



Universidad de Valladolid

Facultad De Educación y Trabajo Social

Departamento Didáctica de la Lengua Castellana y
Literatura

TRABAJO FIN DE GRADO:

Gamificación para niños con Tdah en aulas de lengua extranjera

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Presentado por Teresa Abad Otero para optar al Grado de

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Tutelado por Inés Gallego Olmedo

1. Resumen

El Trastorno por Déficit de Atención e Hiperactividad, al cual nos referiremos como TDAH, puede afectar el aprendizaje de niños en el área de lenguas extranjeras. Por ello, en esta propuesta se tiene la intención de fomentar nuevos métodos de enseñanza, como la gamificación que podemos definir como el uso de mecánicas, elementos y técnicas de diseño de juegos en contexto que no son juegos para involucrar a los usuarios y resolver problemas (Zichermann & Cunningham, 2011; Werbach & Hunter, 2012), esta se presenta como una estrategia innovadora para mejorar la motivación y el aprendizaje de estos niños.

Palabras clave: Hiperactividad, inatención, impulsividad, Gamificación, TDAH, educación primaria, lenguas extranjeras, motivación, atención a la diversidad.

Abstract

Attention Deficit Hyperactivity Disorder (ADHD) can affect children's learning in the area of foreign languages. Therefore, this proposal intends to promote new teaching methods, such as gamification, which we can define as the use of game design mechanics, elements and techniques in contexts that are not games to involve users and solve problems. (Zichermann & Cunningham, 2011; Werbach & Hunter, 2012), this is presented as an innovative strategy to improve the motivation and learning of these children.

Key words: Hyperactivity, inattention, impulsivity, Gamification, ADHD, primary education, foreign languages, motivation, attention to diversity.

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2. Contenidos

2.1 Introducción

La gamificación se presenta como una estrategia innovadora y prometedora para la enseñanza de lenguas extranjeras a niños con TDAH. Este Trabajo Fin de Grado tiene como objetivo contribuir al conocimiento sobre la gamificación y su aplicación en este contexto, con el fin de crear un aprendizaje significativo y promover la motivación en estos niños.

Es de gran importancia conocer en detalle los conceptos que trataremos a lo largo del Trabajo Fin de Grado y por ello realizaremos una búsqueda bibliográfica de estos que posteriormente aplicaremos a una situación de aprendizaje como propuesta para niños con TDAH de Educación primaria en el área de Lengua extranjera.

2.2 Objetivos

El objetivo general que se pretende alcanzar con este TFG es *fomentar el uso de nuevos métodos de enseñanza, en concreto la gamificación, con el fin de aumentar en el aula la motivación y atención de los niños con TDAH*. En base a este, desarrollaremos una serie de objetivos específicos paralelos que nos ayudaran a alcanzar el objetivo general.

- Investigar la eficacia de la gamificación para la enseñanza de lenguas extranjeras a niños con TDAH en educación primaria.
- Enriquecer el conocimiento sobre el TDAH en las aulas de lengua extranjera y la metodología de la gamificación en estas.
- Diseñar una propuesta didáctica gamificada para el aprendizaje de inglés en niños con TDAH.
- Determinar la efectividad, eficiencia y eficacia de la propuesta de intervención en el aula.

2.3 Justificación del tema

En las últimas décadas la educación se enfrenta a diversos desafíos, como, la falta de motivación por parte de los alumnos y la necesidad de adaptarse a las nuevas tecnologías, pues estas han pasado a formar una parte importante de nuestro día a día, están presentes en multitud de ámbitos de nuestra vida. En este contexto, la gamificación emerge como una estrategia innovadora y adaptada a las demandas actuales, con un gran potencial para transformar la enseñanza.

Este TFG se centrará en el desarrollo de las siguientes competencias:

- Competencia plurilingüe (CP): La competencia en comunicación plurilingüe es la habilidad de utilizar distintas lenguas de forma adecuada y efectiva para el aprendizaje y

la comunicación. Esta competencia se trabaja por medio del uso de la misma y mediante el empleo de la gamificación.

- Competencia digital (CD): La competencia digital es aquella que implica el uso creativo, seguro, crítico, saludable, sostenible y responsable de las tecnologías digitales para el aprendizaje, en el trabajo y para la participación en la sociedad, así como la interacción con estas. El desarrollo de esta competencia se lleva a cabo a través del uso de herramientas informáticas, tales como ordenadores o pantallas táctiles.
- Competencia personal, social y de aprender a aprender (CPSAA) La competencia personal, social y de aprender a aprender es la habilidad de reflexionar sobre uno mismo, gestionar el tiempo y la información eficazmente, colaborar con otros de forma constructiva, mantener la resiliencia y gestionar el aprendizaje y la carrera propia. En el marco del aprendizaje, resulta fundamental que los estudiantes desarrollen la capacidad de autorregular sus emociones, gestionar adecuadamente tanto la victoria como la derrota y fomentar el respeto hacia sus compañeros. En este sentido, las técnicas y procesos de la gamificación se presentan como herramientas valiosas para alcanzar esta competencia.
- Competencia emprendedora (CE) La competencia emprendedora es la habilidad de la persona para actuar con arreglo a oportunidades e ideas que aparecen en diferentes contextos, y transformarlas en actividades personales, sociales y profesionales que generen resultados de valor para otros. La implementación de la gamificación proporcionará que los alumnos tengan un mayor nivel de motivación, lo que hará que estos tengan una mayor iniciativa para desarrollar actos por si solos.

En conclusión, este TFG se propone explorar el potencial de la gamificación como herramienta para la innovación educativa. Se espera que la propuesta didáctica contribuya a mejorar la calidad de la enseñanza y el aprendizaje del alumnado con TDAH de forma inclusiva.

2.4 Fundamentación teórica

2.4.1 Trastorno por déficit de atención e hiperactividad.(TDAH)

2.4.1.1 Definición

- Diseño Universal del aprendizaje (DUA)

Los tres principios del DUA sientan las bases del enfoque y en torno a ellos se construye el marco práctico para llevarlo a las aulas. Estos principios se han convertido en un referente obligado que aparece en la mayoría de la bibliografía científica sobre el tema. Estos se corresponden con las tres redes cerebrales implicadas en el aprendizaje que se han descrito en el apartado tercero. Son los siguientes (CAST, 2011):

Principio I. Proporcionar múltiples formas de representación de la información y los contenidos (el qué del aprendizaje), ya que los alumnos son distintos en la forma en que perciben y comprenden la información.

Principio II. Proporcionar múltiples formas de expresión del aprendizaje (el cómo del aprendizaje), puesto que cada persona tiene sus propias habilidades estratégicas y organizativas para expresar lo que sabe.

Principio III. Proporcionar múltiples formas de implicación (el porqué del aprendizaje), de forma que todos los alumnos puedan sentirse comprometidos y motivados en el proceso de aprendizaje.

- Alumnos con Necesidades Educativas Especiales lo que llamaremos ACNEE.

El Real Decreto 696/1995, de 28 de abril, sobre ordenación de la educación de los alumnos con necesidades educativas especiales, define claramente cómo pueden ser las necesidades educativas especiales y a qué causas se asocian: Es objeto del presente Real Decreto la regulación de las condiciones para la atención educativa a los alumnos con necesidades especiales, temporales o permanentes, asociadas a su historia educativa y escolar, o debidas a condiciones personales de sobredotación y de discapacidad psíquica, motora o sensorial (art. 1).

Existe una diferencia importante entre un tipo y otro de necesidades: las que se asocian a condiciones personales (internas/estables) de discapacidad y aquellas cuyas causas se atribuyen al entorno familiar y/o sociocultural.

El Trastorno por déficit de atención con hiperactividad (TDAH) es un trastorno del desarrollo neurológico infantil que se caracteriza por la presencia persistente de inatención, hiperactividad e impulsividad (Bará-Jiménez, Vicuña, Pineda & Henao, 2003).

-DSM-V

El DSM-V es una guía utilizada para el diagnóstico de los trastornos de salud mental, tanto en adultos como en niños.

El TDAH es un trastorno del neurodesarrollo definido por niveles problemáticos de inatención, desorganización y/o hiperactividad-impulsividad. La inatención y la desorganización implican la incapacidad de seguir tareas, que parezca que no escuchan y que pierdan los materiales a unos niveles que son incompatibles con la edad o el nivel del desarrollo. La hiperactividad-impulsividad implica actividad excesiva, movimientos nerviosos, incapacidad de permanecer sentado, intromisión en las actividades de otras personas e incapacidad para esperar que son excesivos para la edad o el nivel del desarrollo. (DSM-V, 2014).

2.4.1.2 Características

El trastorno por déficit de atención e hiperactividad (TDAH) se caracteriza por la presencia de tres síntomas fundamentales; inatención o disminución de la atención, impulsividad e hiperactividad.

Existen tres subtipos de TDAH:

- Inatento. La mayoría de los síntomas corresponden a la falta de atención.
- Hiperactivo/impulsivo. La mayoría de los síntomas son la hiperactividad, actividad excesiva e impulsividad, falta de reflexión.
- Combinado. Esta es una mezcla de síntomas de falta de atención y síntomas de hiperactividad/impulsividad.

(Fundación Mayo para la Educación y la Investigación Médicas Todos los derechos reservados, 1998-2024).

2.4.1.3 Epidemiología

Si bien hace unos años se estimaba la prevalencia del TDAH en el 4%-6%, los últimos estudios epidemiológicos (el estudio que se efectúa sobre el pueblo o la comunidad, en lo referente a los procesos de Salud y Enfermedad) dan cifras que rondan el 20% y hasta los más prudentes sitúan la prevalencia por encima del 10%.

El TDAH ha sido considerado como un cuadro que predominaba ampliamente en los varones respecto a las mujeres, pero esta teoría va perdiendo fuerza a medida que pasa el tiempo y actualmente se estima que su prevalencia es muy similar en ambos sexos, si bien parece que en los varones puede predominar la hiperactividad y en las mujeres el déficit de atención.

Según un estudio psicométrico-clínico realizado en Castilla y León la tasa de prevalencia en el sexo masculino (8,97%) es significativamente superior a la del sexo femenino (4,17%).

2.4.1.4 TDAH en Educación Primaria

El TDAH (Trastorno por Déficit de Atención y/o Hiperactividad) es el trastorno crónico conductual neurobiológico más común en la infancia (afecta al 3-7% de la población escolar).

Según La Junta de Castilla y León, la consejería de educación, en el protocolo de coordinación del trastorno por déficit de atención e hiperactividad de 2016, si el alumno requiere de algún tipo de necesidad educativa específica la intervención educativa recomendada para dar respuesta a las

necesidades educativas detectadas en el alumno/a estará basada en los principios de Inclusión, Normalización y Equidad Educativa y podrá incluir:

- Adaptaciones metodológicas, sobre la organización del aula, adecuación de actividades, temporalización y adaptación de las técnicas, tiempos e instrumentos de evaluación, así como, de los medios técnicos y recursos personales y materiales que permitan al alumnado seguir el currículo.
- Para el alumnado que lo precise se aplicarán programas específicos de intervención dirigidos a:
 - o Modificación de conducta.
 - o Entrenamiento en habilidades sociales.
 - o Entrenamiento en auto-instrucciones, reflexividad, autocontrol y/o control emocional.
 - o Habilidades básicas.
 - o Mejora de la capacidad de atención.
 - o Entrenamiento en técnicas de relajación.

2.4.2 La gamificación

La «gamificación» es la aplicación de técnicas propias de los juegos en ambientes no lúdicos, como el aula o la empresa. Se pretende generar en el alumnado las mismas emociones y sentimientos que sienten con los juegos, para el desarrollo de procesos de enseñanza-aprendizaje efectivos, los cuales faciliten la cohesión, integración y motivación por el contenido y potenciar la creatividad de los individuos.

Con la gamificación se pretende sumergir al alumno en un ambiente dinámico que le haga evadirse de las estrategias tradicionales de llevar el aula y que aprenda desde un entorno más motivante y transversalmente educativo.

Se da gran importancia a los nuevos recursos digitales que a lo largo de las últimas décadas se han ido generando.

2.4.2.1 Técnicas de juegos

Se componen fundamentalmente de tres elementos, los PET:

- Puntos que son recompensas simbólicas que aumentan la motivación intrínseca.
- Emblemas que otorgan un estatus a los jugadores y dan un objetivo al juego y a la acumulación de puntos.
- Tablas de clasificación que contextualizan los puntos y los emblemas. Varios investigadores recomiendan hacer tablas que midan progresos en distintas facetas o tablas personalizadas, porque la competitividad excesiva puede ser desmotivadora.

2.4.2.2 La gamificación en el aula

Las tecnologías han pasado a ser una parte importante de nuestro día a día. Se encuentran omnipresentes en diversos aspectos de la vida, desde la comunicación hasta el entretenimiento. La educación no es una excepción, y las nuevas tecnologías ofrecen oportunidades para mejorar el aprendizaje.

Las dinámicas de los videojuegos son especialmente atractivas para los alumnos. La interactividad, la inmersión y la recompensa constante que caracterizan a estos juegos generan un alto nivel de compromiso y entusiasmo en los jugadores.

Actualmente la sociedad en la que vivimos ha cambiado significativamente, y con ello la escuela debe adaptarse a estos cambios y conseguir un desarrollo y avance paralelo. La participación activa, la motivación intrínseca, el pensamiento crítico y reflexivo son elementos que debemos construir en el aula para que pueda darse el aprendizaje significativo. Por ello, la gamificación aparece como medio para la obtención de estos elementos.

2.4.2.3 Inconvenientes de la gamificación

Según un estudio realizado por Oriol Borrás Gené la motivación puede verse afectada por los siguientes factores:

Manipulación: influir en las personas para que hagan algo.

Hedonic Treadmill: se puede correr el peligro de que si los individuos solo actúan cuando hay recompensas, no lo hagan si no hay. Habrá que evitar que los individuos solo obtengan recompensas, pues perderán la motivación y el placer por obtenerla.

Overemphasis on status: Nuestro estado o posición respecto a otros es un elemento muy motivador, realizamos acciones para mejorar el estatus, pero si el sistema solo se enfoca en ese elemento puede llevar a desmotivar, por ejemplo, el saber que no se llegará al primer puesto. Además, muchas personas no tienen esa necesidad de ser reconocidas. Error común en Gamificación, no hay que centrarla en estatus solo.

2.4.2.4 Beneficios de la gamificación para alumnos con TDAH

La incorporación de la gamificación durante la clase incentiva al aprendizaje de niños con TDAH ya que a través de juegos interactivos logra mejorar la concentración de los estudiantes con este trastorno, motivándoles a desarrollar las actividades educativas, debido a esta razón se puede considerar que la herramienta gamificadora, ofrece grandes beneficios en el ámbito educativo, siendo un elemento a la hora de alcanzar objetivos planteados en la educación. (Gutiérrez, 2023).

3. Metodología

La metodología de la que se hará uso en la propuesta es la gamificación, pues como ya hemos hablado se planteará una situación de aprendizaje en la que los alumnos harán uso de esta.

La gamificación se considera una metodología que puede incluir los factores socioemocionales de los estudiantes en el proceso de enseñanza y de aprendizaje (Labrador & Villegas, 2016).

La gamificación conlleva otros aprendizajes y metodologías que de forma simultánea aparecerán en nuestras sesiones.

Encontraremos un aprendizaje cooperativo, en el que el trabajo en equipo es el factor principal. Es necesario formar grupos en los que cada uno tendrá un rol determinado, los alumnos deberán trabajar juntos y de forma coordinada.

A su vez, encontramos el aprendizaje basado en problemas, ya que los alumnos deberán resolver desafíos que se les plantee, teniendo un incentivo y con el fin de aprender.

En todo momento se persigue que el aprendizaje se centre en el desarrollo de los estudiantes. Mediante las dinámicas del juego se facilita el aprendizaje y se logra trabajar de manera más sencilla y efectiva, además de ser un método que permite experimentar, tomar decisiones, socializar y disfrutar mientras se aprende.

4. Contexto.

Esta propuesta de intervención se ha diseñado con el fin de que los Alumnos con Necesidades Específicas de apoyo Educativo, en concreto los alumnos con TDAH, puedan desarrollar de una forma más sencilla su proceso de aprendizaje.

La propuesta se enmarcará en un aula de tercer curso de educación primaria, en la que podemos encontrar alumnos con TDAH.

Es importante remarcar que esta propuesta no está únicamente planteada para actuar con alumnos con TDAH, pues es útil para aplicar en todo el aula.

5. Consideraciones finales, conclusiones y recomendaciones.

Considerando todos los puntos tratados a lo largo de este Trabajo Fin de Grado, se puede afirmar que la gamificación constituye una metodología que introduce un enfoque más lúdico en el aula, lo que se traduce en un aumento de la concentración y el interés de los alumnos con TDAH. No

obstante, también se han identificado ciertos aspectos negativos asociados a esta metodología, los cuales deben ser considerados y minimizados en la medida de lo posible. Entre estos aspectos negativos, cabe destacar la potencial competitividad entre los alumnos, así como la decepción o frustración que puede surgir al no obtener la recompensa esperada.

La gamificación se presenta como una herramienta pedagógica con un gran potencial para abordar las necesidades específicas de los alumnos con TDAH. Al incorporar elementos de juego en el proceso de aprendizaje, se fomenta la motivación, la participación activa y la perseverancia en los estudiantes.

Sin embargo, es importante reconocer que la gamificación no está exenta de desafíos. Uno de los principales retos reside en la gestión de la competitividad entre los alumnos. Es crucial diseñar dinámicas de juego que fomenten la colaboración y el aprendizaje cooperativo, en lugar de centrarse únicamente en la competencia individual.

Otro aspecto a considerar es la frustración que puede experimentar el alumnado al no alcanzar los objetivos establecidos o al no recibir las recompensas esperadas. En este sentido, es fundamental establecer metas realistas y ajustadas a las capacidades individuales de cada estudiante, proporcionando retroalimentación positiva y continua a lo largo del proceso.

A partir de las conclusiones del presente Trabajo Fin de Grado, se recomiendan las siguientes acciones:

- Fomentar la investigación sobre la gamificación en el TDAH: Se requieren estudios más amplios y rigurosos que exploren la eficacia de la gamificación en diferentes contextos educativos y con distintos grupos de alumnos con TDAH.
- Desarrollar recursos gamificados específicos para el TDAH: Es necesario crear materiales y herramientas gamificadas que se adapten a las necesidades y características del alumnado con TDAH.
- Capacitar al profesorado en el uso de la gamificación: Se debe proporcionar formación continua al profesorado sobre las estrategias y herramientas de gamificación más adecuadas para trabajar con alumnos con TDAH.

Level: 3rd	Time: 8 Sessions
<p>Stage Objectives:</p> <ul style="list-style-type: none"> - Promote the development of empathy and curiosity about knowledge of other social and cultural realities. - Contribute directly to the development of intercultural communicative competence based on relationship of students with speakers of other languages from positions of respect by the interlocutor, his customs and his culture. - Learn to, in a positive way, manage relationships interpersonal in groups. - Get started on strategies and basic self-assessment and co-assessment tools to contribute to develop work habits, effort and responsibility in studying. - Develop educational values associated with linguistic tolerance, awareness for linguistic diversity and education for democratic citizenship that will contribute to the acquisition of skills for peaceful conflict resolution and violence prevention. - Acquire the basic communicative competence in a foreign language. - Learn to make good use of digital tools for comprehension and production. 	
<p>Key Competences:</p> <ul style="list-style-type: none"> - Plurilingual competence - Digital competence - Personal, social and learning-to-learn competence. - Entrepreneurial competition 	<p>Specific Competences:</p> <ul style="list-style-type: none"> - Specific competence 1 - Specific competence 2 - Specific competence 3
<p>Content:</p> <ul style="list-style-type: none"> - Instructions and directions. - “has got/hasn’t got”. - Parts of the animals. - Names of the animals. - Actions of the animals. - In which ecosystems each animal lives. 	<p>Assessment criteria:</p> <ul style="list-style-type: none"> - Specific competence 1 - 1.1 - 1.2 - Specific competence 2 - 2.2 - 2.3 - Specific competence 3 - 3.1

Learning Situation						
Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7
<u>Activity 1</u>	<u>Activity 1</u>	<u>Activity 1</u>	<u>Activity 1</u>	<u>Activity 1</u>	<u>Activity 1</u>	<u>Activity 1</u>
Kahoot	Dear friend	Let's play	Animals'	Let's play	The zoo	Instructions
<u>Activity 2</u>	Tex	as the	actions	as the	map.	<u>Activity 2</u>
Self	<u>Activity 2</u>	teacher!	<u>Activity 2</u>	teacher.	<u>Activity 2</u>	Safe the
assessment	Animals'	<u>Activity 2</u>	Let's sing!	<u>Activity 2</u>	The clues	animals
<u>Activity 3</u>	body parts.	My animal	<u>Activity 3</u>	Playing all	<u>Activity 3</u>	
My	<u>Activity 3</u>	box.	The chaos	together.	Making the	
knowledge	Which	<u>Activity 3</u>	at the zoo	<u>Activity 3</u>	questions	
<u>Activity 4</u>	animal am I?	Who is	<u>Activity 4</u>	Help the	<u>Activity 4</u>	
Animal	<u>Activity 4</u>	who?	Let's help.	monkey.	The way to	
cards	Parts shop	<u>Activity 4</u>	<u>Activity 5</u>	<u>Activity 4</u>	win.	
<u>Activity 5</u>	<u>Activity 5</u>	Description	Mimic	Go out of	<u>Activity 5</u>	
Our	Parts labels	of my	game	the	The finish	
animals	<u>Activity 5</u>	animal	<u>Activity 6</u>	labyrinth.	touches.	
<u>Activity 6</u>	Our animals'	<u>Activity 5</u>	Guess the	<u>Activity 5</u>		
Kahoot	parts	Animals	action.	My walk		
		draws.	<u>Activity 7</u>	<u>Activity 6</u>		
		<u>Activity 6</u>	The labels	Follow my		
		Let's check	<u>Activity 8</u>	steps		
		our fails.	Our			
			animals'			
			actions			

Session 1	
<p>Specific Competences:</p> <p>Specific competence 1</p> <p>Specific competence 2</p>	<p>Achievement indicators:</p> <ul style="list-style-type: none"> - Done a self-critical process of one's own prior knowledge. (A.C: 1.1) - Have organized the ideas on tables. (A.C: 2. 2) - See an improvement in the tables and in the card game. (A.C: 2.3) - Know at least four more animals than you previously knew. (A.C: 2.3) - At the end know the name of at least five animals. (A.C: 2.2) - Cooperate in the creation of the wall mural. (A.C: 2.2)
<p>Contents:</p> <p>Names of animals.</p>	<p>Transversal contents:</p> <ul style="list-style-type: none"> - Oral and written expression. - Audiovisual communication and ICT. - Values education. - Promotion of creativity and the scientific spirit. - Cooperative work. - Study resources
Learning Situation	
<p>In this session, students will learn the names of some animals. To do this, we will begin by making a Kahoot in which the students will realize their previous knowledge, working from gamification with the incentive that the student with the greatest number of correct animals will be placed in the highest position.</p> <p>The students will be encouraged to learn in the session by telling them that at the end of the session the Kahoot will be performed again in order to increase their motivation for the results to change and obtain a higher position.</p>	

In the second activity, the students will evaluate their results in a table which will have two sections, the animals that were correct, and those that were not correct; In this same activity they will review the names of the animals and linked to the next activity they will cover their previous table and rewrite the animals that they now remember. If there is one that they still do not know, they will have to put it later in the other part of the table. board. In this way, through repetition and self-assessment, the student will remember each animal.

To apply this learning, students will be placed in pairs. This activity will consist of the students putting a card with the image of an animal in the middle. They must individually write the name of the animal. If the answer is correct for both of them, then both of them will be able to score a point. If only one is correct, the point will be in his favor, and if the answer is not correct, then the card will return with the other cards. In this activity we see the use of gamification through the use of rewards.

In the fifth activity, the entire class together will make a mural that we will put, at the end of the session, on the classroom wall.

And finally, the Kahoot at the beginning will be carried out again so, as previously mentioned, students can improve their marks and thus encourage their motivation.

Activity number: 1		Session number: 1
Title: Kahoot	Type: Introduction activity	Time: 5 minutes
Class organization: Big group		Resources: Kahoot: https://create.kahoot.it/details/ff6e9b67-c3f1-4c04-bbf7-1ca2223178ec
Linguistic input: Good morning class! Today we are going to start with a new unit. Why do you think we came to the technology classroom today? Exactly! To use computers. In our new unit we are going to see animals, their characteristics and the actions that each animal does.		

To start we are going to play Kahoot.

We do know the Kahoot, right?

Who reminds me how to play?

Yeah! To play we must search for Kahoot on the internet, and once you are on the website you have to enter this code.

Photos of animals will appear on the screen; you have to choose the name of each one. The faster you answer and the better, more points you will earn, so, you will position yourself in a ranking. More points, a higher position on it.

Remember that now it is only to see the previous knowledge we have!

We are going to do it again at the end of class, to see how much we have learned. And if in this first Kahoot I have been in a lower position, let's see if at the end of the class when we play again, I can raise my position!

Okay, you can enter your names.

Are you all there already?

Let's start!

Activity number: 2		Session number: 1
Title: Self-Assessment	Type: Pre-knowledge activity	Time: 5 minutes
Class organization: Individually		Resources: Kahoot results
Linguistic input: Now that we have done the Kahoot, we are going to go to the section that says, "see answers" and click where it says "correct". On your notebook you are going to make a table. In one column you put the animals that I have known and in another, the ones that I have not known. Once the table is made, you are going to read them and review them.		

Activity number: 3		Session number: 1	
Title: My knowledge	Type: Pre-knowledge activity	Time: 5 minutes	
Class organization: Individually		Resources:	
<p>Linguistic input:</p> <p>If you have already reviewed them well, cover the table you have made.</p> <p>We make the two columns again, the ones that I know in one side and the ones that I don't know on the other side.</p> <p>With the previous table covered, write those you remember in "I know them."</p> <p>Once written, you uncover the table and correct those that you know but wrote them wrong.</p> <p>Then write those that you did not know or have written wrong in the "I don't know" table.</p> <p>And read all the animals again.</p>			

Activity number: 4		Session number: 1	
Title: Animal cards	Type: Consolidation activity	Time: 10 minutes	
Class organization: In pairs		Resources: Animal cards (ANNEX 1)	
<p>Linguistic input:</p> <p>For this activity you are going to join in pairs.</p> <p>I am going to distribute some cards to you, in the cards you will see that there are images of animals.</p> <p>You are going to put the pile of cards in the middle, face down.</p> <p>To begin, you uncover one, you have to write on the erasable board, without the other person seeing it, the name of the animal, at the same time.</p> <p>When you have both written it, check if it is correct.</p> <p>If you both have it well, you add one point each, if only one of you has it well, only the one who has it well gets the point, but... what if neither of you has it well?</p>			

No! We don't subtract points.

Yes, exactly! The card returns to the pile.

So, you can once again have the opportunity to say it correctly.

Can someone explain me the instructions again? (Preferably the child with ADHD to ensure understanding and listening of the activity).

Activity number: 5		Session number: 1	
Title: Our animals	Type: Worn up activity	Time: 30 minutes	
Class organization: Big group		Resources: <ul style="list-style-type: none">· Large cardboard· Markers.· Color pens.· Notebook tables· Photocopies with animals 'drawings.	
Linguistic input: <p>You have done a very good job in these past activities!</p> <p>And to demonstrate what we have learned; we are going to create a mural with all the animals we have seen.</p> <p>What do you think we are going to have to do on the cards?</p> <p>Yes! Exactly!</p> <p>We have to put the image of the animal and its name below.</p> <p>We must work as a team, the whole class together.</p> <p>For that, we have to specify on who is in charge of cutting out the images, who is responsible for writing the names, who is in charge of pasting the photos...</p> <p>Okey? Everyone has to participate!</p>			

Activity number: 6	Session number: 1
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Title: Kahoot	Type: Consolidation activity	Time: 5 minutes
Class organization: Big group	Resources: Kahoot: https://create.kahoot.it/details/ff6e9b67-c3f1-4c04-bbf7-1ca2223178ec	
Linguistic input: To finish the class, we are going to play the Kahoot from the beginning again, to see how much you have learned! And if you move up in position! Let´s demonstrate how much have you learned!		

Session 2	
Specific Competences: Specific competence 1 Specific Competence 2	Achievement indicators: - Know at least 5 parts of an animal's body. (A:C: 2.2) - Recognize the difference between humans 'parts and animals 'parts. (A.C: 1.1) - Create in a cooperative way at least three labels and put them in the correct place. (A.C: 2.2)
Contents: Parts of the animals 'body	Transversal contents: - Reading comprehension. - Promotion of creativity and the scientific spirit - Education in values
Learning Situation	
<p>In this second session the students will already know the names of the animals, so they will receive a letter that "the dinosaur Tex" has sent to the class.</p> <p>In this letter he will tell us that his planet has been destroyed by a bomb and now all his animal friends them body parts separated.</p>	

Therefore, he asks the class for help to put his friends back together.

Students will have this challenge throughout the entire session.

Although, when reading the letter, the parts of the body of the animals mentioned will be shown, as a second activity, we will do a game in which the students will see the image of a part of the body of an animal and will have to say orally which one is. This is a repetition of the content to facilitate learning.

In the third activity of the session, the students will be divided into groups and each one will be given a riddle. They have to read it together and try to guess what animal it is.

Once they know what animal they are talking about, they must go to "the parts store" and buy each part, the coins they will use will be to correctly say the part of the animal they want.

Finally, the whole class together must make posters with the names of the parts of the animal's body and name them in the animals on the mural that we made in the previous class.

Activity number: 1		Session number: 2	
Title: Dear friend Tex	Type: Introductory activity	Time: 5 minutes	
Class organization: Big group		Resources: Letter (ANNEX 2) Animals 'parts flashcards (ANNEX 3)	
Linguistic input: Good morning, guys! You won't believe what I found when I came to class today. I have found this. (showing the letter) Does anyone know what it is? Really? A letter? And who send it? Oh, look! It says it's from Tex! Do we open it? Wow, how many things Tex has told us! Do you want us to read it? (The teacher reads the letter, in it mentions parts of the animals' body, so, while we read them, we show the students flashcard, so that their understanding is easier, and they can start recognizing them). What do you think, let's help Tex, right?			

Activity number: 2		Session number: 2	
Title: Animals 'body parts	Type: Development activity	Time: 7 minutes	
Class organization: Groups of four		Resources: Animals 'parts flashcards (ANNEX 3)	
Linguistic input: But to help Tex rebuild his friends, we first have to know the names of the parts and what each one is. Who remembers what part Tex told us this was? And this one? Very good! Well, in groups of four you are going to play to guess the names. We put the drawing in the center and the first one to put his hand in the center will be able to say the word, if he says it wrong then we will go in order, the one on his left will have the opportunity to say it correctly. Whoever says the correct word will earn a point. If no one knows the word, then the card must return to the pile. Have we understood how to play? Okay, Let's play!			

Activity number: 3		Session number: 2	
Title: Which animal am I?	Type: Applying activity	Time: 10 minutes	
Class organization: Groups of four		Resources: Riddles (ANNEX 4)	
Linguistic input: Now that you know the body parts, I am going to give each group a friend of Tex. Tex has sent us a description of the parts he has found of each friend, but he doesn't know what animal each one is. You have to read the body parts that make it up and try to guess which Tex's friend it is.			

Activity number: 4		Session number: 2
Title: Parts shop	Type: Consolidation activity	Time: 13 minutes
Class organization: In groups of four		Resources: <ul style="list-style-type: none"> · Flashcards of the animals' body parts (ANNEX 6) · Riddles (ANNEX 4) · Poster with the structure of the question (ANNEX 5)
Linguistic input: <p>Did you guess what animal could be? Let's see it!</p> <p>This is my store.</p> <p>Does anyone know what I'm selling?</p> <p>Yeah! I'm selling Tex's friends' body parts.</p> <p>But there is a problem.</p> <p>Which is it? What do you need to buy?</p> <p>Know how to ask? No, look, here is the question and you can look at it to say it correctly.</p> <p>What else can it be? The money! Exactly!</p> <p>This store doesn't sell normal things so, you don't pay with normal money.</p> <p>Your money will be: saying the words correctly.</p> <p>If the part of the body you want is correctly, you can buy it ; if it is not correctly, then I will not sell it to you.</p> <p>When you have bought all the body parts that your animal is missing, you must put them on and rebuild it.</p>		

Activity number: 5		Session number: 2
Title: Parts labels	Type: Consolidation activity	Time: 10 minutes

<p>Class organization:</p> <p>Big group</p>	<p>Resources:</p> <ul style="list-style-type: none"> · Mural · Papers · Markers
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Linguistic input:

Now together you are going to look at the mural we made and make labels with all the parts you think you can name.

But first you have to plan it.

Write how many tails you are going to need, how many heads... and distribute the work.

Activity number: 6	Session number: 2
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<p>Title:</p> <p>Our animals' parts</p>	<p>Type:</p> <p>Worn up activity.</p>	<p>Time:</p> <p>15 minutes</p>
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<p>Class organization:</p> <p>Big group</p>	<p>Resources:</p>
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Linguistic input:

To finish, you are going to stick each label next to the corresponding place and draw an line that points to the part you have named.

Session 3

<p>Specific Competences:</p> <p>Specific competence 1</p> <p>Specific competence 2</p>	<p>Achievement indicators:</p> <ul style="list-style-type: none"> - Make at least two positive sentences correctly. (A.C: 2.2) - Make at least two negative sentences correctly. (A.C: 2.2) - Understand the "got/has't got" structure. (A.C:1.1)
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	<ul style="list-style-type: none"> - Coherence in sentences. (A.C: 2.3) - Have self-criticism.
Contents: <ul style="list-style-type: none"> - “Got/ hasn´t got” structure. - “Got/ hasn´t got” meaning 	Transversal contents: <ul style="list-style-type: none"> - Oral comprehension - Written expression. - Promotion of creativity and the scientific spirit.

Learning Situation

In this session, students will already know the names of animals and their body parts.

But we will work on the "got/hasn't got" structure starting with a presentation as an example. The teacher will present a box, in which there is an animal and a card that describes it.

It will be read aloud and while reading the teacher going to gesture so that the children understand the positive and negative meaning.

Next, different animals will be distributed to each student.

They have to write the letter of introduction of the animal; saying what they have and what they don't have, in this way they will work on the written expression using repetition.

Changing the activity, the students will play “who is who” which introduces the dynamics of the challenge because through the clues that your partner gives you, you have to guess the animal he has.

As a third dynamic, students have to create their own animal, with the incentive that one of their classmates will take the description they made and draw it.

Finally, as a self-evaluative activity and cooperatively, both should see their descriptions and the drawings they made and consider the errors by both parts.

Activity number: 1		Session number: 3
Title: Teacher´s box	Type: Introductory activity	Time: 3 minutes
Class organization: Big group		Resources: <ul style="list-style-type: none"> · Box · Animal draw and description (ANNEX 7)

Linguistic input:

Do you see what I have on the table?

Yeah! It is a box!

And what can it have inside?

A gift? A book?

An animal! (Opening the box)

But this animal comes with something here. Let's see what it is...

Oh, I don't know what it could be.

Do we read it? It says... (read label).

Well, it tells us what parts our animal has got and what parts it hasn't got.

Activity number: 2

Session number: 3

Title:

My animal box

Type:

Applying activity

Time:

8 minutes

Class organization:

Individually

Resources:

- Box
- Animal draws (ANNEX 8)

Linguistic input:

Now it is your turn.

I'm going to share you a box, you have to open it and describe the animal you have got.

Using "has got" and "hasn't got". You have to write at least three positive sentences and three negative sentences.

You can take a look whenever you want to the label of this animal if you need some help or ask it to me if you need it.

Very good work!

Activity number: 3		Session number: 3	
Title: Who is who	Type: Consolidation activity	Time: 15 minutes	
Class organization: In pairs		Resources: Animal cards (ANNEX 9)	
<p>Linguistic input:</p> <p>You are going to take one pile of these cards each one. X, can you share them please?</p> <p>And you are going to join in pairs.</p> <p>We are going to play "Who is who". Who knows the game?</p> <p>The objective is to guess the animal that your partner has.</p> <p>And how to play?</p> <p>Well, each of the couple takes a card without the other seeing it. And one begins by saying: "it has four legs" and if your partner animal has got four legs, the partner answers... (waiting the response)</p> <p>Exactly! Yes, it has got four legs.</p> <p>And then I turn over the animals that haven't got four legs.</p> <p>If it hasn't got four legs, then my partner tells me...(waiting the response) Exactly!</p> <p>No, it hasn't got four legs.</p> <p>And I cover the ones that have four legs.</p> <p>And so on until you know which animal is. If you get it right, you take the animal for you and each of you take again a random animal from the cards pile.</p>			

Activity number: 4		Session number: 3	
Title: Description of my animal	Type: Applying activity	Time: 10 minutes	
Class organization: Individually		Resources:	
<p>Linguistic input:</p> <p>Take a piece of paper, you are going to create your own animal!</p>			

It may already exist, or you can invent it. However you want.

You are going to describe it.

To do it, you will write five affirmative sentences to say about parts that it has got, and five negative sentences, about parts that it hasn't got.

It has to be clear, written correctly and organized, because when we finish, we will give it to a classmate to draw it according to the description you have made.

Activity number: 5		Session number:3	
Title: Animals draws	Type: Development activity	Time: 12 minutes	
Class organization: Individually		Resources: Classmates' descriptions	
Linguistic input: Okey. If you already have the descriptions, you are going to exchange them with the mate next to you. Read carefully and understand what it says. If you need to read it another time, do it. You have to draw on the bottom part of the sheet or on the back, the animal that your partner has described.			

Activity number: 6		Session number: 3	
Title: Let's check the fails.	Type: Consolidation activity	Time: 12 minutes	
Class organization: In pairs		Resources:	
Linguistic input: If you have finished the draws, get in pairs. You are going to evaluate the descriptions you have made and the drawings that you have made.			

What have been writing errors, what have been comprehension errors... talk about it, both of you, together.

Session 4	
<p>Specific Competences:</p> <p>Specific competence 1</p> <p>Specific competence 3</p>	<p>Achievement indicators:</p> <ul style="list-style-type: none"> - Orally recognize at least four actions. (A.C: 1.1) - Know how to produce at least four actions. (A.C: 3.1) - Have active participation through the session. (A.C: 1.2)
<p>Contents:</p> <p>Animal actions</p>	<p>Transversal contents:</p> <ul style="list-style-type: none"> - Oral and written expression. - Emotional and values education. - Promotion of creativity and the scientific spirit.
Learning Situation	
<p>In this session, students will learn the actions that animals do, many of them are actions that humans can't do.</p> <p>To do this, we will begin by introducing the topic with a song. We are going to put the subtitles in English so that the children can relate oral expression to written expression.</p> <p>To reinforce learning and understanding we will use repetition, watching the song again, but in this case the students must stand and imitate the actions they hear.</p> <p>Once they have heard the song twice, the teacher will presented a news on the screen that tells that the zoo is in chaos because the animals do not behave normally, the frogs roar, the giraffes climb... their mission is to help the animals to find his true action so that the zoo can be normal again.</p> <p>The third activity that will be carried out is a mimic game, the class will be divided into groups of four, and in pairs. They must play "actions" and the one who guesses the most actions will win.</p> <p>Next, once they have seen how the words are written, in the video and in the previous mime, they must play again but this time they respond will not be oral, it must be written.</p>	

At last, and as we have been doing in previous sessions, students will write the actions on targets and later, they have to stick them on the mural.

Activity number: 1		Session number:
Title: Animal actions	Type: Warm up activity	Time: 4 minutes
Class organization: Big group		Resources: https://youtu.be/CT86DI442jA
Linguistic input: You have to open your ears and listen to the song of the animals' actions! Who knows any action that the animals do? Okey! Yes! So let's listen and see more actions! (play the video)		

Activity number: 2		Session number: 4
Title: Let's sing!	Type: Pre-knowledge activity	Time: 5 minutes
Class organization:		Resources: https://youtu.be/CT86DI442jA
Linguistic input: Now that you have heard the song and we have been able to see what action each one is, let's move those bodies! Everyone stand up! Every time the song says an action I do it. Right? If it says fly, what do I have to do? exact! fly (making the gesture of flying)		

Activity number: 3	Session number: 4
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Title: The chaos at the zoo	Type: Development activity	Time: 5 minutes
Class organization: Big group		Resources: News of the zoo (ANNEX 10)
Linguistic input: Look at the blackboard! Who knows without reading what this is? Yeah! It's a news. Let's see what the news tells us. (Read the news) What happened? The animals have gone crazy! Exactly! Can a frog fly? Or... Can a monkey roar? The owner of the zoo asks us to help him solve this problem and teach each animal what action it should do.		

Activity number: 4		Session number: 4
Title: Let's help!	Type: Applying activity	Time: 5 minutes
Class organization: Big group		Resources: <ul style="list-style-type: none"> · News (ANNEX 10) · Animals' flashcards (ANNEX 1) · Actions cards (ANNEX 11)
Linguistic input: What can we do to help him?		

Well, look, here I have some cards with the zoo animals that the owner sent me.

And he has also sent me these that tell the actions that animals do.

But they are wrong, so together we will see if we find the correct action.

He says, "the giraffe is climbing."

What action does the giraffe do that we have here?

Raise your hand and tell me which one you think it is.

(The same with each animal)

Activity number: 5		Session number: 4
Title: Mimic game	Type: Consolidation activity	Time: 15 minutes
Class organization: Groups of four Inside of each group, in pairs		Resources: Actions cards (ANNEX 11)
Linguistic input: Very good, you have been a great help to the owner of the zoo! Now let's play mimic! Who has ever played? Ok, let's divide into pairs and get together in groups of four. I'm going to give you cards with names of actions. Start playing a couple. One of the couple takes a paper and reads it to himself, if I understand the action I imitate it, if I don't understand it, I leave the paper back in the pile and the turn passes to the other couple, who will do the same. If my partner does not know the name of the action in English, then the turn is passed to the other pair. The couple with the most known actions will win. The game is done orally, remember, I say the action out loud. Any questions? Yes, the words must be said out loud.		

Yes, if the answer is correct, the same couple continues playing.

No, you can't change the word if you don't know it. If you don't know it, put it back on the pile and pass the turn to the other couple.

Ok how did it go? Have you guessed many actions? Good job!

Activity number: 6		Session number: 4	
Title: Guess the action	Type: Consolidation activity	Time: 15 minutes	
Class organization: Groups of four Inside of each group, in pairs		Resources: Actions cards (ANNEX 11) Erasable board	
Linguistic input: Well now we are going to add a little difficulty to the challenge. You have to guess the action like before, but... this time I can't say the word out loud, I have to write it. If it is written correctly, you will get the point and you can continue guessing, if it is not written correctly the word goes back to the pile and it is the turn pass to the other pair.			

Activity number: 7		Session number: 4	
Title: The labels	Type: Worn up activity	Time: 7 minutes	
Class organization: Big group		Resources: · Markers · Paper	
Linguistic input: To finish we are going to write the actions in targets to our mural. Remember! You have to work all together!			

Activity number: 8		Session number: 4	
Title: Our animals' actions	Type: Worn up activity	Time: 4 minutes	
Class organization: Big group		Resources: Labels of the previous activity	
Linguistic input: Once you have all the labels you have to stick them in the correct animal.			

Session 5	
Specific Competences: Specific competence 1 Specific competence 2 Specific competence 3	Achievement indicators: - Recognize at least three prepositions of place. (A.C: 1.1) - Write at least three prepositions of place. (A.C: 2.2) - Know how to give instructions orally. (A.C: 3.1) - Know how to write instructions. (A.C: 2.3) - Orally understand at least five instructions. (A.C: 1.1)
Contents: Prepositions of place Addresses	Transversal contents: - Reading comprehension. - Oral and written expression - Audiovisual communication and ICT - Emotional and values education. - Promotion of creativity and the scientific spirit.
Learning Situation	

To introduce the content of this session, an imitation exercise will be done in which the teacher will perform actions while doing them, in order to make the students understand the oral instructions.

The aim will be to imitate the teacher. Later, they will be the ones to produce the instructions, if they are capable alone, if not, with help.

In these two exercises we see the repetition reflected and at the same time the incentive to carry out the actions.

Next, they will be presented with a large maze-shaped board and some instructions on the blackboard.

In a guided manner, they will read the instructions and make the animal leave the maze.

Once they have carried out this activity, it is time for them to do it autonomously.

The class will be divided into three groups, each group will have an animal and they must help it get out of the maze using instructions. The motivation of the activity will be to get the animal on your team out first.

As the fifth activity and linked to the sixth, they will be given a gridded board, and they must leave from one point and reach another passing through different places. They must write the steps they take to later give it to their partner and have them guess the path and places they will follow. has visited.

Activity number: 1		Session number: 5	
Title: Let's play as the Teacher!	Type: Introductory activity	Time: 5 minutes	
Class organization: Big group		Resources:	
Linguistic input: Good morning! (all the things that the teacher says are going to be represented with mime so that children can imitate it and understand the meaning) Everyone stands up! Walk to the left. Walk to the right. The case in the backpack. The backpack next to the table. The backpack on the table. The backpack under the table. I walk forward. I walked to the left. Now I take three steps back. I sit on the table. We put the backpack next to the table. I take four steps to the left; I take two steps forward. I place myself between two tables. Two steps back. I hide behind the table. I take four steps to the right. I stand in front of the backpack. I put the backpack on			

the table. I go around. I turn around. I put the agenda in the backpack. I put the jacket on the chair. I put the backpack next to the table. I sit on the chair.

Activity number: 2		Session number: 5
Title: Playing all together!	Type: Pre-knowledge activity	Time: 5 minutes
Class organization: Big group		Resources:
<p>Linguistic input:</p> <p>Ok now we are all going to get in a big circle, and you are going to be the ones to tell us what we have to do.</p> <p>But remember, I say what I do but at the same time I do it. If there is something that you don't know how to say, we ask it out loud.</p> <p>Who wants to start?</p>		

Activity number: 3		Session number: 5
Title: Help the monkey!	Type: Development activity	Time: 10 minutes
Class organization: Big group		Resources: <ul style="list-style-type: none"> · Monkey and labyrinth (ANNEX 12) · Instructions (ANNEX 13)
<p>Linguistic input:</p> <p>Look, this is a labyrinth.</p> <p>Have you ever seen a labyrinth, right?</p> <p>Well, the monkey doesn't know how to get out, you are going to read the instructions that I have here about how to get out and I will move the monkey with your help.</p> <p>What do I have to do first?</p> <p>And now? ...</p>		

Activity number: 4		Session number: 5	
Title: Go out of the labyrinth	Type: Applying activity	Time: 15 minutes	
Class organization: Five groups		Resources: · Labyrinths (ANNEX 14) · Animals (ANNEX 15)	
Linguistic input: Now it's your turn. You are going to divide yourselves into five groups. And I'm going to give you an animal to each group. Put all of you in this box. One of the group will move the animal. To get out of the maze you have to give it the correct instructions, and it will understand them and move the animal according to the instructions you give it. The winner is whoever leaves the maze first. When you finish, we will repeat it with a different maze until everyone has passed through the position to carry out the instructions.			

Activity number: 5		Session number: 5	
Title: My walk	Type: Development activity	Time: 15 minutes	
Class organization: Individually		Resources: Gridded boards (ANNEX 16)	
Linguistic input: Ok, please distribute these sheets. What do you see on the paper? What do you think we are going to do? You are going to follow a path, the one you want, but you have to write down each step you take You take a marker and mark the path, on a separate sheet you write the directions.			

Why? because once you have finished your walk you will give the instructions to your partner and you have to get him to take the same path that you have taken, only with the instructions you have given him.

Activity number: 6		Session number: 5
Title: Follow my steps.	Type: Applying activity	Time: 10 minutes
Class organization: In pairs		Resources: The classmate's instructions.
Linguistic input: Ok, well now you exchange instructions and with another color you mark the path that your partner has written for you, without looking at it obviously.		

Session 6	
Specific Competences: Specific competence 1 Specific competence 3	Achievement indicators: <ul style="list-style-type: none"> - Ask at least four questions appropriately. (A.C: 3.1) - Correctly give directions to get to a place. (A.C: 3.1) - Understand the meaning of the instructions. (A.C: 1.1)
Contents: Prepositions of place Addresses Animal actions Parts of the animals 'body Animals of the zoo "Has got/hasn't got."	Transversal contents: <ul style="list-style-type: none"> - Reading comprehension. - Oral and written expression. - Audiovisual communication and ICT. - Emotional and values education. - Promotion of creativity and the scientific spirit.

Learning Situation
<p>In this session we will begin to introduce preparing the final activity in which the children will visit the zoo.</p> <p>To do this, we will begin by distributing the zoo maps as an element of reality so that the contents are made more relevant to their reality.</p> <p>At the same time, we will review the animals that we have seen, and they will be able to do so with the help of the mural.</p> <p>To guide the task that they will carry out later, they will be presented with a small example.</p> <p>And finally, students must prepare the cards with the questions they must answer and the directions they must follow.</p>

Activity number: 1		Session number: 6
Title: The zoo map	Type: Introductory activity	Time: 5 minutes
Class organization: Big group		Resources: Map (ANNEX 17)
Linguistic input: I'm going to give you this. Does anyone know what it is? Exactly a map. But a map of what? From the zoo! Good job! Who remembers what animals we saw from the zoo? And which ones appear on the map?		

Activity number: 2		Session number: 6
Title: The clues	Type: Development activity	Time: 5 minutes
Class organization: Big group		Resources:

Linguistic input:

You are going to look for some cards.

And there are some that ask questions, but others are with directions.

This is what you are going to have to do for the day we go to the zoo.

We are going to divide into two groups.

Imagine that I start at the door with a card, and it tells me to take three steps forward, four to the left, continue straight and look behind you.

And I find another card. And it asks me: Do crocodiles have tails? And it puts: yes, no, yes in my head.

If I answer the question correctly, you will have the answers behind you, it is not worth looking at them, I take the letter from the addresses. If I don't get the question right, I take another card. And so on until reaching the end.

Activity number: 3		Session number: 6	
Title: Making the questions	Type: Applying activity	Time: 20 minutes	
Class organization: Two big groups		Resources:	
Linguistic input: Now you are going to separate into two groups. The questions will be for the opposing team. For the moment you are going to write them on the notebook. You can use everything we have seen, names of animals, parts of animals, "has got or hasn't got", actions....			

Activity number: 4		Session number: 6	
Title:	Type:	Time:	

The way to win	Development activity	20 minutes
Class organization: Two big groups		Resources:
Linguistic input: Once you have finished the questions, it is time to make the addresses. You have the map next to you, so think about which path you have to take to get from one place to another.		

Activity number: 5		Session number: 6	
Title: The finish touch	Type: Development activity	Time: 10 minutes	
Class organization: Two big groups		Resources:	
Linguistic input: When you have finished everything, you have to write the questions on the blue cards and the directions on the green cards.			

Session 7	
Specific Competences: Specific competence 1 Specific competence 2 Specific competence 3	Achievement indicators: - Understand the meaning of the questions. (A.C: 1.1) - Understand the instructions given. (A.C: 1.1) - Knowing how to work cooperatively. (A.C: 3.1) - Respond coherently to the questions. (A.C: 2.1)
Contents: Prepositions of place	Transversal contents: - Reading comprehension.

Addresses	<ul style="list-style-type: none"> - Emotional and values education. - Promotion of creativity and the scientific spirit.
Animal actions	
Parts of the animals ‘body	
Animals of the zoo	
“Has got/hasn’t got”	

Learning Situation

In this part of the learning situation, students must use all the knowledge learned throughout the lesson. To guide you in the zoo and be able to get the clues.

The final objective and element of gamification will be the reward.

Activity number: 1 **Session number: 7**

Title:	Type:	Time:
Instructions	Introductory activity	50 minutes

Class organization:	Resources:
Two big groups	All resources made in the classroom

Linguistic input:

To remember, for everyone.

We are going to divide into two groups, group one will follow the cards that have a star, and group two those that have a circle.

The blue cards are the questions, and the green cards are the directions. Until I have answered the question correctly, I cannot move forward and get the green card.

You will be given a coin for each question you get right the first time.

In the end, you can exchange the coins collected during classes and during this activity for "rewards" that I have here.

Let the game begin!

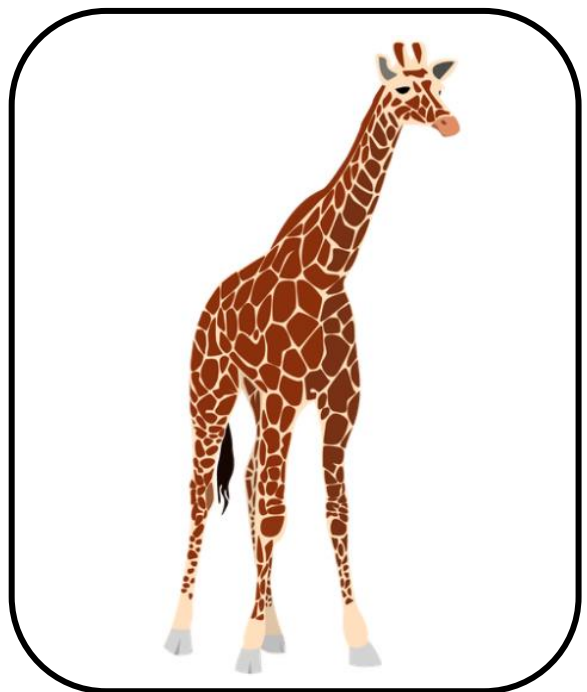
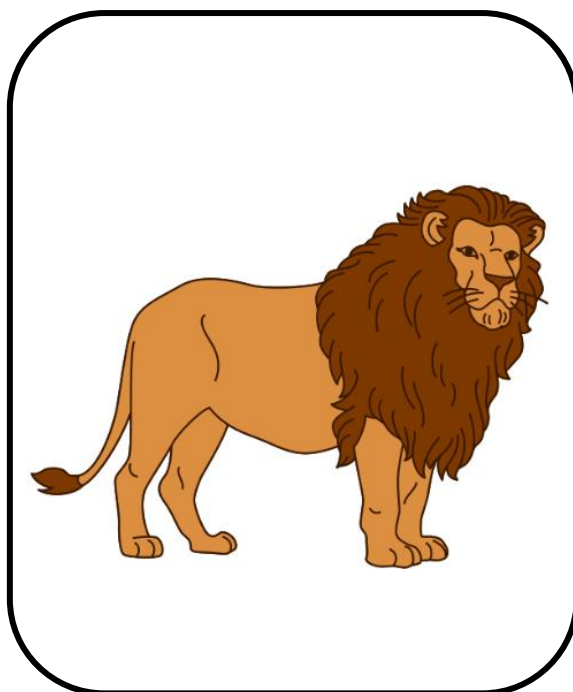
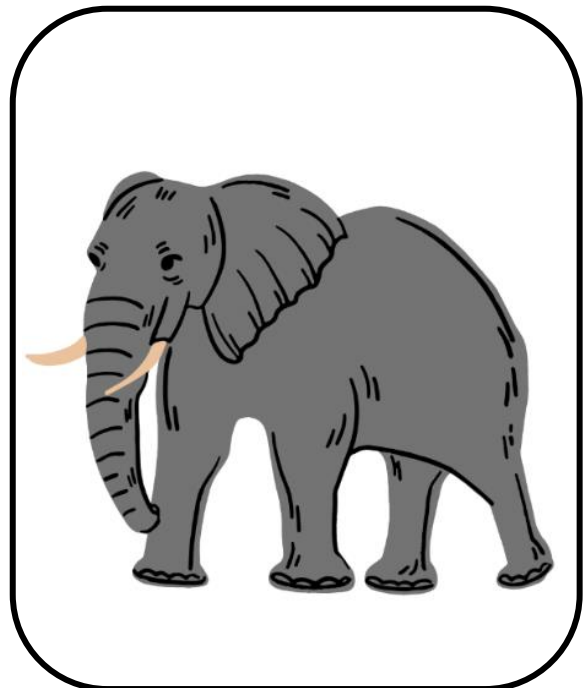
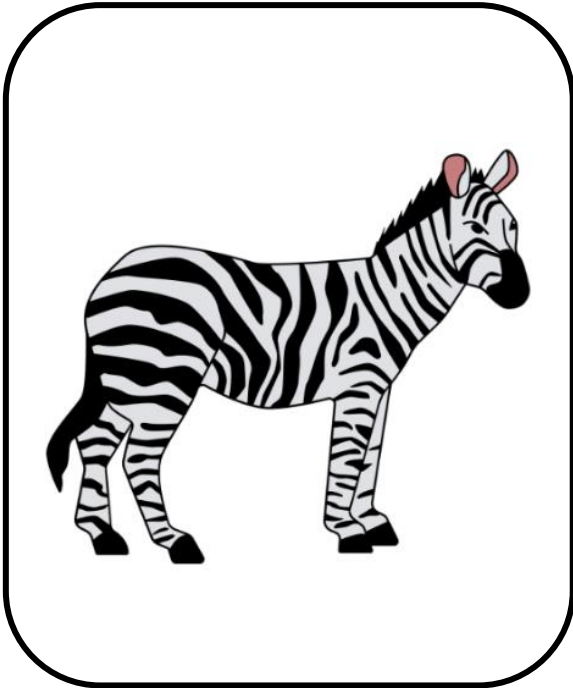
Activity number: 2		Session number: 7	
Title: Safe the animals	Type: Worn up activity	Time: 10 minutes	
Class organization: Big group		Resources:	
Linguistic input: Now I want us all to share together what we thought of the zoo, if you think that animals should be free, in their natural habitats or if they are treated and cared in a good way in zoos.			

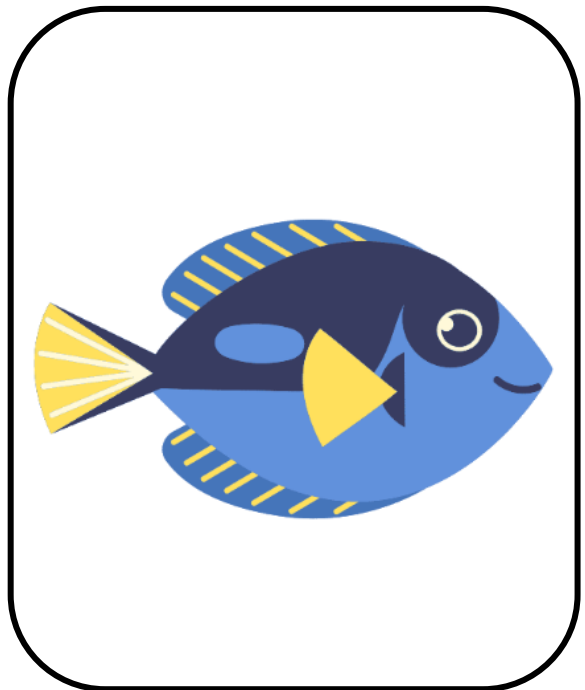
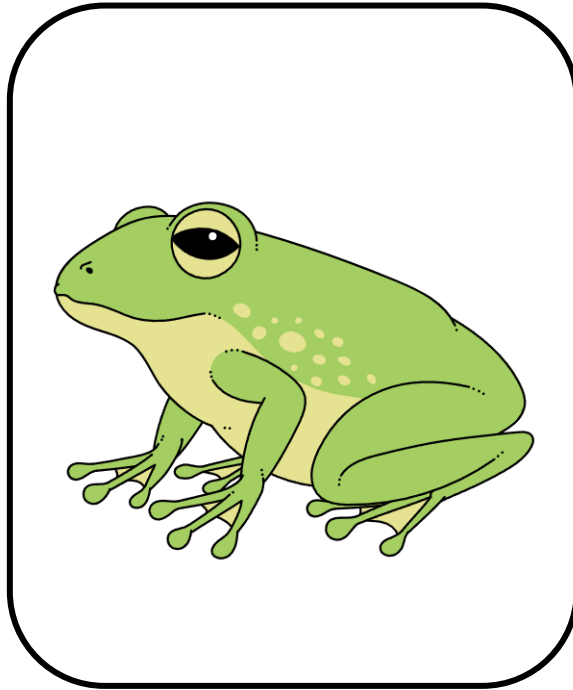
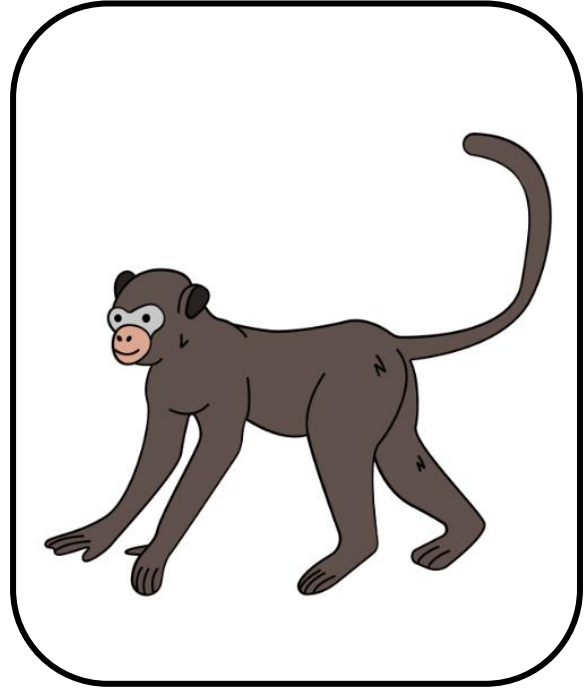
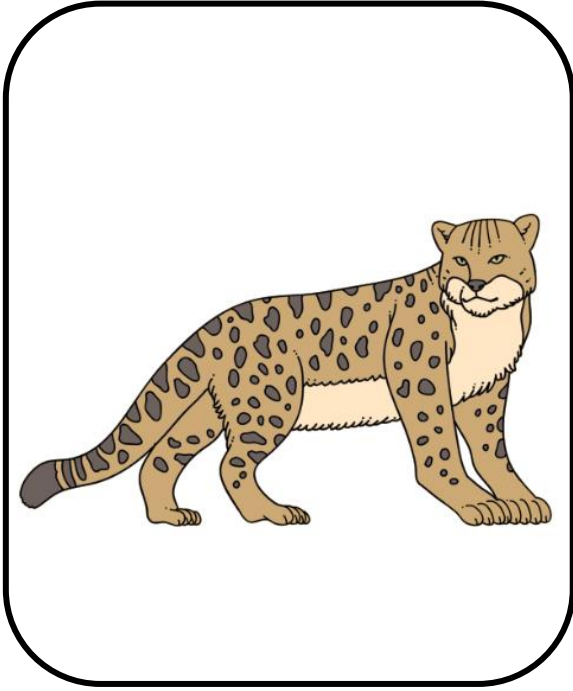
6. Referencias bibliográficas:

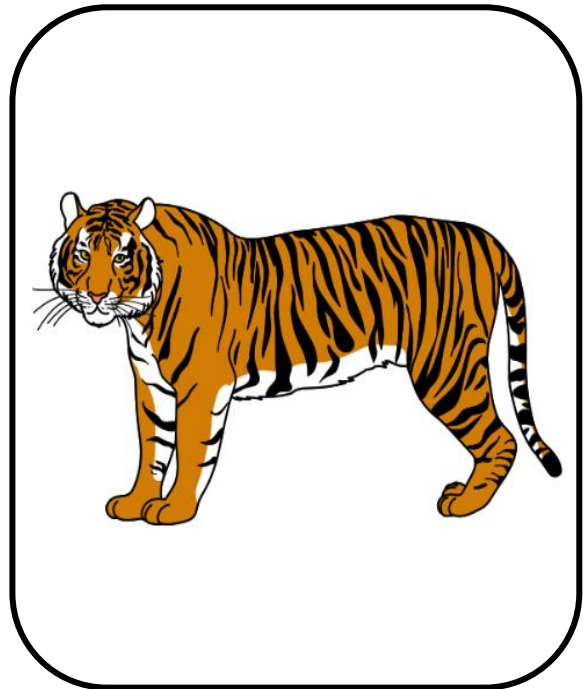
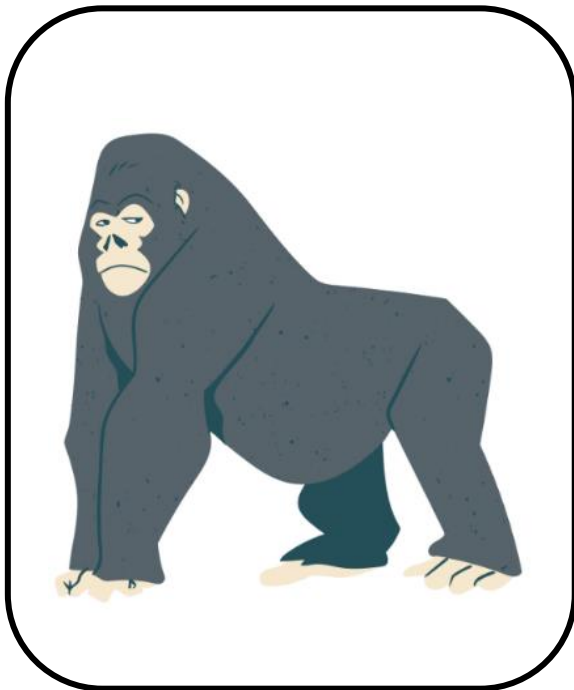
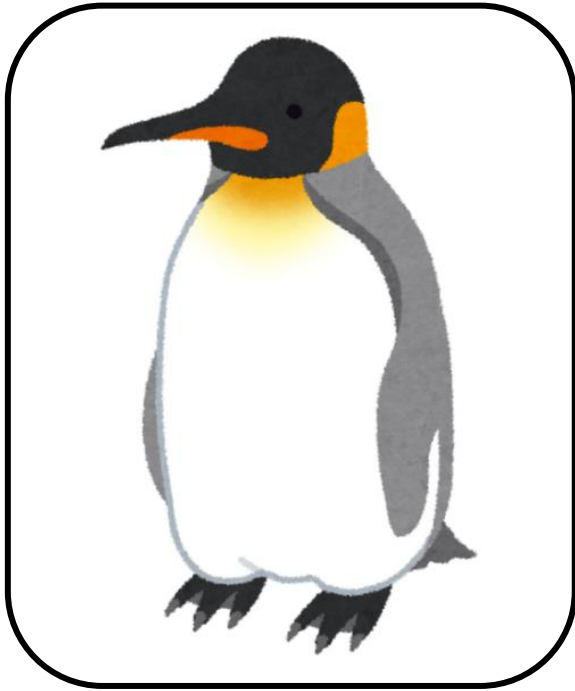
Primero, se ha realizado una revisión bibliográfica sobre la gamificación y el TDAH en el aprendizaje de lenguas extranjeras, a través de la selección e investigación de varios informes, estudios y páginas web. Los buscadores utilizados han sido Google Scholar y Dialnet. Posteriormente se ha procedido a la investigación y comprensión de los conceptos a tratar, tras ello se ha diseñado una propuesta didáctica gamificada para la enseñanza de inglés a niños con TDAH en un aula de educación primaria. Por último, se ha realizado una autoevaluación y autocrítica de la propuesta de intervención realizada.

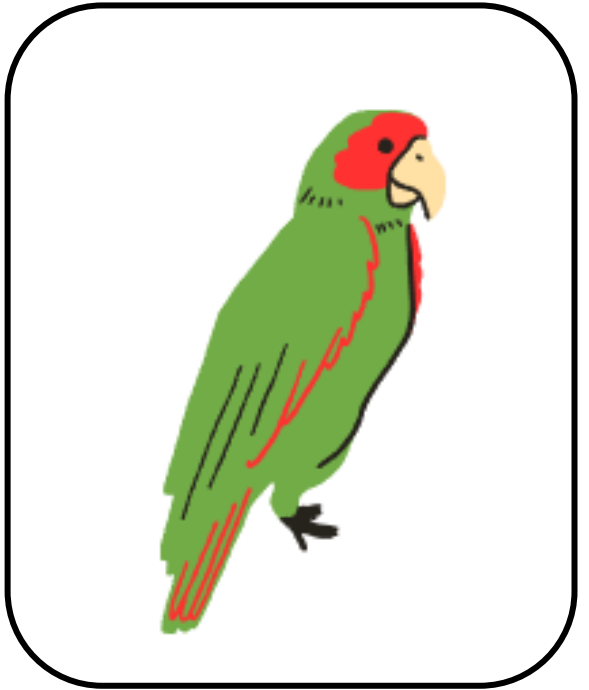
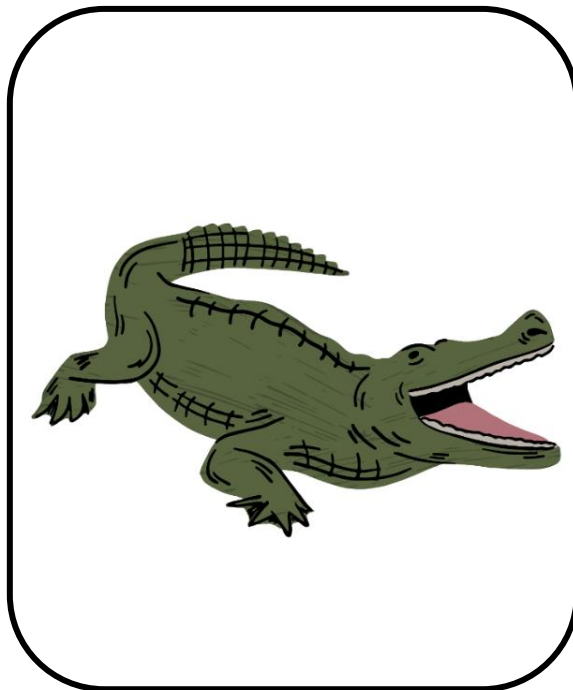
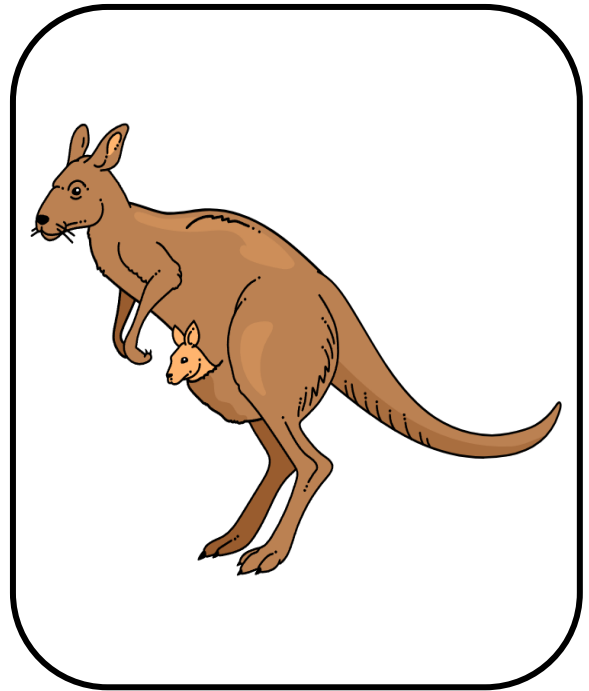
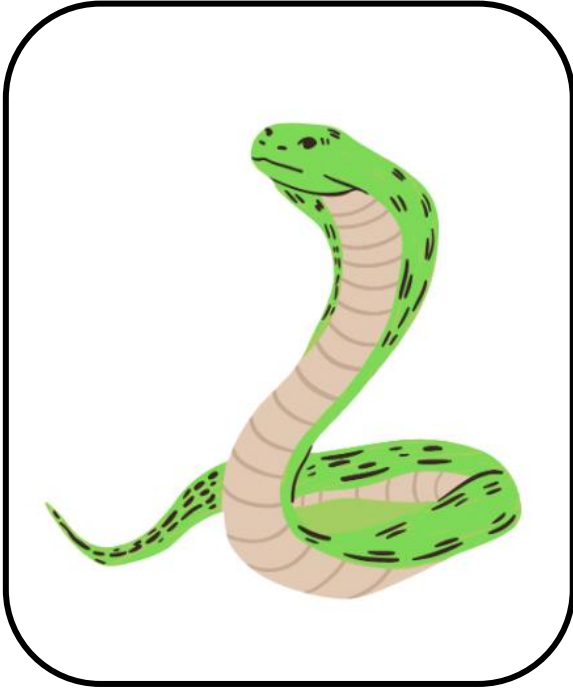
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7. Anexos
ANNEX 1









ANNEX 2



From: Tex

To: 3rd grade class

12th , May, 2024

Dear students:

I have a big problem.

A bomb has fallen where I live.

And I've lost all my friends.

I only have his body parts.

I have wings, I have a beak, I have eyes, I have fangs.

And I don't know what they are from.

I have sent you all its parts.

Could you help me, please?

ANNEX 3



BREAK



TRUNK



TAIL



TUSK



WING



WHISKERS



FUR



FEATHER



NECK



PAW



FIN



EARS

ANNEX 4

It has got two fangs.
It has got a tail.
It hasn't got wings.
It has got two big ears.
It has got a trunk.
It hasn't got whiskey.

It has got a break.
It has got feather.
It hasn't got ears.
It has got two wings.
It has got little tail.
It hasn't got any tusk.

It has got a tail.
It has got two paws.
It hasn't got wings.
It hasn't got whiskers.
It has got brown fur.
It has got ears.

It has got two fangs.
It has got a tail.
It hasn't got wings.
It has got two big ears.
It has got a trunk.
It hasn't got whiskey.

It has got a break.
It has got feather.
It hasn't got ears.
It has got two wings.
It has got little tail.
It hasn't got any tusk.

It has got a tail.
It has got two paws.
It hasn't got wings.
It hasn't got whiskers.
It has got brown fur.
It has got ears.

It has got two fangs.
It has got a tail.
It hasn't got wings.
It has got two big ears.
It has got a trunk.
It hasn't got whiskey.

It has got a break.
It has got feather.
It hasn't got ears.
It has got two wings.
It has got little tail.
It hasn't got any tusk.

It has got a tail.
It has got two paws.
It hasn't got wings.
It hasn't got whiskers.
It has got brown fur.
It has got ears.

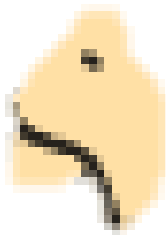
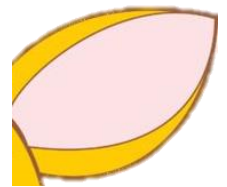
It has got two fangs.
It has got a tail.
It hasn't got wings.
It has got two big ears.
It has got a trunk.
It hasn't got whiskey.

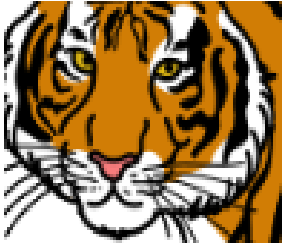
It has got a break.
It has got feather.
It hasn't got ears.
It has got two wings.
It has got little tail.
It hasn't got any tusk.

It has got a tail.
It has got two paws.
It hasn't got wings.
It hasn't got whiskers.
It has got brown fur.
It has got ears.

**COULD YOU GIVE ME A
....., PLEASE?**

ANNEX 6



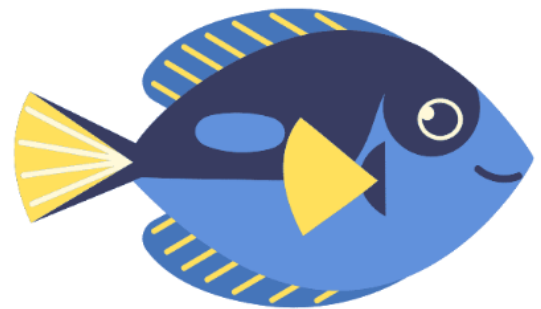
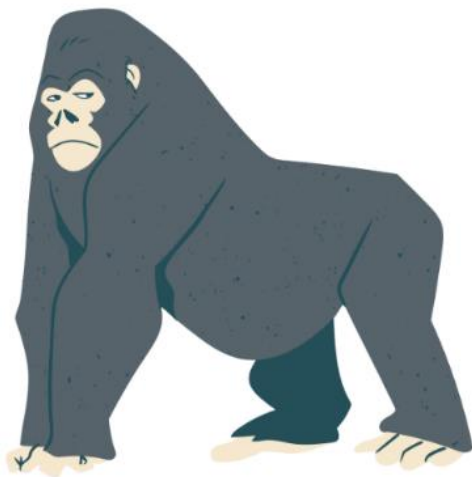
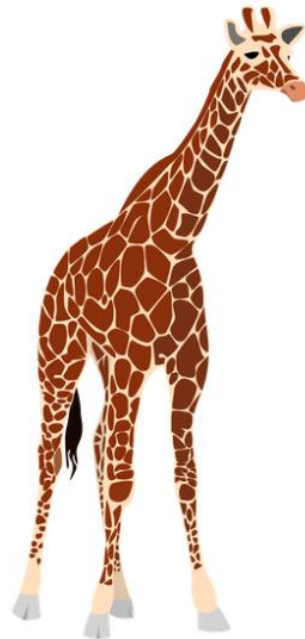
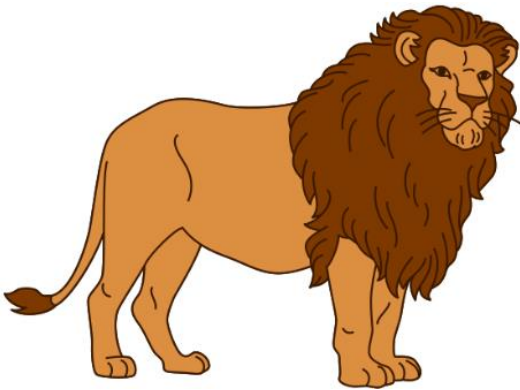
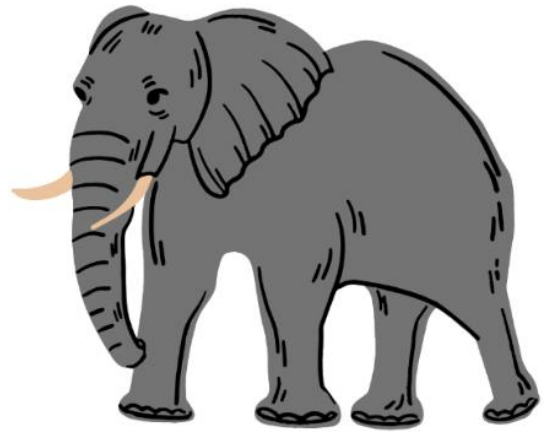
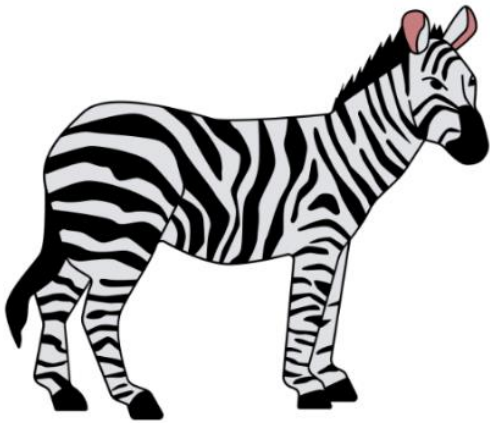


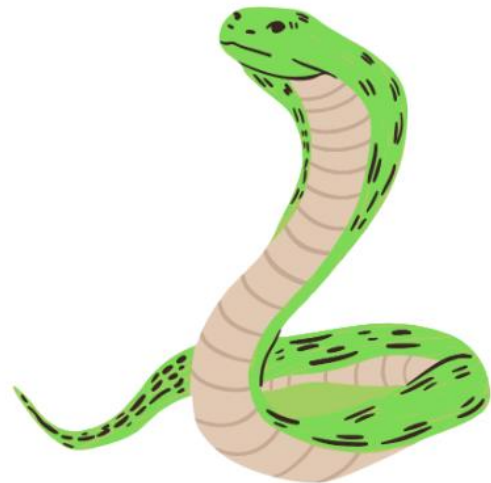
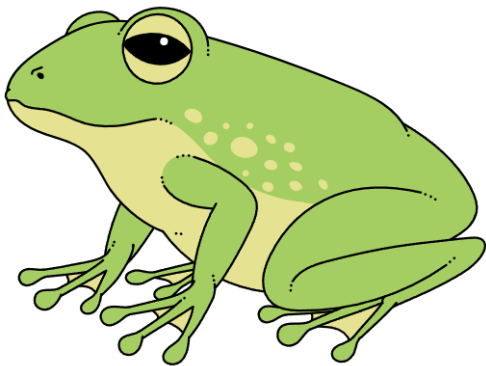
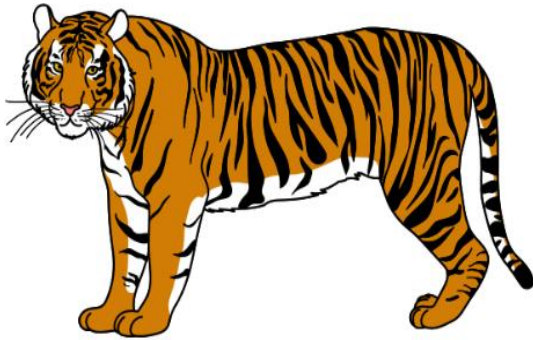
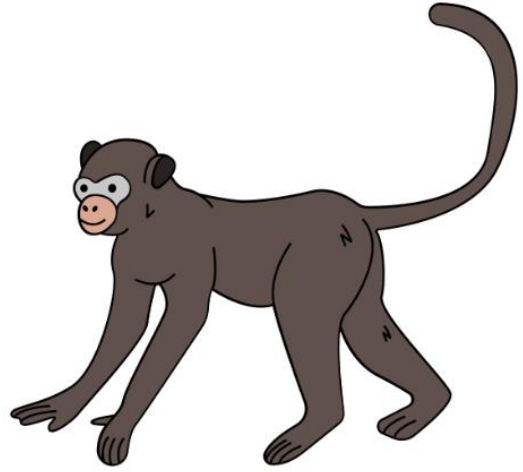
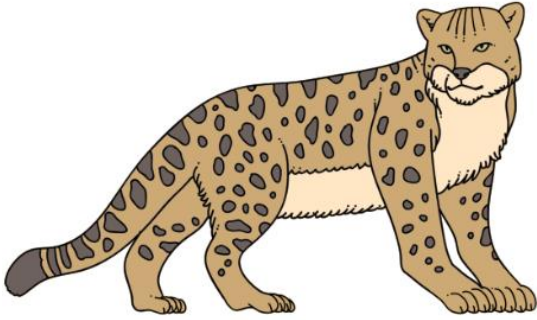
ANNEX 7

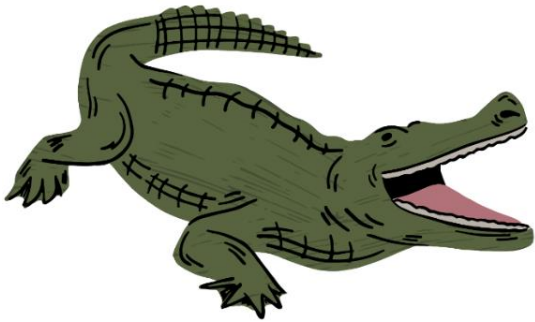
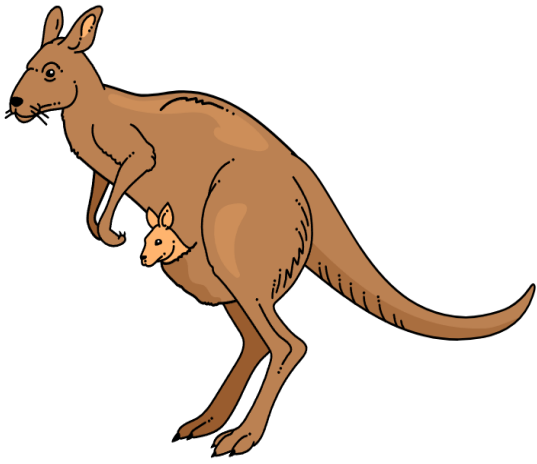


- ✓ It has got two wings.
- ✗ It hasn't got break.
- ✓ It has got whiskers.
- ✗ It hasn't got blue fur.
- ✓ It has got two tusks.
- ✗ It hasn't got long neck.
- ✓ It has got a tail.
- ✗ It hasn't got trunk.

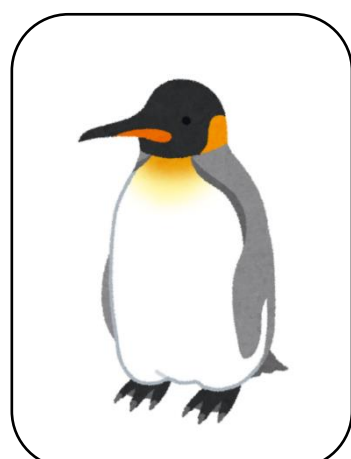
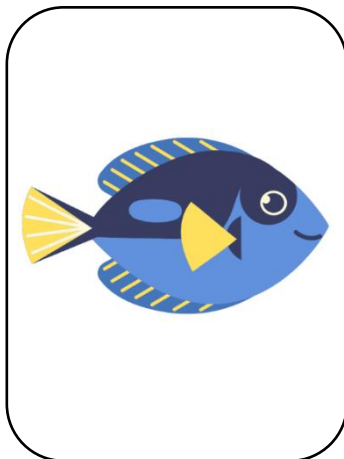
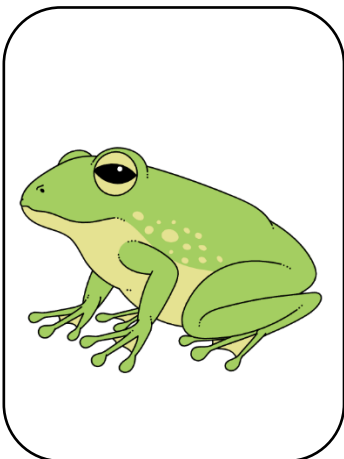
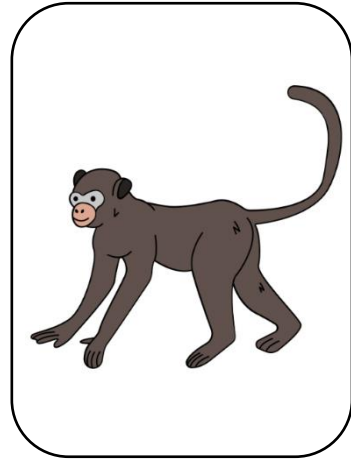
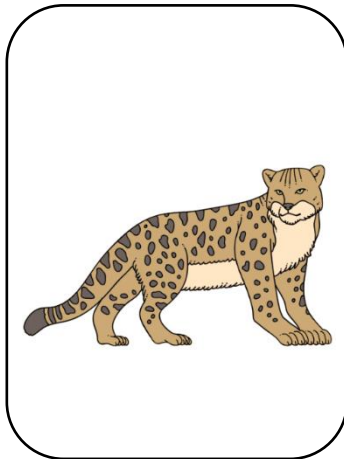
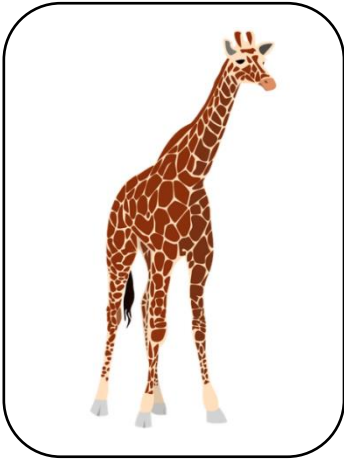
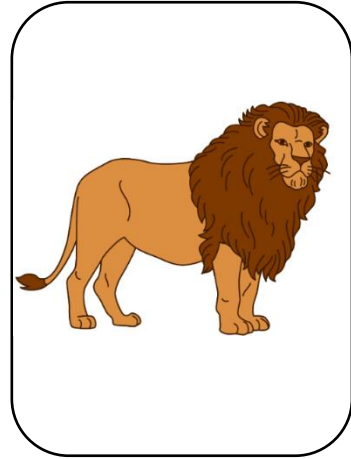
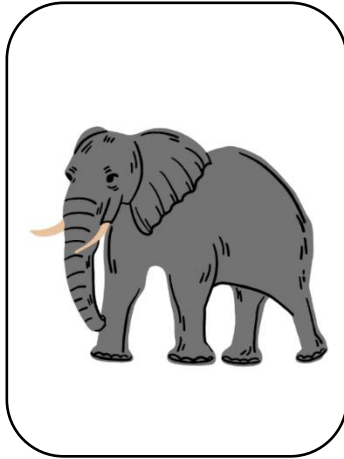
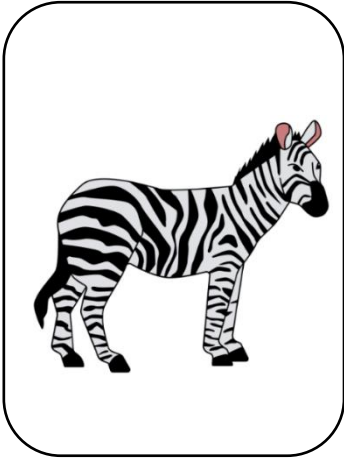
ANNEX 8

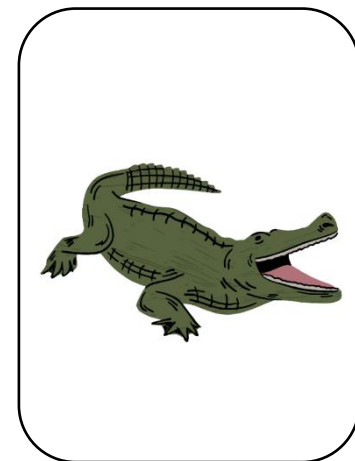
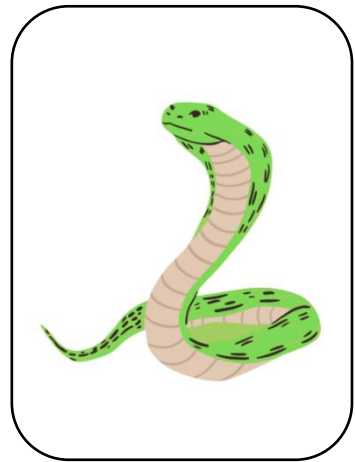
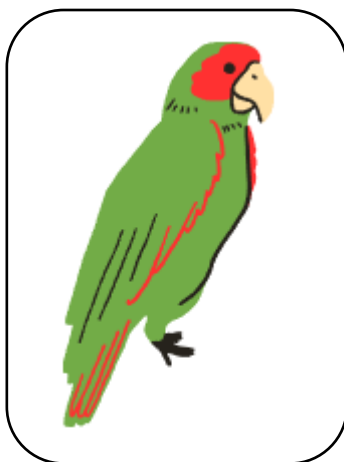
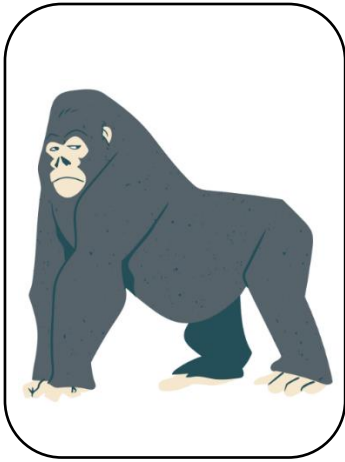
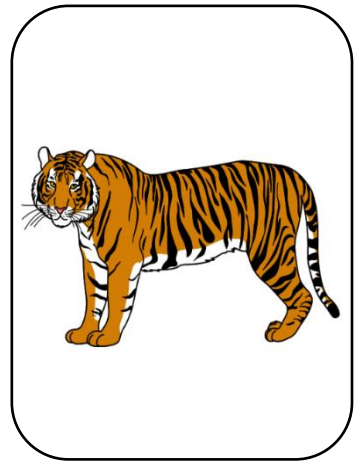






ANNEX 9





05/13/2024

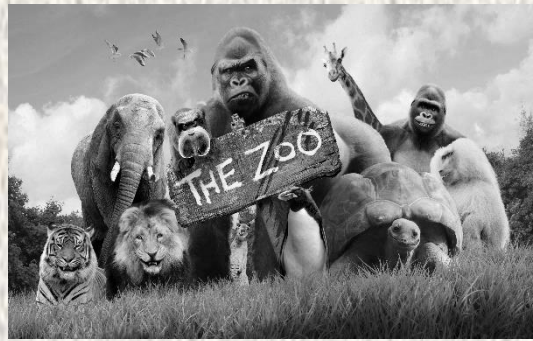
URGENT NEWS

¡EXTRA, EXTRA!

The zoo owner asks the entire neighborhood for help.

16 ANIMALS THAT DON'T ACT NORMAL

¡CAOS IN THE ZOO!



This morning the owner of the zoo went to work like every day, but when he arrived at the zoo...

He saw something strange happening!

The owner said: "The zebra roars. The elephant and the crocodile jump.

The lion and the snake climb.

the giraffe, the frog and the bear fly.

The leopard and the tiger swing between the trees.

the monkey stomps.

the fish runs. The penguin pumps. The parrot paddles.

And the gorilla and the kangaroo waddle.

ANNEX 11

RUN

SWING

FLY

PADDLE

CLIMB

WADDLE

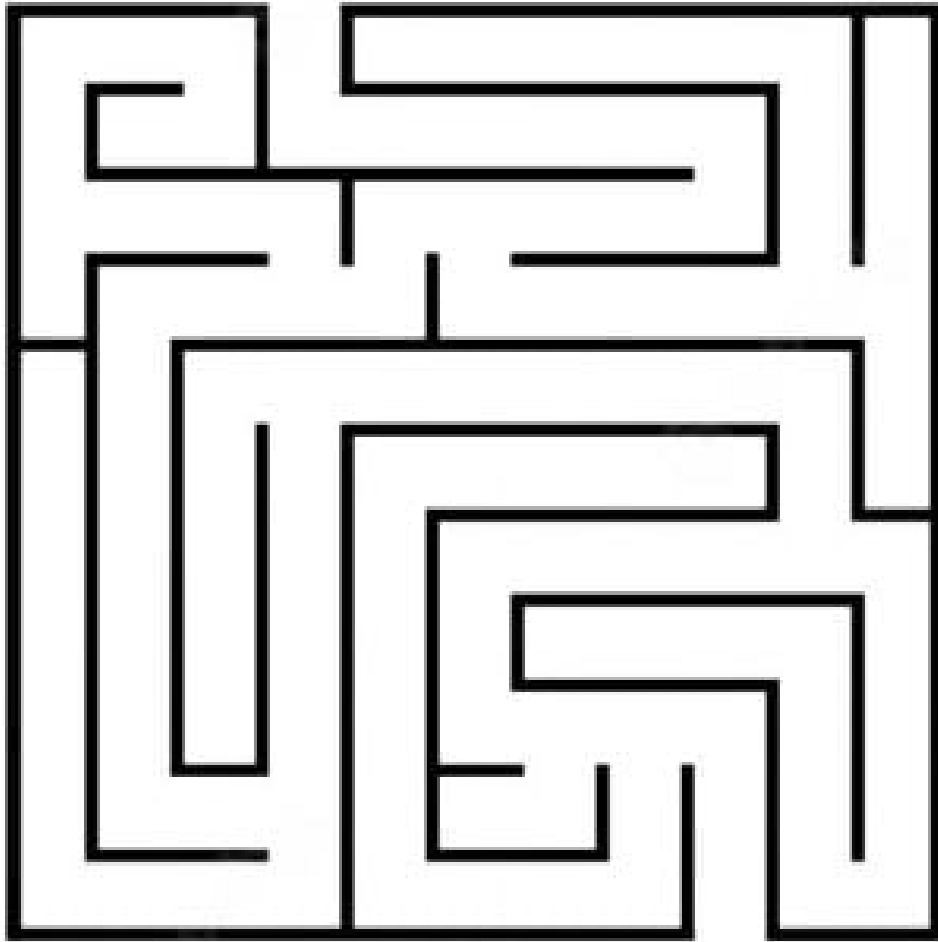
PUMP

STOMP

ROAD

JUMP

ANNEX 12



ANNEX 13

- Walk three steps forward.
- Walk five steps to the left.
- Walk straight forward.
- Take six steps to the right.
- Walk forward.
- Turn left and walk straight.
- At the first exit turn left
- Walk four steps forward.
- Turn left again and then right.
- Take four steps to the right.
- Continue straight and take four steps to the right again.
- Continue straight five steps to the left and continue straight.

You have found the exit...

ANNEX 15

