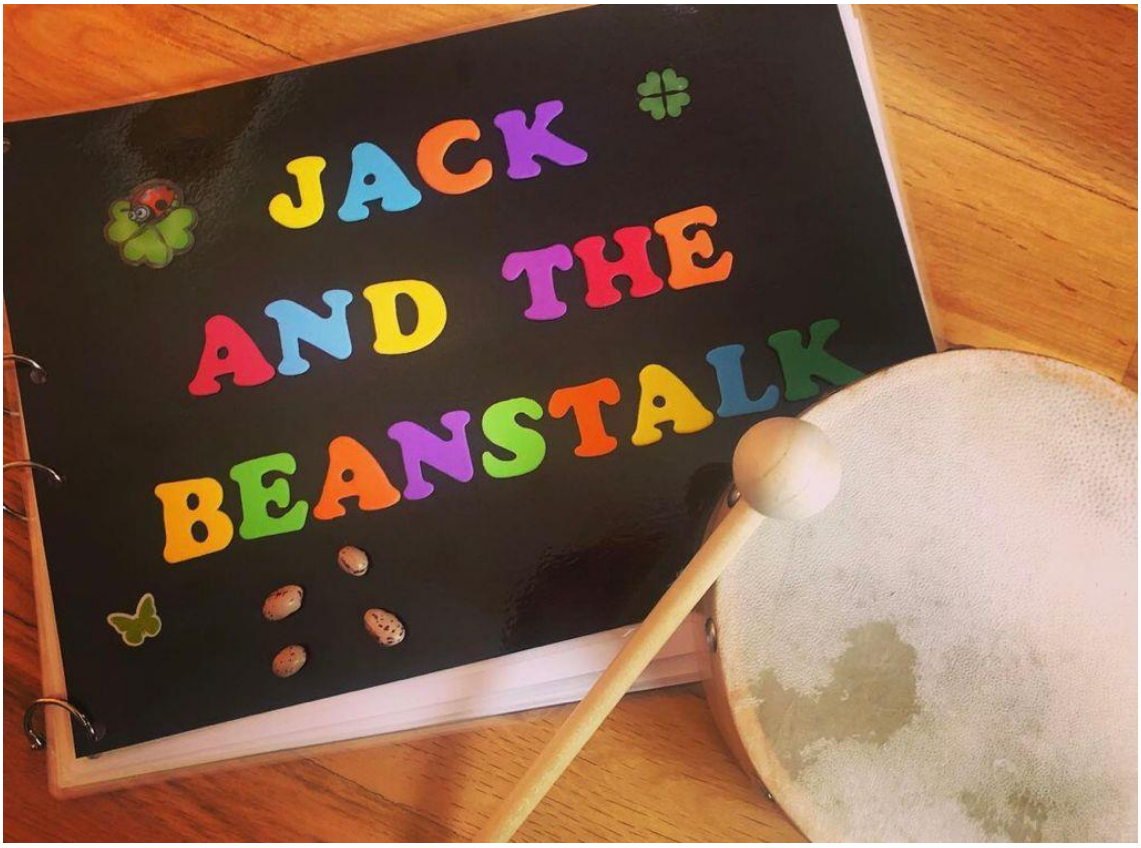




Ritmograma La Primavera forte/piano

Lesson 2



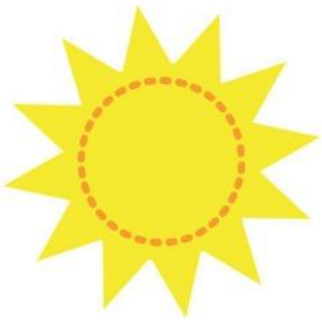


Lesson 3

Spring Song

Tune: The Farmer in the Dell

The sun is shining bright
The sun is shining bright,
Oh how I love the warmth,
The sun is shining bright

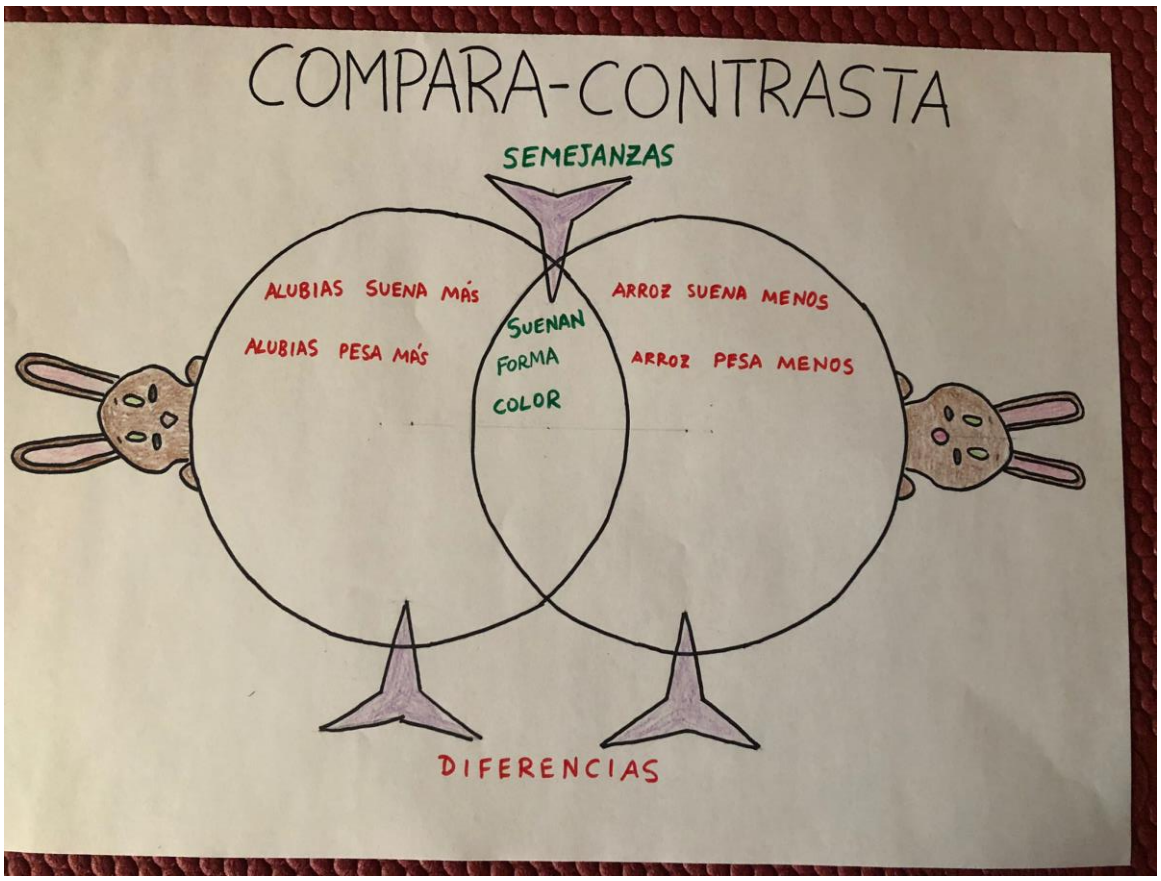


The rain is falling down,
The rain is falling down,
Oh how I love the sound,
The rain is falling down

The flowers start to bloom,
The flowers start to bloom,
Oh how I love the sight,
The flowers start to bloom

Lesson 4


HAPPY
Easter
We're going on an
EGG HUNT


COMPARA-CONTRASTA
SEMEJANZAS
ALUBIAS SUENA MÁS
ALUBIAS PESA MÁS
SUENAN
FORMA
COLOR
ARROZ SUENA MENOS
ARROZ PESA MENOS
DIFERENCIAS

Lesson 5

VACACIONES SEMANA SANTA

Nombre_____

Lesson 6


PARTES
SOL → NO ANIMALES/NO FLORES
LLUVIA → NO FLORES
PÁJAROS → NO CANTO
FLORES → CAMPO FEO/NO ABEJAS
ABEJAS → NO CRECEN FLORES
LIEBRE → NO EASTER
TODO
SPRING