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La enseñanza del español como lengua extranjera en una clase de Reception Year

Teaching Spanish as a Foreign Language in a Reception Year Class

TRABAJO FIN DE GRADO EN EDUCACIÓN INFANTIL

(MENCIÓN LENGUA EXTRANJERA, INGLÉS)

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RESUMEN

El presente Trabajo de Fin de Grado muestra el trabajo realizado en un aula de Reception Year en Inglaterra sobre la enseñanza del español como lengua extranjera. Para ello se realiza una búsqueda de fuentes y autores en torno a la enseñanza de una lengua extranjera en la Educación Infantil, que permite seleccionar una serie de metodologías y estrategias para emplearlas durante las clases que se llevarán a cabo. Posteriormente se documenta la experiencia de diseñar esta propuesta didáctica con la finalidad de observar el progreso de los alumnos en el idioma español y el éxito de la propuesta para, finalmente, realizar una evaluación y concretar unas conclusiones y unas líneas de mejora sobre su ejecución.

PALABRAS CLAVES

Educación Infantil, Español, Lengua Extranjera, Inglaterra, Reception Year.

ABSTRACT

This Final Degree Project shows the work carried out in a Reception Year classroom in England on the teaching of Spanish as a foreign language. To this end, a search of sources and authors on the teaching of a foreign language in Early Years Education is conducted, which allows us to select a series of methodologies and strategies to be used during the classes to be carried out. Subsequently, the experience of designing this didactic proposal is documented to observe the progress of the pupils in the Spanish language and the success of the proposal in order, finally, to make an evaluation and draw some conclusions and lines of improvement on its implementation.

KEY WORDS

Early Years Foundation Stage, Spanish, Foreign Language, England, Reception Year.

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1. INTRODUCTION AND JUSTIFICATION

This paper presents the research carried out on the planning and implementation of a didactic unit on the learning of Spanish as a foreign language in a Reception Year class with pupils aged between 4 and 5 years old. All of this has been planned to follow the premises of the English legal framework, as well as the development of the children's thinking skills. To this end, English has been used as a vehicular language to develop linguistic and communicative skills in the classroom.

Firstly, a series of objectives have been established that are intended to be achieved at the end of this Final Degree Project, as well as a justification to be able to respond to the objectives set.

Subsequently, research has been carried out on the importance of learning a foreign language at an early age and on the theories that support it. It begins by defining the concepts of mother tongue, second language and foreign language, to analyse their differences and to see how each of them is worked in the Spanish Early Childhood Education curriculum and the English legal framework. Therefore, a comparison is made of how both legal frameworks include the teaching of a foreign language in the Early Childhood Education Stage. Secondly, the importance of learning a language at an early age is discussed, explaining its benefits and the acquisition process that takes place in the child's mind. Finally, different theories and authors are reviewed, as well as various methodologies and techniques, such as the use of storytelling, which support and justify the importance of learning a foreign language at the Early Childhood Education Stage.

All this theoretical foundation is put into practice in the following part of the paper. First, the specific objectives of the unit and the methodology to be followed when putting it into practice are established. Then, the planning of the didactic proposal is carried out through various activities. These activities are designed to introduce Spanish in the Reception Year classroom through interactive games and original materials so that children can experiment and learn playfully and actively. Once the proposal has been put into practice, it is evaluated by direct observation during the whole process and a chart in which the different items to be achieved are indicated, as well as an evaluation of the teacher and her teaching skills.

Based on the application of the didactic proposal and the results of the different evaluations, the data collected are analysed and several conclusions are drawn about the project, leading to an effective and coherent research process.

To illustrate the progress made as a teacher, the general skills required for the bachelor's degree in infant education and the particular competences required for the English as a foreign language mention will be divided into two groups.

1.1. BACHELOR'S DEGREE IN INFANT EDUCATION

In order to carry out this Final Degree Project, the aim for the student who does this work to be able to know the objectives, curricular content and assessment criteria of Early Childhood Education and develop teaching strategies both to promote and facilitate learning in early childhood, from a globalising and integrating perspective, and to design and regulate learning spaces and situations in contexts of diversity that address the unique educational needs of students, gender equality, equity and respect for human rights.

In this case, in addition to knowing the objectives, curricular content and assessment criteria of the early childhood education curriculum in Spain, we also know the objectives, curricular content and assessment criteria of the legal framework in England, which are the ones we have taken into account when carrying out this work. In the same way, the didactic proposal has been made respecting the diversity of all types of pupils and promoting the learning of all of them through different teaching strategies and including this learning in the different learning spaces of the classroom.

In addition to this objective, we have followed the training objectives of the Early Childhood Education Degree. To achieve them, the context of the classroom and of each child has been observed and analysed, designing a didactic proposal that all of them can carry out without problems. This proposal has been applied in the classroom through interactive activities on the digital whiteboard, original materials and games that have motivated the children. In addition to this, I have had the collaboration of the teachers of the centre to help me to prepare the necessary documents and to carry out a formative and real assessment, so that I have been able to guide and correct the students when there have been mistakes, acting as a mediator and guide for learning and encouraging them to be the protagonists of their learning.

1.2.   ENGLISH AS A FOREIGN LANGUAGE MENTION

Apart from the general competencies that we must acquire in the Infant Education Degree, there are some specific competencies that we have to acquire as students of the Foreign Language Mention.

These competences show that we must be able to express ourselves in English in a natural way, which is why this work has been carried out in English. In addition, we must also know the official documents on which the didactic proposal is designed. For this reason, we must be able to work correctly and efficiently with the Spanish Infant Education Curriculum, LOMLOE 3/2020, as well as with the Statutory Framework for the Early Years Foundation Stage in England and with the Non-Statutory Curriculum Guidance (Development Matters), since the implementation has been carried out in a school in that country.

2. OBJECTIVES

The main objective of this project is to develop a didactic proposal adapted to the classroom context for the teaching of Spanish as a foreign language in a Reception Year classroom in an English school. To achieve this, three specific objectives have been established:

1. To study in depth the aspects related to the acquisition and learning of a foreign language through theoretical research.
2. To analyse English educational legislation to carry out a didactic proposal adapted to it.
3. To create materials and resources appropriate to the content and age of the students.

3. THEORETICAL JUSTIFICATION

In order to develop this Final Degree Project, it is necessary, first of all, to understand the key concepts of this work, as well as the different approaches given to them in both the English and Spanish curriculum.

Secondly, it is also important to understand the importance of early foreign language acquisition as well as its process of acquisition.

And finally, to know some of the theories that support this acquisition and the methodologies that make foreign language teaching more effective, always adapting them to the context and situation of the classroom.

3.1. LANGUAGE TEACHING IN INFANT EDUCATION

3.1.1. What is communication and what is language?

We often define communication as the exchange of ideas, information, etc. It is the act of transferring information from one place, person, or group to another, through a common system of symbols. But communication is more than the transmission of information. The term requires an element of success in transmitting or imparting a message, whether information, ideas, or emotions. Communication, therefore, has three parts: the sender, the message, and the recipient. However, communication is not only performed by human beings but also by animals and complex machines capable of transmitting and receiving information. Linguistic communication is only produced by and between human beings and what communicates must be something new to the receiver.

Human beings use language to communicate. We may achieve the exchange and negotiation of meaning through either verbal or non-verbal symbols, oral or written models, and production and comprehension processes. As regards human communication, takes place through oral and written language, but it can also take place through visual, tactile, sound, or olfactory means.

Hence, language is the chief means by which people communicate. Sapir (1921) said: "Language is a purely human and non-instinctive method of communicating ideas, emotions and desires using voluntarily produced symbols." For Hall (1964) language is:

"The institution whereby humans communicate and interact with each other using habitually used oral-auditory arbitrary symbols." We define language as a system of linguistic signs that relates according to certain rules that both the sender and the receiver are familiar with. Therefore, language is a product of the society that uses it. Given this social character, it changes and is adapted depending on the needs and uses of the community it belongs to. Use and communication are the authentic ultimate meaning of the language and the proper goal of learning. It directly relates the origin of language to the need for communication, and its acquisition and development are only possible in a social interplay.

Humans are social beings; therefore, we communicate with our environment. For humans, communication is a necessity. Enjoying a peaceful life or developing person-to-person relationships is not possible without communication. The development of relationships, cultures, civilizations, etc. depends on communication. Children all over the world start speaking at the same age and with the same learning pattern. All languages have a similar basic structure and are used to relate to the world. Communication between humans is a complex phenomenon that has different variables. The number of participants, the context, the purpose, and the communication channel are some of them.

"Mother tongue or L1 is the first language a human being learns in childhood, and which normally becomes their natural instrument of thought and communication" (Instituto Cervantes, 2008). "The L2 is a language with a social and institutional function in the language community in which it is learned" (Santos Garallo, 1999, p. 21). Nevertheless, Santos Garallo (1999) says that "an FL is a language which is learned in a context with no social and institutional function" (p. 21). For example, in Spain, we have Spanish as L1, but some autonomous communities have an L2 as Galician or Catalan. In addition, we learn English in the school as FL, because we do not use it in our daily lives in the country.

Once these terms are clear it is worth mentioning that England is a country where different nationalities, and therefore different languages, coexist. In fact, according to the Office for National Statistics, more than 7.1% of the England population does not speak English as their main language, and even 161,000 people do not speak English in the country. In other words, a large percentage of the country's population does not have English as their mother tongue and sees it as a second or even foreign language. That is one of the reasons

this project seeks to implement a proposal based on introducing an FL (Spanish) in an infant education level class in England.

3.1.2. A comparative analysis of the English and Spanish Educational Curriculums

Once the main concepts are clear, it is time to ask how the schools and the national curriculums approach these concepts during planning and teaching. Therefore, a comparative analysis will be made of how the two curriculums deal with the teaching of these concepts in infant education.

In Spain, the infant education stage is not mandatory and is divided into two: the first cycle, 0 to 3 years old, and the second cycle, 3 to 6 years old. Naturally, the L1 and L2 (if they exist in the Autonomous Region) are worked on from the very beginning. However, the FL is introduced as compulsory in the second cycle, with the possibility to introduce it in the first cycle and is worked on for an hour and a half a week.

Moreover, the educational law in force is the LOMLOE or Organic Law 3/2020, which sets out some key competencies, including competence in linguistic communication and multilingual competence. In this first one, the aim is for the child to be able to interact correctly with other people and to express, create and understand concepts and opinions orally, in writing or sign language in Spanish, whilst the second competence is intended to enable students to use more than one language appropriately, to know and respect linguistic diversity and to "maintain and acquire skills in the mother tongue(s) as well as in the official language(s)" (LOMLOE, 2020, p. 48212).

The key competencies give rise to the three areas of knowledge on which the contents of the stage are organised. Nonetheless, the learning of the L1 and L2 as well as the learning of the FL are included in the third area: Communication and Representation of Reality. Concerning L1 and L2, the curriculum looks for all pupils to develop both writing and reading as well as listening comprehension and oral production to be able to communicate and relate to others, build their identity, and interpret the world around them. About the learning of an FL, the LOMLOE (2020) sets out the following contents:

- Approach to the foreign language. Elements of basic functional communication: greetings, farewells and thank-yous.

- Instructions in a foreign language, associated with classroom routines and games, expressed in redundant productions, and supported by gestures and non-verbal language.
- Songs, rhymes, chants, and simple and contextualised stories in the foreign language, with the help of images and other resources, as well as computer and audiovisual media. Enjoyment and participation.
- Foreign language lexis in a variety of meaningful contexts.
- Progressive approach, in a globalised way, to the phonemes of a foreign language that do not exist in our language.
- Linguistic and cultural diversity. Curiosity, respect, and coexistence. (p. 48296, 48303, 48310)

On the other hand, in England, this stage is called Early Years Foundation Stage (EYFS), which includes the period from birth to 5 years old, the last year is called Reception Year (4-5 years old) and is the only mandatory one. The current curriculum is the Statutory Framework for the Early Years Foundation Stage, effective from the 1st of September of 2021, and it says nothing about the teaching of an FL since it does not start until the age of 7. However, the framework has 7 areas of learning and development and one of them refers to the L1: Communication and Language, to which the Statutory Framework for the Early Years Foundation Stage (2021) attaches high importance, saying that:

> The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, engaging them actively in stories, non-fiction, rhymes, and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling, and role play, where children share their ideas with support and modelling from their teacher and sensitive questioning that invites

them to elaborate, children become comfortable using a rich range of vocabulary and language structures. (p. 8)

As will be seen below, the didactic proposal takes place in a school in England, where English is considered L1, there is no L2 in the school as there is no official L2 in the country, and Spanish is considered FL.

3.2. WHY START TEACHING A FOREIGN LANGUAGE FROM AN EARLY AGE

3.2.1. The importance of teaching a foreign language from an early age

The development of oral language is one of the children's most impressive accomplishments that occur during the first five years of life (Genishi, 1988). According to Rubin and Wilson (1995), four- and five-year-olds have an enormous vocabulary, often made up of thousands of words. Their oral language is complex, as demonstrated in the sentences they use by the age of five (Genishi). It has also been found that children understand far more than they can speak (Snow, 2001; Genishi; Rubin & Wilson). Flege *et al.* (1991, 1996) demonstrate that early learning of an FL ensures mastery of L2 sounds that do not exist in the mother tongue, whereas late bilingualism is associated with difficulty in reproducing phonetic categories unknown in the L1.

Kim and associates (1997) have shown, thanks to functional magnetic resonance imaging techniques, that acquiring a language at an early age implies that it shares certain characteristics with the child's L1, such as the fact that both languages are located in the same area of the cerebral cortex. Other studies by Chernigovskaya *et al.* (1983), reaffirm this by showing that both languages are located in the same cerebral hemisphere, which is not the case with adult FL learners. This is also demonstrated in the incidence of dyslexia in bilingual pupils, as it is lower than in monolingual pupils (Au and Glusman, 1990).

The National Institute for the Evaluation of the Quality of the Education System (2000) has revealed that "pupils' achievements in a foreign language are better the earlier they start learning it" (p. 65). All this has led Penfield and Roberts (1959) to elaborate on the

critical age theory, which claims that the stage from birth to puberty is the most conducive to acquiring an LF, as puberty is when the brain seems to lose plasticity.

This is why the early childhood classroom is an appropriate place to enrich the language of young children. Meaningful experiences, during these early years, can provide language opportunities to enhance and sustain language growth (Genishi, 1988; Fillmore & Snow, 2000). Early childhood teachers can provide opportunities for young children to play with language while gaining an appreciation of the sounds and meaning of words (Rubin & Wilson, 1995).

In conclusion, it can be seen that numerous studies advocate the teaching of a foreign language from an early age, giving great importance to all the benefits that this implies, from having better school performance to having better cognitive development, better communication skills...

3.2.2. The process of a foreign language acquisition

After seeing why is so important to learn a foreign language at an early age, it is necessary to know what the acquisition process is that children have when they learn an FL. This process involves various stages and strategies that individuals go through to develop proficiency in a language that is not their native tongue. While the exact process can vary from person to person, some common aspects are typically involved. Here is a general overview of the stages and key elements of foreign language acquisition:

- Pre-Production Stage. At the initial stage, learners are exposed to the new language through listening and observing. They may not actively produce the language yet, but they experiment with sounds, gestures, and vocal patterns, cooing and babbling to exercise the sounds of the tongue. Moreover, they begin to understand basic vocabulary and simple phrases. This stage is often associated with silent or receptive comprehension.

- Early Production Stage. In this stage, learners start to produce the new language in short phrases or sentences. They may use basic vocabulary and simple grammar structures to communicate basic needs and express simple ideas, so they begin to experiment syntactically. This stage focuses on building confidence in using the language and developing basic communication skills.

- Speech Emergence Stage. As learners progress, they begin to develop more complex sentence structures and expand their vocabulary. They can engage in conversations, ask and answer questions, and express ideas with increasing fluency. There may still be grammatical errors and limitations in vocabulary, but learners can communicate effectively in familiar contexts.

- Intermediate Fluency Stage. At this stage, learners have a good command of the language and can participate in discussions on a wide range of topics. They demonstrated improved accuracy in grammar and vocabulary usage. Learners can express themselves fluently and handle more challenging linguistic tasks.

- Advanced Fluency Stage. In the advanced stage, learners have a high level of proficiency and can understand and express themselves fluently in complex situations. They have a broad vocabulary and accurate control over grammar and idiomatic expressions. Learners can read and comprehend authentic materials, engage in debates, and use the language creatively.

Throughout the process of foreign language acquisition, learners employ various strategies to enhance their language skills. These strategies may include:

- Input and Exposure. Regular exposure to the language through listening, reading, and immersion in authentic language settings helps learners develop comprehension skills and acquire new vocabulary and grammar naturally.

- Practice and Production. Engaging in speaking and writing activities, such as conversations, role-plays, and writing exercises, allows learners to actively use the language and reinforce their learning. Practice helps develop fluency, accuracy, and confidence.

- Language Study. Studying grammar rules, vocabulary lists, and language patterns helps learners understand the underlying structure of the language and improve their accuracy. This can involve formal instruction, self-study, or a combination of both.

- Cultural Understanding. Learning a foreign language often involves gaining insights into the culture and customs of the target language. Understanding cultural nuances and context enhances language proficiency and effective communication.

- <u>Motivation and Persistence</u>. Foreign language acquisition requires dedication, perseverance, and a positive mindset. Motivation plays a crucial role in sustaining learners' interest and commitment to the learning process.

3.2.3. Theories of the process of language acquisition

There are many theories concerning the process of language learning, whether L1, L2 or FL. Therefore, in the following lines, some of the most important ones are summarised to help to conduct the didactic proposal of this work.

3.2.3.1. Communicative approach

The Communicative Approach was born in the 1970s in response to the Audiolingual Method, which focused on structure rather than function. One of those responsible for this change was Noam Chomsky, who proposed an alternative theory of language learning to behaviourism. According to Chomsky, learners should be encouraged to use their intrinsic and creative capacities, since sentences are formed from competence rather than learned through imitation and repetition.

The potential of language to be functional and communicative was highlighted by British applied linguists. They understood language learning to be the acquisition of communicative proficiency rather than structural competency. Academics who supported this theory of language drew from the work of American sociolinguists (e.g. Hymes and Labov) and British functional linguists (e.g. Halliday). The research conducted by these academics had a considerable influence on the creation of a Communicative Approach to language teaching.

For this reason, the Council of Europe started a huge language project in 1971 intending to develop a comprehensive foreign language framework that could meet the demand for more communication between European countries. The outcome of this project was the notional-functional approach, known as Communicative Language Teaching, which has the goal of producing communicatively competent students that can use the language in the appropriate way in a given social context.

In Spain, the current educational law, LOMLOE 3/2020, has additionally integrated communicative ideas into the creation of its curriculum.

3.2.3.2. Scaffolding

Vygotsky develops another wing of constructivist theory, in which he argues that language is not something innate to human beings but is acquired through social relations with other individuals. In addition, he points out that thought and language are higher mental functions that develop independently, but with a relationship of influence that makes them indispensable to each other.

This author considers that the child's language is integrally social, as it is the product of the relationship that the child has with their environment, which is why the adults who are closest to the child have a great influence on their learning. For this reason, he considers the teacher as a guide and facilitator of learning, who must guide the child to discover, construct their learning and internalise the process. This is the origin of his Scaffolding theory, which is part of the educational concept of *Zone of Proximal Development* (ZPD), which is "the distance between the actual level of development, determined by the ability to solve a problem independently, and the level of potential development, determined by solving a problem under the guidance of an adult or in collaboration with a more capable peer". (Vygotsky, 1979, p. 133). Therefore, with this type of methodology, we focus on the student and their abilities, focusing our teaching on children's learning and not on content.

Concerning the acquisition of another language, Vygotsky argues that the learning process of the FL follows the same principles as those of the mother tongue so that the knowledge acquired in the L1 is applied in the learning of the FL. Moreover, Vygotsky goes further and supports the bidirectionality of the influence of these processes, so that the learning of the LF can also influence the mastery of the L1.

3.2.3.3. Spiral curriculum

Bruner is another author who supports the constructivist theory. However, he develops his theory based on Piaget's stages of child development and Vygotsky's social approach. He proposes a spiral curriculum in which concepts that progressively increase in complexity are worked on, being adapted to the capacities of the child, and establishing connections between the concepts learned and those they acquire as they progress in their learning.

3.2.3.4. The Natural Approach

Krashen and Terrel (1983) are the only one of these authors to develop a theory specifically for foreign language acquisition, as they affirm that the acquisition of a second language occurs through natural exposure to it (p.18). They differentiate between learning a language, saying that this is simply knowing the rules of grammar, and acquiring a language, which is when a person can communicate real ideas. Following their theory of the Natural Approach, Krashen and Terrel said that understanding precedes production, which means that listening and reading precedes speaking or writing (p. 19-21). These affirmations make sense; babies can understand what other adults say when they speak to them before starting to produce their first words.

In their theory, they set out five hypotheses:

- The acquisition-learning hypothesis. This theory argues that there are two ways of developing language skills: acquisition, which is an unconscious process, and learning, which is done consciously, as when memorising grammatical rules.
- The natural order hypothesis. This theory holds that the rules of a language are acquired in a predictive order. However, this does not mean that language should be taught in this natural order.
- The monitor hypothesis. When a person speaks in another language, the sentence they want to say appears unconsciously in the brain, thanks to the acquisition, it is then when the monitor uses conscious learning and corrects the sentence just before verbalising it.
- The input hypothesis. It defends that, when learning new components in a language, we will only be able to do so when we understand the language it contains at a slightly higher level than the one we currently have.
- The affective filter hypothesis. This hypothesis explains how factors such as a comfortable or uncomfortable environment, motivation or self-confidence affect positively or negatively the acquisition of a language, increasing or decreasing the level of learning of concepts.

3.3. HOW CAN WE TEACH A FOREIGN LANGUAGE IN THE EARLY YEARS?

3.3.1. The importance of teaching a foreign language through storytelling

The importance and advantages of learning a foreign language at an early age have already been seen, but what is the right way to learn it? The answers to this question may be various, depending on which author or theory is considered. For example, Krashen and Terrel (1983) develop the *Natural Approach Theory*, which contains five hypotheses about foreign language acquisition which will be discussed below.

Another of the most common techniques for teaching vocabulary in a foreign language is the *3-column dictionary*, in which learners have a list of vocabulary in their mother tongue with a direct translation in the foreign language. However, while this technique promotes the learning of the vocabulary taught, it does not promote the use of the vocabulary in a real-life situation, as it is given without context.

For this reason, it is important to use a method that allows pupils to contextualise their learning and to be able to use it in future situations. In the case of Early Years Education in particular, one of the most effective methods for achieving this is the use of storytelling. The stories that are told provide a concrete context for the pupils, which helps them to put words to a meaningful situation and to understand that language. It also brings the outside world into the classroom and helps the teacher deal with cross-curricular topics in a way that is simple and real for the pupils.

Undoubtedly, the greatest benefit of using stories as a resource for teaching a foreign language is the curiosity and motivation it provokes in children, as it makes them pay attention and acquire different knowledge unconsciously. According to Artigal (1990), the acquisition of a foreign language ceases to be objective and becomes the instrument for achieving the real objective: to encourage active participation and reading.

As can be seen, the use of stories has great benefits. Other advantages and reasons for using them in foreign language teaching according to authors such as Ellis and Brewster (2002, pp 1,2) or Gray (2005) are the following:

- They reflect the culture of the author and/or illustrator, allowing children to learn about and accept other cultures, countries, and traditions.

- Children enjoy listening to the same story over and over again, so this repetition helps the vocabulary to be acquired and/or reinforced.

- It is a shared social experience that allows children to develop their imagination, as well as the different types of intelligence, such as emotional intelligence. Moreover, it links the child's real world with the fantasy and imagination that exist in their mind.

- Listening to stories helps the students to unconsciously improve pronunciation, rhythm and intonation of the language being learnt.

- They introduce new vocabulary and new structures in a concrete and familiar context for children.

In conclusion, all these advantages demonstrate that the use of stories as a resource in the classroom creates real situations in which children will playfully learn new concepts and will want to participate, motivating them to learn the new language and making them feel the protagonists of their learning.

3.3.2. How to teach a foreign language in infant education?

Several methodologies and strategies seek the most effective way of teaching a foreign language. Some of them are mentioned below:

- Globalising methodology. This methodology consists of working on the contents in a globalised way. In other words, the contents already worked on appear again on different occasions and contexts, so that the children build up a variety of knowledge and are able to use it in other situations.

- Active methodology. This method encourages the child to be the protagonist of their own learning and the teacher to be the helper or guide of the learning, letting the child experiment, reflect and draw their conclusions and, in doing so, create their own learning.

- Participative methodology. Through the participative methodology, the aim is for the children to participate in the activities and be the protagonists, ceasing to be passive subjects who listen and repeat the information.

- Manipulative methodology. This kind of methodology encourages children to develop their learning through the use of different materials and resources, letting the children manipulate and experiment with them, resulting in meaningful learning from this experimentation.

- Positive reinforcement. This is a type of operant conditioning in which children's actions have some positive consequence, such as a reward, positive words, etc., to increase the frequency with which the behaviour is performed.
- Gamification. This strategy uses games as a learning tool, which facilitates the acquisition of knowledge by making it more motivating and fun for children. It includes all types of games, from the most modern ones with the use of ICTs to the more traditional ones.
- Routines. These are activities that are done regularly and systematically daily. For children, it gives a sense of security and order, as it tells them what is going to happen at any given moment.
- Spaces in the classroom. In the infant classroom, there are different spaces, each one dedicated to a specific area or topic. Using these spaces to their best advantage will help children learn different aspects, such as the density of water in the water area, or reinforce their fine motor skills in the play dough corner.

In addition to these methodologies and strategies, we can also use resources that help us to make the lessons more attractive and interesting for the children. Some of these are:

- Use of ICT. The use of information and communication technologies is a common strategy to encourage motivation and participation in the classroom. Songs, interactive games, watching a series or a film, etc. are often used.
- Flashcards. These are cards on which one can see, at a glance, what you want to teach. They are usually a picture and the name of the picture. For example a picture of a chair and the word chair in the foreign language. This is a common method to use with children, as it is very visual and facilitates memorisation.
- Original materials. The children already know the games and toys they have in the classroom. Therefore, creating original materials that they have not seen before will attract their attention and motivate them to use those materials, which will lead to intrinsic learning.

4. DIDACTIC PROPOSAL

This part of the work explains everything related to the implementation of the didactic proposal that has been carried out in a public primary school in the city of Manchester, United Kingdom. To do so, the school, the class and the pupils are contextualised, and the eleven lessons of the project are developed, as well as the evaluation that has been carried out.

The initial idea for this proposal came from the children's interest in me when I arrived at the class and knew that I came from another country and spoke a language that was completely unknown to them. Every day they asked questions such as "How do you say pencil in Spanish?", which made me think that it would be beneficial to develop a didactic proposal related to the learning of Spanish, as I would feel comfortable doing it, being my mother tongue, and they would satisfy their curiosity.

4.1. CONTEXT

4.1.1. The school

The school, which includes Nursery to Year 6 (2-11 years old), is situated in a very underprivileged area with a sizable number of foreigners and/or unemployed residents, some of whom do not speak English. The school sits near a significant avenue that is home to a large store frequented by the neighbourhood, as well as residential homes on all sides.

About the structure, the two playgrounds in the middle are visible from the outside of the building, which is surrounded by high blue fences. It is a big building with two floors, numerous large windows, and very high ceilings.

Regarding the school's principles, the school has seven core values that are essential to the school's culture, and they focus on, promote, and emphasise one of them each month. This is done by awarding a diploma each week to the student in the class who has best embodied or developed the value of the week. Since they are constantly reminded of this during the week, the kids make an effort to better themselves and exhibit the same value to the teachers.

In addition, each of these values is represented by a child, to make it more relatable to the children, and together they form the word respect. The seven values are as follows:

Figure 1

School's values

Even though the didactic proposal that had been carried out did not specifically address these seven values, they were taken into consideration during the preparation and implementation of the proposal. At all times, an effort was made to set a good example for the pupils by modelling the values, as well as to include everyone and give them time in class to apply and grow the seven principles themselves.

4.1.2. The classroom

In this case, the classroom is big and spacious, with large windows and a high ceiling. However, it is overflowing with displays of all types: words, phonics, photos of stories being worked on, pictures of the kids in each area, students' work, pictures of children's families, vocabulary... So, although it can give the impression that it is packed, it can also be useful to help children when they need to remember something, and even to use some of the displays as an example during colour lessons in Spanish.

Apart from the decorations and displays, the classroom has several corners or areas for children to play during the day, and they can choose the corner they want. All of them are focused on children learning something different while they play, so the materials offered to the children change every week.

In addition to these corners, the largest area is the assembly area, where the children sit in their assigned carpet circle, facing the digital whiteboard, under which the teacher sits. It is in this area that the didactic proposal has been carried out.

4.1.3. The children

Children born between 2017 and 2018 (4 and 5 years old) make up the Reception Year class. In this class, students from different racial backgrounds, nations, and religious beliefs coexist in harmony. They are generally open and curious about people, as they are used to having new people in the class all the time.

They all get along quite well with one another and can play together without any issues, even though they are typically in groups when playing and being friends. Concerning work, however, the class teacher divided the students into five groups based on their levels, with the first group being the one that works "best" and most autonomously, and the fifth group being the one that works "worst" and requires the most assistance.

Since the didactic proposal has been working with the entire class throughout the lessons and one-on-one in special circumstances of extra support, these groups have not been utilised. However, there is a significant difference between the first group of children and the fifth group in terms of their capacity for verbal and written expression.

4.2. METHODOLOGY

As we have seen in point 3.3.2, there are different ways of teaching a foreign language. In this didactic proposal, different methodologies and learning strategies have been used and mixed to help children develop their knowledge of the Spanish language.

From the very beginning, a routine has been established in every lesson, so the children have a sense of security and control over what is happening. The structure has been as follows: an introduction or review of the topic, varied activities about the content, and a small activity to review what they have learnt and to conclude the lesson. In addition, most of the lessons are taught at the same time of the day, so the children already know when the Spanish lesson is due. In addition to this, flashcards with the names and pictures of the chosen animals and colours are also used to help the children's assimilation.

Another key strategy of the proposal is gamification, which is used to capture the children's attention and produce greater motivation on their part. Positive reinforcement through positive words and stickers, which the children love, is also used to encourage this motivation.

Another of the strategies used to encourage motivation and participation in the classroom is the use of ICTs with different activities and games, as well as playing games and activities with materials created by the teacher herself, allowing the children to carry out a manipulative methodology by working with different resources and materials.

The aim is that students develop the activities autonomously, which is why an active methodology is used, with the teacher as the guide for learning and the one who adapts this process to the needs of the students.

A globalising and participative methodology is also used, as the previous contents (colours) appear again when dealing with animals, allowing the children to participate in the activities and progressively produce significant learning.

4.3. OBJECTIVES

It is important to define the objectives that will be accomplished through the development and implementation of the didactic proposal before beginning to plan it. Due to this, the following general objectives have been established:

- To develop an entertaining didactic proposal that catches the children's attention and makes them want to learn.
- To arouse pleasure in learning a foreign language.
- To teach the chosen content successfully and through play-way.
- To create a book about the contents learned with the help of the children.

In addition to these, the following specific objectives have also been established about what the children should achieve:

- To participate in the activities and show interest.
- To recognise an animal when hearing it in Spanish and associate it with its name in English.
- To recognise a colour when hearing it in Spanish and associate it with its name in English.
- To produce orally at least one animal in Spanish without help.
- To produce orally at least one colour in Spanish without help.

4.4. LESSONS

Before describing the activities that have been developed in each lesson, it is necessary to be clear about the lessons that have been carried out and the distribution of them. The didactic proposal consists of eleven lessons which have been put into practice in five weeks. During these five weeks, there have generally been two lessons each week, except for one week when four days were available to cover the Easter holidays.

In terms of time, all the lessons were planned to take 20 minutes each, although it was not possible to have the full 20 minutes every day.

Below is a small table summarising the days on which the didactic proposal was worked on in the classroom:

Figure 2

The calendar of the lessons worked

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
MARCH				
20	21 *Lesson 1*	22	23 *Lesson 2*	24
APRIL				
17 *Lesson 3*	18 *Lesson 4*	19	20 *Lesson 5*	21 *Lesson 6*
24	25 *Lesson 7*	26	27 *Lesson 8*	28
MAY				
8	9 *Lesson 9*	10	11 *Lesson 10*	12
15	16	17	18	19 *Lesson 11*

Green shows the lessons in which the colours have been worked on.

Blue shows the lessons in which animals have been worked on.

Orange shows the lessons in which all the contents have been reviewed.

Yellow shows the lesson in which the book has been read.

Once the objectives, methodology and time available were clear, the planning of the didactic proposal began. As already mentioned, it had to be modified in terms of time and content, so that the eleven lessons that will be briefly explained below were finally left.

- Lesson 1. To help the students understand where I am from, they are introduced to Spain and its culture before working on any specific material. To do this, a simple PowerPoint is used with information on Spain's capital, cuisine, and typical locations. Additionally, as the majority of them have repeatedly questioned, they are shown how to say hello, good morning, good afternoon, goodbye, and thank

you in Spanish. When we entered the classroom in the mornings, they used it frequently with me since they liked it.

After that, a PowerPoint presentation and bilingual flashcards are used to present the colours and wrap up the lesson.

Figure 3

Resources used in Lesson 1

- <u>Lesson 2</u>. First, a simple game is played in which the children have to match the coloured flashcards in the two languages. To help the children make the connection, each pair repeats the colour in both languages.
  The next activity involves spreading out all the colours on the floor and asking each student to bring an object that represents the colour that the teacher has just mentioned in Spanish, place it next to the appropriate flashcard, and then repeat the colour in Spanish.
  Finally, a game is played on the digital whiteboard in which three images of various colours and one colour with Spanish writing show. The child who has the turn must click on the colour's picture once I read out the colour. If it is incorrect, all try to correct it together.

Figure 4

Resource used in Lesson 2

- Lesson 3. Since this session is the first one following the Easter break, the kids play similar games to recap. First, a new round of the colour-matching game takes place.

  The next step is to play a game of pointing to an object in the class of the colour that appears using a roulette wheel with all the colours on the digital whiteboard. Then, they repeat the dynamic in which I read the colour in Spanish and a child clicks on the appropriate image using a game I designed in PowerPoint.

Figure 5

Resource used in Lesson 3
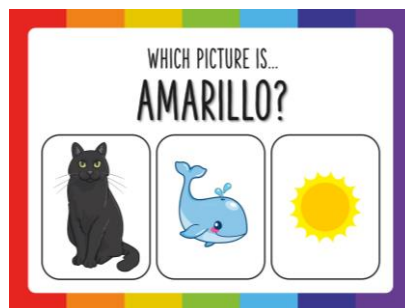
- Lesson 4. We begin this session with a quick review game. I hold up two colour flashcards and pronounce one of them in Spanish. I then wait for the kids to point to the right colour before repeating the colour out loud in Spanish. To review them all, this dynamic is repeated numerous times with different colours.

  In the second activity, I ask the kids to sit down while receiving a piece of paper in a random colour. Once everybody is ready and has seen their colour, I say a colour in Spanish, and those kids who have that colour on their paper are required

to stand up. As the kids remembered their colours, this game was played again at increasing speeds.

Finally, I ask a few kids in Spanish what their favourite colour is and record their responses on the big notepad. Then, to choose a winner, I ask each child to tell me about their favourite colours in Spanish. In this way, all the children pronounced at least one colour in Spanish.

- Lesson 5. For this lesson, I created all the materials to be used. First, the magic glasses are presented to the children, which have lenses that can be switched out for others of different colours. The kids try on the glasses in turns, and I switch out the lenses while asking each kid to identify the colour of a black-and-white image. The child must then reply in Spanish with the appropriate colour.
For the second and last activity, I placed some balls in an opaque bag, each painted a different colour and asked the kids to pick a ball. Each time a child picks a ball, the colour of this is repeated in Spanish.

Figure 6

Resources used in Lesson 5

- Lesson 6. For this lesson, I previously created as many pieces of paper as there are children in the class, writing a question on each one. For example: "What colour is the sky?" or "Tell me a *naranja* fruit". All of them are put into an opaque bag and each child takes one out. I read the question, and the child has to give the correct answer.

Figure 7

Resource used in Lesson 6

Something amarillo · A verde vegetable · Something morado · Something naranja
A verde animal · What colour is the sun? · Something marrón · Something blanco
A yellow fruit · A gris animal · Something gris · Something rojo
Something negro · Something verde · A rojo animal · A naranja vegetable
Something rosa · Something azul · What colour is the sky? · A negro and blanco animal

- <u>Lesson 7</u>. The zoo animals are the focus of this lesson for the first time. I present this to them using a PowerPoint presentation and flashcards in both languages, made by me.

Figure 8

Resources used in Lesson 7

Once the children have known and repeated all the animals, an activity combining animals and colours is done to remember and associate both contents. This activity is done on the digital whiteboard and consists of matching each animal with the colour of its skin and saying both things in Spanish with my help.

Figure 9

Resource used in Lesson 7

Following this activity, I place some bottle caps in an opaque bag with an animal painted on each one and ask various kids to take one and identify the animal in Spanish to their classmates.

Figure 10

Resource used in Lesson 7

Finally, I ask some of the children for their favourite of the animals they have learned about, inviting the rest of the class to repeat the animal their classmate has said in Spanish.

- Lesson 8. I designed a board with a path of multiple squares filled with questions for this second lesson on animals. The kids are divided into four groups and given a token for each group to use during the game. They are shown the board and the game's rules before they begin to play, and then they begin using a dice that only has ones and twos to play.

  There is a piece of paper placed in each square that instructs you on what to do; some of them instruct you to wait until the next round, while others pose questions like, "What colour is the *cocodrilo*?". If the team provides the right answer, they go forward a certain number of squares; if not, they wait for their turn.

Figure 11

Resources used in Lesson 8

- Lesson 9. The first two games in this lesson are two memories, one about colours and the other about animals, which are played on the digital whiteboard in turns, saying the name of each colour or animal that comes up in Spanish.

  After seeing how much the kids enjoyed it, the coloured balls and animal-themed caps are used to play the game of pulling an object out of an opaque bag and identifying it, this time all the objects together.

- Lesson 10. For this lesson, I made and printed out multiple customised bingo cards with pictures of the animals and the colours being learned, and I paired the kids up. Each pair is provided with a bingo card and a crayon to mark the items. To assist the kids, I say random animals and colours while displaying the relevant flashcard up until someone calls out a line and bingo.

Figure 12

Resource used in Lesson 10

- Lesson 11. I worked with some kids who offered to colour the book I had made before doing this final lesson. When the book is finished, I read it aloud to the class, leaving the kids to fill in the blanks with the new language they have learned. As an illustration, when I read "Here is a..." on the crocodile page, the kids should say "cocodrilo verde" along with me. On the final page of the story, the kids are asked to count how many of each animal there are, naming the species in Spanish and recording the matching number.

Figure 13

Book created
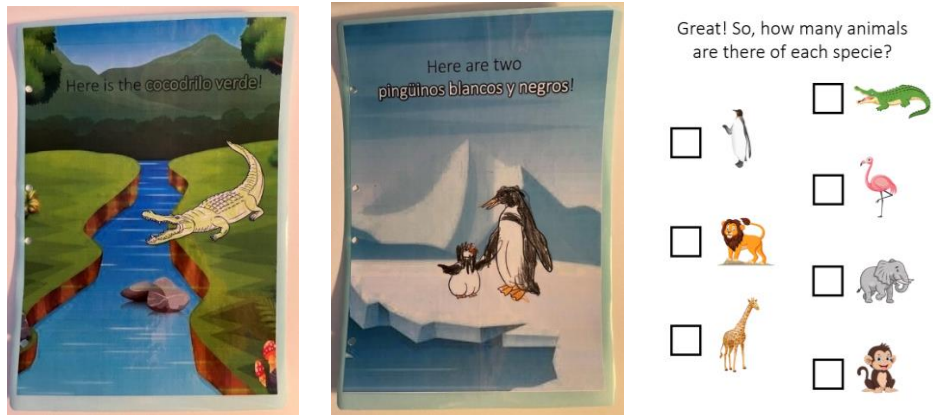
It should be noted that, in addition to the lessons where I worked with all of the students in the classroom, there were numerous times during everyday play when some students requested to play with the resources I had made, conducting little Spanish support classes. Bingo has been played a lot with the leftover cards, the magic glasses, the papers or riddles about colours and animals, as well as with colourful balls and caps, the board game about zoo animals, and other worksheets I printed for learning the colours.

Figure 14

Colours' worksheets
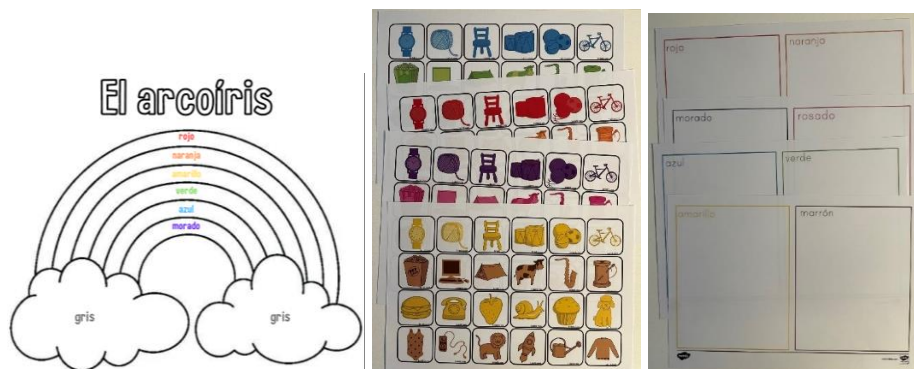
4.5. ASSESSMENTS

For this didactic proposal, a global and continuous evaluation of the students' learning has been chosen, so the evaluation is not only based on the results of the rubric but also the direct and continuous observation of each child during the lessons and the rest of the day, at specific moments when they have had the opportunity to review what they have learnt during the lessons.

4.5.1. Students' assessment

In order to evaluate the students, a chart has been created with the different specific objectives. In this, it has been marked whether each student has been able to fulfil the objective or not. This kind of evaluation chart has been used because it seems to be the most appropriate and transparent method for the students, as there are only two options to choose from: yes or no, leaving no room for doubt or "maybe".

For clarification, below is the chart to be used with each of the pupils, filling in the blank with a yes or no:

Figure 15

Students' assessment

To participate in the activities and show interest	To recognise an animal when hearing it in Spanish and associate it with its name in English	To recognise a colour when hearing it in Spanish and associate it with its name in English	To produce at least one animal in Spanish without help	To produce at least one colour in Spanish without help

4.5.2. Self-assessment

Although it has not been possible to carry it out, it is planned to make a self-assessment rubric for each child to make their evaluation at the end of the proposal. To carry out this self-assessment, the teacher would show a sheet of paper with three faces to the child I am assessing as this:

Figure 16

Self-assessment sheet for students

Questions such as "Do you know the colours in Spanish?" would be asked, as they do not yet know how to read complex sentences so that the child can point to the option they consider. This type of traffic light is used in class to control the children's behaviour, so they already know how it works and what the colours mean, but it would still be explained to clarify any doubts.

4.5.3. Teacher's assessment

My evaluation has been carried out to find out what skills have been shown during the implementation of the teaching proposal, as well as the expectations that I had and have been achieved.

For this reason, a self-evaluation chart has been created at the end of the implementation of the proposal:

Figure 17

Teacher's assessment

ITEMS	YES	SOMETIMES	NO
The objectives set have been achieved			
The developed activities are adapted to the age and context of the class			
I have been able to control the behaviour of the group during the lessons			
I have improved the following lessons based on the experience of the previous lessons			
I have succeeded in getting children to produce Spanish words			

5. ANALYSIS OF THE RESULTS

After the implementation of this didactic proposal and thanks to the continuous observation and the evaluations carried out on the students, it is important to analyse what the results of this project have been, both what is remarkable and what can be improved.

First of all, it is necessary to talk about the level of difficulty of the sessions. Initially, the project was proposed with more content and, therefore, with less time to work on each of them. However, after observing the response and the level of learning of the children in the first lessons, it was decided to modify the proposal and establish two specific topics with a greater number of lessons, to be able to work on them for a longer period of time and to consolidate the knowledge more effectively. For this reason, the level of difficulty has been changing based on the teacher's criteria, when she has seen that the children were able to carry out the activities without the need for extra support such as flashcards.

It is true that, apart from the use of flashcards, the level of difficulty has not changed too much, since the children have not been seen to be prepared. This does not mean that the children have not responded well to the proposal or that they have not learnt the planned contents, since the reality is that the children have shown great interest from the beginning to the end of the proposal and, with the evaluation as a support, it can be said that they have achieved a good learning of the proposed contents.

However, if the proposal were to be implemented again, the playtime periods where the children have asked to use the created materials would be added from the beginning because they have been like support classes where the children have enthusiastically participated individually, learning, and reviewing the concepts while receiving more individualised attention.

Regarding the contents, two things have been observed. On the one hand, the theme of colours has been the children's favourite, it has attracted their attention and a higher percentage of success has been achieved in terms of learning, also taking into account that the number of lessons has been higher. On the other hand, for the topic of animals, it did not take more than one session to associate the animal in Spanish with the animal in English, as the animals chosen by me were the most similar in their translation. This has made it much easier for them to understand the concepts and be able to carry out the activities, but not so much when it comes to producing the animal in the FL, as very few

have been able to do so due to their similarity in English. So, it would be interesting to examine whether children can memorise and remember the names of zoo animals more easily if the names are changed to names that are not similar to their English names.

In relation to this, it is worth noting that both the activities that included the use of ICTs and the activities in which the children had to make some kind of selection were a success. They all wanted to get up to get an object from the classroom, from the magic bag, to participate in the games on the interactive whiteboard... Therefore, it has been shown that involving pupils in their own learning has increased their interest in learning and has achieved better results than the activities in which the children remained seated and only had to respond.

5.1. RESULTS

5.1.1. Students' assessment

To give an overall sample of the 29 students, a chart with the percentage of success achieved in each objective is given below:

Figure 18

Students' assessment with percentages

To participate in the activities and show interest	To recognise an animal when hearing it in Spanish and associate it with its name in English	To recognise a colour when hearing it in Spanish and associate it with its name in English	To produce at least one animal in Spanish without help	To produce at least one colour in Spanish without help
84%	89%	59%	29%	52%

With this evaluation, it can be noticed that the majority, after several lessons, are able to recognise the vocabulary worked on when they hear or even read it, being able to point to the correct option or name it in English. Through direct observation, it has been noted how, in the case of colours, several more lessons have been needed to achieve this, while in the case of animals, this association has been almost automatic, as this vocabulary was very similar to English.

However, it can be observed that not many have been able to produce the word in Spanish without help. Nevertheless, although it does not appear in this assessment as an item to be assessed, many of the pupils were able to produce the vocabulary when the teacher pronounced the first letter or syllable of the word. It should be added that, again, the children have found it much easier to produce the animals than the colours, because of their similar meaning and pronunciation to English.

In general, it can be said that all of them have shown a great interest in learning Spanish in all the games and activities proposed, following the teacher's commands and being able to answer the questions asked.

It should be pointed out that a progressive and positive evolution has been observed in the pupils. During the first week, they were not very focused, although they did participate and responded well to the planned activities. However, from the second week onwards, an increase in the children's interest and general participation has been observed. Moreover, during the last week of reviewing, the children participated and enjoyed themselves much more, as they knew the correct answers and the dynamics of the activities.

5.1.2. Teacher's assessment

The following table has been completed at the end of the implementation of the didactic proposal to reflect whether the following items related to my teaching skills have been fulfilled.

Figure 19

Complete teacher assessment

ITEMS	YES	SOMETIMES	NO
The objectives set have been achieved	X		
The developed activities are adapted to the age and context of the class	X		
I have been able to control the behaviour of the group during the lessons		X	
I have improved the following lessons based on the experience of the previous lessons	X		
I have succeeded in getting children to produce Spanish words		X	

As it can be seen, my perception is that the didactic proposal has been carried out with great success, except for two of the items that will be discussed below.

In the case of the third item, it is not marked as yes or always, as there have been occasions when, due to the behaviour of a specific student, the class teacher has had to take action to calm the child down so that the lesson could continue as normal. However, apart from this case, I was able to regulate the behaviour of the rest of the class during the lessons.

In the case of the fifth item, it is not considered as completed because, although all children have been able to produce at least one word in Spanish with help, these children have not been able to produce it on their own when listening to its name in English or when asked a question.

6. CONCLUSIONS

After the implementation of this didactic proposal, a number of conclusions have been drawn in relation to it.

As we have seen previously, there are many ways to carry out a didactic proposal on the teaching of a foreign language. However, it has been seen in this implementation that the fact of doing it through children's literature and gamification has been more satisfactory than using other methodologies, as it has created greater interest and motivation in the children, which has been key to continue carrying out the proposal with these methodologies and strategies.

In fact, as Krashen and Terrel pointed out in their Natural Approach Theory, it has been seen how children did not learn a language, but acquired it, being able to use it on different occasions such as, for example, when handing out colours at another time of the day, when I said the colours in Spanish and the children understood and came to get them.

Furthermore, the following sentence, written above, is reaffirmed: "babies can understand what other adults say when they speak to them before starting to produce their first words". As we have seen, these children (babies at the time of learning this new language) have been able to understand the word in Spanish when doing the activities, pointing, marking or choosing the correct option, long before being able to produce it by themselves without anyone's help. This confirms, therefore, that the natural approach theory holds true.

It is also clear to see how Vygotsky's Scaffolding has been carried out, as the child has been able to reach their level of potential development thanks to the guidance of an adult or in collaboration with a more capable peer.

In conclusion, the didactic proposal has been put into practice by applying the theories and methodologies explained in the first part of this work, so we can conclude that this application has been successful and satisfactory.

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8. APPENDICES

Appendix 1. *Learning Spanish* **Unit Chart**

ABOUT THE UNIT "LEARNING SPANISH"
This unit will be developed during the end of the second term and the beginning of the third term, specifically during the half terms of Spring 2 and Summer 1. It will take place from the 21st of March to the 11th of May, excluding from the 3rd to the 16th of April when the Easter Holidays will take place. In total, ten lessons will be held during these dates, two per week. In addition, one more lesson will be added to show and tell the book we will create. As children do not have any knowledge about Spanish, I want to introduce the easiest topics for them to use to create a book at the end, so I will start introducing the colours with different activities. But first, I think it is important they know what and where is Spain, so we will get to know about it in the first lesson. During the third week, we will learn about the animals of the zoo through digital activities and a board game. In the last week, we will review what we have learnt through different games, such as digital games, bingo and memory. Finally, we will create a book with simple sentences that content all that we have been learning and pictures painted by the children.

PRIOR LEARNING	LANGUAGE USED IN THE UNIT	IMPORTANT RESOURCES
Vocabulary about colours and animals in English	The language of this unit will be: - Colours: azul, rojo, verde, amarillo, blanco, negro, gris, morado, rosa, marrón, naranja - Animals: elefante, cocodrilo, león, jirafa, mono, flamenco, pingüino, zoo	- Digital whiteboard - Flashcards with the vocabulary in both languages - Objects of different colours - Activities in the digital whiteboard - Games created by the teacher
EXPECTATIONS		
At the end of this unit all the children must	• Participate in the activities and have a good behaviour	

	• Develop attitudes and habits of respect, help and collaboration when working in groups and pay attention to the teacher • Show interest in different activities • Have a positive attitude to both own and foreign languages • Relate words in Spanish to its name in Spanish • Understand the story of the book we will create
At the end of this unit most of the children should	• Be confidence and secure during the activities • Participate in the activities through questions, gestures… • Remember some colours and animals in English • Be able to give the correct answer in English when the teacher asks something in Spanish. E.g. "What colour is *azul*?" • Try to produce some of the vocabulary on their own
At the end of this unit some of the children could	• Participate and make the activities without help • Produce some words in Spanish

Appendix 2. Lesson Overview Chart

LESSONS OVERVIEW				
Lesson	**Learning goals**	**Learning outcomes**	**Main activity**	**Assessment criteria**
1	• Know some facts about Spain • Learn Spanish greetings • Introduce the colours in Spanish • Show interest in the activities	• Know some important facts about Spain • Say hello, goodbye and thank you in Spanish • Match the colour in Spanish with its name in English • Name the colours in Spanish	Knowing the colours	• Pay attention during the lesson • Repeat the name of the colours after the teacher • Participate actively in the activities • Answer appropriately to the questions done by the teacher or their peers

		• Participate in the activities and have a good behaviour • Ask questions or answer those asked by the teacher		
2	• Show interest in the activities • Associate the name of the colour in Spanish and in English • Recognise a colour when the teacher says it in Spanish	• Participate in the activities and have a good behaviour • Ask questions or answer those asked by the teacher • Match the colour in Spanish to its name in English • Use the digital whiteboard during the activities • Link the colour in Spanish with a picture of that colour • Be able to pick up an object in the class of the mentioned colour	Digital game	• Pay attention during the lesson • Participate actively in the activities • Be able to match the colour in Spanish to its name in English • Choose an object of the correct colour • Link the image with the colour in English
3	• Show interest in the activities • Associate the name of the colour in Spanish and in English	• Participate in the activities and have a good behaviour • Ask questions or answer those asked by the teacher	Digital game	• Pay attention during the lesson • Participate actively in the activities • Be able to match the colour in Spanish to its name in English

	• Recognise a colour when the teacher says it in Spanish	• Match the colour in Spanish to its name in English • Use the digital whiteboard during the activities • Link the colour in Spanish with a picture of that colour • Be able to look for an object in the class of the mentioned colour		• Choose an object of the correct colour • Link the image with the colour in English
4	• Show interest in the activities • Produce the colours in Spanish • Identify a colour in Spanish and do the corresponding action	• Participate in the activities and have a good behaviour • Ask questions or answer those asked by the teacher • Point to the correct colour • Distinguish their colour and stand up • Know what their favourite colour is in Spanish	Stand up!	• Pay attention during the lesson • Participate actively in the activities • Point to the correct colour • Stand up when the teacher says their colour • Produce their favourite colour in Spanish
5	• Show interest in the activities • Identify the colours • Produce the colours in Spanish	• Participate in the activities and have a good behaviour • Ask questions or answer those asked by the teacher	Magic glasses	• Pay attention during the lesson • Participate actively in the activities • Produce the colours in Spanish

		• Pick up one ball and say the colour • Put the magic glasses on and produce the colour in Spanish		
6	• Show interest in the activities • Answer the questions correctly	• Participate in the activities and have a good behaviour • Ask questions or answer those asked by the teacher • Produce the colours in Spanish	Pick up a question!	• Pay attention during the lesson • Participate actively in the activities • Answer the questions correctly
7	• Show interest in the activities • Associate each animal with their colour • Review the colours in Spanish • Know the animals in Spanish	• Participate in the activities and have a good behaviour • Ask questions or answer those asked by the teacher • Produce the colours in Spanish by their own • Match each animal with the colours • Repeat the name of the animals • Recognise the animals in the flashcards	What animal is it?	• Pay attention during the lesson • Participate actively in the activities • Repeat the animals • Try to produce the animals by their own
8	• Show interest in the activities • Play the game and respect their turns and peers	• Participate in the activities and have a good behaviour	*Visiting the Zoo* board game	• Pay attention during the lesson • Participate actively in the activities

	• Produce the answers in Spanish	• Understand the questions with Spanish words • Respect their turns • Answer the questions correctly		• Play the game with their peers and respect their turn • Produce the correct answer in Spanish
9	• Show interest in the activities • Match the Spanish colour with its English name • Match the animal in Spanish with its name in English • Produce the colour and the animal in Spanish	• Participate in the activities and have a good behaviour • Ask questions or answer those asked by the teacher • Match the colour in Spanish with its name in English • Match the animal in Spanish with its name in English • Take an object up and produce its name in Spanish	Picking something from the bag	• Pay attention during the lesson • Participate actively in the activities • Produce the colours and the animals without help • Be able to match the correct colours and animals
10	• Show interest in the activities • Play Bingo	• Participate in the activities and have a good behaviour • Understand the colours in Spanish and check their card to cross it out • Understand the animals in Spanish and check their card to cross it out	Bingo	• Pay attention during the lesson • Participate actively in the activities Be able to recognise the animals and the colours in Spanish to play bingo correctly

11	• Show interest in the activities • Give the correct answers to the teacher	• Have a good behaviour • Listen the story • Know the animal and the colour in each page and tell the teacher • Count the animals in each page	Tell the story	• Pay attention during the lesson • Say the correct colour and animal in each page in Spanish • Participate actively in the activity • Count the animals in the final page

Appendix 3. Description of the Lessons Charts

LESSON 1		
Learning objectives	**Learning outcomes**	**Evidence for assessment**
• Know some facts about Spain • Learn Spanish greetings • Introduce the colours in Spanish • Show interest in the activities	• Know some important facts about Spain • Say hello, goodbye and thank you in Spanish • Match the colour in Spanish with its name in English • Name the colours in Spanish • Participate in the activities and have a good behaviour • Ask questions or answer those asked by the teacher	• Pay attention during the lesson • Participate actively in the activities • Repeat the name of the colours after the teacher • Answer appropriately to the questions done by the teacher or their peers
Discourse/Text targeted	**Language targeted- Non-verbal L Targeted**	
• Vocabulary of the flashcards • PowerPoint about Spain	• Point to the correct flashcard • Facial expressions during the activities	

• Cheers in Spanish				

<table>
<tr><td colspan="6" align="center">Outline of leading activities</td></tr>
<tr><td colspan="6">The aim of this lesson is to introduce the new language, starting by getting to know Spain, where it is and some facts about the country, as well as the basic forms of greeting.
Once we know this, we will think about what is the first thing we want to know in Spanish, naming the colours and focusing on this. To do this, we will know and name them with a PowerPoint and some flashcards in both languages, trying to produce these colours and associating them with the flashcard in English.</td></tr>
<tr><td align="center">Activity</td><td align="center">Timing</td><td align="center">Grouping</td><td align="center">Pupils</td><td align="center">Teacher</td><td align="center">Resources</td></tr>
<tr><td align="center">Knowing about Spain</td><td align="center">5m</td><td align="center">All group</td><td align="center">Think what they know about Spain, listen to the teacher, and ask questions</td><td align="center">Tell some facts about Spain, show it in the map and ask some questions to the children</td><td>• Digital whiteboard
• PowerPoint about Spain</td></tr>
<tr><td align="center">How we say hello</td><td align="center">5m</td><td align="center">All group</td><td align="center">Ask the teacher's questions and repeat the words in Spanish</td><td align="center">Teach the children how to say hello, good morning, good afternoon, goodbye, thank you and sorry in Spanish</td><td></td></tr>
<tr><td align="center">Knowing the colours</td><td align="center">10m</td><td align="center">All group</td><td align="center">Repeat the words and ask the questions</td><td align="center">Ask some questions, present the colours, and cheer children to repeat them in Spanish</td><td>• Spanish colours PowerPoint
• Flashcards with the colours in both languages</td></tr>
<tr><td colspan="6" align="center">Assessment criteria</td></tr>
</table>

All children must be able to:	Most of the children will be able to:	Some of the children could:
• Pay attention and participate in the activities • Understand what colour each one is in Spanish • Say hello in Spanish	• Associate the colour in Spanish with the colour in English • Try to name some colour in Spanish • Answer the teacher's questions	• Name some colour in Spanish without help • Remember the colours and/or the greetings

LESSON 2		
Learning objectives	**Learning outcomes**	**Evidence for assessment**
• Show interest in the activities • Associate the name of the colour in Spanish and in English • Recognise a colour when the teacher says it in Spanish	• Participate in the activities and have a good behaviour • Ask questions or answer those asked by the teacher • Match the colour in Spanish to its name in English • Use the digital whiteboard during the activities • Link the colour in Spanish with a picture of that colour • Be able to pick up an object in the class of the mentioned colour	• Pay attention during the lesson • Participate actively in the activities • Be able to match the colour in Spanish to its name in English • Choose an object of the correct colour • Link the image with the colour in English
Discourse/Text targeted	**Language targeted- Non-verbal L Targeted**	
• PowerPoint with the game	• Point and match the picture with the colour in Spanish • Choose an object and bring it to the teacher	

• Flashcards of the colours in both languages	• Facial expressions during the activities

Outline of leading activities

In this lesson, we will continue with the colours to reinforce the learning of them. First, we will do an activity with colour flashcards in both languages. These will be placed on the floor face up and the chosen child will have to pick up a colour in both languages and give it to the teacher, who will say the colour in English and the children will say it in Spanish.

In the next activity, the teacher will say a colour in Spanish and a child will get up to take something from the class of that colour and leave it on the corresponding flashcard. When all the colours have an object, it will be checked by saying what colour each object is in Spanish.

Finally, there will be an activity using the digital whiteboard on which a colour will be written in Spanish with three different coloured pictures. The teacher will read out the colour and a child will have to choose the picture of the correct colour. This will be done until all the colours have been matched.

Activity	Timing	Grouping	Pupils	Teacher	Resources
Match the colours	3m	All group, by turns	Match the flashcards in both languages and repeat the colour in Spanish	Ask the children about the colours in Spanish and help them	• Flashcards with the colours in both languages
Choosing an object	7m	All group, by turns	Choose an object of the colour said by the teacher	Say a colour in Spanish and ask a child to choose an object of that colour	• Objects of different colours • Flashcards in Spanish
Digital game	10m	All group, by turns	Click on the correct picture	Ask the children saying the colour in Spanish	• PowerPoint game in the digital whiteboard

Assessment criteria

All children must be able to: • Pay attention and participate in the activities	Most of the children will be able to: • Choose an object and leave it on the corresponding flashcard • Associate the colour in Spanish with the colour in English	Some of the children could: • Click on the correct colour • Produce the colours in Spanish without help

• Produce the colours with help • Match the flashcards in both languages	• Answer the teacher's questions	

LESSON 3		
Learning objectives	**Learning outcomes**	**Evidence for assessment**
• Show interest in the activities • Associate the name of the colour in Spanish and in English • Recognise a colour when the teacher says it in Spanish	• Participate in the activities and have a good behaviour • Ask questions or answer those asked by the teacher • Match the colour in Spanish to its name in English • Use the digital whiteboard during the activities • Link the colour in Spanish with a picture of that colour • Be able to look for an object in the class of the mentioned colour	• Pay attention during the lesson • Participate actively in the activities • Be able to match the colour in Spanish to its name in English • Choose an object of the correct colour • Link the image with the colour in English
Discourse/Text targeted	**Language targeted- Non-verbal L Targeted**	
• PowerPoint game • Colours wheel • Flashcards in both languages	• Facial expressions during the activities • Point to the objects	
Outline of leading activities		

As this lesson will be the first after the Easter Holidays, we will review the colours with some activities that the children have already done, so they can feel confident in doing them.
First, we will play to match the flashcards in both languages and say the colour in Spanish.
Then, we will use the digital whiteboard to spin a wheel with all the colours. The child will have to look for some object in the class of that colour and say what it is and the colour in Spanish.
In the last activity, we will use the digital whiteboard as well, playing a new matching game with three pictures and one colour in Spanish.

Activity	Timing	Grouping	Pupils	Teacher	Resources
Match the colours	3m	All group, by turns	Match the flashcards in both languages and repeat the colour in Spanish	Ask the children about the colours in Spanish and help them	Flashcards with the colours in both languages
Spin the wheel	7m	All group, by turns	Spin the wheel and point to an object of that colour, say the colour in Spanish	Ask the children to spin the wheel, correct them if they say it wrong and help them	
Digital game	10m	All group, by turns	Click on the correct picture	Ask the children saying the colour in Spanish	PowerPoint game in the digital whiteboard

Assessment criteria		
All children must be able to: - Pay attention and participate in the activities - Choose an object and say the colour in Spanish with help - Match the flashcards in both languages	Most of the children will be able to: - Associate the colour in Spanish with the colour in English - Answer the teacher's questions	Some of the children could: - Click on the correct colour - Produce the colours in Spanish without help

LESSON 4		

Learning objectives	Learning outcomes	Evidence for assessment
• Show interest in the activities • Produce the colours in Spanish • Identify a colour in Spanish and do the corresponding action	• Participate in the activities and have a good behaviour • Ask questions or answer those asked by the teacher • Point to the correct colour • Distinguish their colour and stand up • Know what their favourite colour is in Spanish	• Pay attention during the lesson • Participate actively in the activities • Point to the correct colour • Stand up when the teacher says their colour • Produce their favourite colour in Spanish

Discourse/Text targeted	Language targeted- Non-verbal L Targeted
• Flashcards in Spanish • List with the colours in Spanish	• Facial expressions during the activities • Body movements as stand up and sit down

Outline of leading activities

To review the name of the colours in Spanish, the teacher will show two flashcards, each one with one colour, and say one of them in Spanish, so children will have to point to the correct colour.

Then, the teacher will give one paper to each child, each one painted with a different colour, and she will say one colour in Spanish, so they children who have that colour will stand up with their paper.

In the last activity, the teacher will ask what their favourite colour is, and children will have to say it in Spanish. She will take note in the notepad and then, they will vote the most popular colour.

Activity	Timing	Grouping	Pupils	Teacher	Resources
What colour is…?	5m	All group	Point to the correct colour	Say one colour in Spanish and show two flashcards	• Flashcards in Spanish
Stand up!	10m	Individually	Stand up when the teacher says their colour	Say one colour in Spanish	• Papers with different colours

What is your favourite colour?	5m	Individually	Say their favourite colour in Spanish and rise their hands to vote	Ask the children about their favourite colour and help them if they do not know how to say it in Spanish	• Notepad • Felt tip pen

Assessment criteria		
All children must be able to: • Pay attention and participate in the activities • Stand up with help • Point to one colour	Most of the children will be able to: • Produce one colour in Spanish with help • Point to the correct colour without help • Stand up by their own	Some of the children could: • Say their favourite colour without help • Point correctly to all the colours

LESSON 5		
Learning objectives	**Learning outcomes**	**Evidence for assessment**
• Show interest in the activities • Identify the colours • Produce the colours in Spanish	• Participate in the activities and have a good behaviour • Ask questions or answer those asked by the teacher • Pick up one ball and say the colour • Put the magic glasses on and produce the colour in Spanish	• Pay attention during the lesson • Participate actively in the activities • Produce the colours in Spanish
Discourse/Text targeted	**Language targeted- Non-verbal L Targeted**	
• Magic glasses and pictures • Little coloured balls	• Facial expressions during the activities	
Outline of leading activities		

In the first activity, the teacher will pick one child to wear the magic glasses, created by her, she will select a lens and put it on the glasses. Then, she will show the child one picture and ask to them what colour they see it, so the child will have to answer in Spanish.

In the second activity, the teacher will put different coloured balls in a bag and, one by one, the children will pick one up and say the colour of the ball in Spanish.

Activity	Timing	Grouping	Pupils	Teacher	Resources
Magic glasses	10m	Individually	Put the glasses on and say the colour in Spanish	Select a colour and put it in the glasses	• Magic glasses • Pictures
Coloured balls	10m	Individually	Pick one ball up and say the colour of it in Spanish	Offer the bag and ask for the colour in Spanish	• Bag • Little coloured balls

Assessment criteria		
All children must be able to: • Pay attention and participate in the activities • Say the colours with help in Spanish	Most of the children will be able to: • Produce the colours without help in Spanish	Some of the children could: • Help other children to produce the colours in Spanish

LESSON 6		
Learning objectives	**Learning outcomes**	**Evidence for assessment**
• Show interest in the activities • Answer the questions correctly	• Participate in the activities and have a good behaviour • Ask questions or answer those asked by the teacher • Produce the colours in Spanish	• Pay attention during the lesson • Participate actively in the activities • Answer the questions correctly
Discourse/Text targeted	**Language targeted- Non-verbal L Targeted**	

• Questions of the game	• Facial expressions during the game

Outline of leading activities
In this lesson we will play a questions game. The teacher will put 30 papers in a bag with one question about colours in each, and each child will have a turn to pick up one paper and answer the question.

Activity	Timing	Grouping	Pupils	Teacher	Resources
Pick up a question!	20m	All group, by turns	Pick up a paper and answer the question in Spanish	Read and ask the questions	• Bag • Papers with the questions

Assessment criteria		
All children must be able to: • Pay attention and participate in the activities • Wait for their turn • Understand the question • Answer the question will help in Spanish	Most of the children will be able to: • Answer the questions without help in Spanish	Some of the children could: • Help their peers to answer the question in Spanish

LESSON 7		
Learning objectives	**Learning outcomes**	**Evidence for assessment**
• Show interest in the activities	• Participate in the activities and have a good behaviour • Ask questions or answer those asked by the teacher	• Pay attention during the lesson • Participate actively in the activities • Repeat the animals • Try to produce the animals by their own

• Associate each animal with their colour • Review the colours in Spanish • Know the animals in Spanish	• Produce the colours in Spanish by their own • Match each animal with the colours • Repeat the name of the animals • Recognise the animals in the flashcards	

Discourse/Text targeted	Language targeted- Non-verbal L Targeted
• PowerPoint to introduce the animals • PowerPoint matching game • Caps with the animals • Flashcard with the animals in Spanish	• Facial expressions during the activities

Outline of leading activities
For this lesson, the teacher will create all the materials by her own. At the beginning of the lesson, the teacher will present the animals with the help of a PowerPoint and the flashcards. Then, the children will repeat each animal in Spanish. In the second activity, they will match each animal with their corresponding colour with a game in the digital whiteboard saying them in Spanish, to review the colours in Spanish as well. Then, the teacher will put some caps in a bag, each one with an animal painted, and each child will pick up one, saying the animal they have in Spanish.

Activity	Timing	Grouping	Pupils	Teacher	Resources
Presentation of the animals	5m	All group	Listen and repeat the animals in Spanish	Present and say the animals in Spanish	• PowerPoint with the animals • Flashcards in both languages

Match the animal and the colour	5m	All group, by turns	Match the animal with the correct colour and say them in Spanish	Help the children and repeat the animals and the colours in Spanish	• PowerPoint game
What animal is it?	5m	All group, by turns	Pick up a cap and say the animal in Spanish	Help the children	• Caps with the animals
What is your favourite animal?	5m	Individually	Say the animals in Spanish and raise their hands	Ask their favourite animals	• Flashcards in both languages

Assessment criteria		
All children must be able to: • Pay attention and participate in the activities • Produce the animals in Spanish with help • Produce the colours in Spanish	Most of the children will be able to: • Produce the animals in Spanish without help • Match the animal and the colour correctly	Some of the children could: • Help their peers to produce the animals and the colours in Spanish

LESSON 8		
Learning objectives	**Learning outcomes**	**Evidence for assessment**
• Show interest in the activities • Play the game and respect their turns and peers	• Participate in the activities and have a good behaviour • Understand the questions with Spanish words • Respect their turns • Answer the questions correctly	• Pay attention during the lesson • Participate actively in the activities • Play the game with their peers and respect their turn • Produce the correct answer in Spanish

• Produce the answers in Spanish					

Discourse/Text targeted	Language targeted- Non-verbal L Targeted
• The board game • The questions of the game	• Facial expressions during the game

Outline of leading activities

A board game, created by the teacher, will be played in this lesson. To do this, the pupils will be divided in four groups and each group will have a token.

This game will be like a path with squares, in some of them the children will have to wait and in other squares, the teacher will ask them a question about the animals in Spanish, if they get it right they will advance a certain number of squares and the turn will pass to the next team. The winning team will be the one that gets the most questions right and reaches the end of the path first.

Activity	Timing	Grouping	Pupils	Teacher	Resources
Visiting the Zoo board game	20m	In 4 groups	Play the game and answer the questions right	Ask the questions and control the children play in the correct order	• The board game • 4 tokens • A dice • Questions about animals

Assessment criteria

All children must be able to: • Pay attention and participate in the activities • Play the game in groups	Most of the children will be able to: • Answer the questions with the help of their group	Some of the children could: • Produce the answers without help

LESSON 9		
Learning objectives	**Learning outcomes**	**Evidence for assessment**
- Show interest in the activities - Match the Spanish colour with its English name - Match the animal in Spanish with its name in English - Produce the colour and the animal in Spanish	- Participate in the activities and have a good behaviour - Ask questions or answer those asked by the teacher - Match the colour in Spanish with its name in English - Match the animal in Spanish with its name in English - Take an object up and produce its name in Spanish	- Pay attention during the lesson - Participate actively in the activities - Produce the colours and the animals without help - Be able to match the correct colours and animals

Discourse/Text targeted	**Language targeted- Non-verbal L Targeted**
- Memory games - Caps and balls in the bag	- Point to the correct card - Pick an object up - Match the cards - Facial expressions during the activities

Outline of leading activities
In this lesson, the children will play some games to review the animals and the colours they have been learning. The first game will be a memory, created by the teacher, in the digital whiteboard, in which children will have to match the colours in both languages. The second game will be the same, but matching the animals instead of the colours. In the final game, each child will pick out of a bag a plug with an animal drawn on it or a ball of a certain colour, so they will have to say what they took up in Spanish.

Activity	**Timing**	**Grouping**	**Pupils**	**Teacher**	**Resources**

Colours' memory	5m	All group, by turns	Play memory matching the correct cards with the colours in both languages	Explain the game and help them to match the cards	• Memory game in the digital whiteboard
Animals' memory	5m	All group, by turns	Play memory matching the corrects cards with the animals in both languages	Explain the game and help them to match the cards	• Memory game in the digital whiteboard
Picking something from the bag	10m	All group, by turns	Pick a cap or a little ball up from the bag and say the animal or the colour in Spanish	Offer the bag and ask what came out	• Bag • Caps with animals' pictures • Little balls of different colours

Assessment criteria		
All children must be able to: • Pay attention and participate in the activities • Pick an object up	Most of the children will be able to: • Match a colour or an animal in both languages • Produce animals and colours with help	Some of the children could: • Produce animals and colours without help

LESSON 10		
Learning objectives	**Learning outcomes**	**Evidence for assessment**
• Show interest in the activities • Play Bingo	• Participate in the activities and have a good behaviour • Understand the colours in Spanish and check their card to cross it out • Understand the animals in Spanish and check their card to cross it out	• Pay attention during the lesson • Participate actively in the activities • Be able to recognise the animals and the colours in Spanish to play bingo correctly

Discourse/Text targeted	Language targeted- Non-verbal L Targeted
• The bingo cards	• Hands up when a child has bingo • Facial expressions during the game

Outline of leading activities
This lesson will be a final review of the contents, in which children will get into pairs to play bingo. This bingo will just contain the animals and the colours we have been learning, with the corresponding word in Spanish to help children when the teacher says the colour or the animal in Spanish. We will play this game for the entire lesson, so that many children can win.

Activity	Timing	Grouping	Pupils	Teacher	Resources
Bingo	20m	In pairs	Understand what animal or colours the teacher has said, check their card to see if they have it and cross it out if they have it	Say an animal or a colour and show the corresponding flashcard to help the children	• Bingo cards • Felt tip pens • Flashcards of animals and colours

Assessment criteria		
All children must be able to: • Pay attention and participate in the activities • Play bingo	Most of the children will be able to: • Understand the animals and the colours in Spanish and look for them in their cards	Some of the children could: • Play bingo without help

LESSON 11		
Learning objectives	**Learning outcomes**	**Evidence for assessment**
• Show interest in the activities	• Have a good behaviour • Listen the story	• Pay attention during the lesson

• Give the correct answers to the teacher	• Know the animal and the colour in each page and tell the teacher • Count the animals in each page	• Say the correct colour and animal in each page in Spanish • Participate actively in the activity • Count the animals in the final page

Discourse/Text targeted	**Language targeted- Non-verbal L Targeted**
• The story of the book • The words the children say to complete each sentence	• Facial expressions during the storytelling

Outline of leading activities

The activity of this lesson will be to introduce and tell the story of the book that the teacher has created with the help of some children, who have painted the pictures of the animals with the correct colour. In addition, at the end of the book an activity has been created to review and count how many animals there are of each species, so the children will say the answer and the teacher will write the correct number.

Activity	**Timing**	**Grouping**	**Pupils**	**Teacher**	**Resources**
Tell the story	5m	All group	Complete the sentences in the story by saying the correct colour and animal	Tell the story and let the children say the correct animal and colour	• The book
Count the animals	2m	All group	Count the animals and say the correct number	Ask children the quantity and write down the correct number	• The book • Black whiteboard pen

Assessment criteria

All children must be able to: • Pay attention and participate in the activities	Most of the children will be able to: • Say the correct colour and animal in each page	Some of the children could: • Be able to read the whole sentences of the story

• Count the animals and say the numbers		