

TÍTULO: Using ICT's resources to
improve oral skills:
Interactive Whiteboard

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Mención en Lengua Inglesa

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RESUMEN

Este proyecto se centra en cómo los profesores pueden incrementar las competencias orales a través de los recursos de las tecnologías de la información y la comunicación en la asignatura de Inglés como segunda lengua en la etapa de Educación Infantil. Para ello he trabajado con el último curso de esta etapa (con niño/as de 5 y 6 años) usando la pizarra digital interactiva como una herramienta importante en las clases de Inglés.

Me he apoyado en diferentes teorías que afectan al desarrollo de las competencias orales, en esta primera etapa, para crear tres unidades didácticas en la asignatura de Inglés. He desarrollado estas unidades en un entorno seguro, durante el período de mis prácticas, usando siempre el refuerzo positivo.

Como podemos ver en los resultados finales, he conseguido el principal objetivo de este proyecto. Dichos resultados muestran los beneficios del uso de la pizarra digital en los/as niños/as de Educación Infantil durante las sesiones de Inglés.

ABSTRACT

This project focuses on how teachers can increase oral skills through resources of information and communication technologies in English as a second language in Infant Education. I worked with the last year of Infant Education (children from 5 to 6 years old) and used the interactive whiteboard as an important tool in English lessons.

I have relied on a number of theories, which affect the development of oral competences in Early Years stage, to make three units of English. I performed these units in a safety environment, during my training at school, using always a positive reinforcement.

I got the main objective of this study, as we can see in the results. The results show the benefits of the use of the interactive whiteboard in the children of Infant Education during English sessions.

KEYWORDS

Information and Communications Technology (ICT), Interactive whiteboard (IWB), SMART board, oral skills, Infant Education, Early years, Kindergarten, English lesson, students, teacher.

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INTRODUCTION

The importance of understanding and applying information and communication technologies (from now on ICT) is fundamental for the development of people in our current society. Each day ICTs are used more often for information, studying, entertainment and work, or access to services offered by telematic means. Therefore, it becomes a priority to secure access to technological media (infrastructure, hardware, software and internet in particular) as well as the knowledge, management and application of ICT tools.

The use of ICT in the English class extends beyond its motivational value to address key outcomes of the syllabus, and allow students to become competent users as well as consumers in English.

Research suggests that incorporating ICT into the English curriculum can:

- Improve writing and reading skills
- Develop speaking and listening skills
- Support collaboration, creativity, independent learning and reflection (Becta,2003a, Becta,2003b, VTC,2003) (cited in Becta 2005)

As an interactive and collaborative medium, ICT allows responding, composing, and publication to be easily shared and offers students the opportunity to explore the language of texts more creatively and develop as speakers, writers and readers for an ever widening range of purposes and audiences. ICT can enable students to:

- Access information and respond to a widening range of texts
- Organize and present information in a variety of forms
- Broaden the range of audiences for their work
- Compose a widening range of texts for a broad range of purposes
- Compose for real audiences. ICT can support them in their choice of genre for audience and purpose.
- Identify key characteristics and features of text
- Develop understanding of language and critical literacy (Becta,2006,ICT in the Curriculum)

One of the most common resources that we can find nowadays in the school classrooms is an interactive whiteboard (from now on IWB).

An interactive whiteboard is a large interactive display that connects to a computer. A projector projects the computer's desktop onto the board's surface where users control the computer using a pen, finger, stylus, or other device. The board is typically placed to a wall or floor stand.

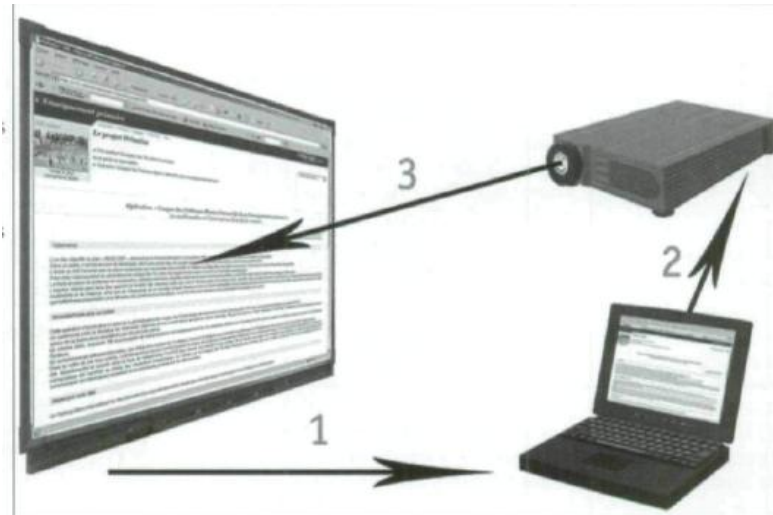


Figure 1. Hardware arrangement¹

Figure 1 shows a wall mounted IWB and a roof mounted data projector.

One of the most used interactive digital whiteboard is the SMART board. Students and teachers use the SMART Board interactive whiteboard to help improve learning outcomes. SMART Board technology enables the teacher and/or student to perform a range of functions. The user can:

- Write on the interactive whiteboard's large touch-sensitive surface with the electronic pen, drag-and-drop images or text.
- Interact in many ways such as pressing icons to hear pre-recorded sounds,
- Engage with educational multimedia activities,
- Watch simulations and view graphics,

¹ Mowbary L. and Preston C. (June, 2008). *Use of SMART boards for teaching, learning and assessment in Kindergarten science.*

- Capture text or areas of screen and annotate with the pen,
- Save notes, drawings or annotations for future use.

Saved information can be recalled for review and discussion at the end of the unit. It could also be loaded to the school website for student reference at home or to share the data with other teachers.

Research literature reveals other uses of IWBs including:

- Using web-based resources in whole-class teaching,
- Showing video clips to help explain concepts
- Presenting students' work to the rest of the class
- Creating digital flip charts
- Quick and seamless revision (Becta, 2003).

Combining the simplicity of a whiteboard with the power of a computer, the SMART Board interactive whiteboard lets you deliver dynamic lessons – all with the simple touch of a finger.

OBJECTIVES

The **main objective** of this work is to show the use of the interactive whiteboard for developing oral skills in the study of English as a second language in Infant Education. So, the present study will be focused on three specific aims:

- To provide evidence on the organization that teachers perform to develop oral skills in the English class using the new technologies
- To analyze the efficiency of the techniques selected to design the work to be carried out in the English class in Infant Education.
- To assess the program designed as well as the ICT's resources selected to develop English oral skills in Infant Education from the perspective of a plurilingual context.

JUSTIFICATION

The XXIst century teacher must educate students to live in a technological society, which some call the information society and others, knowledge society. So teachers should incorporate into their methodology, their classroom project, appropriate and necessary teaching resources to achieve the objectives they want. The teacher's role is to guide the construction of learning. The interactive whiteboard has become an excellent aid to fulfill this task.

The interactive whiteboard is one of the new specific technologies for the teaching-learning process; it has great educational opportunities for teachers and learners to provide a new alternative for incorporating communication technologies and information for education. Unlike other resources that the teacher uses in the background, one of the advantages of using the Smartboard is the proximity to the traditional model of teaching in which the teacher presents the main knowledge to the whole group. From a classical teaching action we move towards participatory and interactive lessons, where personal effort is added up as team and collaborative work.

In several case studies, as the ones that will be mentioned in the next paragraphs, practitioners were interested in using ICT to develop children's speaking and listening skills, especially in relation to their ability to become involved in their own learning. Technology has an exciting part to play in giving a multimodal communication tool for children.

In teaching English, the teacher can use methods or techniques that are suitable and interesting for the student. Mulyanto said, "Techniques depend on the teacher, the imagination, his creativity and the condition of the class. A certain problem can be solved with various techniques." (1974: 13)

Based on these ideas, I think that implementing the use of ICT to improve oral skills in the study of English as a second language in Infant Education, especially in teaching speaking, are interesting, quite important, useful,...

I have focused on the use of the interactive whiteboard among other new technologies, as it may be found nowadays in the classroom as a tool for learning, both in Infant and Primary Education.

The interactive whiteboard is used as a communication tool in Infant Education, to improve:

- Fine motor skills
- Spatial notions
- Temporal orientation
- Mathematical logical concepts
- Oral Language
- Visual perception, auditory and tactile
- Graphomotor skills
- Reading and writing skills
- Body scheme
- Listening skills
- Attention
- Memory
- Respect of turns

All these skills are essential in Infant Education, as well as the basic domain of ICT by students.

Those are the reasons why I have chosen to use the interactive whiteboard to develop oral skills in the subject of English as a second language in Infant Education.

THEORETICAL FOUNDATIONS

In this section we will see two essential parts to describe this work. First, we will see some studies on the use of the interactive whiteboard and their results. Then we will see the different methodologies and techniques for developing oral English skills in Infant Education.

INTERACTIVE WHITEBOARD

Smartboard research on English-language contexts, have achieved an important level in the framework of pedagogical studies. There highlights three research centers about Smartboard with interesting results:

- The United Kingdom Government agency BECTA, British Educational Communications and Technology Agency.
- The government agency NCEF, National Clearinghouse for Educational Facilities, agency of the Department of Education of the United States.
- The Canadian company SMART Technologies who has devoted a great effort to promote and collect research, experiences, and good practices and make them accessible to teachers.

The classification and organization of this research follows different models. BECTA prefers to organize research through topics, highlighting some simple and useful aspects for teachers. The NCEF distinguishes two categories; on the one hand, books and other media and on the other hand, the journal articles. The database that Smart Technologies provides seems to prefer a chronological classification and / or geographical work.

The first topic that draws our attention is how the researchers highlight the general benefits of the Smartboard because:

- It facilitates a greater opportunity for interaction and discussion in the classroom, especially if compared to other ICT resources (Gerard and others, 1999).
- It is a very versatile resource, with applications for all ages and all curricular areas (Smith, 1999).

- Increases availability by allowing the teacher time to present easily and effectively Internet resources or other information sources (Walker, 2003).
- Increases satisfaction and motivation both in teachers and learners, through the use of varied dynamic and fun sources (Levy, 2002).

On another note, Aviram (2002) identifies three possible reactions of schools to adapt to ICT and the new cultural context:

- Technocrat scenario: Schools adapt using small settings: First, the introduction of "digital literacy" of students in the curriculum to use ICT as a tool to improve productivity in the process of information (learn about ICT) and then use ICT as a source of information and didactic materials provider (learn from ICT).
- Reformist scenario: We can see the three levels of ICT integration indicated by Martín Patino and Pérez Beltrán Llera (2003). In addition the two previous authors introduced new methods of constructivist teaching / learning contemplating the use of ICT as a cognitive instrument (learning with ICT) and for performing interdisciplinary and collaborative activities in teaching practices.
- Holistic scenario: Schools profoundly restructure all its elements. As indicated by Joan Majó (2003) " school and the education system not only have to teach new technologies, not only have to keep teaching materials through new technologies, but rather these new technologies, apart from producing some changes in the school, produced a change in the environment and, the school aims to prepare people for this environment, if it changes, the activity of the school must change"².

According to research data from the DIM group (Promethean 2006-2008), although the use of this technology may involve more work, the teachers consider that worth it for the results obtained, and identified the following advantages when using interactive whiteboards:

- Enhance the motivation and attention of students.

² Gallego D. J. y Gatica N. (coords.)(Enero 2010) *La pizarra digital: una ventana al mundo desde las aulas*. Sevilla: EDUFORMA PSICOEDUCA.

- Provides access to many resources in class and share it.
- Facilitate comprehension.
- There are more involvement and student participation in the activities.
- Facilitate teaching, learning and achievement of educational objectives.
- Facilitate collaborative activities and share resources.
- Facilitate the realization of collective corrections
- In general, their use increases satisfaction, motivation and self-teaching.
- Facilitate methodological renovation that promotes didactic innovation.

And in this line we can see the conclusions of the investigation SMART 2005:

- Instrument of communication between teachers and students in class, facilitates both focused application of traditional methods of teaching as student-centered methodologies.
- It is useful in all subjects and levels, providing visuals and new methodological possibilities that facilitate the presentation and understanding of the content, the treatment of diversity, the most dynamic activities and greater motivation and student participation.
- Using the interactive whiteboard, you can learn more and better, but this will depend on the methodologies.
- Teachers and students prefer to do the classes with the interactive whiteboard.

ORAL ENGLISH SKILLS

Constructivist approach

The constructivist paradigm is a view of instruction which focuses on using what the learner already knows and adding new understanding to construct meaning. The learner's strength and needs are the center of instruction. According to Crawford (2003), "Communicative approaches to second-language acquisition are based on concepts, theories, and hypothesis that converge around the constructivist paradigm". English language learners' need a constructivist/communicative approach to learning English as a second language because the opportunities for learning are authentic and are focused on meaning-making and problem-solving. Student-centered classroom built on Vygotsky's theory that "What a child can do in cooperation today, he can do alone

tomorrow.” The theories used to improve oral skills in the subject of English as a second language in Infant Education based on this constructivist perspective.

Howard Gardner

Howard Gardner has proposed a theory of multiple intelligences. He originally identified seven components of intelligence (Gardner, 1983). He argues that these intelligences are relatively distinct from each other and that each person has some level of each of these seven intelligences. More recently, he has added an eighth intelligence to his list (Educational Leadership, 1997). The eight intelligences identified by Howard Gardner are:

- Bodily-kinesthetic: The ability to use one's physical body well.
- Interpersonal: The ability to sense other's feelings and be in tune with others.
- Intrapersonal: Self-awareness. The ability to know your own body and mind.
- Linguistic: The ability to communicate well, perhaps both orally and in writing, perhaps in several languages.
- Logical-mathematical: The ability to learn higher mathematics. The ability to handle complex logical arguments.
- Musical: The ability to learn, perform, and compose music.
- Naturalistic: The ability to understand different species, recognize patterns in nature, classify natural objects.
- Spatial: The ability to know where you are relative to fixed locations. The ability to accomplish tasks requiring three-dimensional visualization and placement of your hands or other parts of your body.

The development of multiple intelligences improves oral skills to complete learning of a foreign language.

Scaffolding

Bruner says that there are some structures of interaction, which can be narrative or no narrative and they are related to the representation³ of the reality. Those structures or formats have the following steps:

- Giving examples (through games based on movements).
- Giving clues (in order to remember the sequence of steps).
- Scaffolding of attention (it helps to ritualize the task).
- Rising the level of difficulty (try more difficult tasks).
- Giving instructions (when the children know what to do).

We only attempt to help the students with tasks that are just beyond their current capability. This process is called scaffolding⁴; the teacher helps the student with a task or concept that the student is initially unable to grasp independently. The teacher offers assistance with only those skills that are beyond the student's capability. It is very important to allow the students to complete as much of the task as possible, unassisted. Student errors are expected, but, with teacher feedback and prompting, the student is able to achieve the task or goal. When the student takes responsibility for the task, the teacher begins the process of "fading"⁵, or the gradual removal of the scaffolding, which allows the student to work independently. "Scaffolding is actually a bridge used to build upon what students already know to arrive at something they do not know. If scaffolding is properly administered, it will act as an enabler, not as a disabler" (Benson, 1997).

As a teacher, we must ascertain what the student already knows so that it can be "hooked", or connected to the new knowledge and made relevant to the learner's life, so increasing the motivation to learn.

Inherent in scaffold instruction is Lev Vygotsky's (1978) idea of the zone of proximal development⁶. Vygotsky suggests that there are two parts of a learner's developmental

³ According to Bruner "representation or representations system are a group of rules through which they can conserve that experienced in different knowledge"

⁴ The term 'scaffolding' comes from the works of Wood, Bruner and Ross (1976). The term 'scaffolding' was developed as a metaphor to describe the type of assistance offered by a teacher or peer to support learning.

⁵ "Fading" is the process of gradually removing the scaffolding that was put into place for the child until it is completely gone.

⁶ The zone of proximal development is "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers" (Vygotsky, 1978).

level: the “actual developmental level” and the “potential developmental level”. The zone of proximal development (ZPD) can also be described as the area between what a learner can do by himself and that which can be attained with the help of a ‘more knowledgeable other’ adult or peer. The ZPD is always changing as the student expands and gains knowledge, so scaffold instruction must constantly be individualized to address the changing ZPD of each student. We find a child’s ZPD through various methods of systematic observations. The analysis of drawings, writing, reading, speaking and spelling provides evidence of a child’s understandings and help teachers decide a next step for instruction.

Both authors speak of the intervention of an adult or another partner for learning development. Brunner (1984) says that people development occurs through dealing among interactions between a child with other children and adults, the language they used and the systematic organization of the concepts they have. When he talks about learning a language he says that it is an internal process of the knowledge of the student; and the teacher is a figure who helps the students to organize the information the students receive as stimulus from the environment.

Language Acquisition Support System

Children learn to talk because they interact with others, so stimulus is necessary for them to learn. In order for that to take place he develops the LASS theory (Language Acquisition Support System)⁷. Brunner bases on the theory of Chomsky called LAD⁸, but these studies only focused on the code, without talking about brain activity and the role of external agents to acquire these learning. The features of this language are as follow:

- We have eye contact, which means some kind of interaction or communication.
- Gestural or non verbal language is developed soon too. We make some movements to begin or maintain a “conversation”.

⁷ LASS says that babies need help from the interactions to learn; this way, analysing this theory, he concludes that adults talk to them unconsciously in a different way, which help babies on their learning of the language.

⁸ The Language Acquisition Device, or LAD, is part of Chomsky's acquisition hypothesis. The LAD is a system of principles that children are born with that helps them learn language, and accounts for the order in which children learn structures, and the mistakes they make as they learn. Second language learning theory proposes that acquisition is possible in second and subsequent languages, and that learning programs have to create the conditions for it.

- They take turns in the conversation; adult can talk and children answer with some gesture or smiling.

Little by little children create a predictive strategy and know that they have to answer us, so that this one repeats the action or words and the child smile or move again.

This kind of unconsciously and adapted speech to babies is called caretaker speech (by David Crystal). According to Littelwood (1984) it has the following characteristics: it is slower than when talking to other adult; it is also clearer, it has a great tonal variation, sentences are shorter, it is grammatically correct, with less compound sentences and less variety of verbal tenses, vocabulary is limited, there is a lot of repetition and they talk about “here and now”.

Piaget also shows that the acquisition of communication strategies, such as body language with movements and sounds full of tonality and cultural meaning, emerges before articulating sentences.

Total Physical Response

Total Physical Response (TPR) is a language-teaching method developed by James Asher. It is based on the coordination of language and physical movement. In TPR, instructors give commands to students in the target language, and students respond with whole-body actions, this is called Silent Period. It is a period of reflection. As teachers, we generate activities in which students participate without oral production.

We verbalize their actions and movements, this is known as paralinguage⁹. According to Vygotsky, there are different kinds of language; this depends on the level of the person. We can see public speech¹⁰, private speech¹¹, inner language¹² and verbal thought¹³. We use public speech with our children, and we want that they use private speech when they do tasks. They acquire the other levels in other advanced courses.

Students are giving meaning to what they know about and the relationships between the different components of their world, using mental strategies: globalization and partial

⁹ Nonverbal elements in speech, such as intonation, that may affect the meaning of an utterance.

¹⁰ The teacher or other person dub what the child, we verbalize what the child is doing.

¹¹ Vygotsky sees "private speech" as a means for children to plan activities and strategies and therefore aid their development.

Language is therefore an accelerator to thinking/understanding (Jerome Bruner also views language in this way).

¹² The child read something so cerebral, such as when they read something but not understand.

¹³ When children have already acquired verbal thought.

identification, selection, organization, verification, disposal, etc... Almost all are based on physical activity and most of them correspond to an activity linked to an interaction with adults.

Only when they are ready to talk they begin producing. Meanwhile, we accept their silence, admitting their gestures as signs of understanding and reactions as a way of interaction. One important strategy used by the teacher is eye contact; with it, the teacher can divide shifts, require attention, and express emotions...

In total physical response (TPR), students are not forced to speak. Instead, teachers wait until students acquire enough language through listening and then they start to speak spontaneously. At the beginning of the stages of language learning students can respond to the teacher in their native language.

TPR is connected with Non Verbal Language, because relates the teacher verbal language with children gestures to respond. Both develop in our children the kinesics' intelligence, which in early year it is really important to provide knowledge.

Education is based on mutual communication between the teacher and learners. All the time people communicate in some way, even if they are in silence, they say something. We use non verbal language when we talk in English with children, because children understand better the teacher orders (stand up, sit down...) and associate the language with the gestures. Furthermore, nonverbal language needs the corporal expression to carry on. As a result, we develop it, when we speak in English in our class, we need to use eye contact and affect displays. Eye contact is the most important aspect of non-verbal communication. It includes five functions: regulating turn taking, monitoring feedback, signaling thought, expressing feelings and communicating the nature of personal relationship. In our Syllabus design, we use emblems¹⁴, illustrators¹⁵, and affect displayer¹⁶ to provide the feedback.

Environment

The learning develops in a safety and intercultural environment. The situation of learning is planned and controlled with rules. It has clear rules and each child had a

¹⁴ Gestures with precise meaning known by a culture.

¹⁵ Gestures that enhance verbal messages.

¹⁶ Facial expressions showing emotions. Reveal our affective of emotional states.

different moment to participate. Children need a clean environment that is properly lighted, ventilated, and heated or cooled. Indoor and outdoor areas should be free of materials or conditions that endanger children's health. We should integrate different customs and habits of English culture in our classroom, to coexist together with the Spanish ones.

We use place, relationships, materials, and routines as resources for constructing an interesting, secure, and enjoyable environment that encourages play, exploration, and learning. Children learn through their own experiences, trial and error, repetition, and imitation. We can guide and encourage children's learning by ensuring that the environment is emotionally appropriate; invites play, active exploration, and movement by children; and supports a broad array of experiences. A reliable framework of routines, together with a stimulating choice of activities and materials, facilitates children's learning.

Children' learning can be supported in all areas by maintaining an environment that is dependable but flexible enough to provide opportunities for them to extend their skills, understanding, and judgment in individual ways. They need a place that is comfortable for them and that supports their work. Their environment must meet our needs and the children's, so both you and the children can relax and enjoy one another.

The goal of natural end, as Krashen and Terrell (1983) said, is based on natural principles of language acquisition, and its center lies in the production of language with emphasis on emotional readiness to learn.

The process of learning foreign languages must have two essential components: the teacher's teaching strategies and the active role of the student learning.

The strategy we talked about earlier has to do with one of the factors the fact that foreign language teachers tend to base their teaching on the socio - cultural is that this puts the emphasis on mediation in the learning process. According to Vygotsky, it is through social mediation that knowledge becomes viable and consistent benefits.

Vygotsky also states that learning¹⁷ is the process in which the individual assimilates certain historical experience - while culturally appropriate it. This of course, requires an active subject, which gives meaning to this experience, transforming it into its subjectivity.

Terrell (1983) sees learners going through three stages in their acquisition of speech: comprehension, early speech, and speech emergence. Although Terrell originally created the natural approach without relying on a particular theoretical model, his subsequent collaboration with Krashen has meant that the method is often seen as an application to language teaching of Krashen's monitor model. Krashen (1983) outlined five hypotheses in his model:

- The acquisition-learning hypothesis. This states that there is a strict separation between conscious learning of language and subconscious acquisition of language, and that only acquisition can lead to fluent language use.
- The monitor hypothesis. This states that language knowledge that is consciously learned can only be used to monitor output, not to generate new language. Monitoring output requires learners to be focused on the rule and to have time to apply it.
- The input hypothesis. This states that language is acquired by exposure to comprehensible input at a level a little higher than that the learner can already understand. Krashen names this kind of input "i+1".
- The natural order hypothesis. This states that learners acquire the grammatical features of a language in a fixed order, and that this is not affected by instruction.
- The affective filter hypothesis. This states that learners must be relaxed and open to learning in order for language to be acquired. Learners who are nervous or distressed may not learn features in the input that more relaxed learners would pick up with little effort.

The Affective Filter hypothesis embodies Krashen's view that a number of 'affective variables' play a facilitative, but non-causal, role in second language acquisition. These

¹⁷ According to Vygotsky's learning "process starting from the outer, middle source provider, is made by and on the individual according to their needs and through communication activity and own and the other as having the latter, the wealth all individual and social "

variables include: motivation, self-confidence and anxiety. Krashen claims that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition. Low motivation, low self-esteem, and debilitating anxiety can combine to 'raise' the affective filter and form a 'mental block' that prevents comprehensible input from being used for acquisition.

Krashen strongly distinguishes between language learning¹⁸ and language acquisition¹⁹.

Krashen's theory provides reinforcement for the thing that teacher make in the class with their pupils: engage students at an appropriate level and push them to acquire more knowledge. The Affective Filter Hypothesis as a result provides a good starting place for teachers who are looking to define their teaching techniques and make the classroom experience more enjoyable and productive for their students. Knowledge of the affective filter can assist teachers in heightening their students' self confidence and motivation, thereby increasing language development, and leading to a consistently positive classroom experience for English language learners. We will transform the information into simple sentences, affirmative and actives devices²⁰.

Through environment we encourage a better learning of English literacy from early stages.

Silent way

The Silent Way Method said that language is learned inductively by pupils. But this method used the Cuisenaire rods (small colored blocks of varying sizes originally intended for the teaching of mathematics) that are often used to illustrate meaning (the physical objects mentioned above). New items are added sparingly by the teacher and learners take these as far as they can in their communication until the need for the next new item becomes apparent. The teacher then provides this new item by modeling it very clearly just once. The learners are then left to use the new item and to incorporate it

¹⁸ Language learning is a conscious process focused on the grammatical rules of a language.

¹⁹ Language acquisition is more of a subconscious process that allows production of a language over time with less focus on rules.

²⁰ SAAD: Simple affirmative active device. Children develop long term memory. They will understand a general idea any kind of things that they heard.

into their existing stock of language, again taking it as far as they can until the next item is needed and so on.

Also, Cuisenaire rods are also popular with some teachers and can be used extremely creatively for various purposes from teaching pronunciation to story-telling. The idea of modeling a new structure or item of vocabulary just once may also have some justification as it encourages learners both to listen more carefully and then to experiment with their own production of the utterance. Lastly, the problem-solving feature of Silent Way may well prove to be its most enduring legacy as it has led indirectly both to the idea of Task-based Learning and to the widespread use of problem-solving activities in language classrooms. The silent way claims to facilitate what psychologists call "learning to learn".

Following the method of color-way Silent morphologically differentiates words. David Crystal (1976) observed morphosyntactic development from the early stages in the acquisition of English. In this way children will learn to read and write, the words morphologically differentiating an unconscious way.

ICT & ORAL ENGLISH SKILLS

All these theories and methods are the foundation of the development of English lessons to develop literacy of the second language in Infant Education. They are intimately connected with the use of ICT in the classroom, because without this theoretical base this tool could not be a mediator of learning for students. Therefore, to optimize the use of the interactive whiteboard we must start the theories mentioned above to develop English oral skills in Early Years.

DESIGN

ENGLISH FLUENCY

Language is an integral part of learning, and plays a key role in classroom teaching and learning – children’s confidence and proficiency as talkers and listeners are paramount. For many years in schools, speaking and listening was the Cinderella of English, fighting for the recognition and limelight that her two big sisters, reading and writing, have had for some time.

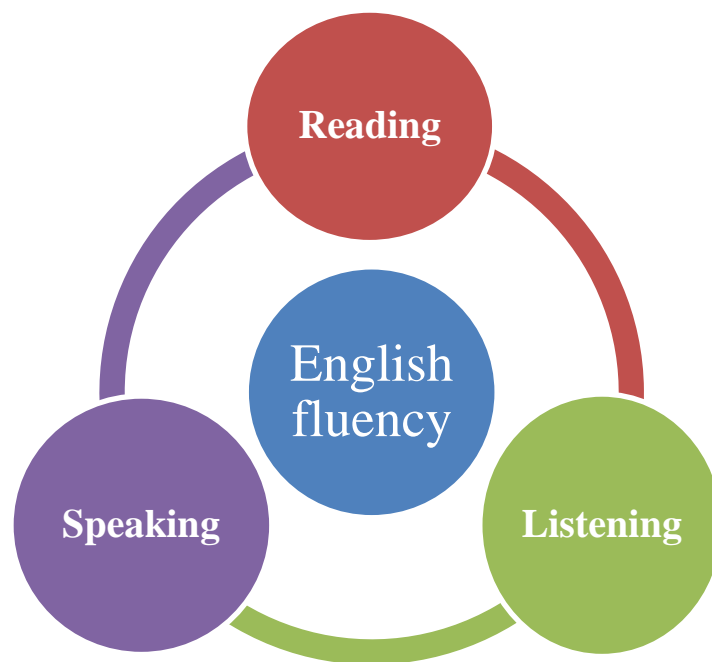


Figure 2. Components essential to English fluency.

Often, speaking and listening are merely used as a tool to support and guide reading and writing, and is unlikely to be actually taught and assessed. Moreover, discussion can often be dominated by the teacher and children having limited opportunities for productive speaking and listening. The renewed Primary Framework for Literacy goes some way to address the fact that there is an interdependency between speaking and listening, reading and writing and moreover, that they are mutually enhancing. The objectives for speaking and listening complement the objectives for reading and writing in that they reinforce and extend children’s developing reading and writing skills.

There are four aspects of speaking and listening in the National Curriculum programme of study for English:

1. Speaking: to speak competently and creatively to explore, develop and sustain ideas through talk.
2. Listening and responding: to understand, recall and respond to speakers' implicit and explicit meanings; to explain and comment on speakers' use of language, including vocabulary, grammar and non-verbal features.
3. Group discussion and interaction: to take different roles in groups to develop thinking and complete tasks; participate in conversations, making appropriate contributions building on others' suggestions and responses.
4. Drama: Using drama techniques, including work in role plays to explore ideas and texts; create, share and evaluate ideas and understanding through drama.

Speaking

In developing their speaking skills, children need to learn to adapt their talk to the listeners; use a range of ways to express themselves; use talking to clarify their ideas and sustain their talk to develop thinking and reasoning. Speaking should include putting thoughts into words and sharing in groups; taking opportunities to speak at some length to explain ideas in different situations; giving a talk or presentation using gestures, aids and rhetorical devices. In Infant Education the language used always will be simple, supporting gestures and images.

Listening

As teachers, we should encourage active, responsive listening skills. To facilitate this, teachers should present material clearly with prompts to support listening – use of voice; emphasis on key words and sometimes speaking quietly. Teachers are the best models of language in use and should model gesture, volume and tone. When we model speaking and listening we should demonstrate and discuss the process. To do this effectively model and encourage the children to make eye contact with the listener; speak clearly and audibly; use facial expressions and gestures; use precise words to convey meaning and hold the attention of the audience and respond to others'

contributions by adding or elaborating on them or by expressing an alternative point of view. Children need to be provided with models of appropriate use of English across the whole curriculum.

When teaching early years children, we need to ensure that children have time to think before they respond to questions and that, in particular, children have rehearsal time and try to encourage more than one word answers. It might be useful to spend time with children learning key words and helping them understand concepts needed for the topic or theme being talked about. At times it can be useful to encourage children to use their home language, for example when organizing initial ideas.

SCHOOL CONTEXT

This project has been developed in Marista de Castilla College. I have carried it out in the second cycle of infant education, in the five years old class, during English lessons.

Marista de Castilla College chooses bilingual section in primary and secondary education. This involves teaching the foreign language simultaneously with the mother language, for it has licensed teachers in English Studies and Foreign Language graduates.

In addition the school is involved in Comenius projects with other European countries, as well as e-twinning projects.

The project is based on a communicative methodology, based on the European Framework of Reference. Part of a "self-centered curriculum", which means that part of what a student knows and what topics introduced are within their "zone of proximal development". In this way, using a CLIL methodology (Content and Language Integrated Learning), teaching knowledge through a foreign language.

It is a student-centered education that promotes cooperation of all parts (students and teacher). Teaching and facilitators are flexible, based on diversity, facilitating the understanding of the knowledge and context. Also learning is more interactive and autonomous.

The use of multiple resources and materials, especially ICTs, provides a richer and varied, promoting interactivity and learner autonomy. This aspect is performed by the use of:

- Use of digital resources and web special: texts, podcasts, videos, etc..
- Uses tools and spaces of Web 2.0:
 - Bookmarks or Favorites
 - Blog, wikis.
 - Platforms (e-twinning)

This project affects the learning of a second foreign language from kindergarten. Using focused learning processes or tasks and self-assessment of students.

RESOURCES

Editorial resources

Since the beginning of the implementation of the interactive whiteboard (pc + projector), editorial world began to integrate into the material of the teachers and students additional resources on CD / DVD / or USB. These materials help teachers with proposed presentation of topics in Power point or PDF, audio file, activities, images and video. In addition to providing accessible web resources from CDs or USB included in the books or from the websites of the publishers themselves. All these resources complete the book.

The publishers have included the enhanced PDF, a copy of the paper book, which allows the teacher to project activities in the interactive whiteboard on paper, zoom text and images, integrate animations, interactive or conceptual maps, etc. On the other hand it facilitates active participation of students in class.

Reading books

Traditional reading books have been interrupted by ICT, with the creation of e-books. The e-books electronic ink, whose power consumption is minimal and the fatigue that occurs in view is similar to that produced in reading on paper. However, e-books have a lot of advantages such as small footprint, ease of transport, ability to customize the letters and the orientation of the page, and the price.

Gradually increase e-books in audio book and video books form, an excellent material for students and people with visual problems.

IWB materials

The publishing world and teachers, in general, have begun a process of re-digitizing of existing resources and creating new materials, adapting them to the most common software formats interactive whiteboards. These resources have given rise to the creation of:

- Spaces such as Alexandria, where teachers can find and contribute resources and resolve questions.
- Specific groups in different social networks for teachers.
- Institutional educational websites of different regions.
- Teacher personal publications.

All these web sites we can find plenty of materials, content and teaching resources to use in the classroom. In many cases the published materials are simple modifications PPT or PDF format, which is transformed to the IWB software, or multiple activities including IWB software itself. With the software of interactive whiteboard teachers can always keep a copy of what we do in class and what we can recover, export and publish at any time.

To take advantage of all these existing resources is necessary to have a place to save, select, sort, and organize "my resources". For this we use various methods according to the needs:

- Personal blog: to create a digital portfolio of materials labeled and accessible from any internet connected device.
- Use social bookmarking like Delicious or Mister Wong, which saves a list of resources on a shared server on Internet, categorize them with tags and share them with other users.
- Platforms such as Moodle or any other, if in addition we need resources folder those students deliver jobs and we want to communicate with families.

- Educational social networking groups, where we can share with other teachers, such as those created on Ning, LinkedIn or Facebook.

DESIGN

In the development of my project I had the opportunity to be in a classroom that has IWB. The interactive whiteboard found in the classroom is the Smart Board, which is composed by a computer, a projector and interactive whiteboard. This tool is located in the wall, where children can see it from their workplaces.

This year was the first to incorporate the IWB, so for the students in this classroom was still something new that they did not know in full. Spite of this, teachers use the IWB as a classroom tool for explanations in the classroom. Little by little students have been familiar with this new tool, showing their participation and attention.

Therefore I have chosen this tool so novel in the classroom to get more out during English classes and this way develop oral skills, and other skills, in the study of English as a second language in Infant Education.

For this I started from the method already used in the classroom, Yo-Yo phonics, and I have supplemented with many resources that we can find on the web to promote the use of the IWB.

Yo-Yo phonics

Yo-yo Phonics is a method of literacy based on Synthetic Phonics and designed for children to develop oral comprehension while they learn to read.

This method is complemented with different resources for the use of ICT in the classroom. These resources have been produced on CD-ROM, there are two different:

- Audio CD, with Stories and Story Songs.
- Resources CD includes:
 - Tutorial
 - Images of the Storybooks to project on IWB.
 - Sound Cards.
 - Word Cards.

- Activity Sheets.
- Word Banks.
- Sound Fan.
- Letter to Parents.
- Evaluation sheets.
- Sentence Cards y Caption Cards.

These resources complement the book in paper format and promote teamwork.

Resources ICT

In preparing English lessons I used several ICT resources to encourage the use of the IWB and learning of English as a second language in Infant Education. The aim of these resources is that they become a tool in English classes, in other words, a teaching aid.

Nowadays students are surrounded by multimedia systems; image captivates them, animations and all kinds of computer games. So I wanted to exploit this potential of new technologies, which combine the benefits of playful and didactic elements. I took advantage of the children's innate interest in the game to stimulate the desire to learn using English as a communication vehicle.

The purpose of using these resources is to reduce the time and effort to learn and facilitate meaningful learning in English as a second language. Programs and games are so simple that children can use them independently even outside school.

The objectives that these resources help you get are part of the English curriculum area and Infant education.

- Encouraging the desire to learn through play and the use of English as a communication vehicle.
- Contributing to the integral and overall development of students (physical, social, emotional, psychological and cognitive).
- Recognizing and responding to the second language in context.
- Developing spatial orientation, physical coordination, memory, auditory discrimination, creation of learning strategies and fine motor skills.

- Promoting the active participation of children in the learning process of the English language.
- Relating and integrating the learning of the English language with other areas of the school curriculum in kindergarten.
- To familiarize students with the foreign language, and simple vocabulary.
- On a global basis understanding simple oral messages related to close situations to children.
- Showing a positive attitude in learning foreign language.
- Developing autonomy and confidence.

The linguistic content is contextualized in a structured way. The child comes into contact with a simple and natural language, which will be a tool with which to access the reality around him. We can distinguish three different languages:

- Active language: It includes words that children will dominate in a short time, both comprehensive and expressive level.
- Receptive language: formed by basic expressions, which children become familiar with, understand in context and long-term they will express it.
- Additional language: formed by the instructions for the games. Their presence reinforces the aim of considering English as a vehicle of communication in different situations.

In the different activities and games children can hear different voices, which serve as linguistic input. In these games dominate the voices of children, because they are considered more motivational for students to facilitate identification with their peers. In the Early Years children have not yet established the phonetics of their own language, so they are more receptive to sounds than any adult acquire.

The degrees of difficulty that the games and activities of the various websites, the way we orient and guide on the steps respecting the different rhythms of children's learning. In this way we can cater to the diversity found in the classroom.

As I explained earlier we should organize our resources websites for easy access to them. For this I have used the program Symbaloo, which is a cloud platform that allows you to save your favorite websites, videos, articles, feeds and more. Symbaloo is formed

by tabs that containing panels that attach to any web page, video, news source, etc. Simply you have to click on the panel access directly to the website to which it is linked: <http://www.symbaloo.com/mix/englishoralskills>

We can organize your bookmarks into different categories by changing the color of the panel on which it is located, so that each color corresponds to a different category. In this way I have organized my resources classifying them in five different categories:

- In the top with the red color you find the related web reading books.
- On the right, with the orange color, you can access the pages where we found different songs.
- At the bottom, in yellow, you see websites with activities focused on learning to read.
- To the left, in light blue, you join many websites offering resources and access to other web sites.
- And finally in the middle, in dark blue, you will access to web sites that feature various games and activities organized by the topic that you want to work.

Units

I performed this project, during my training; I carried out three units (Appendix 1) of English subject. The methodology of these units is the adaptation of the method used by the publisher and the set of methods that I explained in the theories section. Not forgetting the use of the interactive whiteboard as the main tool for the development of English as a second language in Infant Education.

To begin the project I have adapted Task Based Method to the textbook. I have divided the units into different tasks and subtasks to reach a final task. Most of the time, the final task is dramatized; it will be a song or a rhyme.

To implement the first unit I included some routines in the English class. The first routine is the opening time with the song “Hello, Hello. Then I incorporated the time to “Clean up!” Finally, I introduced a routine to finish the class, “Goodbye song”. All these songs were presented to the children through videos using the IWB.

Each unit designed had four lessons. To implement it, I used the textbook resources and others; such as songs, stories, experiments, ICT’s games...

I observed that children are in four color groups, so I created some games to help children learn to work in group in all units.

To evaluate, I used continuous observation to make a record of each student (Appendix 2); I made this record following the goals of the unit. When a child has done something right we will use positive reinforcement such as very good, well done, through physical contact, touching his back, or even through eyes-contact, etc. The same happens with the activities and games used on the interactive whiteboard, all use positive reinforcement. This is directly linked to the theories of affective filter.

Furthermore, I introduced self-assessment. I made a table of each unit (Appendix 3) with Smart Notebook, where they will see the tasks of each unit. At the beginning of the class I explained the task of the day. Children must put every day if they got the task or not, they put a happy face if that is so, or nothing if they have not achieved it.

At the end of each unit, I counted happy faces and gave awards (Appendix 4) to children that had achieved all tasks of the unit. This way, I cross linked assessment of learning and assessment for learning.

Lesson

In the development of my project the using of the interactive whiteboard in all lessons was very important. However, sometimes it is interesting that children get some real manipulation to better understand the new knowledge (such as experiments or manipulation of real objects).

There are well-defined routines always present in the sessions. There is an initial routine that marks the beginning of the English class and helps the children to see it better. This routine is the "Hello" song. Teacher use the IWB basis to play/show a video where other children dance and sing this song. Children use it as a reference, apart from to look at the teacher. Children see different actions in the song while they perform it, in this way they understand better the meaning of words and will be gradually verbalizing.

The next thing we do before beginning with the different activities is showing the self-assessment display to explain to the children what they will learn by the end of the session. Children will clear see the outcome of the lesson.

The first session of each unit begins with a short story that introduces the vocabulary and the sound to be worked on this unit.

Before playing and watching the story teacher comments with the children what you see in the pictures, asking questions and telling them a little summary of the story. After playing the story teacher asks the children what has happened, so they tell me with their words what happened. Children often have it in their native language, so teacher provide feedback in second language that they are learning.

Then teacher uses the PDF of the book, on CD, to project on the IWB so that all students can see it. This resource is a great visual support to work the sheets they will have to do individually later, first as a group. First we observe what we see in the pictures and we discussed it as a group. Teacher explains what to do and ask the kids to pick their materials to get in group places. Children are sitting on their group places and open the book to the page we see on the IWB.

Sometimes to complete the activity sheet we need to use the audio CD as a support of pictures, such us jingles to make different sounds and songs of the units. These audios are always supplemented by gestures made by me or any images or flashcard that the book provides. Also these images are complemented with the written word to promote writing and reading (Appendix 5).

In the rest of the lessons, teacher used different activities to introduce the knowledge before the activity sheet. Sometimes teacher performs displays (Appendix 6) or uses interactive videos and songs to reinforce knowledge and vocabulary, using always the interactive whiteboard support.

We do the activities sheets all together. Children wait their turn to respond. There is also a routine established for this they raise their hands up. If children don't raise their hands, teacher asks any student to respond and she helps him. When we have finished the children will put things away in its place group by group, singing the song "Clean up!". Then they go back to their seats to follow the lesson.

Subsequently teacher uses different activities and games that serve to reinforce and evaluates what they learned during the lesson. To do this I use a Symbaloo that I described before. Throughout the lesson, especially in this part, teacher promotes

participation of students orally and she always encourages them with positive reinforcement.

Before ending the lesson teacher shows them self-assessment table we show them at the beginning, and children remember what they have learned through what they did. The children put in the appropriate place in the table a happy face to record their new learning.

To end the session we danced and sang the “Goodbye!” song, using the video as a support to end the session.

In the last lesson we always remember everything we have learned through the self-assessment table, and teacher gives them awards as a reward and symbolizing the knowledge learned in that unit.

As we have described the whole unit main goal is to encourage speaking, through listening and sometimes writing and reading, always using the interactive whiteboard as the main tool.

First unit: Oh no, my boat!

Then you can see the first unit which I developed to make this project. We can see the different activities carried out during English lessons, and the use of the interactive whiteboard to encourage the development of oral skills in children of Infant Education.

Oh no, my boat!

About the unit/ Where this unit fits

This unit is about the story Oh no, my boat! With this unit the children will learn the sound /oa/. Children will know vocabulary about hygiene, outdoors, float and sink things, and sizes, big or little. Furthermore, they will remember parts of the body. This unit develops some competences: autonomy, social and citizen, verbal and non-verbal communication, cultural, mathematical and learn to learn.

Temporally: 18th March – 25th March

Sequence:

Final task: Dramatize song “Row, row, row your boat”

Sub-task 1: Dramatize song “Bubbles”

Sub-task 2: Float or sink?

Sub-task 3: Dramatize song “Big and little”

Final task: Dramatize song “Row, row, row your boat”

Prior Learning	Language used in the unit	Important Resources
<p>Children dramatize the hello and good-bye song.</p> <p>They recognize the sound /oa/, sizes, float and sink things and vocabulary about hygiene.</p>	<p>In this unit the teacher use verbal and non-verbal language, but it is more important the non-verbal language, like illustrators and emblems, because of that children complain the lessons and use verbal and non verbal language.</p> <p>They will remember parts of the body and learn vocabulary about hygiene. Furthermore, they will learn new vocabulary about float or sink things, and sizes, big or little.</p>	<ul style="list-style-type: none"> • Awards. • CD • Computer • Smartboard. • Yo- yo´s book • Self-assessment display. • Action card /oa/. • Flashcards: big and little things; about hygiene and letters • Display: Float or sink? • Bucket of water, apple, paper, clip, cork, bottle, spoon, stone, coin, glass, sponge, soap. • Pop-outs • Crayons and pencil • Stickers.

Expectations

At the end of this unit all the children must	<ul style="list-style-type: none">✓ Understand the story “Oh no, my boat”.✓ Understand simple orders.✓ Understand and react from greetings using illustrators and affect displayer.✓ Participate and follow the sequence of the lesson.✓ Participate in the order, clear and cleaning of the classroom and the school.✓ Distinguish different sizes, float or sink things, and some things about hygiene.✓ Distinguish some parts of the body.
At the end of this unit most of the children should	<ul style="list-style-type: none">✓ Associate the illustrators with the right pictures.✓ Dramatize some gestures at the correct moment in the chant.✓ Identify float or sink things.✓ Identify big and little things.✓ Identify parts of the body.✓ Accept and respect the rules in the game.✓ Identify and follow with the illustrators and moves some information from the chant.✓ Do most of movements of the chant.
At the end of this unit some of the children could	<ul style="list-style-type: none">✓ Use the terms “float “and “sink”.✓ Use the terms “small” and “big” to refer sizes of things.✓ Use the terms to refer parts of the body.✓ Sing and learn the lyrics of the song the rhythm and gestures.✓ Ask and respond questions about the song.✓ Understand and use some greetings.

Lesson 1

Learning objectives		Learning outcomes		Evidence for Assessment		
<ul style="list-style-type: none"> - Responding with verbal and non-verbal language. - Associating instructions to illustrator, sequence of the song and story, and predict the following action. 		<ul style="list-style-type: none"> - Children will be able to follow the sequence of the story. - Children will be able to use nodding and keep the rhythm in the songs. 		<ul style="list-style-type: none"> - Dramatizing the different gestures in the part of the chant that it is necessary. - Realizing prediction in the story. 		
Discourse/Text targeted			Language targeted- Non-verbal L Targeted			
Representative			Use affects displayer showing movements. Read the pictures. Use emblems and dramatize a song.			
Outline of leading activities						
Dramatize a song: Bubbles						
Timing	Grouping	Pupils	Teacher	Resources		
Classroom Management	2'	Big group	Children dramatize and sing the song "hello". (Affect displayer, routine illustrator, eyes contact).	Hello song. Teacher sings the song "hello". (Affect displayer, greetings emblem, eyes contact).	Smartboard http://www.youtube.com/watch?v=ajKQ1MdLxF0	
	3'	Big group	Children follow the sequence of tasks of this unit.	Teacher explains self-assessment display of the unit. "Look! (Illustrator: put your finger below the eye). This is the self-assessment display of this unit (illustrator: point the table). We will learn a lot of knowledge (emblem: point the pictures of the tasks; illustrator: move your hands as if you had many things). " "When you do a task well (illustrator: thumb up), you get a sticker (emblem: sticker). At the end of the unit, We will count the stickers (emblem: stickers). One, two, three... (Illustrator: count with the fingers). You can get an award (emblem: award) if you have got all stickers (emblem: stickers)." 	Self-assessment display	

7'	Big group	Children follow the sequence of the story.	<p>Story comprehension: Oh no, my boat! Teacher tells children a little summary and while they see the pictures. They listen the audio of the story while follow the pictures. Finally, teacher asks questions about the story.</p>	CD Smartboard
2'	In groups (Red group, blue group, green group, and yellow group)	Children stand up and take the book. Then, they sit down in their tables.	<p>Take books. Teacher claps the hands and says: "Red group stand up (illustrator: move the hand up) and take (illustrator: point their shelves) your Yo-yo- book". "Blue group stand up and take your Yo-yo- book". "Green group stand up and take your Yo-yo- book". "Yellow group stand up and take your Yo-yo- book".</p>	Yo-yo's book.
3'	Big group, one by one	Children put camera sticker in the correct place.	<p>Where is yo-yo? "Let's pretend we are Owen. The boat is sinking. I'm going to take a picture of Owen. Okay, ready? Look at your stickers, Find the camera. Stick it here, next to Yo-yo."</p>	Yo-yo's book. Stickers.
3'	Big group	Children listen to a jingle /oa/ and perform the action.	<p>Jingle /oa/ Teacher shows the action card /oa/. Teacher sings the jingle and performs the action.</p>	CD Action card /oa/

5'	Big group	Children see the picture and answer questions.	<p>Flashcards</p> <p>Teacher shows the picture 4 of the story and points things that we use at bathtime. Teacher shows flashcards.</p> <p>“Can you see the foam and the bubbles? Does Owen need soap? Does he need hot water? Does he need a sponge?”</p>	<p>CD</p> <p>Smartboard</p> <p>Flashcards: soap, sponge, bubbles.</p>
5'	Big group	Children dramatize “Bubbles”	<p>Song: Bubbles</p> <p>Teacher sings and dramatizes ”Bubbles”</p>	<p>CD</p>
10'	Big group One by one	Each pupil touches smart board and discovers vocabulary to learn.	<p>ICT games</p> <p>Teacher explains games to learn vocabulary about hygiene.</p> <p>“Now, we will discover different things about hygiene”.</p>	<p>Smartboard</p> <p>http://busybeaver.com/arcade/in-the-bathroom/</p> <p>www.anglomaniac.pl/bathroomPictureTest.htm</p>
5'	Big group One by one	Children put happy sticker in the task of the day	<p>Self-assessment</p> <p>Teacher explains the main task of the day.</p> <p>“Look! (illustrator: put your finger below the eye) Do you remember the song Bubbles (emblem: picture about the song)? Yes, we dramatized that song. Did you dance (illustrator: pretend to dance) in the song?”</p> <p>Teachers points each child and says:</p> <p>“You put happy face (affect displayer: happy face) if you make the task well done (illustrator: thumb up) or nothing (affect displayer: sad face)if you don´t make the task (illustrator: move the head to say no)”.</p>	<p>Self-assessment display</p> <p>Stickers</p>

2'	In groups (Red group, blue group, green group, and yellow group)	They sing the clean up song and tidy up Yo-yo books.	<p>Clean up Teacher claps the hands. "They have to clean up the class. Come on children clean up!" We sing the clean up song. "Red group stand up (illustrator: move the hand up) and clean up". "Blue group stand up and clean up". "Green group stand up and clean up". "Yellow group stand up and clean up".</p>	Yo-yo's book Smartboard
3'	Big group	They sing the good-bye song.	<p>Good-bye The teacher points his clock and says that is time to finish the class. "<i>Time to finish the class</i> (Emblem: pointing the clock). <i>Time to say goodbye</i>. Everybody sings the Good-bye song.</p>	Smartboard http://www.youtube.com/watch?v=Xcws7UWWDEs

Assessment Criteria

<p>All children must be able to Participate and follow the sequence of the lesson. Understand simple orders like silent, stop, stand up...</p>	<p>Most of the children will be able to Identify who is Yo-yo. Use nodding in the songs. Recognize some things that we use at bathtime. Associate the illustrators with the right pictures. Recognize parts of the body.</p>	<p>Some of the children could Use illustrators to indicate who parts of the body are refer to. Use the terms "soap", "sponge", "bubbles".</p>
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Lesson 2

Learning objectives		Learning outcomes		Evidence for Assessment	
<ul style="list-style-type: none"> - Responding to oral productions in foreign language, associate to routines. - Respecting the social rules that regulate the communication - Recognizing things that float or sink. 		<ul style="list-style-type: none"> - Children will be able to respect turns talking. - Children will be able to use illustrators to float or sink. - Children will be able to dramatize each role in the game. 		<ul style="list-style-type: none"> - Identifying qualities: float and sink. - Keeping the turn. - Acting with respect and participate. 	
Discourse/Text targeted			Language targeted- Non-verbal L Targeted		
Descriptive			Use illustrators to refer qualities of things: float or sink?		
Outline of leading activities					
Float or sink?					
Classroom Management	Timing	Grouping	Pupils	Teacher	Resources
	2'	Big group	Children dramatize and sing the song "hello". (Affect displayer, routine illustrator, eyes contact).	Hello song. Teacher sings the song "hello". (Affect displayer, greetings emblem, eyes contact).	Smartboard http://www.youtube.com/watch?v=ajKQ1MdLxF0
	2'	Big group	Children follow the explanation and discover things that float or that sink.	Explanation: Float or sink? Teacher put an interactive video to show things that float and other than sink. Then, she shows a display where they can mark if a thing floats or sinks	Smartboard Display: Float or sink? http://www.bbc.co.uk/schools/digger/5_7entry/8.shtm !
	8'	Big group One by one	Children put things in the water to see if its floats or sinks. Then they mark in the display.	Experiment: Float or sink? Teacher asks children: "Do you want realize an experiment?" Teacher catches one thing, she asks "Do you think the (apple) is going to sink or float?"And	Bucket of water. Apple, paper clip, cork, bottle, spoon, stone, coin, glass.

				invites the children to put it in the water. Then she says that they should put a sticker on column of the things that float or sink, in the display.	Display: Float or sink?
2'	In groups (Red group, blue group, green group, and yellow group)	Children stand up and take the book. Then, they sit down in their tables.		<p>Take books.</p> <p>Teacher claps the hands and says: "Red group stand up (illustrator: move the hand up) and take (illustrator: point their shelves) your Yo-yo- book".</p> <p>"Blue group stand up and take your Yo-yo- book".</p> <p>"Green group stand up and take your Yo-yo- book".</p> <p>"Yellow group stand up and take your Yo-yo- book".</p>	Yo-yo's book.
5'	Big group One by one	Children put stickers in the correct place.		<p>Activity sheet 1:</p> <p>Teacher explains the activity sheet 1. "Look! There are two rings. In the red ring you should put the stickers with things that float. In the red ring you should put the stickers with things that sink. Okay?"</p>	CD Smatboard Yo-yo's book Stickers
5'	Big group	Children listen and repeat. Children stand up in the correct moment, and say their character.		<p>Pop-outs</p> <p>Teacher shows the pop-outs: Captain, fisherman and pirate. Then, she realizes three groups, one by each character.</p> <p>"When I show the (Captain), this group stand up and say I'm a (captain)".</p>	Pop-outs.
5'	Big group	Children dramatize the song. Children stand up in the correct moment, and say their character.		<p>Song: Me and my boat</p> <p>Teacher sings "Me and my boat" and shows the pop-outs.</p>	CD Pop-outs.

	7'	One	Children paint pop-outs and hear song.	<p align="center">Paint pop outs</p> <p>Teacher puts the song and invites children to colour the characters.</p>	Yo-yo's book Crayons CD
	6'	Big group One by one	Each pupil touches smart board and discovers things that float or sink.	<p align="center">ICT games</p> <p>Teacher explains games to learn things that float or sink. "Now, we will discover different things that float or sink".</p>	<p>Smartboard</p> <p>http://www.brainpopjr.com/science/forces/sinkorfloat/draganddrop/ http://pbskids.org/rogers/sink.html http://teachers.henrico.k12.va.us/staffdev/clough_d/SinkFloat/Links.html</p>
	5'	Big group One by one	Children put happy sticker in the task of the day	<p align="center">Self-assessment</p> <p>Teacher explains the main task of the day. "Look! (illustrator: put your finger below the eye) Do you remember the experiment float or sink? (Emblem: display float or sink)? Yes, we make an experiment. Did you participate (illustrator: pretend to make the experiment) in the experiment?"</p> <p>Teachers points each child and says: "You put happy face (affect displayer: happy face) if you make the task well done or nothing (affect displayer: sad face)if you don't make the task (illustrator: move the head to say no)"</p>	Self-assessment display Stickers

2'	In groups (Red group, blue group, green group, and yellow group)	They sing the clean up song and tidy up Yo-yo books.	<p>Clean up</p> <p>Teacher claps the hands. “They have to clean up the class. Come on children clean up!”</p> <p>We sing the clean up song. “Red group stand up (illustrator: move the hand up) and clean up”. “Blue group stand up and clean up”. “Green group stand up and clean up”. “Yellow group stand up and clean up”.</p>	Yo-yo’s book Smartboard
3'	Big group	They sing the good-bye song.	<p>Good-bye</p> <p>The teacher points his clock and says that is time to finish the class. <i>“Time to finish the class</i> (Emblem: pointing the clock). <i>Time to say goodbye</i>. Everybody sings the Good-bye song.</p>	Smartboard http://www.youtube.com/watch?v=Xcws7UWWDEs

Assessment Criteria		
<p>All children must be able to</p> <p>Participate and follow the sequence of the lesson. Understand simple orders like silent, stop, stand up, sit down...</p>	<p>Most of the children will be able to</p> <p>Dramatize some gestures at the right moment in the lesson. Use nodding in the songs. Recognize if some things float or sink. Associate the illustrators with the right pictures.</p>	<p>Some of the children could</p> <p>Dramatize all the gestures when the chant says. Use illustrators Use the terms “float” and “sink” to refer qualities of things. Use the terms “captain”, “fisherman” and “pirate”.</p>

Lesson3

Learning objectives		Learning outcomes		Evidence for Assessment	
<ul style="list-style-type: none"> - Assuming their role in the game. - Recognizing little and big things. - Responding to enter and exit greetings with gestures and smiles. - Recognizing the ways to ask for help. 		<ul style="list-style-type: none"> - Children will be able to respect turns talking. - Children will be able to follow the sequence of the song. - Children will be able to use illustrators and the emblems that teacher use in the lesson. 		<ul style="list-style-type: none"> - Dramatizing the different gestures in the part of the chant that it is necessary. - Realizing prediction in the chant. - Identifying sizes: big and little. 	
Discourse/Text targeted			Language targeted- Non-verbal L Targeted		
Descriptive			Use illustrators to refer size of things: big or little.		
Outline of leading activities					
Dramatize a song: Big and little					
Classroom Management	Timing	Grouping	Pupils	Teacher	Resources
	2'	Big group	Children dramatize and sing the song "hello". (Affect displayer, routine illustrator, eyes contact).	Hello song. Teacher sings the song "hello". (Affect displayer, greetings emblem, eyes contact).	Smartboard http://www.youtube.com/watch?v=ajKQ1MdLxF0
	2'	Big group	Children listen to a jingle /oa/ and perform the action.	Jingle /oa/ Teacher shows the action card /oa/. Teacher sings the jingle and performs the action.	CD Action card /oa/
	2'	In groups (Red group, blue group, green group, and yellow	Children stand up and take the book. Then, they sit down in their tables.	Take books. Teacher claps the hands and says: "Red group stand up (illustrator: move the hand up) and take (illustrator: point their shelves) your Yo-yo- book". "Blue group stand up and take your Yo-yo- book". "Green group stand up and take your Yo-yo-	Yo-yo's book.

		group)		book”. “Yellow group stand up and take your Yo-yo-book”.	
5´	Big group	Children make a circle in the pictures with /oa/.		Activity sheet 2 Teacher puts the audio CD to listen the words. Teacher repeats the words and says “Circle the things with /oa/.	Yo-yo´s book. CD Stickers Pencil Smartboard
5´	Big group	Children put stickers in the correct place.		Activity sheet 3 Teacher says “Turn the page!, Now read the last two sounds. Look for the missing sound. Place the sticker. Read the word. Look for the word and place the correct sticker.”	Yo-yo´s book. CD Stickers Smartboard
5´	Big group	Children listen and repeat. Children choose each thing is big or little.		Flashcards: big and little Teacher shows flashcards with things big or little. The second time she asks them “Big (illustrator: separating hands) or little (illustrator: closer hands)?”	Smartboard http://www.youtube.com/watch?v=4qbRP29MXRw
5´	Big group	Children dramatize a song.		Song: little and big Teacher sings and dramatizes the song.	Smartboard http://www.youtube.com/watch?v=QyY_a0p1JTs
4´	Big group	Children put stickers in the correct place.		Activity sheet 4 Teacher shows the activity sheet “How are they different? One is real boat. The other one is a toy. The real boat is big. The toy boat is little.” “Big. A big boat. Point at the big boat in your book.” “Point at the little boat. Place the stickers under the correct boat.”	Yo-yo´s book. Stickers Smartboard

5'	Big group One by one	Children put happy sticker in the task of the day	<p>Self-assessment</p> <p>Teacher explains the main task of the day. "Look! (illustrator: put your finger below the eye) Do you remember the song Big and little (emblem: picture about the song)? Yes, we dramatized that song. Did you dance (illustrator: pretend to dance) in the song?"</p> <p>Teachers points each child and says: "You put happy face (affect displayer: happy face) if you make the task well done or nothing (affect displayer: sad face)if you don't make the task (illustrator: move the head to say no)"</p>	Self-assessment display Stickers
2'	In groups (Red group, blue group, green group, and yellow group)	They sing the clean up song and tidy up Yo-yo books.	<p>Clean up</p> <p>Teacher claps the hands. "They have to clean up the class. Come on children clean up!" We sing the clean up song. "Red group stand up (illustrator: move the hand up) and clean up".</p> <p>"Blue group stand up and clean up".</p> <p>"Green group stand up and clean up".</p> <p>"Yellow group stand up and clean up".</p>	Yo-yo's book Smartboard
3'	Big group	They sing the good-bye song.	<p>Good-bye</p> <p>The teacher points his clock and says that is time to finish the class. "<i>Time to finish the class</i> (Emblem: pointing the clock). <i>Time to say goodbye</i>. Everybody sings the Good-bye song.</p>	Smartboard http://www.youtube.com/watch?v=Xcws7UWWDEs

Assessment Criteria

<p>All children must be able to Participate and follow the sequence of the lesson. Understand simple orders like silent, stop, stand up...</p>	<p>Most of the children will be able to Identify who is Yo-yo. Use nodding in the songs. Recognize big things or little things.</p>	<p>Some of the children could Use illustrators to indicate sizes. Use the terms "big" and "little".</p>
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Lesson 4

Learning objectives		Learning outcomes		Evidence for Assessment	
<ul style="list-style-type: none"> - Responding with verbal and non-verbal language. - Associating instructions to illustrator, sequence of the song and story, and predict the following action. 		<ul style="list-style-type: none"> - Children will be able to follow the sequence of the story. - Children will be able to use nodding and keep the rhythm in the songs. 		<ul style="list-style-type: none"> - Dramatizing the different gestures in the part of the chant that it is necessary. - Realizing prediction in the story. 	
Discourse/Text targeted			Language targeted- Non-verbal L Targeted		
Narrative			Use affects displayer showing movements. Read the pictures. Use emblems and dramatize a song.		
Outline of leading activities					
Dramatize “ Row, Row, Row Your Boat”					
Manageme	Timing	Grouping	Pupils	Teacher	Resources
	2’	Big group	Children dramatize and sing the song “hello”. (Affect displayer, routine illustrator, eyes contact).	Hello song. Teacher sings the song “hello”. (Affect displayer, greetings emblem, eyes contact).	Smartboard http://www.youtube.com/watch?v=aJKQ1MdLxF0
	2’	Big group	Children listen to a jingle /oa/ and perform the action.	Jingle /oa/ Teacher shows the action card /oa/. Teacher sings the jingle and performs the action.	CD Action card /oa/
	7’	In groups	Children take the letters and put in order to make a word.	Game: Make words Teacher gives them several letters to children in groups. Each group will form a word of this unit. “Put the letters in order to make a word.”	Flashcards and letters.
	2’	In groups (Red group, blue	Children stand up and take the book. Then, they sit down in their tables.	Take books. Teacher claps the hands and says: “Red group stand up (illustrator: move the hand up) and take (illustrator: point their	Yo-yo’s book.

	group, green group, and yellow group)		shelves) your Yo-yo- book”. “Blue group stand up and take your Yo-yo- book”. “Green group stand up and take your Yo-yo- book”. “Yellow group stand up and take your Yo-yo- book”.	
5´	Big group	Children connect the sounds and place the correct sticker.	Activity sheet 5 Teacher explains the activity sheet. “Say it. Count the sounds. Sound out the word. Look for the sounds in the circles. Connect the sounds. Place the correct sticker.” Teacher reads with them “Road, soap, coat” and realizes the activity in the smartboard.	Yo-yo´s book Stickers Smartboard
6´	Big group	Children place the sticker under the correct picture. They draw in the last place.	Activity sheet 6 Teacher explains the activity sheet. “Read and place the stickers under the correct picture”. Teacher realizes the activity in the smartboard. “Look the last place, Read and draw.”	Smartboard Yo-yo book Stickers Pencil and crayons
5´	Big group	Children follow the sequence of the story	Story: Soap Boat Teacher reads interactive story to work the sound /oa/.	Smartboard. http://www.starfall.com/n/level-a/learn-to-read/load.htm?f
5´	Big group Carpet area	Children listen and dramatize the song.	Song: Row, Row, Row Your Boat Teacher sings and dramatizes “Row, Row, Row Your Boat”.	Smartboard http://www.youtube.com/watch?v=WphumMGa7Ms

5'	Big group One by one	Each pupil touches smart board to remember: float or sink things, things of the bathroom, and little or big things.	ICT games Teacher explains games to remember all things learn in this unit.	Smartboard
6'	Big group One by one	Children put happy sticker in the task of the day and count them.	Self-assessment Teacher explains the main task of the day. "Look! (illustrator: put your finger below the eye) Do you remember the song Row, row, row your boat (emblem: picture about the song)? Yes, we dramatized that song. Did you dance (illustrator: pretend to dance) in the song?" Teachers points each child and says: "You put happy face (affect displayer: happy face) if you make the task well done or nothing (affect displayer: sad face)if you don't make the task (illustrator: move the head to say no)" Count the happy faces and give an award.	Self-assessment display Stickers Awards
2'	In groups (Red group, blue group, green group, and yellow group)	They sing the clean up song and tidy up Yo-yo books.	Clean up Teacher claps the hands. "They have to clean up the class. Come on children clean up!" We sing the clean up song. "Red group stand up (illustrator: move the hand up) and clean up". "Blue group stand up and clean up". "Green group stand up and clean up". "Yellow group stand up and clean up".	Yo-yo book Smartboard

3'	Big group	They sing the good-bye song.	<p style="text-align: center;">Good-bye</p> <p>The teacher points his clock and says that is time to finish the class. <i>"Time to finish the class</i> (Emblem: pointing the clock). <i>Time to say goodbye</i>. Everybody sings the Good-bye song.</p>	<p>Smartboard http://www.youtube.com/watch?v=Xcws7UWWDEs</p>
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Assessment Criteria

<p style="text-align: center;">All children must be able to</p> <p>Participate and follow the sequence of the lesson. Understand simple orders like silent, stop, stand up...</p>	<p style="text-align: center;">Most of the children will be able to</p> <p>Identify who is Yo-yo. Use nodding in the songs. Recognize the sound /oa/.</p>	<p style="text-align: center;">Some of the children could</p> <p>Use illustrators in the song. Use the sounds /oa/ in the right words.</p>
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RESULTS

When I started English lessons children verbalized in this second language, however the level of comprehension was greater than the level of verbalization. They understood its meaning through the mediation of emblems, affect displayer and illustrators. The objective therefore of my educational intervention was to increase this verbalization in English as a second language promoting the use of the IWB.

Teacher provides a safety environment allowing children to respond in their native language and she giving them feedback in English. In addition, teacher proposed the activities as a game and she gave them option to make mistakes, so they could repeat the activity until they provided the correct answer. In this way, with the mediation of a recreational activity, through the use of the IWB, children were gradually verbalizing in this foreign language.

I divided the results of this project into two parts; corresponding to the two sides are involved in the teaching and learning process, teachers and students.

On the one hand the contributions of IWB use of teaching-learning processes in English as a second language in Infant Education for the students were:

- Increasing student participation.
- Allowing sharing images and texts.
- Motivating and increasing the desire to learn from the students.
- Increasing interaction.
- Increasing comprehension.
- Facilitates the problem of the diversity of learning styles.
- Allows doing activities sheets and tasks in big group solving the problems of learning rhythm.
- Help to compensate vision problems (IWB working in larger type face), hearing (IWB promotes a visual learning), psychomotor coordination (in the IWB can interact without keyboard or mouse).
- Lets they view difficult concepts and complex processes.
- Children develop oral skill in a safety environment.

On the other hand the contributions of the IWB to teachers in English lessons in kindergarten were:

- Teacher can make a plurilingual context.
- Teacher can focus more on the students and attend their questions.
- Increases teacher motivation: there are more resources and gets a positive response from students.
- Teacher gives lessons more attractive and has ability to create multiple resources and adapt it.

ANALYSIS OF THE SCOPE

A constraint in this project has been mainly the time. On the one hand, the time of each English lesson is one hour, having three hours of English a week. These hours are often reduced by the position of the English class on the time-table; the entry or exit to the recreational class of children; it forces to reduce the time of English lesson in 40 minutes instead of 1 hour for example. Therefore the activities and tasks of the lesson are reduced.

On the other hand, we can see the constraint of time to complete this project. I have carried out this project during three months. I would have had the opportunity to do it throughout whole course I could have seen a greater development of oral skills in English as a second foreign language in Infant Education.

If teacher would have more time, she could use other resources, such as Voki or ZooBursts. Voki is a website where you can create your avatar and record your voice; it is the best to enhance languages skills. ZooBurst is a digital storytelling tool that lets anyone easily create his or her own 3D pop-up books.

And other constraint the ICT resources, since I found in the classroom interactive whiteboard, so I have been able to develop my project using this tool to improve English oral skills in Infant Education. Perhaps if I would have had other ICT resources scope of work would have been higher, to encourage more oral skills.

Few limitations were noted for IWB apart from the obvious initial expenditure to purchase them. The most commonly cited problem is the technical setting up in a classroom. Classrooms which have fixed, permanent installations and the teacher just needs to turn it on, have little technical issues and therefore a greater level of teacher satisfaction and implementation.

The fact that IWB can only be used by one person at once means that others may be sitting, watching and not directly involved. We should select activities that allow brief interaction of multiple students ensures that everyone gets to have a turn which keeps children focused for longer.

FINAL CONSIDERATIONS

It is true that nowadays there is growing number of bilingual schools. Apart from that there are also many schools that use new technologies for inclusion in the classroom as a learning tool, although they usually start at the stage of primary education.

In the first years of life, children develop most of their knowledge that will serve them for the rest of their life; these early years are when they learn faster than at any time in their lives. For this reason, both parents and first teachers have an important role, should encourage children properly in a safety environment.

These projects, both bilingual as ICT, should begin in Infant Education. Because it is proven (Maria Montessori, 1907) that children learn fast and would be a great stimulus to serve as a basis for future knowledge scaffolding.

It must be noted that the IWB itself does not enhance teaching and learning, it is the way that it is used, being another tool teachers can use to increase interactivity in English classes (Earle, 2004). The real advantages of the IWB are being seen as teachers explore ways to use this new technology with students mutually developing new teaching and learning strategies resulting in changes in pedagogy (Beauchamp & Parkinson, 2005). When new innovations are adopted in the classroom there is a danger that they will be used to replace rather than enhance existing teaching practices.

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APPENDIX 1

A tie under the pie

About the unit/ Where this unit fits

This unit is about the story A tie under the pie. With this unit the children will learn the sound /ie/. Children will know vocabulary about birthdays, family members and food. Furthermore, they will remember numbers. This unit develops some competences: autonomy, social and citizen, verbal and non-verbal communication, cultural, mathematical and learn to learn.

Temporally: 9th April – 18th April

Sequence:

Final task: Numbers 'puzzle

Sub-task 1: Family members!

Sub-task 2: Happy birthday's song

Sub-task 3: "Ten in the bed" song

Final task: Numbers 'puzzle

Prior Learning

Children dramatize the hello and good-bye song.

They recognize the sound /ie/, family members and numbers.

Language used in the unit

In this unit the teacher use verbal and non-verbal language, but it is more important the non-verbal language, like illustrators and emblems, because of that children complain the lessons and use verbal and non verbal language.

They will remember numbers and learn vocabulary about family members.

Important Resources

- Awards.
- CD
- Computer
- Smartboard.
- Yo- yo's book
- Self-assessment display.
- Action card /ie/.
- Flashcards: family members, happy birthday's song and ten in the bed's song.
- Stickers
- Numbers 'puzzle

Expectations

At the end of this unit all the children must	<ul style="list-style-type: none"> ✓ Understand the story “A tie under the pie”. ✓ Understand simple orders. ✓ Understand and react from greetings using illustrators and affect displayer. ✓ Participate and follow the sequence of the lesson. ✓ Participate in the order, clear and cleaning of the classroom and the school. ✓ Distinguish family members and numbers.
At the end of this unit most of the children should	<ul style="list-style-type: none"> ✓ Associate the illustrators with the right pictures. ✓ Dramatize some gestures at the correct moment in the chant. ✓ Identify family members. ✓ Identify numbers 1 to 10. ✓ Identify things about birthdays. ✓ Accept and respect the rules in the game. ✓ Identify and follow with the illustrators and moves some information from the chant. ✓ Do most of movements of the chant.
At the end of this unit some of the children could	<ul style="list-style-type: none"> ✓ Use the terms to refer numbers “1 to 10”. ✓ Use the terms “grandma”, “grandpa”, “mum”, “dad” and “cat” to refer family members. ✓ Sing and learn the lyrics of the song the rhythm and gestures. ✓ Ask and respond questions about the song. ✓ Understand and use some greetings.

Lesson 1

Learning objectives		Learning outcomes		Evidence for Assessment	
<ul style="list-style-type: none"> - Responding with verbal and non-verbal language. - Associating instructions to illustrator, sequence of the song and story, and predict the following action. 		<ul style="list-style-type: none"> - Children will be able to follow the sequence of the story. - Children will be able to use nodding and keep the rhythm in the songs. 		<ul style="list-style-type: none"> - Dramatizing the different gestures in the part of the chant that it is necessary. - Realizing prediction in the story. 	
Discourse/Text targeted			Language targeted- Non-verbal L Targeted		
Descriptive			Use affects displayer showing movements. Read the pictures. Use emblems and dramatize a song.		
Outline of leading activities					
Family members!					
Timing	Grouping	Pupils	Teacher	Resources	
Classroom Management	2'	Big group	Children dramatize and sing the song "hello". (Affect displayer, routine illustrator, eyes contact).	Hello song. Teacher sings the song "hello". (Affect displayer, greetings emblem, eyes contact).	Smartboard http://www.youtube.com/watch?v=ajKQ1MdLxF0
	3'	Big group	Children follow the sequence of tasks of this unit.	Teacher explains self-assessment display of the unit.	Self-assessment display
	7'	Big group	Children follow the sequence of the story.	Story comprehension: A tie under the pie	CD Smartboard
	2'	In groups (Red group, blue group, green group, and yellow group)	Children stand up and take the book. Then, they sit down in their tables.	Take books. Teacher claps the hands and says: "Red group stand up (illustrator: move the hand up) and take (illustrator: point their shelves) your Yo-yo- book". "Blue group stand up and take your Yo-yo- book". "Green group stand up and take your Yo-yo- book". "Yellow group stand up and take your Yo-yo- book".	Yo-yo's book.

3'	Big group, one by one	Children put camera sticker in the correct place.	<p>Where is yo-yo?</p> <p>“Let’s pretend we are daddy with his tie under the pie. I’m going to take a picture of Owen. Okay, ready? Look at your stickers, Find the camera. Stick it here, next to Yo-yo.”</p>	Yo-yo’s book. Stickers.
3'	Big group	Children listen to a jingle /oa/ and perform the action.	<p>Jingle /ie/</p> <p>Teacher shows the action card /ie/. Teacher sings the jingle and performs the action.</p>	CD Action card /ie/
5'	Big group	Children see the picture and answer questions.	<p>Flashcards</p> <p>Teacher shows the picture 4 of the story and points family members. Teacher shows flashcards. “This is Dianne and this is her family. This is her grandma, this is her grandpa. This is her mummy. This is her daddy. And look, here is grandma’s pet. Her name is Queeny”.</p>	CD Smartboard Flashcards: Dad, mum, grandma, grandpa and cat.
2'	Big group	Children dramatize “Bubbles”	<p>Family members!</p> <p>Chant: Grandma, grandpa Teacher sings and shows family members pop-outs.</p>	CD Pop-out: Family members!
4'	Big group	Children put family members’ stickers in the correct place.	<p>Activity sheet 1:</p> <p>Teacher says family members and shows the correct sticker.</p>	CD Smartboard Flashcards: Dad, mum, grandma, grandpa and cat.
9'	Big group One by one	Each pupil touches smart board and discovers vocabulary of the family.	<p>ICT games</p> <p>Teacher explains games to learn vocabulary about family members.</p>	Smartboard http://concurso.cni.ce.mec.es/cnice20

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5'	Big group One by one	Children put happy sticker in the task of the day	Self-assessment Teacher explains the main task of the day. Teachers points each child and says: "You put happy face (affect displayer: happy face) if you make the task well done or nothing (affect displayer: sad face)if you don't make the task (illustrator: move the head to say no)"	Self-assessment display Stickers	
2'	In groups (Red group, blue group, green group, and yellow group)	They sing the clean up song and tidy up Yo-yo books.	Clean up Teacher claps the hands. "They have to clean up the class. Come on children clean up!" We sing the clean up song. "Red group stand up (illustrator: move the hand up) and clean up". "Blue group stand up and clean up". "Green group stand up and clean up". "Yellow group stand up and clean up".	Yo-yo's book Smartboard	
3'	Big group	They sing the good-bye song.	Good-bye The teacher points his clock and says that is time to finish the class. " <i>Time to finish the class</i> (Emblem: pointing the clock). <i>Time to say goodbye</i> . Everybody sings the Good-bye song.	Smartboard http://www.youtube.com/watch?v=Xcws7UWWDEs	

Assessment Criteria

<p align="center">All children must be able to Participate and follow the sequence of the lesson. Understand simple orders like silent, stop, stand up...</p>	<p align="center">Most of the children will be able to Identify who is Yo-yo. Use nodding in the songs. Recognize some family members. Associate the illustrators with the right pictures.</p>	<p align="center">Some of the children could Associate sound /ie/ with the right gestures. Use the terms "dad", "mum", "grandma", "grandpa" and "cat".</p>
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Lesson 2

Learning objectives		Learning outcomes		Evidence for Assessment	
<ul style="list-style-type: none"> - Assuming their role in the game. - Recognizing numbers 1-6. - Responding to enter and exit greetings with gestures and smiles. - Recognizing the ways to ask for help. 		<ul style="list-style-type: none"> - Children will be able to respect turns talking. - Children will be able to follow the sequence of the song. - Children will be able to use illustrators and the emblems that teacher use in the lesson. 		<ul style="list-style-type: none"> - Dramatizing the different gestures in the part of the chant that it is necessary. - Realizing prediction in the chant. - Identifying numbers: 1-6 - Identifying members of the family. 	
Discourse/Text targeted			Language targeted- Non-verbal L Targeted		
Narrative			Use illustrators of the numbers 1 to 6. Use terms of family.		
Outline of leading activities					
Happy birthday's song					
Classroom Management	Timing	Grouping	Pupils	Teacher	Resources
	2'	Big group	Children dramatize and sing the song "hello". (Affect displayer, routine illustrator, eyes contact).	Hello song. Teacher sings the song "hello". (Affect displayer, greetings emblem, eyes contact).	Smartboard http://www.youtube.com/watch?v=ajKQ1MdLxFO
	2'	Big group.	Children sing and dramatize family's song	Song of family Teacher sings family's song and makes gestures.	Smartboard Computer http://www.youtube.com/watch?v=mjFcrv6Lfx8
	3'	One by one	Children listen and repeat.	Family's members pop outs Teacher shows pop outs of the family	Family pop outs Yo-yo's book
	2'	In groups (Red group, blue)	Children stand up and take the book. Then, they sit down in their tables.	Take books. Teacher claps the hands and says: "Red group stand up (illustrator: move the hand up) and take (illustrator: point their shelves)	Yo-yo's book.

	group, green group, and yellow group)		your Yo-yo book”. “Blue group stand up and take your Yo-yo-book”. “Green group stand up and take your Yo-yo-book”. “Yellow group stand up and take your Yo-yo-book”.	
7’	Big group	Children paint family’s pop-outs.	Paint pop-outs Teacher explains that they have to paint family’s pop outs.	Family pop outs Yo-yo’s book
5’	Big group	Children answer the question: how old are you?	How old are you? Teacher asks how old are you? To the children and shows flashcards.	Flashcards of happy birthday’s song.
3’	Big group	Children dramatize a song.	Song: Happy birthday (How old are you today?) Teacher sings and makes gestures of the song.	Smartboard http://supersimplelearning.com/series/original-series/three/happy-birthday-how-old-are-you-today/
5’	Big group	Children take candles ‘stickers and put in the pie.	Activity sheet 2 Teacher explains the activity sheet 2 in the smartboard. “How old are you? I’m(five or six). Stick (five or six) candles on your pie.”	Yo-yo’s book Smartboard.
2’	In groups (Red group, blue group, green group,	They sing the clean up song and tidy up Yo-yo books.	Clean up Teacher claps the hands. “They have to clean up the class. Come on children clean up!” We sing the clean up song. “Red group stand up (illustrator: move the hand up) and clean up”.	Yo-yo’s book Smartboard

	and yellow group)		“Blue group stand up and clean up”. “Green group stand up and clean up”. “Yellow group stand up and clean up”.	
11’	Big group One by one	Each pupil touches smart board and discovers members of the family and number’ games.	ICT games Teacher explains games to vocabulary of the family and numbers.	Smartboard http://pbskids.org/games/numbers.html http://concurso.cnice.mec.es/cnic_e2005/132_English_for_Little_children/index.html#
5’	Big group One by one	Children put happy sticker in the task of the day	Self-assessment Teacher explains the main task of the day. Teachers points each child and says: “You put happy face (affect display: happy face) if you make the task well done or nothing (affect display: sad face)if you don’t make the task (illustrator: move the head to say no)”	Self-assessment display Stickers
3’	Big group	They sing the good-bye song.	Good-bye The teacher points his clock and says that is time to finish the class. “ <i>Time to finish the class</i> (Emblem: pointing the clock). <i>Time to say goodbye</i> . Everybody sings the Good-bye song.	Smartboard http://www.youtube.com/watch?v=Xcws7UWWDEs

Assessment Criteria

All children must be able to Participate and follow the sequence of the lesson. Understand simple orders like silent, stop, stand up, sit down...	Most of the children will be able to Dramatize some gestures at the right moment in the lesson. Use nodding in the songs. Recognize family members. Recognize numbers. Associate the illustrators with the right pictures.	Some of the children could Dramatize all the gestures when the chant says. Use the question “How old are you?”. Use terms to refer numbers. Use the terms “dad”, “mum”, “grandma”, “grandpa”, “cat”.
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Lesson3

Learning objectives		Learning outcomes		Evidence for Assessment	
<ul style="list-style-type: none"> - Assuming their role in the game. - Recognizing numbers 1-10. - Responding to enter and exit greetings with gestures and smiles. - Recognizing the ways to ask for help. 		<ul style="list-style-type: none"> - Children will be able to respect turns talking. - Children will be able to follow the sequence of the song. - Children will be able to use illustrators and the emblems that teacher use in the lesson. 		<ul style="list-style-type: none"> - Dramatizing the different gestures in the part of the chant that it is necessary. - Realizing prediction in the chant. - Identifying numbers: 1-10. 	
Discourse/Text targeted			Language targeted- Non-verbal L Targeted		
Narrative			Use illustrators of the numbers: 1-10.		
Outline of leading activities					
Ten in the bed 's song					
Classroom Management	Timing	Grouping	Pupils	Teacher	Resources
	2'	Big group	Children dramatize and sing the song "hello". (Affect displayer, routine illustrator, eyes contact).	Hello song. Teacher sings the song "hello". (Affect displayer, greetings emblem, eyes contact).	Smartboard http://www.youtube.com/watch?v=ajKQ1MdLxF0
	2'	Big group	Children listen to a jingle /ie/ and perform the action.	Jingle /ie/ Teacher shows the action card /oa/. Teacher sings the jingle and performs the action.	CD Action card /ie/
	2'	In groups (Red group, blue group, green group, and yellow	Children stand up and take the book. Then, they sit down in their tables.	Take books. Teacher claps the hands and says: "Red group stand up (illustrator: move the hand up) and take (illustrator: point their shelves) your Yo-yo- book". "Blue group stand up and take your Yo-yo- book". "Green group stand up and take your Yo-yo- book".	Yo-yo's book.

	group)		“Yellow group stand up and take your Yo-yo-book”.	
6’	Big group	Children listen and answer to the teacher. Children connect the word with the correct picture.	<p>Activity sheet 3</p> <p>Teacher explains the activity sheet 3 in the smartboard.</p> <p>Teacher asks the name of each picture: “<i>What is this? It’s a (coat).</i>”</p> <p>“<i>Let’s read this word. Now, can you see the picture? Let’s join the word to the picture.</i>”</p> <p>Then she connects the word with the picture in the smartboard.</p>	Yo-yo’s book. CD Pencil Smartboard
5’	Big group	Children listen and repeat.	<p>Flashcards</p> <p>Teacher shows flashcards of ten in the bed and explains numbers 1 to 10.</p>	Flashcards of ten in the bed
3’	Big group	Children follow the sequence of the song.	<p>“Ten in the bed”</p> <p>Teacher sings and dramatizes a song of the numbers.</p> <p>Teacher shows the song Ten in the bed’s song</p>	Smartboard http://supersimplelearning.com/songs/original-series/one/ten-in-the-bed/
5’	Big group	Children count the apples and stick the number.	<p>Activity sheet 4</p> <p>Teacher explains the activity sheet 4 in the smartboard. Teacher counts with the fingers to explain the activity.</p> <p>“Look at the baskets. How many apples are in this basket (point the basket)? There is one apple in the basket. And how many apples are in this basket (point the basket)? Let’s count them: one, two, three, four, five, six, seven, eight, nine and ten.”</p> <p>“Now, Take stickers with the numbers one and</p>	Yo-yo’s book. Stickers Smartboard CD

				ten! and put in the correct place.”	
2’	In groups (Red group, blue group, green group, and yellow group)	They sing the clean up song and tidy up Yo-yo books.		<p>Clean up</p> <p>Teacher claps the hands. “They have to clean up the class. Come on children clean up!” We sing the clean up song. “Red group stand up (illustrator: move the hand up) and clean up”. “Blue group stand up and clean up”. “Green group stand up and clean up”. “Yellow group stand up and clean up”.</p>	Yo-yo book Smartboard
5’	Big group	Children dramatize a song		<p>Ten in the bed</p> <p>Teacher sings and dramatizes a song. ♪ <i>Here we go!</i> There were ten in the bed [Hold up 10 fingers.]and the little one said, [Hold your hands close together, indicating 'small.']. "Roll over, roll over" [Roll hands around each other, or each student turns to the right and says, "Roll over! Roll over!"] So they all rolled over and one fell out. [Everyone rolls to the right and the student in the first chair 'falls out' of the bed.] <i>Nine!</i> [Hold up 10 fingers and then take one away, leaving 9.] There were nine in the bed [Hold up 9 fingers.] and the little one said, "Roll over, roll over" So they all rolled over and one fell out. <i>Eight!</i> [Hold up 9 fingers and then take one away, leaving 8.] ... There were two in the bed [Hold up 2 fingers.] and the little one said, "Roll over, roll over" So they both rolled over and one fell out. <i>One!</i> [Hold</p>	Smartboard http://supersimplelearning.com/songs/original-series/one/ten-in-the-bed/

			up 2 fingers and then take one away, leaving 1.] There was one in the bed [Hold up 1 finger.] and the little one said, "I'm lonely...[sigh]" [The one remaining student lays down on the chair, then everyone shouts "WAKE UP!" and the student falls out of bed.] 🎵	
10'	Big group One by one	Each pupil touches smart board and discovers games of numbers.	ICT games Teacher explains games to vocabulary of numbers.	Smartboard http://pbskids.org/games/numbers.html
5'	Big group One by one	Children put happy sticker in the task of the day	Self-assessment Teacher explains the main task of the day. Teachers points each child and says: "You put happy face (affect displayer: happy face) if you make the task well done or nothing (affect displayer: sad face)if you don't make the task (illustrator: move the head to say no)"	Self-assessment display Stickers
3'	Big group	They sing the good-bye song.	Good-bye The teacher points his clock and says that is time to finish the class. " <i>Time to finish the class</i> (Emblem: pointing the clock). <i>Time to say goodbye.</i> Everybody sings the Good-bye song.	Smartboard http://www.youtube.com/watch?v=Xcws7UWWDEs

Assessment Criteria

All children must be able to Participate and follow the sequence of the lesson. Understand simple orders like silent, stop, stand up...	Most of the children will be able to Identify who is Yo-yo. Use nodding in the songs. Recognize numbers 1-10.	Some of the children could Use illustrators to indicate numbers. Use the terms one, two, three, four...
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Lesson 4

Learning objectives		Learning outcomes		Evidence for Assessment	
<ul style="list-style-type: none"> - Responding with verbal and non-verbal language. - Associating instructions to illustrator, sequence of the song and story, and predict the following action. 		<ul style="list-style-type: none"> - Children will be able to follow the sequence of the story. - Children will be able to use nodding and keep the rhythm in the songs. 		<ul style="list-style-type: none"> - Dramatizing the different gestures in the part of the chant that it is necessary. - Realizing prediction in the song. - Working in group. 	
Discourse/Text targeted			Language targeted- Non-verbal L Targeted		
Descriptive			Use affects displayer showing movements. Read the pictures. Use emblems and dramatize a song.		
Outline of leading activities					
Numbers 'puzzle					
Manageme	Timing	Grouping	Pupils	Teacher	Resources
	2'	Big group	Children dramatize and sing the song "hello". (Affect displayer, routine illustrator, eyes contact).	Hello song. Teacher sings the song "hello". (Affect displayer, greetings emblem, eyes contact).	Smartboard http://www.youtube.com/watch?v=ajKQ1MdLxF0
	2'	Big group	Children sing and dramatize a song.	Song: little and big. Teacher sings and dramatize the song.	Smartboard http://www.youtube.com/watch?v=QyY_a0p1JTs
	5'	Big group One by one	Children answer big or little.	Is big o Little? Teacher shows a video with big and little things. Then she asks "Big or little?"	Smartboard http://www.youtube.com/watch?v=4qbRP29MXRw
	2'	In groups (Red group, blue	Children stand up and take the book. Then, they sit down in their tables.	Take books. Teacher claps the hands and says: "Red group stand up (illustrator: move the hand up) and take (illustrator: point their shelves) your	Yo-yo's book.

	group, green group, and yellow group)		Yo-yo- book”. “Blue group stand up and take your Yo-yo-book”. “Green group stand up and take your Yo-yo-book”. “Yellow group stand up and take your Yo-yo-book”.	
5’	Big group	Children put the sticker in the correct place.	Activity sheet 5 Teacher explains the activity sheet 5: read and place the stickers in the correct place. (make gestures and sounds for children take the correct sticker)	Yo-yo’s book Stickers Smartboard
6’	Big group	Children answer yes or no and make a circle in the correct answer .	Activity sheet 6 Teacher explains the activity sheet 6. Teacher reads the question: “Answer yes or no. Can rabbits (emblem: rabbit picture) hop (illustrator: hop)? Yes or no. Can a rock (emblem: rock picture) sink (illustrator: move the hand down)? Yes or no. Can a boat (emblem: boat picture) float (illustrator: up)? Yes or no. Can a frog (emblem: frog picture) sit (illustrator: sit)? Yes or no. Is a hen emblem: hen picture) pink (illustrator: take a pink crayon)? Yes or no.	Smartboard Yo-yo’s book Crayons Flashcards
7’	In colours groups	Children work in group to make a puzzle.	Numbers’ puzzle Teacher explains the game. “Now, make a puzzle of the numbers. Each child has a piece of the puzzle, Make numbers’ puzzle together. Work in group!”	Smartboard Numbers’ puzzle

10'	Big group One by one	Each pupil touches smart board to remember vocabulary about the family and numbers.	ICT games Teacher explains games about numbers and family.	Smartboard http://pbskids.org/games/numbers.html http://concurso.cnice.mec.es/cnice2005/132_English_for_Little_children/index.html#
6'	Big group One by one	Children put happy sticker in the task of the day and count them.	Self-assessment Teacher explains the main task of the day. Teacher points each child and says: "You put happy face (affect display: happy face) if you make the task well done or nothing (affect display: sad face) if you don't make the task (illustrator: move the head to say no)" Count the happy faces and give an award.	Self-assessment display Stickers Awards
2'	In groups (Red group, blue group, green group, and yellow group)	They sing the clean up song and tidy up Yo-yo books.	Clean up Teacher claps the hands. "They have to clean up the class. Come on children clean up!" We sing the clean up song. "Red group stand up (illustrator: move the hand up) and clean up". "Blue group stand up and clean up". "Green group stand up and clean up". "Yellow group stand up and clean up".	Yo-yo's book Smartboard
3'	Big group	They sing the good-bye song.	Good-bye The teacher points his clock and says that is time to finish the class. " <i>Time to finish the class</i> (Emblem: pointing the clock). <i>Time to say goodbye</i> . Everybody sings the Good-bye song.	Smartboard http://www.youtube.com/watch?v=Xcws7UWWDEs

Assessment Criteria

<p>All children must be able to Participate and follow the sequence of the lesson. Understand simple orders like silent, stop, stand up...</p>	<p>Most of the children will be able to Identify who is Yo-yo. Use nodding in the songs. Recognize the sound /ie/.</p>	<p>Some of the children could Use illustrators in the song. Use the sounds /ie/ in the right words. Answer questions correctly.</p>
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Animal talk

About the unit/ Where this unit fits

This unit is about the story Animal talk. With this unit the children will learn the sound /ee/. Children will know vocabulary about wild and farm animals. This unit develops some competences: autonomy, social and citizen, verbal and non-verbal communication, cultural, mathematical and learn to learn.

Temporally: 25th April – 10th May

Sequence:

Final task: Animal quiz

Sub-task 1: Farm and wild animals!

Sub-task 2: Walking through the jungle!

Sub-task 3: What do the animals live?

Final task: Animal quiz

Prior Learning

Children dramatize the hello and good-bye song.

They recognize the sound /ee/, animals and animals' home.

Language used in the unit

In this unit the teacher use verbal and non-verbal language, but it is more important the non-verbal language, like illustrators and emblems, because of that children complain the lessons and use verbal and non verbal language.

They will learn vocabulary about animals and animals' home.

Important Resources

- CD
- Computer
- Smartboard.
- Yo- yo's book
- Action card /ee/.
- Stickers
- Animals' pop-out.
- Table about animals' home

Expectations

At the end of this unit all the children must

- ✓ Understand the story "Animal talk".
- ✓ Understand simple orders.
- ✓ Understand and react from greetings using illustrators and affect displayer.

	<ul style="list-style-type: none"> ✓ Participate and follow the sequence of the lesson. ✓ Participate in the order, clear and cleaning of the classroom and the school. ✓ Distinguish farm animals and wild animals.
At the end of this unit most of the children should	<ul style="list-style-type: none"> ✓ Associate the illustrators with the right pictures. ✓ Dramatize some gestures at the correct moment in the chant. ✓ Identify farm animals. ✓ Identify wild animals. ✓ Identify animals' home. ✓ Accept and respect the rules in the game. ✓ Identify and follow with the illustrators and moves some information from the chant. ✓ Do most of movements of the chant.
At the end of this unit some of the children could	<ul style="list-style-type: none"> ✓ Use the terms "giraffe", "elephant", "polar bear",... to refer some animals. ✓ Use the terms "river", "mountain", "ocean", "jungle", "Artic" and "desert" to refer animals' home. ✓ Sing and learn the lyrics of the song the rhythm and gestures. ✓ Ask and respond questions about the song. ✓ Understand and use some greetings.

Lesson 1

Learning objectives		Learning outcomes		Evidence for Assessment		
<ul style="list-style-type: none"> - Responding with verbal and non-verbal language. - Associating instructions to illustrator, sequence of the song and story, and predict the following action. 		<ul style="list-style-type: none"> - Children will be able to follow the sequence of the story. - Children will be able to use nodding and keep the rhythm in the songs. 		<ul style="list-style-type: none"> - Dramatizing the different gestures in the part of the chant that it is necessary. - Realizing prediction in the story. 		
Discourse/Text targeted			Language targeted- Non-verbal L Targeted			
Descriptive			Use affects displayer showing movements. Read the pictures. Use emblems and dramatize a song.			
Outline of leading activities						
Farm and wild animals!						
Timing	Grouping	Pupils	Teacher	Resources		
Classroom Management	2'	Big group	Children dramatize and sing the song "hello". (Affect displayer, routine illustrator, eyes contact).	Hello song. Teacher sings the song "hello". (Affect displayer, greetings emblem, eyes contact).	Smartboard http://www.youtube.com/watch?v=ajKQ1MdLxF0	
	3'	Big group	Children follow the sequence of tasks of this unit.	Teacher explains self-assessment display of the unit.	Self-assessment display	
	7'	Big group	Children follow the sequence of the story.	Story comprehension: Animal talk Teacher shows and describes the story. "Pete and his dad are visiting the zoo. There are many wild animals at the zoo, and some of them are very noisy. Let's take a look." Then, they listen the story and teacher shows pictures of the story.	CD Smartboard	
	3'	In groups (Red group, blue group, green)	Children stand up and take the book. Then, they sit down in their tables.	Take books. Teacher claps the hands and says: "Red group stand up (illustrator: move the hand up) and take (illustrator: point their shelves) your Yo-yo- book". "Blue group stand up and take your Yo-yo-	Yo-yo's book.	

	group, and yellow group)		book”. “Green group stand up and take your Yo-yo-book”. “Yellow group stand up and take your Yo-yo-book”.	
3’	Big group, one by one	Children put camera sticker in the correct place.	Where is yo-yo? “Let’s do like Pete and pretend we are monkeys. I’m going to take of the monkey. Okay, ready? Look at your stickers, Find the camera. Stick it here, next to Yo-yo.”	Yo-yo’s book. Stickers.
3’	Big group	Children listen to a jingle /ee/ and perform the action.	Jingle /ee/ Teacher shows the action card /ee/. Teacher sings the jingle and performs the action.	CD Action card /ee/
3’	Big group	Children listen and repeat animals ‘names.	Zoo animals flashcards Teacher shows a video of animals at the zoo. “Now, Listen and repeat!”	Smartboard http://www.youtube.com/watch?v=R EikcvM705c
4’	Big group	Children sing and dramatize a song.	Old Mcdonald had a farm Teacher sings the song and shows a video.	Smartboard http://www.youtube.com/watch?v=O4RNIUrLLH0
4’	Big group	Children take animals’ stickers and put in the correct place.	Activity sheet 1: Teacher says “Look for this page in the story book. Can you find it? Show me, please.” Teacher shows the farm and the zoo. “Now, take animals’ stickers and put in the correct place, animals on the farm (emblem:point farm) or at the zoo (emblem: point zoo).”	CD Smartboard

7'	Big group One by one	Each pupil touches smart board and discovers vocabulary of the animals.	ICT games Teacher explains games to learn vocabulary about animals.	Smartboard http://www.sheppardsoftware.com/preschool/animals/farm/animalfarmgame.htm http://www.eslgamesplus.com/zoo-animals-esl-vocabulary-memory-game/
5'	Big group One by one	Children put happy sticker in the task of the day	Self-assessment Teacher explains the main task of the day. Teacher points each child and says: "You put happy face (affect display: happy face) if you make the task well done or nothing (affect display: sad face) if you don't make the task (illustrator: move the head to say no)"	Self-assessment display Stickers
3'	In groups (Red group, blue group, green group, and yellow group)	They sing the clean up song and tidy up Yo-yo books.	Clean up Teacher claps the hands. "They have to clean up the class. Come on children clean up!" We sing the clean up song. "Red group stand up (illustrator: move the hand up) and clean up". "Blue group stand up and clean up". "Green group stand up and clean up". "Yellow group stand up and clean up".	Yo-yo's book Smartboard
3'	Big group	They sing the good-bye song.	Good-bye The teacher points his clock and says that is time to finish the class. "Time to finish the class (Emblem: pointing the clock). Time to say	Smartboard http://www.youtube.com/watch?v=Xcws7UWWDEs

goodbye. Everybody sings the Good-bye song.

Assessment Criteria

All children must be able to

Participate and follow the sequence of the lesson.

Understand simple orders like silent, stop, stand up...

Most of the children will be able to

Identify who is Yo-yo.

Use nodding in the songs.

Recognize some animals.

Associate the illustrators with the right pictures.

Associate animals at the zoo.

Associate animals on the farm.

Some of the children could

Associate sound /ee/ with the right gestures.

Use the terms "farm" and "zoo".

Lesson 2

Learning objectives		Learning outcomes		Evidence for Assessment		
<ul style="list-style-type: none"> - Responding with verbal and non-verbal language. - Associating instructions to illustrator, sequence of the song and story, and predict the following action. 		<ul style="list-style-type: none"> - Children will be able to follow the sequence of the story. - Children will be able to use nodding and keep the rhythm in the songs. 		<ul style="list-style-type: none"> - Dramatizing the different gestures in the part of the chant that it is necessary. - Realizing prediction in the story. 		
Discourse/Text targeted			Language targeted- Non-verbal L Targeted			
Narrative			Use affects displayer showing movements. Read the pictures. Use emblems and dramatize a song.			
Outline of leading activities						
Walking through the jungle!						
Timing	Grouping	Pupils	Teacher	Resources		
Classroom Management	2'	Big group	Children dramatize and sing the song "hello". (Affect displayer, routine illustrator, eyes contact).	Hello song. Teacher sings the song "hello". (Affect displayer, greetings emblem, eyes contact).	Smartboard http://www.youtube.com/watch?v=ajKQ1MdLxF0	
	3'	Big group	Children listen to a jingle /oa/ and perform the action.	Jingle /ee/ Teacher shows the action card /ee/. Teacher sings the jingle and performs the action.	CD Action card /ee/	
	3'	In groups (Red group, blue group, green group, and yellow group)	Children stand up and take the book. Then, they sit down in their tables.	Take books. Teacher claps the hands and says: "Red group stand up (illustrator: move the hand up) and take (illustrator: point their shelves) your Yo-yo- book". "Blue group stand up and take your Yo-yo- book". "Green group stand up and take your Yo-yo- book". "Yellow group stand up and take your Yo-yo- book".	Yo-yo's book.	

5'	Big group one by one	Children make a circle the things with /ee/.	Activity sheet 2 Teacher shows the activity sheet 2 "Look the pictures! Circle the things with /ee/." "Can you hear /ee/ in bee? Listen carefully: bee. Can you hear /ee/ in parrot? Listen carefully. Parrot."	CD Smartboard
5'	Big group	Children dramatize a song	Song: Walking through the jungle! Teacher sings and dramatizes a song.	Smartboard http://www.youtube.com/watch?v=plvY0quSyJg
5'	Big group	Children listen and repeat animals 'names.	Animals 'pop-outs Teacher shows animal's pop-outs and says their names.	Animals pop-outs
3'	Big group	Children dramatize a song	Song: Walking through the zoo! Teacher sings and dramatizes a song.	CD Smartboard
7'	One by one	Children hear the song and colour the animals.	Colour pop-out Teacher show the page and invite children to colour the animals.	Yo-yo's book Animals pop-outs
7'	Big group One by one	Each pupil touches smart board and discovers vocabulary of the animals.	ICT games Teacher explains games to learn vocabulary about animals.	Smartboard http://www.eslgamesplus.com/zoo-animals-vocabulary-esl-interactive-board-game/
5'	Big group One by one	Children put happy sticker in the task of the day	Self-assessment Teacher explains the main task of the day. Teachers points each child and says: "You put happy face (affect displayer: happy	Self-assessment display Stickers

			face) if you make the task well done or nothing (affect displayer: sad face)if you don't make the task (illustrator: move the head to say no)"	
3'	In groups (Red group, blue group, green group, and yellow group)	They sing the clean up song and tidy up Yo-yo books.	<p>Clean up</p> <p>Teacher claps the hands. "They have to clean up the class. Come on children clean up!"</p> <p>We sing the clean up song. "Red group stand up (illustrator: move the hand up) and clean up". "Blue group stand up and clean up". "Green group stand up and clean up". "Yellow group stand up and clean up".</p>	Yo-yo's book Smartboard
3'	Big group	They sing the good-bye song.	<p>Good-bye</p> <p>The teacher points his clock and says that is time to finish the class. "<i>Time to finish the class</i> (Emblem: pointing the clock). <i>Time to say goodbye</i>. Everybody sings the Good-bye song.</p>	Smartboard http://www.youtube.com/watch?v=Xcws7UWWDEs

Assessment Criteria

<p>All children must be able to</p> <p>Participate and follow the sequence of the lesson. Understand simple orders like silent, stop, stand up...</p>	<p>Most of the children will be able to</p> <p>Identify who is Yo-yo. Use nodding in the songs. Recognize some animals. Associate the illustrators with the right pictures.</p>	<p>Some of the children could</p> <p>Associate sound /ee/ with the right pictures. Use right terms to name some animals.</p>
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Lesson 3

Learning objectives		Learning outcomes		Evidence for Assessment	
<ul style="list-style-type: none"> - Responding with verbal and non-verbal language. - Associating instructions to illustrator, sequence of the song and story, and predict the following action. 		<ul style="list-style-type: none"> - Children will be able to follow the sequence of the story. - Children will be able to use nodding and keep the rhythm in the songs. 		<ul style="list-style-type: none"> - Dramatizing the different gestures in the part of the chant that it is necessary. - Realizing prediction in the song. 	
Discourse/Text targeted			Language targeted- Non-verbal L Targeted		
Descriptive			Use affects displayer showing movements. Read the pictures. Use emblems and dramatize a song.		
Outline of leading activities					
What do the animals live?					
Timing	Grouping	Pupils	Teacher	Resources	
Classroom Management	2'	Big group	Children dramatize and sing the song "hello". (Affect displayer, routine illustrator, eyes contact).	Hello song. Teacher sings the song "hello". (Affect displayer, greetings emblem, eyes contact).	Smartboard http://www.youtube.com/watch?v=ajKQ1MdLxF0
	3'	Big group	Children listen to a jingle /oa/ and perform the action.	Jingle /ee/ Teacher shows the action card /ee/. Teacher sings the jingle and performs the action.	CD Action card /ee/
	3'	In groups (Red group, blue group, green group, and yellow group)	Children stand up and take the book. Then, they sit down in their tables.	Take books. Teacher claps the hands and says: "Red group stand up (illustrator: move the hand up) and take (illustrator: point their shelves) your Yo-yo- book". "Blue group stand up and take your Yo-yo- book". "Green group stand up and take your Yo-yo- book". "Yellow group stand up and take your Yo-yo- book".	Yo-yo's book.



















7'	Big group one by one	Children join the word with the picture.	Activity sheet 3 Teacher shows the activity sheet 3 "Look the pictures!. Now, can you see the picture? We are going to join the word to the picture."	CD Smartboard
7'	Big group one by one	Children place the sticker in the correct picture.	Activity sheet 4 Teacher shows the activity sheet 3 "Look the pictures!. Now, can you see the picture? What's this? It's a (hen). I can see a (hen), Place the sticker in the correct place."	CD Smartboard
5'	Big group	Children dramatize a song	Song: Walking through the jungle! Teacher sings and dramatizes a song.	Smartboard http://www.youtube.com/watch?v=plvY0quSyJg
7'	Big group	Children listen and repeat animals 'names.	What do the animals live? Teacher shows animals and animals home, then teacher makes questions. "What do crocodiles live? In the jungle, in the rivers, in the oceans, in the Artic, in the mountains or in the dessert."	Table of animals' home Smartboard
7'	Big group One by one	Each pupil touches smart board and discovers vocabulary of the animals 'home.	ICT games Teacher explains games to learn vocabulary about animals 'home.	Smartboard http://www.sheppardsoftware.com/preschool/animals.htm
5'	Big group One by one	Children put happy sticker in the task of the day	Self-assessment Teacher explains the main task of the day. Teachers points each child and says: "You put happy face (affect displayer: happy face) if you make the task well done or nothing (affect displayer: sad face)if you don't make	Self-assessment display Stickers

				the task (illustrator: move the head to say no)"	
3'	In groups (Red group, blue group, green group, and yellow group)	They sing the clean up song and tidy up Yo-yo books.		<p>Clean up</p> <p>Teacher claps the hands. "They have to clean up the class. Come on children clean up!"</p> <p>We sing the clean up song. "Red group stand up (illustrator: move the hand up) and clean up". "Blue group stand up and clean up". "Green group stand up and clean up". "Yellow group stand up and clean up".</p>	Yo-yo's book Smartboard
3'	Big group	They sing the good-bye song.		<p>Good-bye</p> <p>The teacher points his clock and says that is time to finish the class. "<i>Time to finish the class</i> (Emblem: pointing the clock). <i>Time to say goodbye</i>. Everybody sings the Good-bye song.</p>	Smartboard http://www.youtube.com/watch?v=Xcws7UWWDEs

Assessment Criteria

<p>All children must be able to</p> <p>Participate and follow the sequence of the lesson. Understand simple orders like silent, stop, stand up...</p>	<p>Most of the children will be able to</p> <p>Identify who is Yo-yo. Use nodding in the songs. Recognize some animals and animals' home. Associate the illustrators with the right pictures.</p>	<p>Some of the children could</p> <p>Associate sound /ee/ with the right pictures. Use right terms to name some animals' home.</p>
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Where do the animals live?

Tick (✓) the boxes:	jungles 	oceans 	mountains 	rivers 	deserts 	the Arctic 
lions 						
whales 						
wolves 						
crocodiles 						
snakes 						
polar bears 						

Lesson 4

Learning objectives		Learning outcomes		Evidence for Assessment	
<ul style="list-style-type: none"> - Responding with verbal and non-verbal language. - Associating instructions to illustrator, sequence of the song and story, and predict the following action. 		<ul style="list-style-type: none"> - Children will be able to follow the sequence of the story. - Children will be able to use nodding and keep the rhythm in the songs. 		<ul style="list-style-type: none"> - Dramatizing the different gestures in the part of the chant that it is necessary. - Realizing prediction in the story. 	
Discourse/Text targeted			Language targeted- Non-verbal L Targeted		
Descriptive			Use affects displayer showing movements. Read the pictures. Use emblems and dramatize a song.		
Outline of leading activities					
Animal Quiz!					
	Timing	Grouping	Pupils	Teacher	Resources
Classroom Management	2'	Big group	Children dramatize and sing the song "hello". (Affect displayer, routine illustrator, eyes contact).	Hello song. Teacher sings the song "hello". (Affect displayer, greetings emblem, eyes contact).	Smartboard http://www.youtube.com/watch?v=ajKQ1MdLxF0
	3'	Big group	Children listen to a jingle /oa/ and perform the action.	Jingle /ee/ Teacher shows the action card /ee/. Teacher sings the jingle and performs the action.	CD Action card /ee/
	3'	In groups (Red group, blue group, green group, and yellow group)	Children stand up and take the book. Then, they sit down in their tables.	Take books. Teacher claps the hands and says: "Red group stand up (illustrator: move the hand up) and take (illustrator: point their shelves) your Yo-yo- book". "Blue group stand up and take your Yo-yo- book". "Green group stand up and take your Yo-yo- book". "Yellow group stand up and take your Yo-yo- book".	Yo-yo's book.

7'	Big group one by one	Children colour the sound of the picture and put the sticker with the names of the pictures.	Activity sheet 5 Teacher shows the activity sheet 5 "Look the pictures!. Now, can you see the picture? What's this? It's a (tree). Colour sounds of the word and put the sticker in the correct place."	CD Smartboard
7'	Big group one by one	Children place the sticker in the correct picture.	Activity sheet 6 Teacher shows the activity sheet 6 "Look the pictures!.What's this? "Teacher explains the picture. "Ok, now place the sticker in the correct place."	CD Smartboard
5'	Big group	Children follow the sequence of the story and repeat the animals' name	Mr. Tumble in the jungle Teacher shows the story and repeat animals' name.	Smartboard http://www.bbc.co.uk/cbeebies/something-special/games/something-special-mrtumbleinthejungle/
5'	Big group	Children say the name of the secret's animal.	Animal Quiz! Teacher show's animal and give children some animals' name to they say the correct.	Smartboard http://www.cookie.com/kids/games/animal-quiz.html
7'	Big group One by one	Each pupil touches smart board and discovers vocabulary about animals.	ICT games Teacher explains games to learn vocabulary about animals.	Smartboard http://www.sheppardsoftware.com/preschool/animals.htm

5'	Big group One by one	Children put happy sticker in the task of the day	<p>Self-assessment</p> <p>Teacher explains the main task of the day. Teachers points each child and says: "You put happy face (affect displayer: happy face) if you make the task well done or nothing (affect displayer: sad face)if you don't make the task (illustrator: move the head to say no)"</p>	Self-assessment display Stickers
3'	In groups (Red group, blue group, green group, and yellow group)	They sing the clean up song and tidy up Yo-yo books.	<p>Clean up</p> <p>Teacher claps the hands. "They have to clean up the class. Come on children clean up!" We sing the clean up song. "Red group stand up (illustrator: move the hand up) and clean up". "Blue group stand up and clean up". "Green group stand up and clean up". "Yellow group stand up and clean up".</p>	Yo-yo's book Smartboard
3'	Big group	They sing the good-bye song.	<p>Good-bye</p> <p>The teacher points his clock and says that is time to finish the class. "<i>Time to finish the class</i> (Emblem: pointing the clock). <i>Time to say goodbye</i>. Everybody sings the Good-bye song.</p>	Smartboard http://www.youtube.com/watch?v=Xcws7UWWDEs

Assessment Criteria


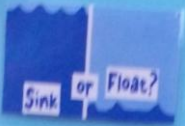


<p>All children must be able to</p> <p>Participate and follow the sequence of the lesson. Understand simple orders like silent, stop, stand up...</p>	<p>Most of the children will be able to</p> <p>Identify who is Yo-yo. Use nodding in the songs. Recognize some animals. Associate the illustrators with the right pictures. Follow the story.</p>	<p>Some of the children could</p> <p>Associate sound /ee/ with the right pictures. Use right terms to refer some animals.</p>
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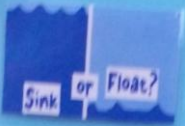


APPENDIX 2

Oh no! My boat!	Understand and follow simple orders	Understand and react from greetings	Distinguish different sizes, big or little	Distinguish float or sink things	Identify some parts of the body	Accept and respect some rules in the game	Participate and follow the sequence of the lesson	Dramatize some gestures at the correct moment in the chant
Get or in process	Get In process	Get In process	Get In process	Get In process	Get In process	Get In process	Get In process	Get In process
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								

APPENDIX 3

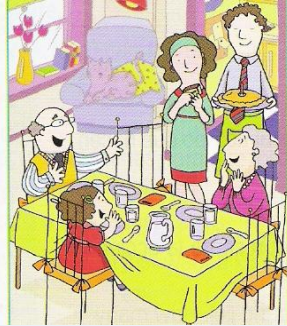
UNIT 2:
Oh no, my boat!

				
1. Luis Alfonso	☺	☺		☺
2. Sergio Alonso	☺	☺	☺	☺
3. Elena Alonso	☺	☺	☺	☺
4. Jeronimo Amaya	☺	☺	☺	☺
5. Alejandro Baeza	☺	☺	☺	☺
6. Victor Manuel	☺	☺	☺	☺
7. Constanza Orrego	☺	☺	☺	☺
8. Elena Benavente	☺	☺	☺	☺
9. Beliza Fernandez	☺	☺	☺	☺
10. Felipe Flores	☺	☺	☺	☺
11. Hector Garcia	☺	☺	☺	☺
12. Fatima Garcia	☺	☺	☺	☺
13. Carlos Jofre	☺	☺	☺	☺
14. Jorge Lavara	☺	☺	☺	☺
15. Sara Miguel Llanos	☺	☺	☺	☺
16. Carolina Duran	☺	☺	☺	☺
17. Paula Nolasco	☺	☺	☺	☺
18. Elisa Orlago	☺	☺	☺	☺
19. Alvaro Paredes	☺	☺	☺	☺
20. Jose Maria Pastor	☺	☺	☺	☺
21. Hugo Pizarro	☺	☺	☺	☺
22. Angella Pizarro	☺	☺	☺	☺
23. Dalia Santos	☺	☺	☺	☺
24. David Soto	☺	☺	☺	☺
25. Andrea Villanar	☺	☺	☺	☺

Self- assessment display

A tie
under
the pie



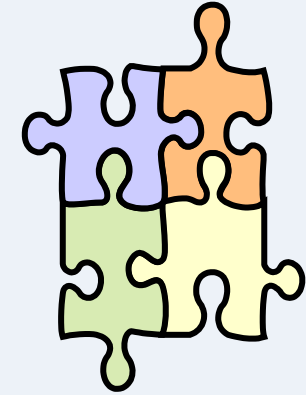
Family
members



Happy
Birthday's
song

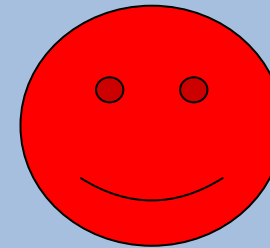
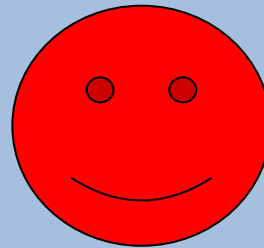
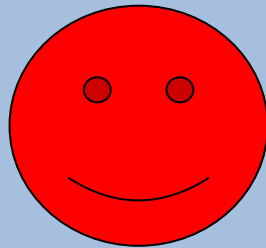


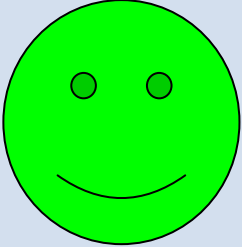
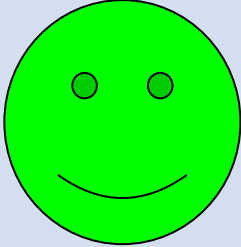
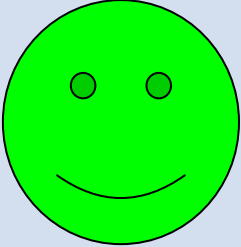
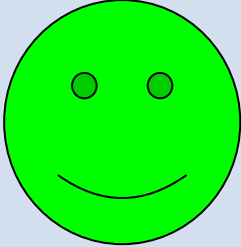
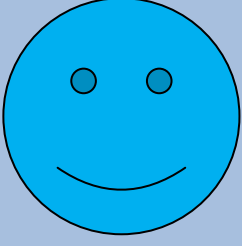
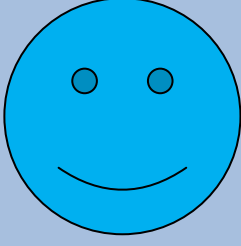
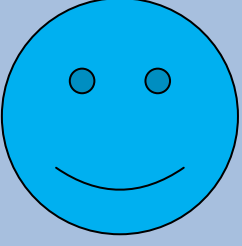
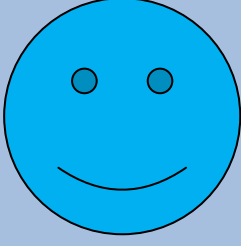
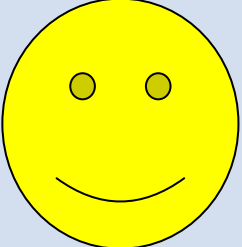
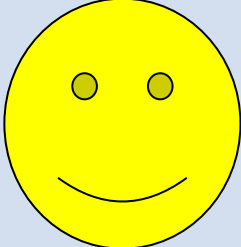
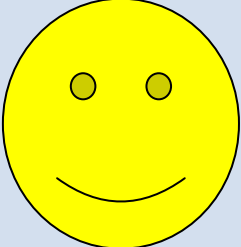
Ten in the
bed



Numbers'
puzzle

Red
group



Green group				
Blue group				
Yellow group				

APPENDIX 4



APPENDIX 5







APPENDIX 6

The chart is titled "Sink or Float?" and is organized into two columns: "Sink" and "Float?". The grid contains the following objects and their recorded results:

Object	Sink	Float
Apple		●
Stone	●	
Cork		●
Spoon	▲	
Clip	▲	
Coin	●	
Glass		▲
Bottle		●

