



**FACULTAD DE EDUCACIÓN DE PALENCIA
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**USING STORIES IN INFANT EDUCATION IN A CLIL SCHOOL.
A PROPOSAL**

**TRABAJO FIN DE GRADO
MAESTRA EN EDUCACIÓN INFANTIL
-MENCIÓN LENGUA INGLESA-**

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ABSTRACT

No one is surprised when we talk about learning a foreign language in school from an early age. This is due to the current importance of knowing how to communicate in several languages for life. Therefore, the European Council proposed a Common European Framework of Reference for language learning, which guides are provided in order to facilitate the task not only for foreign language teachers but also for students. The Spanish Education Law, along with the various laws of the Autonomous Communities, follows the lines offered by this framework.

In this work I explain the importance of learning a second language, as well as talking about one of the most important tools to work in the classroom for the learning of the second language in a classroom of the second cycle of Infant Education, the story.

Accordingly, this work details a proposal based on a story designed to work in an Infant Education classroom with 5 year old children.

KEY WORDS:

Story, foreign language, learning, proposal.

RESUMEN

Ya nadie se sorprende cuando hablamos del aprendizaje de una lengua extranjera en la escuela desde edades tempranas. Esto es debido a la actual importancia de saber comunicarse en varias lenguas para la vida. Por ello, el Consejo Europeo propuso un marco de referencia para el aprendizaje de las lenguas, en el que se proporcionan unas guías con el fin de facilitar la tarea no solo a los profesores, sino también a los estudiantes de lenguas extranjeras. La ley española de educación, junto con las diferentes leyes de las Comunidades Autónomas, siguen las líneas ofrecidas por este marco de referencia.

En este trabajo se muestra la importancia del aprendizaje de una segunda lengua, así como una de las herramientas más importantes para trabajar este aprendizaje en el aula del segundo ciclo de la educación infantil, el cuento.

De acuerdo con esto, el presente trabajo detalla para finalizar, un proyecto diseñado basado en un cuento para trabajar en el aula de educación infantil con niños de 5 años.

PALABRAS CLAVE:

Cuento, lengua extranjera, aprendizaje, propuesta.

1. INTRODUCTION

Learning a language is a process which is acquired in an innate way, and it is the same if we talk about the learning of a foreign language in early years.

This is owing to the malleability of the brain at these ages. The mental structures and circuits that are built in those first years are the ones that children will use. That is why the teacher is one of the basics foundations in children education. These structures have to be clearly organized to make the future learning easier and more effective.

The ability to speak several languages is, without a doubt, a primary objective of quality education system.

A language, native or foreign, is an instrument used by humans to communicate and interact in different social contexts, obtain information and participate in various cultural experiences; language is, above all, a powerful tool that affects the mental structures of the person and contributes to its enrichment and affective, cognitive, and social maturity.

Therefore, language is a tool to be exploited to the full in school, because it is the most important means that the people have to perceive, communicate, analyse, interpret and experience the physical and social environment around them; definitely, to learn.

2. JUSTIFICATION

The Common European Framework (2001) was designed by The Council of Europe to provide the basis guidelines for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. Its intention is to explain what learners have to learn to communicate in those languages and what skills they have to develop.

To make that possible, the CEFL is divided in different levels of knowledge of the language (it defines three broad levels of language use- Basic User, Independent User and Proficient User). It also provides assessment and tips to guide teachers and learners during this process.

The DECRETO 122/2007, de 27 de diciembre, por el que se establece el currículo del segundo ciclo de la Educación Infantil en la Comunidad de Castilla y León, which has been developed based on the Spanish Education Law (LOE), follows the premises of the CEF. It is structured in three different areas:

- Self-knowledge and personal autonomy.
- Knowledge of the environment.
- Languages: Communication and Representation.

I will focus in the third area Languages; Communication and Representation. Taking into account the different content and objectives of this area, we can say that through language, children structure their thinking, increasing their knowledge of reality and establish relationships with peers and adults, who favour their emotional and social development.

One of the contents in this area is “listening and understanding of stories, poems, rhymes or traditional riddles, as a source of pleasure and learning in their mother tongue and in foreign languages¹.”

The purpose of learning a foreign language, the same as with the other learning, is helped the development of the different capacities which are expressed in those areas.

These areas appeared separated but in educational proposals all these areas are together, and teachers do not work these areas separately.

According to the DECRETO, “approach to a different language from the very early childhood education will allow to develop positive attitudes towards languages, raising awareness and curiosity about them, with the final goal of promoting a culture based on understanding and mutual respect. Foreign language is a good ally to develop affective,

¹Personal translation from “Escucha y comprensión de cuentos, relatos, poesías, rimas o adivinanzas tradicionales, como fuente de placer y de aprendizaje en su lengua materna y en lengua extranjera.”

intellective and social skills at this age, acquire a greater communicative competence and facilitate reflection on learning.”²

One of the most relevant things in the curriculum is the importance of the key competences. Key competences are a combination of knowledge, skills and attitudes. These skills are necessary to contribute to development and personal fulfilment as well as a social inclusion.

There are eight competences; communication in the mother tongue, communication in foreign languages, mathematical competence and basic competences in science and technology, digital competence, learning to learn, social and civic competences, sense of initiative and entrepreneurship and cultural awareness and expression.

In this work I give great importance to two of these competences; communication in foreign languages and learning to learn.

Communication in foreign languages, which involves, in addition to the main skill dimensions of communication in the mother tongue, mediation and intercultural understanding. The level of proficiency depends on several factors and the capacity for listening, speaking, reading and writing.

Learning to learn is the ability to pursue and organise one's own learning, either individually or in groups.

These key competences are a useful reference tool for countries of the European Union and the policies of education as it offers us a reference framework.

² Personal translation from “El acercamiento a una lengua diferente a la propia desde los primeros años de Educación Infantil permitirá desarrollar actitudes positivas hacia las lenguas, despertando la sensibilidad y curiosidad por ellas, con el objetivo último de promover una cultura basada en el entendimiento y respeto mutuo. La lengua extranjera es un buen aliado para desarrollar las capacidades afectivas, intelectivas y sociales en estas edades, adquirir una mayor competencia comunicativa y facilitar la reflexión sobre el aprendizaje.” (DECRETO 122/2007, de 27 de diciembre, por el que se establece el currículo del segundo ciclo de la Educación Infantil en la Comunidad de Castilla y León ,p 9).

These competences are related with the Multiple Intelligences of Gardner. Gardner (1999) defines intelligence. For him, intelligence is a mental ability that helps people to solve problems and create products that are valued in different cultures. One of these intelligences is the linguistic one, which is the ability to analyse information and create products involving oral and written language such as speeches, books and memos. Language is understood as a communication and representation system which let us establish personal and affective relations with others. In this way, its learning takes place in interactive situations.³

There are studies that show the positive outcome of learning a foreign language at an early age.

Pinto (1993) did research with children about learning three languages and drew to the conclusion that the experimental group, which was learning three languages simultaneously, positively differed from the control group, who only used the native language, in terms of development of cognitive abilities.

Another work by Low (1993, 1995) says: "That many teachers suspected pupils learning of a foreign language at primary had somewhat helped them with their first language".

In a study conducted at the University of Oviedo (López Téllez, Rodríguez González and Rodríguez Suárez, 1996) with children receiving half an hour daily class in English, it was found that pupils not only made very significant progress in understanding and production in English but also it was observed in them further development of perceptual, creative and socializing capacity.

³ Personal translation from "Entendemos la lengua como un sistema de comunicación y representación que nos permite establecer relaciones personales y afectivas con los demás, de este modo, su aprendizaje se realiza siempre en situaciones de interacción."

Thus, the language must be exploited to the fullest in school as it is a great tool to perceive, communicate, live with both physical and social environment that surrounds people and, definitely, to learn.

3. FUNDAMENTATION

3.1 CONSTRUCTIVE APPROACH.

Constructivism is a learning theory found in psychology which explains how people might acquire knowledge and learn. The theory suggests that humans construct knowledge and meaning from their experiences.

There are different theories according to different authors based on constructivist approach.

According to Vygotsky (1985), language acquisition takes place during human interaction in an environment of the foreign language when the learner receives language 'input' that is one step beyond his/her current stage of linguistic competence. In the process of cognitive development, language is a crucial tool for determining how the child will learn how to think.

One essential tenet in Vygotsky's theory is the notion of the existence of what he called the "zone of proximal development". The Zone of proximal development refers to all the functions and activities that a child can perform on his own, without anyone helping anyone else.

The internalization of language of Vygotsky (acquisition of a second language) is based on the interaction with other people. Learning grammatical structures is in the background, while the real interaction along with communicative methods, go to the fore.

That is why, in a school context, the teachers are one of the crucial factors when learning a second language, because of the real interaction between teacher, as a guide, and classmates.

Another representative author of the constructivism approach is Jerome Bruner (1985). Bruner theories had a clear influence to Vygotsky theories; language is needed for communication with others who can facilitate learning. Similarly it is essential for the scaffolding process. Bruner theories follow a constructive approach.

For Bruner, the child acquires the grammar rules from scratch, but before he learns to speak, he learns to use the language in his daily relationship with the world, especially with the social world. The language is learned using it communicatively, the interaction between mother and child is what makes what happens prelinguistic to linguistic; interactions in these routines in which the child incorporates expectations about the actions of the mother and learn to respond to them are given. These repeated situations are called formats.

For Bruner, the interest of these games is that the social relations that are involved in them should be consistent with the uses of language in the speech, so its domain comprises the domain of critical aspects of the dialogue.

Adults use strategies that involve attribution of intentionality to the baby and behaviours are placed one step above what currently allow its powers. This concept is called scaffolding and it is one of the keys within the new learning theories.

On the other hand, this proposal works clearly on emotions. So, it is necessary to refer to Daniel Goleman (1999) and the emotional intelligence.

Daniel Goleman defines emotional intelligence as the capacity for recognizing our own feelings and the feelings of others, motivating and managing conveniently the relationships we have with others and with ourselves. In this definition, Goleman has considered five emotional abilities, in turn classified into two big groups:

- Personal ability: These are the characteristics that determine the domain of ourselves. It includes self-knowledge, self-regulation and motivation skills.
- Social ability: These characteristics determine the use of relationships. It includes empathy and social skills.

3.2 STORYTELLING AS A TOOL FOR LEARNING.

In a broad sense, any instrument or object that facilitates the learning of the child can be considered as a tool.

Those tools or materials will be used taking on account the objectives to be achieved and the different learning contexts.

Narrative resources are one of the most appropriate resources for those ages because they can be dramatized, which imply a greater understanding and they can include fantasy. Narrative resources mean stories, songs, rhymes and poems and others.

One of the main narrative resources in Infant Education is stories. Stories can provide a highly motivating, engaging and realistic source of genuine language interaction in the classroom; they are living language in which the teacher becomes the source of language and the listeners are actively involved in understanding. Children love stories and they have already enjoyed stories in their first language, so they already know how a story works. This makes children understand it better when we tell a story in a foreign language.

Another factor to succeed is if children connect the things that happen in the story with their real lives. Stories help children to deal with some different problems, fears, etc.

It is very important to highlight the good choice of books for learning a foreign language. Therefore the school library and classroom itself must have many appropriate books.

3.2.1 Classroom library / Reading corner.

A reading corner is a place inside the classroom which provides teacher and children both different kinds of books. “It is a purposefully arranged, carefully planned permanent space in which a variety of reading and writing materials are stored and displayed.” (Reutzell, Fawson and Fawson, 2002, p. 8).

According to Neuman (1999) when the classroom library is provisioned in an adequate way, carefully make and used in a very interactive way, then the school library will help at the time of form the foundation for literacy success.

A Classroom library has some specific features:

- It is a research workshop.
- It introduces children in library activities (loan, repayment, etc.).
- The children care and prepare their own library.
- This space can be decorated so it can be more friendly and personal.
- Reading motivation is much more direct.
- Teacher can make animation activities to read more frequently.
- Children learn to manipulate various types of books.
- Children take an active role in their learning.
- Individual and group work is encouraged.
- Children learn to be responsible with their use and care.

We cannot forget that the classroom library complements the school library and vice versa.

The classroom library is a centre of literacy, so this centre is organized and managed so that students can work successfully and independently; it is both motivating and engaging; it has a consistent structure throughout the year; it is aligned with the curriculum; the activities are based on ongoing assessment and have a built-in accountability system.

This space provides children with different functions such as a place for supporting literacy instruction, or providing opportunities for independent reading and curricular extensions, or finally, serving as a place for children to talk about and interact with books, making rankings of the top books of each month, etc.

The classroom library has to be nice, quiet, tidy, comfortable and well-lit. To make this space quiet and nice it should be in a corner or a space far from the playing zone because this zone is noisy. It is not necessary to provide this place with chairs, children at those ages feel more comfortable sitting in a carpet on the floor or in a cushion.

It is important to provide the classroom library with many kinds of books:

- Picture books
- Alphabet books
- Poetry and song

- Stories
- Adaptations of traditional stories
- Non-traditional adaptations
- Albums
- Dumb books
- Pop up or games books
- Documentaries or books of knowledge
- Activity books
- Periodicals
- Magazines
- Fiction and non-fiction books

To design this proposal I took into account a book, *The Mixed-Up Chameleon*, but this could not be the only book in the classroom about this topic. It is really important to give children the chance to see other books related with the topic which children are working.

Taking this into account, the teacher provides the classroom library with these other books:

- True or false, *Dangerous animals!* By Melvin and Guiloa Berger. Editorial Scholastic.
- *Dear Zoo*, by Rod Campbell
- *Visual Dictionary Animals*. Encyclopedia of Discovery.
- *My first animal picture dictionary*, by Castle Street Press.
- *Zoo Borns! Zoo Babies from Around the World*, by Andrew Bleiman
- *1, 2, 3 to the Zoo*, by Eric Carle.
- *The Foolish Tortoise*, by Richard Buckley.
- *Polar Bear, Polar Bear, What Do You Hear?* by Bill Martin Jr.

These books are not only non-fiction books; there are also different dictionaries with real illustrations of the animals.

The teacher can also add different pages from internet with books, such as the page of story line online. In this page we can find videos of people reading stories for children.

Nowadays many books include also a CD with the story. Children can listen to the story while they are watching the different pages of the book. So in the class we have to take into account the possibility of preparing the computers of the classroom (there is at least one in every class nowadays) with different programs or materials to give children the change to watch and listen to stories on the computer.

A good selection of stories which arouse the interest of the learners is an essential ingredient to the success of storytelling.

3.2.2 How to choose a book.

But, how can we choose the right books? Salaberri (2001) provides us with criteria to choose books:

- Inclusion of stories that learners know from their native language.
- Stories where the content is predictable easily predictable, including repetition of language, rhyme and rhythm.
- Quality of illustrations.

According to Zaro and Sabalerri (1995), these are other factors to bear in mind at the time of choosing a book.

- Choose stories which relate to target areas in the syllabus (size, physical description, clothes, etc), to areas of language (vocabulary, pronunciation, grammar), and sociocultural aspects (food, social norms, etc).
- Choose stories of interest not only for the class, but for yourself too as you are the person who is going to tell the story. In general, if you are interested in the story you are telling, you will tell it better.
- Choose activities which best support the story and not vice versa. The most important criterion is to choose an interesting story.
- Lastly, avoid overly long or dense stories if you intend to tell them to the class face to face. Limit the story to ten minutes' telling time, including the use of gestures or visuals.

Once chosen the book, teachers will have to adapt that book according to the level of the children. But the language factor is not the only one; there are other aspects that we must have in mind at the time of adapting a story such as the pronunciation, intonation, voice of the characters, etc. If the story is new for the teacher it is really important to learn it before you tell the story in the class. Knowing the story makes the reader feel more confident and secure because there is no space for improvisation.

3.2.3 Stages in storytelling.

There are three stages in storytelling; before telling the story, while telling the story and after telling the story. These stages will guide teachers at the time of planning a lesson based on narration.

3.2.3.1 Before telling

It is appropriate make children familiar with the context, language and concepts the book treats. To make that, teacher plans different activities such as activities to introduce or revise different vocabulary which is including in the story, vocabulary about the characters, feelings, concepts, etc.

3.2.3.2 While telling

Salaberri (2001) states that, “the main purpose is getting the learners to understand relevant information, such as the story-line, main events, keywords, etc. at this stage, it is important to involve the class in predicting and anticipating as the story develops.”

Use gesture, mime actions or movements to help the class understand the situations in the story or some expressions.

3.2.3.3 After telling

It is important to follow the story with different activities to continue the process of understanding. Activities which let children extend and consolidate language introduced in the story, making something (cards, puppets, drawings) to help children remember, look for things about the story, activities to develop a story into a play like role-playing activities, sequencing the story through different actions or draws, making rhymes.

Once having cleared that, teachers will have to focus on how to tell the story. It is not the same reading the story than telling the story.

“Some teacher are excellent storytellers and if you are able to tell the story rather than read it you will be able to keep better eye contact with your children, use funny voices and hold their interest more” (Baldwin, 2003, p. 94).

The first thing a teacher has to do before telling a story is motivate children. To make that possible teacher previously (before reading) need to design different activities or tasks to make children familiar with the language, enjoy the characters, using puppets, etc.

It is really important for the teacher to know previously the story, in this way it becomes easier to tell the story with your own words.

On the other hand, Salaberri (2001) gives us an advice, to make a map of the story with the different important points in it, such as the characters, what happens in the story, how a problem is solved, etc.

Ferland (2011) suggests three features for a good storyteller: intonation, rhythm and mime.

4. METHODOLOGY

4.1 TOTAL PHYSICAL RESPONSE

Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical activity. This method was developed by James Asher (DATE ON reference book on this)

After having studied how children learn their mother tongue he maintained that children respond to other speakers' commands in a physical way before they begin to produce verbal responses.

So we will take this into account when asking children to respond to a verbal command in the foreign language. Some of them will be able to answer with words and the action.

Others will just do the action.

The general objectives of TPR are to teach oral proficiency at a beginning level. Comprehension is a means to an end, and the ultimate aim is to teach basic speaking skills.

The role of the learners in TPR is listening attentively and responds physically to the different commands teacher gives. On the other hand, the teacher's role is very active and direct. The teacher is the person who decides what to teach, how to teach it and the different materials and resources.

4.2 TASK-BASED LEARNING

Task-based learning is a learning method which consists on making children learn through different tasks types previously designed.

Task-based language teaching has strengthened the following principles and practices: (Nunan, 2006)

- Needs-based approach to content selection.
- An emphasis on learning to communicate through interaction in the target language.
- The introduction of authentic texts into the learning situation.
- The provision of opportunities for learners to focus not only on language but also on the learning process itself.
- An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
- The linking of classroom language learning with language use outside the classroom.

In TBL lessons, teacher is generally a facilitator, always keeping the key conditions for learning in mind. Facilitating learning involves balancing the amount of exposure and use of a language, and ensuring they are both of suitable quality.

The TBL framework consists of three phases, pre-task, task cycle and language focus.

There are many types of tasks, Pattinson (1987) sets out seven tasks:

- Questions and answers; this structure can be used to practice structure, function or notion about the language.

- Dialogues and role-playing; teacher gives children the chance to talk and practice oral skills.
- Matching activities; the aim of these activities is recognizing different items and match them, complete pairs or sets, etc.
- Communication strategies; these activities are designed to improve paraphrasing, using gestures, asking for feed-back, etc.
- Pictures and picture stories; communication activities through pictures such as sequences, memory or spot the difference.
- Puzzles and problems; activities of drawing or make guesses.
- Discussions and decisions; activities to collect and share information.

5. PROPOSAL

5.1 SETTING

I based this proposal taking into account the context of a public school; the CEIP Marqués de Santillana where I took my training period.

It is located in the district of Carmen in Palencia. This neighbourhood is undergoing urban expansion due to new development projects space between the school and the river.

It is a neighbourhood consisting mainly of two old sectors, one of mostly aging population and other immigrant and ethnic minorities. The sociocultural and economic level of this sector is a medium-low.

It is an Infant and Primary Education School. It is a CLIL school, so English is integrated since children start school at Infant Education. All classrooms in the school have digital blackboards and traditional ones, so ICT are quite good integrated.

The timetable of the school is from 09:00am to 14:00 pm.

The School has a different thread for each course. The theme of the course 2013/2014 is "A Course in Story." This topic serves as a thread for all the activities proposed in the centre.

This school has developed different programs; one of them is the Reading Plan. This school is conscious of the importance of reading and how to involve children in it since Infant Education. This year, the Reading Plan has fantastic stories.

The main objective of this plan is to bring rewarding reading to children helping them to build up a reading habit. With the theme of this course, fables, reading is more motivating since they have simple and attractive at the same time, important didactic structures.

This would have raised different objectives:

- Awaken and increase interest in reading, enhancing reading comprehension from all areas of the curriculum.
- Encourage reading as a means of access to knowledge through creative element of personal enrichment and enjoyment.
- Use frequent downtown library as a place for reading and as a meeting point for discovering new characters and new readings.
- Distribute the appropriate time periods for each group have read times.
- Waking up in families taste and interest in everything related to the acquisition of reading and books.
- Strengthen the school website the option of virtual book to show the creations that you make.
- Provide and use digital resources available for easy reading in our students.

To carry out these objectives, the school teachers have created different activities for each cycle.

Among these activities we can find the invention and change the end of stories, representations of books, inventing new stories with characters known by children record stories, learning and development of small rhymes, tongue twisters, poems ..., check storytelling the centre, out to the local library, creating materials for the representation of stories, either graphically dramatized with ... puppets, story to fellow centre development courses and various commuter book.

The centre also has a number of other complementary and extracurricular reading concerning the participation in the different activities that arise in relation to the promotion of reading, holding the "Reading Week" in collaboration with the AMPA activities around the thread "Fable course" Reading presence in the Children's Day, Constitution Day, Christmas, Peace, Cultural Week 2014 ... and Book Day celebration on 23 April.

Various guided activities are also planned throughout the school as the development of a story or narrative technique with continuing stories, conducting various workshops in

the afternoon related to the development of communicative competence and collaboration with virtual book.

In turn, there are different activities designed to foster collaboration between families and the school as the traveller book, which in the case of Infant Education children, family support is very necessary. Every week a child takes the book home, to write with the help of their families a fable, and then the children tells the rest of their peers the story in the classroom.

5.2 CLASSROOM

The classroom is big and spacious. It has different workshops

- Kitchen workshop: It has a toy kitchen and different materials; dolls, costumes, toys ...
- Building workshop: features different pieces of "lego" and instruments of building toys (hammer, drill, saw ...). Also with different games with different construction materials.
- Puzzle workshop: it has with many puzzles differentiated by age and number of parts depending on the difficulty.
- Reading corner: with different books.
- ICT workshop: has two computers without internet access but equipped with different educational programs for children to learn while they play.

Other important area is the carpet or meeting area. This is where children spend most of the time. It is a learning zone; children share their feelings and thoughts. It is also the place where children read or listen to stories. So this is the main area of action when we talk about literacy.

In the classroom there is also an English corner. It has with different posters with some different topics such as the date, numbers, colours, and days of the week, months, seasons, and different expressions.

5.3 GROUP

This unit plan is designed for 5 year old children, the classroom where I took my training period. There are 20 children (13 girls and 7 boys) each with different characteristics. Three students of an ethnic minority and another with a disease that affects different levels (motor, psychological, communicative ...)

The roles that each child has in the classroom are quite marked. It can be seen quite clearly the difference in the maturational level either in terms of work or strengthening of families in the learning acquired.

5.4 TEXT BOOK

For English classes there is a text book, Oxford Playschool Plus B. This book has 6 unit and other extra units.

- Introduction unit: *It's playschool*. This unit is to revise the contents of last year.
- Unit 1: *My first day!* This unit is about family and people descriptions.
- Unit 2: *Look out, Rocket!* This unit is about parts of the body and geometrical figures.
- Plus Unit: *Blast off!* This unit is about the space.
- Unit 3: *It's too noisy!* This unit is about music and instruments.
- Unit 4: *Beep, beep! Choo, choo!* This unit is about transports and sizes.
- Plus Unit: *My new shell!* This unit is about see animals.
- Unit 5: *Is it a monster?* This unit is about animals and the zoo.
- Unit 6: *I love nuts!* This unit is about food.
- Extra units: It is autumn. Merry Christmas. Carnival parade.

Next I present a table with the aims and vocabulary children will learn during unit 5. This table has been removed from the teacher's guide book of Oxford.

| UNIT 5: Is it a monster? | |
|---|--|
| Aims | Vocabulary |
| <ul style="list-style-type: none"> • Tell the story, with the help of the Big Story Book, trying to make children participate in the second reading. • Represent the song of the story and participate. • Dramatize the story. • Introduce animal vocabulary. • Introduce a song with the vocabulary. • Transfer the language used in the unit to the real life. • Make the unit pop-out and use it to improve language. • Motivate children linking this unit to another plan or project and develop this unit their world knowledge through English language. | <p><u>New</u></p> <p>Bird, elephant, giraffe, snake, tiger, zebra, monster, zoo, animals.</p> <p>I'm a tiger.</p> <p>Tail, feathers, soft, cold, smooth, long, scared.</p> <p>Where are the monkeys?</p> <p>I don't know.</p> <p>Is it a monster?</p> <p>Rhino, ostrich, penguin, camel, meerkat.</p> <p><u>Review</u></p> <p>Monkey</p> <p>Eyes, ears, feet, legs, nose, mouth.</p> <p>Number from 1 to 8.</p> <p>Colours</p> <p>Happy, sad, noisy, apples, circle, square, star.</p> |
| Support lesson | |
| Aims | Vocabulary |
| <p>Practise animal vocabulary.</p> <p>Practise the animal song.</p> | <p>Bird, elephant, giraffe, snake, tiger, zebra, animals.</p> <p>I'm a tiger. Colours and numbers.</p> |
| Extension lesson | |
| Aims | Vocabulary |
| <p>Increase animal topic making puppets.</p> | <p>Bird, elephant, giraffe, snake, tiger, zebra, animals.</p> |

I will use unit 5 taking into account the different topics it works to design a proposal based on narration which includes this topic. This proposal designed will be carrying out after this unit from the book. This will make easier for children understand the project because they will revise the concepts they have already learnt.

We cannot forget about the connection that exists between English and Spanish unit. All topics which are treat in Spanish lessons, will be working in English lessons too.

5.5 PROPOSAL

This is a unit plan based on narration. This proposal has been designed from a book, *The Mixed-Up Chameleon* by Eric Carle taking into account the text book used in the school.

The chameleon's life was not very exciting until the day he discovered he could change not only its colour but his shape and size, too. When he saw the wonderful animals in the zoo, he immediately wanted to be like them and ended up like all of them at once. But finally he realized that he has been so mixed up that he could not catch a fly. Finally he wished to become himself and his wish came true and he lived happily ever after.

With this proposal I will try that children enjoy books as the same time as they learn English and feel comfortable with them. In addition, I will treat other topics like animals, emotions and colours. I also gave great importance to literacy that children will work with pictograms.

This proposal will last 6 lessons of 30 minutes each on Monday, Wednesday and Friday.

Lesson 1 (1st Monday)

The leading activity is “Guess how I feel today”. This lesson plan will focus on emotions. To make that possible I have designed different activities, one of them will be acquired as a future routine.

To start the class children sing a welcoming song (Hello song). After that, the teacher shows children different pictures of faces expressing different emotions. The teacher and children talk about those emotions, when they are happy, sad, tired..., the situations that make them feel that, birthdays, after outing, etc.

To continue, the teacher asks children “How do you feel today?” “I feel....” To make that easier, children will be helped with the pictures of the different emotions. Once all children have been asked, the teacher continues with the next activity.

In a small table there are 5 mugs; four mugs have the picture of one emotion. In the other one there are 20 sticks with the name and the picture of each child. This activity consists on putting each stick in one of the mugs depending on how children feel that day. This activity is the one that children will use as a routine. This is the first day so the teacher first shows children how to do it. The teacher takes her stick with her name and her picture and says “*Today I feel happy*”. Next she puts her stick in the happy mug. Then teacher asks children, one by one, how they feel today. Every child stands up, looks for his/her stick and places it in the right mug.

Once every child has placed their stick, teacher asks children to sit in front of the mirror. She gives different commands and children have to express that feeling with different gestures, for example: “*Today I feel happy*”. Children show their happy faces in front of the mirror.

For the next activity children make a big circle in the carpet. This activity is a guessing activity. One child goes to the middle of the circle with her eyes closed. The teacher shows a picture of one emotion to the rest of the children. They have to represent that emotion to the child who is in the middle, and this one, has to guess which emotion it is. To finish the class, children sing the Good-Bye song.

Lesson 2 (1st Wednesday)

The leading activity is “Animals at the zoo”. This lesson plan will focus on animals and colours. To make that possible I have designed different activities.

To start the class children sing a welcoming song (Hello song). To follow, children do the routine they have learnt the previous lesson. Children will put their sticks in the right mug according to how they feel.

To continue the lesson the teacher shows children a picture of a zoo. She asks children if they know what a zoo is, or if they have ever been to a zoo, what they saw there, etc.

Now teacher points to every animal that appear on the picture asking children if they know what animals they are. This would be a good way to review what they already know from the previous unit of the text book.

After this, the teacher takes the animals flashcards and put them in the middle of the carpet. She asks children to make a circle around the flashcards. Teacher will give commands to children to pick up different flashcards. Each flashcard has an animal and the bottom of the flashcard is coloured in different colours, each colour represents one animal.

White colour represents a polar bear, orange represents a fish, green colour represents a turtle, pink colour represents a flamingo, brown colour represents a deer, blue colour represents an elephant, red colour represents a fox, yellow colour represents a giraffe and finally purple colour represents a seal.

The teacher will order children to pick up a flashcard giving an animal command or a colour command. If the teacher asks about picking up an animal, after a child picks it up she will ask the child about the colour, in the case of asking to pick up about the colour, she will ask the child about the animal.

The next activity consists on building a little zoo in the classroom. She will give out different photocopies to the children individually or in little groups. They will have to colour the photocopies. There is a photocopy for water and other for grass. They will place these two photocopies in a table and above the poster of the entrance of the zoo. Now it is time to discuss about where they have to place the different animals, on the water or on the grass. One by one, children share their opinions and place the animals. To finish the class, all children sing the Good-Bye song.

Lesson 3 (1st Friday)

The leading activity is “Twister”. This lesson plan will focus on animals’ characteristics and numbers. To make that possible I have designed different activities.

To start the class children sing a welcoming song (Hello song). To follow, children do the routine they have learnt the previous lesson. Children will put their sticks in the right mug according to how they feel.

Next children review quickly the animal flashcards from the previous lesson.

To continue with the class, the teacher takes chameleon flashcards and shows it to the children. She talks about the long and sticky tongue chameleon has. This activity is about animal features. The teacher and children will review the parts of the animals

(neck, ears, eyes, tail, leg, fin, shell, etc). Children already know most of these parts from unit 4 and 5 of the text book they use in class, so it is not difficult for them.

Once the parts reviewed, the teacher asks children to gather animals according to different characteristics, for example, animals with 2 legs, animals with fins, animals which live in the sea, etc.

Next activity is a twister. There is a big carpet with the pictures of the parts of the animals. The teacher will ask each child, one by one, to go to the carpet and the teacher will take out one flashcard and the child will have to put his left or right hand in the part of this animal. Then teacher asks another child and make the command. The first child who fell down is the one who come back to their seat and another child will play with the child which is on the carpet.

The last activity is a memory game. The teacher will place the flashcards on the carpet lying face down and children will have to make pairs.

To finish the class, all children sing the Good-Bye song.

Lesson 4 (2nd Monday)

The leading activity is “The Mixed-Up Chameleon”. This lesson plan will focus on the story of The Mixed-Up Chameleon. To make that possible I have designed different activities.

To start the class children sing a welcoming song (Hello song). To follow, children do the routine they have learnt the previous lesson. Children will put their sticks in the right mug according to how they feel.

Next children review quickly the previous lessons about the animals and parts of the animals.

Now the teacher takes the book The Mixed-Up Chameleon and asks children about the front page, about the picture that appears on it. Children discuss about what could happen to chameleon, why it has a lot of colours, etc.

Finally the teacher tells the story to the children. After, the teacher asks children about the story, if they have enjoyed it, about their favourite part of the story, their favourite character, about how chameleon felt, etc. To make children understand better the different questions the teacher uses the different flashcards and pictures about animals and emotions.

The teacher asks children to go to their desks, there are going to colour photocopies with chameleon and its changes to, finally, tell again the story but this time with the help of the children and the photocopies.

To finish the class, all children sing the Good-Bye song.

Lesson 5 (2nd Wednesday)

The leading activity is “I wish I could be...”. This lesson plan will focus on the cyclical structure of the book, in fact, in the sentence “I wish I could be _____ like a _____”. To make that possible I have designed different activities.

To start the class children sing a welcoming song (Hello song). To follow, children do the routine they have learnt the previous lesson. Children will put their sticks in the right mug according on how they feel.

After that teacher and children remember the story of Chameleon and how much it changed through the story.

The teacher asks children to go to their desks to do a task. This activity consists on a sequence of the story. There are 5 pictures; chameleon bored, chameleon visiting the zoo, chameleon wishing wishes, chameleon mixed up with a fly passing by and chameleon happy being itself. These pictures will be in disorder and children will have to put them in order.

Now the teacher shows children a big poster with the sentence that Chameleon repeats during the entire story; “I wish I could be _____ like a _____”.

This sentence is repeated ten times, one time by each change. The sentence has two gaps, one for a quality of an animal and the other for an animal. This activity consists on matching the right picture of the quality or the animal in the right place.

To finish the class, all children sing the Good-Bye song.

Lesson 6 (2nd Friday)

The leading activity is “Mixed-Up Me”. This lesson plan will focus on creating our own book; it is to develop literacy skills. To make that possible I have designed different activities.

To start the class children sing a welcoming song (Hello song). To follow, children do the routine they have learnt the first lesson. Children will put their sticks in the right mug according on how they feel.

Now the teacher and children reviewed what they have done and learnt the previous lesson, the poster with the wishes of Chameleon.

The teacher asks children if they would like to create their own book with themselves as protagonist of the book.

To make that the teacher gives each child a picture of their faces. On the other hand the teacher shares also other two kinds of pictures of the children, ones with the picture of children from shoulders to hips and the another ones, from hips to toes.

Children have to stick on a piece of paper their head picture and other two pictures of their classmates. After that, teacher writes on the blackboard two sentences; “I wish I could hug like (name of a child)” and “I wish I could run like (name of a child)”. Children will copy/write these sentences on the piece of paper below the pictures. In the gaps they have to write the name of the children they have took the picture of.

Finally the teacher takes a previous book in blank where children will stick their pieces of paper. Now they have created the “Mixed-Up Me” book, the teacher reads it to children.

To finish the class, all children sing the Good-Bye song.

6. CONCLUSION

Nowadays, second languages are more important than ever before, so it is really important to work in a foreign language. As Dr Laura-Ann Petitto, director of the cognitive neuroscience laboratory for language and child development at Dartmouth College claims it is never too soon for a child to learn a second language.

That is why, even more schools become bilingual, to offer children the chance not to only begin learning a second language, but also to learn about different cultures providing them with a context where a second language is needed.

To teach children a foreign language, there are different techniques and methods, but when we talk about young children not every method or technique is valid. Teachers of a foreign language need to know how to teach children from different ages, adapting the different topics to the right tasks, respecting the different learning rhythms of each child.

It is also important to be conscious that a work which motivates children and make the learning of a second language fun will help in this task. And here is where narrative resources are necessary. Children enjoy with songs, rhymes, poems, stories, etc. Stories are very important because stories help children to solve problems, they can feel identify with the characters, so a good classroom library is necessary in every class. Having these resources in mind, it is important to satisfy all children necessities.

But the teachers are not alone in this task; the Council of Europe gives guidelines to help teachers teach a foreign language through the Common European Framework of Reference. This Framework is taken into account when building the different Education Laws in each country.

On the other hand, it is also necessary to link Spanish and English classes, link the topics and work them in both languages, establishing a real connection between both languages.

Finally, with my proposal I learnt how to design a proposal based on narration taking into account different things, such as the context of the school, the children, the resources, the time, etc.

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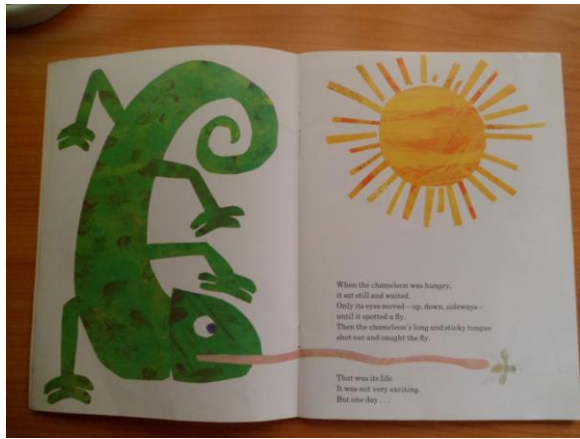
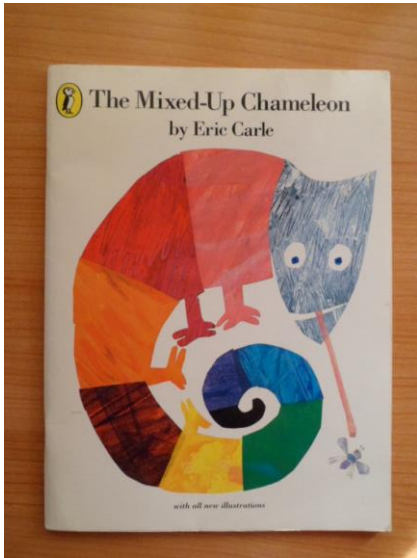
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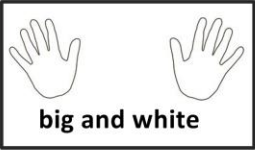
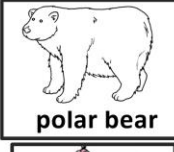





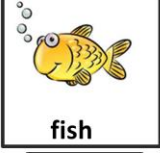





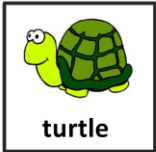

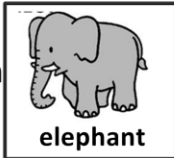



APPENDIX





On a shiny green leaf sat a small green chameleon. It moved onto a brown tree and turned brownish. Then it rested on a red flower and turned reddish. When the chameleon moved slowly across the yellow sand, it turned yellowish. You could hardly see it. When the chameleon was warm and had something to eat, it turned sparkling green. But when it was cold and hungry, it turned grey and dull. When the chameleon was hungry, it sat still and waited. Only its eyes moved - up, down, sideways - until it spotted a fly. Then the chameleon's long sticky tongue shot out and caught the fly. That was its life. It was not very exciting. But one day... the chameleon saw a zoo! It had never seen so many beautiful animals. The chameleon thought: How small I am, how slow, how weak! I wish I could be big and white like a polar bear. And the chameleon's wish came true. But was it happy? No! I wish I could be handsome like a flamingo. I wish I could be smart like a fox. I wish I could swim like a fish. I wish I could run like a deer. I wish I could see things far away like a giraffe. I wish I could hide in a shell like a turtle. I wish I could be strong like an elephant. I wish I could be funny like a seal. I wish I could be like people. Just then a fly flew by. The chameleon was very hungry. But the chameleon was very mixed-up. It was a little of this and it was a little of that. And it couldn't catch the fly. I wish I could be myself. The chameleon wish came true. And it caught the fly!

Activity from lesson 5.

| | | | |
|------------------------|--|---------|--|
| I wish I could be |  big and white | like a |  polar bear |
| I wish I could be |  handsome | like a |  flamingo |
| I wish I could be |  smart | like a |  fox |
| I wish I could |  swim | like a |  fish |
| I wish I could |  run | like a |  deer |
| I wish I could |  see things far away | like a |  giraffe |
| I wish I could |  hide in a shell | like a |  turtle |
| I wish I could |  be strong | like an |  elephant |
| I wish I could |  be funny | like a |  seal |
| I wish I could be like |  people | | |

SYLLABUS DESIGNED

| About the unit/ Where this unit fits | | |
|---|---|---|
| <p>This is a unit plan that focuses on a book, The Mixed-Up Chameleon.</p> <p>This book treats different topics; colours, emotions, animals, and feel comfortable just the way you are.</p> <p>I will try that children enjoy books as the same time they learn English and feel comfortable with their selves.</p> <p>In addition, I will treat other topics like animals, emotions and colours.</p> <p>As well as, I give great importance to literacy that children will work in a simple way. (pictograms)</p> <p>I also try to make children empathize with others and express different qualities of their classmates.</p> <p>This unit will place in the third term, for five years old because their prior learning will offer me more possibilities to carry out the different activities.</p> | | |
| Prior Learning | Language used in the unit | Important Resources |
| <p>Routines</p> <p>Colours (pink, red, orange, Brown, yellow, Green, blue and purple)</p> <p>Some parts of the body.</p> <p>Some “typical” animals such as elephant.</p> | <p>Oral language.</p> <p>Body language.</p> <p>Spanish and English.</p> <p>Also, we use Emblems, illustrators such us:</p> <p>-Illustrator: teacher thumbs up</p> | <p>The Mixed-Up Chameleon book.</p> <p>Chameleon printables.</p> <p>Pictures of the animals.</p> <p>Pictures of the parts of the animals.</p> <p>Photos of children</p> <p>Mugs</p> |

| | | |
|---|---|---------------------------------------|
| | -Emblem: teacher shows a three with her fingers. | Sticks Mirror Mixed-Up Me book. |
| Expectations | | |
| At the end of this unit all the children must | <p>Identify emotions and the emotions of their classmates.</p> <p>Participate in the activities.</p> <p>Learn the parts of the animals.</p> <p>Feel comfortable with them.</p> <p>Follow the story.</p> | |
| At the end of this unit most of the children should | <p>Learn to describe animals with different features.</p> <p>Show interest in the different activities.</p> | |
| At the end of this unit some of the children could | <p>Say aloud different parts of the book (I wish I could.... Like a ...).</p> | |

| | |
|--|---|
| | Motivate and help their classmates (if they have problems). |
|--|---|

Lessons Overview

| Lesson | Learning goals | Learning outcomes | Main activity | Assessment criteria |
|--------|---|---|-------------------------|--|
| 1 | <ul style="list-style-type: none"> -To identify their emotions. -To learn and identify the different emotions through different contexts (picture, mirror, face...). | <ul style="list-style-type: none"> -Be able to identify their emotions. -Be able to learn and identify the different emotions through different contexts (picture, mirror, face...). | Guess how I feel today! | If children will make the right faces depending on the different pictures or commands. |
| 2 | <ul style="list-style-type: none"> -To learn to work in teams. -To feel members of a group. - To identify the habitat of the different animals. - To associate an animal with a colour. | <ul style="list-style-type: none"> -Be able to learn to work in teams. -Be able to feel members of a group. -Be able to identify the habitat of the different animals. -Be able to associate an animal with a colour. | Animals at the zoo! | If children take the right picture and identify the different animals and the different colours. |
| 3 | <ul style="list-style-type: none"> - To identify the different parts of the animals. - To classify those animals depending on their features or habitat. | <ul style="list-style-type: none"> -Be able to identify the different parts of the animals. -Be able to classify those animals depending on their features or habitat. | Twister! | If children can classify rightly the different features according the animal and play rightly the twister. |
| 4 | <ul style="list-style-type: none"> To identify emotions of characters from the book. To follow the story. | <ul style="list-style-type: none"> Be able to identify emotions of characters from the book. Be able to follow the story. | The Mixed-Up chameleon | If children say the correctly emotion from the book, make rightly the different activities. |

| | | | |
|---|--|--|---|
| | | | |
| 5 | <p>To sequence the story.</p> <p>To associate a quality with an animal.</p> | <p>Be able to sequence the story.</p> <p>Be able to associate a quality with an animal.</p> | <p>I wish I could be</p> |
| 6 | <p>To identify different characteristics in their classmates.</p> <p>To create a new book based on one they have read.</p> | <p>Be able to identify different characteristics in their classmates.</p> <p>Be able to create a new book based on one they have read.</p> | <p>Mixed-Up Me</p> |
| | | | <p>If children make rightly the sequence and associate the different qualities with the animals.</p> <p>If children create their book of Mixed-Up Me and feel satisfied with the work done and congrats their classmates.</p> |

Lesson 1

Learning objectives

Learning outcomes

Evidence for Assessment

At the end of the lesson children will be able:

To identify their emotions.

To learn the different facial expressions of

At the end of the lesson children must:

Be able to identify their emotions.

Be able to know the different facial expressions of emotions

With the help of the teacher most children will be able to:

Use rightly the emotional register.

| | | |
|---|---|---|
| <p>emotions. To identify the emotions through different resources (masks of emotions, pictures and mirror).</p> | <p>Be able to identify the emotions through different resources (masks of emotions, pictures and mirror).</p> | <p>Illustrate with their faces the different emotions. Use the right illustrators of the song.</p> |
|---|---|---|

Discourse/Text targeted Language targeted- Non-verbal L Targeted

| | |
|--|----------------------------------|
| <p>Instructive. The underlined interaction is the interaction Teacher will say in English. Children will answer in Spanish or English. When children answer in Spanish teacher reinforces saying what children say in English.</p> | <p>Emblems and illustrators.</p> |
|--|----------------------------------|

Outline of leading activities

Guess how I feel today!

Ma Timing Groupin Pupils Teacher Resources

g

| | | | | |
|-------|-----------|--|--|-------------|
| 2 min | Big group | Children say hello and sing the song Hello! Hello! Hello, how are you? I'm good! I'm great! I'm wonderful! | Teacher comes to the class (illustrator: teacher says hello with her hand) the teacher starts sing the hello song: Hello! Hello! Hello, how are you? I'm good! I'm great! I'm wonderful! I'm wonderful! | Hello song. |
|-------|-----------|--|--|-------------|

| | | | | |
|-------|-----------|---|--|--------------------------|
| 4 min | Big group | <p>It is happy.</p> <p>It is bored</p> <p>It is hungry</p> <p>It is sad</p> | <p>Now teacher shows children four different faces with four different emotions (happy, sad, bored and hungry). First happy emotion.</p> <p>-Look what I have here!</p> <p>Illustrator: teacher opens and points to her eyes</p> <p>Do you think this face is happy (illustrator: teacher smiles and points her mouth) or sad (illustrator: teacher points to her sad face)?</p> <p>Good.</p> <p>And this other face (teacher takes bored face), what do you think, is it happy or bored (illustrator: teacher opens her mouth and yawns)?</p> <p>Excellent.</p> <p>And what about this one (teacher takes hungry picture), is it hungry (illustrator: teacher puts her hand on her stomach and make circles) or sad?</p> <p>Well done.</p> <p>And finally, what about this, (teacher takes sad face), is it happy or sad?</p> <p>Good</p> | Faces with the emotions. |
|-------|-----------|---|--|--------------------------|

| | | | | |
|-------|-------------------------------|---|---|-----------------------|
| 3 min | Big group in the meeting area | Children answer teacher with the help of the pictures. | <p>How do you feel today?</p> <p>Today I feel happy (illustrator)</p> <p>Teacher takes happy face and shows the rest of the children.</p> <p>Now teacher asks each child how they feel today.</p> | Pictures of emotions. |
| 3 min | Big group in the meeting area | Children answer teacher and put their stick in the right mug. | <p>Teacher shows a table with 4 mugs. Each mug has one of the emotions. There are also sticks with the photo and name of each pupil. This will be acquired by children as a routine. Each day children will put their stick in the mug which shows the emotion they feel.</p> <p>Now teacher explain what children have to do.</p> <p>Then teacher asks children how they feel and then they go and put the stick in the right mug.</p> | Mugs and sticks. |

| | | | | |
|--------|----------------------------|--|--|-----------------------|
| 5 min | Big area in the mirror. | <p>Children make this activity.</p> <p>Children make happy face.</p> <p>Children make hungry face.</p> <p>Children make bored face.</p> <p>Children make sad face.</p> | <p>Teacher asks children to go and sit in front of the mirror. Now she explains the next activity. This activity consists on make different faces according the commands teacher gives.</p> <p>For example, teacher says:</p> <p>Today I feel... Happy!</p> <p>Children will show their happy faces in front of the mirror.</p> <p>Good. Today I feel... hungry.</p> <p>Excellent, well done.</p> <p>Today I feel.... Bored.</p> <p>Good. Today I feel sad.</p> <p>Excellent children. Good job.</p> | Mirror. |
| 10 min | Big group in the work area | Children make a big circle. | <p>Now let's play a game of guessing! But first we have to make a big circle.</p> <p>Each child, one by one, will sit on the middle of it with his/her eyes closed. Teacher will take</p> | Pictures of emotions. |

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| | | <p>A child goes to the middle of the circle and closes his eyes until teacher asks him to open them.</p> <p>Now the child opens his eyes and answer: Today I feel HAPPY!</p> <p>Every child will make this activity.</p> | <p>a picture and the rest of the children will have to make that emotion and the child in the middle will have to guess the emotion.</p> <p>Please, sit down on the middle of the circle and close your eyes.</p> <p>Teacher shows the rest of the children the happy picture and asks them to make it.</p> <p>Ok. Now open your eyes. How they feel today?</p> <p>Great! Well done.</p> <p>Teacher asks every child to go to the middle and make this activity.</p> | |
| 3 min | Big group in the meeting area. | <p>Children start singing the song:</p> | <p>Oh, class is finishing, it is time to say good bye (Illustrator: teacher moves their hands saying goodbye). Let's sing the goodbye song with Matt.</p> <p>Goodbye, goodbye. See you again.</p> | Good bye song. |

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| | | <p>Goodbye, goodbye. See you again.</p> <p>Goodbye, goodbye. See you my friends.</p> <p>Goodbye, goodbye, I had fun today.</p> <p>I had fun today.</p> <p>Bye bye.</p> | <p>Goodbye, goodbye. See you my friends.</p> <p>Goodbye, goodbye, I had fun today.</p> <p>I had fun today.</p> <p>Good. Time is over!</p> <p>Bye bye.</p> | |
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Assessment Criteria

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|---|---|---|
| <p>All children must be able to</p> <ul style="list-style-type: none"> -Identify the different emotions. -Put the stick in the right mug. | <p>Most of the children will be able to</p> <ul style="list-style-type: none"> -Express their feelings. -Identify the different emotions through different contexts (picture, mirror, face...). | <p>Some of the children could</p> <ul style="list-style-type: none"> -Verbalize the different feelings. -Sing the song. |
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Lesson 2

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| Learning objectives | Learning outcomes | Evidence for Assessment |
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| <p>At the end of the lesson children: To feel members of a group. To acquire self-confidence. To associate colour with animals. To learn the different animals.</p> | <p>At the end of the lesson children must: Be able to feel members of a group. Be able to acquire self-confidence. Be able to associate colour with animals. Be able to learn the different animals.</p> | <p>With the help of the teacher most children will be able to: Feel good when they win the monster. Realize that working together is important. Verbalise where the different animals live (ground or water).</p> |
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Discourse/Text targeted

Language targeted- Non-verbal L Targeted

Instructive and descriptive.

Illustrators and emblems.

Outline of leading activities

Animals at the zoo

| Classroom Management | Timing | Grouping | Pupils | Teacher | Resources |
|----------------------|--------|--------------------------------|--|--|--------------|
| | 2 min | Big group in the meeting area. | Children say hello and sing the song Hello! Hello! Hello, how are you? I'm good! I'm great! I'm wonderful! | Teacher comes to the class (illustrator: teacher says hello with her hand) the teacher starts sing the hello song: Hello! Hello! Hello, how are you? I'm good! I'm great! I'm wonderful! | "Hello song" |

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| 2 min | Individually in the meeting area. | Children answer teacher questions and put rightly their sticks in the different mugs. | <p>Teacher starts the lesson asking children how they feel today. (Routine learnt the previous lesson).</p> <p>When teacher asks one child, he/she goes to the table and put him/her stick in the right mug.</p> <p>Teacher continuous asking children until every pupil have put the stick in the mugs.</p> | Mugs of emotions and sticks. |
| 7 min | Big group in the meeting area. | I visited the zoo this summer with my parents and my sister and I saw many animals. | <p>Teacher shows children a picture of a zoo.</p> <p>Who knows what this is? Do you think this is a zoo?</p> <p>Teaches asks:</p> <p>Have you ever visited a zoo?</p> <p>Oh, great!</p> | Picture of a zoo. Flashcards of the animals. |

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| | | <p>(Spanish)</p> <p>An elephant.</p> <p>A flamingo</p> <p>A polar bear.</p> <p>A fox.</p> <p>A fish.</p> | <p>Look! (Illustrator: teacher opens her eyes and points them) there are many animals.</p> <p>What is this? (illustrator: teacher points to the elephant) Is this an elephant or a giraffe?</p> <p>Good, this is an elephant.</p> <p>And this other animal? (illustrator; teacher points to the flamingo) Is it a zebra or a flamingo?</p> <p>Yes! And this is a polar bear or a monkey? (Illustrator: Teacher points to the polar bear).</p> <p>Good. And what about this one? (illustrator: teacher points to the fox) Is this a seal or a fox?</p> <p>Excellent. And this? (teacher points to the fish) Is it a dog or a fish?</p> <p>Well done. And look, there are people visiting the zoo (illustrator: teacher points to the people).</p> <p>And here, what is this? A deer or a giraffe? (illustrator: teacher points the deer)</p> | |
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| | | <p>A deer.</p> <p>A turtle.</p> <p>A giraffe.</p> <p>A chameleon.</p> <p>A seal.</p> <p>A fly.</p> | <p>Good, excellent. And what about this? (illustrator: teacher points to the turtle) Is this a turtle or a cat?</p> <p>Excellent, brilliant! And what about this other one? (Illustrator: teacher points to the giraffe). Is it a giraffe or a seal?</p> <p>Well done. And this one? (Illustrator: teacher points to the chameleon)</p> <p>Good, this is a chameleon! Excellent!</p> <p>And this other one? (Illustrator: teacher points to the seal) Is this a seal or an elephant?</p> <p>Well done! And finally, what about this? (illustrator: teacher points to the fly) Is this a fish or a fly?</p> <p>Well done children!</p> <p>Now, let's see all the animals (flashcards) one more time and then we will play.</p> | |
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| | | Children will identify the animals through the flashcards one more time. | | |
| 7 min | Big group in the meeting area. | <p>A child goes to the middle of the carpet and pick up the elephant flashcard.</p> <p>Blue.</p> <p>Other child goes to the middle of the carpet and pick up the turtle flashcard.</p> <p>Green.</p> <p>Other child goes to the middle of the carpet and pick up the seal flashcard.</p> <p>Purple.</p> | <p>Teacher puts the flashcards in the middle of the carpet. Children are sitting around the carpet.</p> <p>Now we are going to play a game. This game is about pick the right flashcard.</p> <p>Please (teacher named a child) come and pick up the elephant.</p> <p>Good, well done! What colour is the elephant? Pink or blue?</p> <p>Well done!</p> <p>Now you, come here and pick up the turtle!</p> <p>Excellent. And what colour is the turtle? Red or green?</p> <p>Yes! Brilliant.</p> <p>Now pick up the seal!</p> <p>Good!! And what colour is the seal? Purple or yellow?</p> <p>Good! Give me five.</p> | |

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| | | <p>Other child goes to the middle of the carpet and pick up the giraffe flashcard. Yellow.</p> <p>Other child goes to the middle of the carpet and pick up the polar bear flashcard. White.</p> <p>Other child goes to the middle of the carpet and pick up the flamingo flashcard. Pink.</p> <p>Other child goes to the middle of the carpet and pick up the fox flashcard. Red.</p> <p>Other child goes to the middle of the carpet and pick up the fish flashcard. Orange.</p> | <p>Please, come to the middle and pick up the giraffe! Excellent and what colour is the giraffe? Purple or yellow?</p> <p>Good, well done. Now pick up the polar bear please. Excellent, and what colour is the polar bear? White or black?</p> <p>Well done, give me five. Now please pick up the flamingo! Yes! Excellent. And what colour is the flamingo? Red or pink?</p> <p>Good!! Now please pick up the fox. Yes! And what colour is the fox? Blue or red? Brilliant!</p> <p>Please pick up the fish. Yes excellent. And what colour is the fish? Orange or green?</p> <p>Good, give me five! Please, pick up the chameleon.</p> | |
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| | | <p>Other child goes to the middle of the carpet and pick up the chameleon flashcard.</p> <p>Other child goes to the middle of the carpet and pick up the fly flashcard.</p> <p>It is a giraffe.</p> <p>Other child goes to the middle of the carpet and pick up the deer flashcard.</p> <p>Brown.</p> <p>A child goes to the middle of the carpet and pick up the elephant flashcard.</p> | <p>Good brilliant.</p> <p>Now, pick up the fly.</p> <p>Yes! Excellent.</p> <p>Oh, there is one animal left, what do you think this animal is, is it a deer or a giraffe?</p> <p>Yes! Brilliant pick it up please.</p> <p>And what colour is the deer, brown or purple?</p> <p>Good, excellent!</p> <p>Now teacher repeats the game once again to make all children participate. Teacher will change the questions, she will ask children to pick the (colour) animal and then, the child will say what animal it is.</p> <p>Example:</p> <p>Please, take the blue animal.</p> <p>Good and what animal is this?</p> <p>Yes, excellent, well done.</p> | |
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| | | It is an elephant. | | |
| 10 min | Individually and little groups. | <p>Children go to their desks and colour the animals with the corresponding colour and cut it.</p> <p>The three groups go to their desks and paint the different areas and the poster</p> | <p>Now teacher asks 11 children to go to their desks. Teacher share out one photocopy to each child with one animal of the flashcards we have played with. They have to colour it with the corresponding colour (but photocopy of chameleon, fly and people can be painted freely because that characters do not have a specific colour).</p> <p>There are 9 children left so teacher makes 3 groups of 3 children each. One group will paint the water, other the ground and the other group will paint the poster of the zoo.</p> <p>After this, teacher asks them to come to the carpet. It is time to see where those animals live, in the ground or in the water.</p> <p>Let's build our zoo. We have to put the</p> | Photocopies. |

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| | | Children make this activity. | animals in the right place. Teacher will asks each child to go and put the different animals in the right place. | |
| 2 min | Big group In the meeting area | Children start singing the song: Goodbye, goodbye. See you again. Goodbye, goodbye. See you my friends. Goodbye, goodbye, I had fun today. I had fun today. Bye bye. | Oh, class is finishing, it is time to say good bye (Illustrator: teacher moves their hands saying goodbye). Let's sing the goodbye song with Matt. Goodbye, goodbye. See you again. Goodbye, goodbye. See you my friends. Goodbye, goodbye, I had fun today. I had fun today. Good. Time is over! Bye bye. | Good bye song. |

Assessment Criteria

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| All children must be able to | Most of the children will be able to | Some of the children could |
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| Identify the different animals. | Answer the questions of the teacher. Associate an animal with a colour. Identify where an animal live. | Realize that working together is important. |
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Lesson 3

| Learning objectives | Learning outcomes | Evidence for Assessment |
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| <p>At the end of the lesson children:</p> <ul style="list-style-type: none"> - To identify the different parts of the animals. - To classify those animals depending on their features or habitat. | <p>At the end of the lesson children must:</p> <ul style="list-style-type: none"> -Be able to identify the different parts of the animals. -Be able to classify those animals depending on their features or habitat. | <p>With the help of the teacher most children will be able to:</p> <p>Classify rightly the different features according the animal and play rightly the twister.</p> |
| Discourse/Text targeted | | Language targeted- Non-verbal L Targeted |
| <p>Descriptive and instructive.</p> <p>The underlined interaction is the interaction Teacher will say in English. Children will answer in Spanish or English. When children</p> | | <p>Illustrators and emblems.</p> |

answer in Spanish teacher reinforces saying what children say in English.

Outline of leading activities

Twister!

| | Timing | Grouping | Pupils | Teacher | Resources |
|----------------------|--------|-------------------------------|---|---|-------------|
| Classroom Management | 2 min | Big group in the meeting area | <p>Children say hello and sing the song</p> <p>Hello!</p> <p>Hello!</p> <p>Hello, how are you?</p> <p>I'm good!</p> <p>I'm great!</p> <p>I'm wonderful!</p> | <p>Teacher comes to the class (illustrator: teacher says hello with her hand) the teacher starts sing the hello song:</p> <p>Hello!</p> <p>Hello!</p> <p>Hello, how are you?</p> <p>I'm good!</p> <p>I'm great!</p> <p>I'm wonderful!</p> | Hello song. |

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| 2 min | individually in the meeting area and work area | Children answer teacher questions and put rightly their sticks in the different mugs. | <p>Teacher starts the lesson asking children how they feel today. (Routine learnt the previous lesson).</p> <p>When teacher asks one child, he/she goes to the table and put him/her stick in the right mug.</p> <p>Teacher continuous asking children until every pupil have put the stick in the mugs.</p> | Mugs of emotions and sticks |
| 3 min | Big group in the meeting area | Children make this activity. | Teacher shows children the flashcards of the animals they have learnt the previous lesson and review it. | Flashcards. |
| 7 min | Big group in | | Teacher takes one flashcard, chameleon one. Look chameleon has a long and sticky tongue. | Flashcards. |

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| | <p>the meeting area</p> | <p>Children stick out their tongues.</p> <p>One, two, three, four.</p> <p>One, two, three and four.</p> <p>The polar bear.</p> <p>One, two, three and four.</p> <p>One and two</p> <p>One and two.</p> | <p>(illustrator: teacher shows her tongue) Let me see yours!</p> <p>And legs... how many legs chameleon has? Let's count them... one, two, three and four.</p> <p>Good</p> <p>And chameleon also has a tail. (Emblem: teacher points to the tail).</p> <p>Oh look, fox also have a tail (illustrator: teacher takes fox flashcard).</p> <p>And legs, let's count how many legs the fox has, one, two, three and four.</p> <p>What animal also has legs?</p> <p>Yes! The polar bear! (illustrator: teacher takes polar bear flashcard) Let's count them. One, two, three and four.</p> <p>And what about the flamingo (illustrator: teacher takes flamingo flashcard). How many legs a flamingo has? One and two.</p> <p>Good and it also has wings. Let's count them.</p> <p>One and two.</p> | |
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| | | <p>One, two, three and four.</p> <p>One, two, three and four.</p> <p>One, two, three and four.</p> <p>One and two.</p> <p>Long neck.</p> <p>Big ears and a long trunk.</p> | <p>Excellent. And look (illustrator: teacher takes fish flashcard), the fish has not got legs, it has fins. Let's count them. One, two, three and four.</p> <p>And the seal also has fins (illustrator: teacher takes seal flashcard), how many fins? One, two, three and four.</p> <p>And the deer (illustrator: teacher takes deer flashcard), how many legs has the deer? One, two, three and four. Good!</p> <p>But the deer also has horns. One and two.</p> <p>And the giraffe (illustrator: teacher takes giraffe flashcard), look how long long long it is neck.</p> <p>And the elephant (illustrator: teacher takes elephant flashcard), it has a big ears and a long trunk.</p> <p>And finally, the turtle (illustrator: teacher takes turtle flashcard) it has its own house on. It is call shell.</p> | |
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| | | <p>Shell.</p> <p>Children do the activity.</p> | <p>Now, teacher review again the parts of the animals but this time adding the colours that they work with the previous lesson.</p> | |
| 10 min | Individually and big group. | <p>Children play twister.</p> | <p>Teacher explains the next activity, the twister. There is a big carpet with the pictures of the parts of the animals. The teacher will asks each child, one by one, to go to the carpet and teacher will take out one flashcard and the child will have to put his/her left or right hand in the part of this animal. Then teacher call other child and make the activity.</p> | <p>Twister and flashcards.</p> |
| 3 min | In pairs | <p>Children play this game.</p> | <p>Now teacher shares out one flashcard to each child. There are two different flashcards, ones with the picture of the animal and others with the picture of the parts of the animals. All children make a circle in the carpet and sit, then teacher asks one to go to the middle and say aloud what is his/her flashcard. He/she will</p> | <p>Flashcards.</p> |

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| | | | have to find his/her partner of flashcard. | |
| 3 min | Big group | Children play this game | Teacher explains this activity, a memory game. Teacher will place the flashcards in the carpet lying face down and children will have to make pairs. She will ask children one by one to try it. | flashcards |
| 2 min | Big group in the meeting area | Children start singing the song: Goodbye, goodbye. See you again. Goodbye, goodbye. See you my friends. Goodbye, goodbye, I had fun today. I had fun today. Bye bye. | Oh, class is finishing, it is time to say good bye (Illustrator: teacher moves their hands saying goodbye). Let's sing the goodbye song with Matt. Goodbye, goodbye. See you again. Goodbye, goodbye. See you my friends. Goodbye, goodbye, I had fun today. I had fun today. Good. Time is over! Bye bye. | Good bye song |

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Assessment Criteria

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| All children must be able to Associate an animal with a feature. | Most of the children will be able to Identify habitat with an animal. | Some of the children could |
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Lesson 4

Learning objectives

Learning outcomes

Evidence for Assessment

At the end of the lesson children:

Identify emotions of characters from the book.

Follow the story.

At the end of the lesson children must:

Be able to identify emotions of characters from the book.

Be able to follow the story.

With the help of the teacher most children will be able to:

Make rightly the different activities.

Discourse/Text targeted

Language targeted- Non-verbal L Targeted

Narrative, descriptive and instructive

Illustrators and emblems.

Outline of leading activities

The Mixed-Up Chameleon.

| Timing | Grouping | Pupils | Teacher | Resources |
|--------|-------------------------------|---|---|------------|
| 2 min | Big group in the meeting area | <p>Children say hello and sing the song</p> <p>Hello!</p> <p>Hello!</p> <p>Hello, how are you?</p> <p>I'm good!</p> <p>I'm great!</p> <p>I'm wonderful!</p> | <p>Teacher comes to the class (illustrator: teacher says hello with her hand) the teacher starts sing the hello song:</p> <p>Hello!</p> <p>Hello!</p> <p>Hello, how are you?</p> <p>I'm good!</p> <p>I'm great!</p> <p>I'm wonderful!</p> | Hello song |

Classroom Management

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| 2 min | individually in the meeting area and work area | Children answer teacher questions and put rightly their sticks in the different mugs. | <p>Teacher starts the lesson asking children how they feel today. (Routine learnt the previous lesson).</p> <p>When teacher asks one child, he/she goes to the table and put him/her stick in the right mug.</p> <p>Teacher continuous asking children until every pupil have put the stick in the mugs.</p> | Mugs of emotions and sticks. |
| 5 min | Big group in the meeting | Children answer teacher questions about the animals and the different parts of the animals. | Teacher reviews with children the previous lesson with the flashcards. | Flashcards of animals and parts of the animals. |

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| | area | | | |
| 9 min | Big group in the meeting area. | <p>A chameleon.</p> <p>Yes!</p> <p>Yes</p> <p>Bored.</p> <p>Sad.</p> <p>He was happy.</p> | <p>Now teacher shows children the book.</p> <p>Oh look, what I have got here, it is a story about... what? (Emblem: teacher points to chameleon).</p> <p>Yes. But this chameleon has a lot of colours, what could have happened to the chameleon?</p> <p>Do you want to know it?</p> <p>Ok, let's see.</p> <p>Teacher reads the book.</p> <p>Did you enjoy the book?</p> <p>How do you think chameleon felt first?</p> <p>Yes, because he has nothing to do.</p> <p>And when he was changing, was he happy or sad?</p> <p>And when he became again a chameleon?</p> <p>Yes, because he could caught the fly.</p> | The Mixed-Up Chameleon. |

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| 9 min | individually | <p>Children go to their desks and paint chameleon and cut the different parts.</p> <p>While teacher shows the book children stick the different parts of the chameleon.</p> <p>Children copy/write the title of the book.</p> | <p>Now, we are going to paint chameleon. Teacher asks children to go to their desks.</p> <p>Now, let's remember how chameleon changed. (Emblem: teacher takes the book and opens it to show children the process). After that they copy/write in the photocopy the title of the book. Finally teacher tells again the story but this time with the help of the children and the photocopies.</p> | Photocopies. The Mixed-Up Chameleon. |
| 2 min | Big group | <p>Children start singing the song:</p> <p>Goodbye, goodbye. See you again. Goodbye, goodbye. See you my friends. Goodbye, goodbye, I had fun today. I had fun today.</p> | <p>Oh, class is finishing, it is time to say good bye (Illustrator: teacher moves their hands saying goodbye). Let's sing the goodbye song with Matt.</p> <p>Goodbye, goodbye. See you again. Goodbye, goodbye. See you my friends. Goodbye, goodbye, I had fun today. I had fun today.</p> | Good bye song. |

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| | | Bye bye. | Good. Time is over! Bye bye. | |
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Assessment Criteria

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| All children must be able to Follow the story. | Most of the children will be able to Identify emotions of characters from the book. | Some of the children could Help teacher with the story. |
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Lesson 5

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| Learning objectives | Learning outcomes | Evidence for Assessment |
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| <p>At the end of the lesson children: Associate a quality with an animal.</p> | <p>At the end of the lesson children must: Be able to associate a quality with an animal.</p> | <p>With the help of the teacher most children will be able to: Sequence rightly the story.</p> |
| <p>Discourse/Text targeted</p> | | <p>Language targeted- Non-verbal L Targeted</p> |
| <p>Narrative, descriptive and instructive.</p> | <p>Illustrators and emblems.</p> | |
| <p>Outline of leading activities</p> | | |
| <p>I wish I could be...!</p> | | |
| <p>Timing</p> | <p>Grouping</p> | <p>Pupils</p> |
| <p>Teacher</p> | | <p>Resources</p> |

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| 2 min | Big group in the meeting area | <p>Children say hello and sing the song</p> <p>Hello! Hello! Hello, how are you? I'm good! I'm great! I'm wonderful!</p> | <p>Teacher comes to the class (illustrator: teacher says hello with her hand) the teacher starts sing the hello song:</p> <p>Hello! Hello! Hello, how are you? I'm good! I'm great! I'm wonderful!</p> | Hello song |
| 2 min | individually in the meeting area and work area | <p>Children answer teacher questions and put rightly their sticks in the different mugs.</p> | <p>Teacher starts the lesson asking children how they feel today. (Routine learnt the previous lesson).</p> <p>When teacher asks one child, he/she goes to the table and put him/her stick in the right mug.</p> <p>Teacher continuous asking children until every pupil have put the stick in the mugs.</p> | Mugs of emotions and sticks. |

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| 7 min | Big group in the meeting area | Children pay attention. | Teacher reads again the book. | The Mixed-Up Chameleon |
| 7 min | Individually | Children make the sequence. | <p>Teacher explains the next activity. They have to sequence rightly the different pictures of the book.</p> <p>There are 5 pictures; chameleon bored, chameleon visiting the zoo, chameleon wishing wishes, chameleon mixed up with a fly passing by and chameleon happy being itself.</p> <p>These pictures will be in disorder and children will have to put in order them.</p> | Photocopy of sequences. |
| 9 min | Big group and | White. | Chameleon wants to be like the polar bear (emblem: teacher takes polar bear picture). White or smart? (Illustrator: teacher takes | Pictures of the animals and pictures of the |

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| | <p>individually</p> | <p>Two children go and stick the pictures in the poster.</p> <p>Handsome. A child goes and sticks the right picture. Flamingo. A child goes and sticks the right picture.</p> | <p>white picture and smart picture and shows children).</p> <p>So, here I have a poster with these blanks. Let's read what it is write here "<i>I wish I could be _____ like _____</i>". So, here in the first blank we have to stick white picture and in the second blank the polar bear.</p> <p>Teacher asks two children to stick the pictures in the poster.</p> <p>Teacher takes the book and opens in the right page.</p> <p>Now, chameleon wants to be, handsome or funny? (illustrator: teacher takes handsome and funny pictures),</p> <p>Good, so come and stick handsome picture.</p> <p>Yes, handsome like what animal?</p> <p>Good, like a flamingo, come and stick flamingo picture.</p> <p>Teacher opens in the right page.</p> <p>Now, chameleon wants to be, handsome or</p> | <p>features chameleon want for him. Poster.</p> |
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| | | <p>Smart. A child goes and sticks the right picture. Fox. A child goes and sticks the right picture.</p> <p>Swim. A child goes and sticks the right picture. Fish. A child goes and sticks the right picture.</p> <p>Run. A child goes and sticks the right picture.</p> | <p>smart? (illustrator: teacher takes handsome and smart pictures), Good, so come and stick smart picture. Yes, smart like what animal? Good, like a fox, come and stick flamingo picture. Teacher opens in the right page. Now, chameleon wishes he could, swim or run? (illustrator: teacher takes swim and run pictures), Good, so come and stick swim picture. Yes, swim like what animal? Good, like a fish, come and stick fish picture. Teacher opens in the right page. Now, chameleon wishes he could, see things far away or run? (illustrator: teacher takes see things far away and run pictures), Good, so come and stick run picture. Yes, run like what animal? Good, like a deer, come and stick deer picture.</p> | |
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| | | <p>Deer. A child goes and sticks the right picture.</p> <p>See things far away. A child goes and sticks the right picture.</p> <p>Giraffe. A child goes and sticks the right picture.</p> <p>Hide in a shell. A child goes and sticks the right picture.</p> <p>Turtle. A child goes and sticks the right picture.</p> | <p>Teacher opens in the right page. Now, chameleon wishes he could, swim or see things far away? (illustrator: teacher takes swim and see things far away pictures), Good, so come and stick see things far away picture.</p> <p>Yes, see things far away like what animal? Good, like giraffe, come and stick fish picture.</p> <p>Teacher opens in the right page. Now, chameleon wishes he could, hide in a shell or run? (illustrator: teacher takes shell and run pictures), Good, so come and stick shell picture.</p> <p>Yes, hide in a shell like what animal? Good, like a turtle, come and stick turtle picture.</p> <p>Teacher opens in the right page. Now, chameleon wishes he could, hide or be strong? (illustrator: teacher takes hide and be strong pictures),</p> | |
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| | | <p>Be strong. A child goes and sticks the right picture. Elephant. A child goes and sticks the right picture.</p> <p>Be funny. A child goes and sticks the right picture. Seal. A child goes and sticks the right picture.</p> <p>A child goes and sticks the right picture.</p> | <p>Good, so come and stick be strong picture. Yes, be strong like what animal? Good, like an elephant, come and stick elephant picture. Teacher opens in the right page. Now, chameleon wishes he could, be funny or run? (illustrator: teacher takes funny and run pictures), Good, so come and stick funny picture. Yes, be funny like what animal? Good, like a seal, come and stick seal picture. Teacher opens in the right page. Now, chameleon wishes he could, be like people, so come and stick people picture.</p> | |
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| 2min | Big group in the meeting area | <p>Children start singing the song:</p> <p>Goodbye, goodbye. See you again. Goodbye, goodbye. See you my friends. Goodbye, goodbye, I had fun today. I had fun today.</p> <p>Bye bye.</p> | <p>Oh, class is finishing, it is time to say good bye (Illustrator: teacher moves their hands saying goodbye). Let's sing the goodbye song with Matt.</p> <p>Goodbye, goodbye. See you again. Goodbye, goodbye. See you my friends. Goodbye, goodbye, I had fun today. I had fun today.</p> <p>Good. Time is over! Bye bye.</p> | Good bye song |
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Assessment Criteria

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| All children must be able to Sequence the story. | Most of the children will be able to Associate a quality with an animal. | Some of the children could: Answer questions in English. |
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| Learning objectives | Learning outcomes | Evidence for Assessment |
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| <p>At the end of the lesson children:</p> <p>Identify different qualities of their classmates.</p> <p>To create a new book based on one they have read.</p> | <p>At the end of the lesson children must:</p> <p>Be able to identify different qualities of their classmates.</p> <p>Be able to create a new book based on one they have read.</p> | <p>With the help of the teacher most children will be able to:</p> <p>Finish the book.</p> <p>Feel satisfied with the work done and congrats their classmates.</p> |
| Discourse/Text targeted | | Language targeted- Non-verbal L Targeted |
| Narrative, instructive and descriptive. | | Illustrators and emblems. |
| Outline of leading activities | | |
| Mixed-Up Me! | | |
| Timing | Grouping | Pupils |
| Teacher | | Resources |

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| 2 min | Big group in the meeting area | <p>Children say hello and sing the song</p> <p>Hello!</p> <p>Hello!</p> <p>Hello, how are you?</p> <p>I'm good!</p> <p>I'm great!</p> <p>I'm wonderful!</p> | <p>Teacher comes to the class (illustrator: teacher says hello with her hand) the teacher starts sing the hello song:</p> <p>Hello!</p> <p>Hello!</p> <p>Hello, how are you?</p> <p>I'm good!</p> <p>I'm great!</p> <p>I'm wonderful!</p> | Hello song |
| 2 min | individually in the meeting area and work area | <p>Children answer teacher questions and put rightly their sticks in the different mugs.</p> | <p>Teacher starts the lesson asking children how they feel today. (Routine learnt the previous lesson).</p> <p>When teacher asks one child, he/she goes to the table and put him/her stick in the right mug.</p> <p>Teacher continuous asking children until every pupil have put the stick in the mugs.</p> | Mugs of emotions and sticks. |

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| 4 min | Big group in the meeting area | Children pay attention. | Teacher reads again the book. | The Mixed-Up Chameleon |
| 3 min | Big group | Children review the wishes of chameleon with the poster. | Teacher reviews the wishes of chameleon with the poster. | Pictures of the animals and pictures of the features chameleon want for him. Poster. |
| 7 min | Individually | Yes! | Do you want to mixed-up like chameleon? Yes, it is a good idea. I have here different pictures of all of you; I cut it in three, head, from shoulders to hips and from hips to toes. I am going to give you your head picture and | Pictures of children |

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| | | Children go to their desks and make the activity. | then you can choose a different part from your classmates and stick them in the piece of paper. Teacher asks children to go to their desks and make the activity. | |
| 7 min | Individually. | Children write (copy) the sentences. | Now we are going to write (copy) one of these sentences: “I wish I could hug like _____” “I wish I could run like _____” In the blank you have to write (copy) the name of the classmate we have taken the picture of. | Pictures and paper. |
| 4 min | Individually and big group. | Children go and stick the papers. Children listen to the new book. | Teacher takes a book with white pages and shows children. Look, now we have to stick here our “mixed-Up me” to complete our own book. Teacher asks children, one by one, to stick the paper. Finally teacher reads the new book to children. | Book of Mixed-Up Me |

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| 2min | Big group in the meeting area | <p>Children start singing the song:</p> <p>Goodbye, goodbye. See you again. Goodbye, goodbye. See you my friends. Goodbye, goodbye, I had fun today. I had fun today.</p> <p>Bye bye.</p> | <p>Oh, class is finishing, it is time to say good bye (Illustrator: teacher moves their hands saying goodbye). Let's sing the goodbye song with Matt.</p> <p>Goodbye, goodbye. See you again. Goodbye, goodbye. See you my friends. Goodbye, goodbye, I had fun today. I had fun today.</p> <p>Good. Time is over! Bye bye.</p> | Good bye song |
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Assessment Criteria

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| <p>All children must be able to Feel satisfied with the work done and congrats their classmates. Finish the book.</p> | <p>Most of the children will be able to Identify different characteristics in their classmates.</p> | <p>Some of the children could: Share their work with their classmates.</p> |
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