DEVELOPING SELF-AWARENESS AND COLLABORATIVE WORK THROUGH DAILY ROUTINES

A Foreign Language Learning Approach based on Key Competences

DESARROLLO DEL AUTO-CONOCIMIENTO Y EL TRABAJO COLABORATIVO A TRAVÉS DE RUTINAS DIARIAS

Un Enfoque de Aprendizaje de la Lengua Extranjera basado en las competencias básicas

TRABAJO FIN DE GRADO

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Abstract

The present research settles its objectives on developing two concrete Key Competences, namely: Social and Citizenship competence and Autonomy and Personal Initiative competence, equaled to the Personal Capabilities of Working in groups and Self-Management. This development was carried out by the implementation of two simple routines and the fulfilment of diverse group activities, both approaches integrated among a didactic unit. Besides, the research was developed in a CLIL School on his first steps of a transformation from a monolingual school to a bilingual one and in the Foreign Language area, which adds the difficulty of the language and the creation of intercultural situations and contexts.

Resumen

El presente Proyecto fundamenta sus obajetivos en desarrollar dos Competencias básicas en concreto, a saber: Competencia Social y Ciudadana y Competencia en Autonomía e Iniciativa personal, equivalentes a las Capacidades Personales de Trabajar en Grupos y Auto-Control. Este desarrollo fue llevado a cabo a través de la implementación de dos simples rutinas y la realización de diversas actividades en grupo, ambos enfoques integrados en una unidad didáctica. Además, la investigación fue desarrollada en un colegio CLIL en sus primeros pasos de transformación de una escuela monolingüe a una bilingüe y en el área de Lengua Extranjera, lo que añade la dificultad de la lengua y la creación de situaciones y contextos interculturales.

Keywords

CLIL School, Foreign Language area, cultural transformation, thinking skills, personal capabilities, key competences, working with others, self-management, routines, responsibility, behavior self- assessment, leveled group activities, self-awareness, collaborative work, learning environment.

Palabras Clave

Escuela CLIL, área de Lengua Extranjera, transformación cultural, estrategias de pensamiento, capacidades personales, competencias básicas, trabajo en grupos, auto-control, rutinas, responsabilidad, auto-evaluación del comportamiento, actividades de grupo niveladas, auto-conocimiento, trabajo colaborativo, entorno de aprendizaje.

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1. INTRODUCTION

Schools stand for the first communities where children learn several skills, abilities and values which they will use in their future in order to be part of the society in a successful way. Throughout daily routines and different experiences, at the end of Primary Education, kids should have acquired a concrete range of key competences or thinking skills that will allow them to get integrated in the society by participating, innovating, analyzing critically and being able to develop a lifelong learning.

The present project describes a research about how to develop two concrete key competences in a school with a CLIL[1] (Content and Language Integrated Learning) settlement. A CLIL school means that in its curriculum has been included a Bilingual Section, which is different from a British Integrated Curriculum.

The main difference is settled on the fact that a British Council [2] School's curriculum is halfway integrated by the British curriculum and the Spanish one. Whereas a CLIL school with Bilingual Section possesses a Spanish curriculum with some areas instructed in a foreign language, in this case English.

Therefore, the advantage that working in a CLIL school provides us it is the possible usage of different practices and foreign legal frameworks, adjusting them to the concrete context where we are located. This makes possible the experimentation about diverse methodological models, which leads to an improvement of the teaching practice.

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[1] CLIL is an approach in which a foreign language is used as a tool in the learning of a nonlanguage subject in which both language and the subject have a joint role.' (Marsh in Coyle, 2006).

[2] British Council Bilingual Education Project in Spain it is a programme developed by the British Council and the Spanish Education Minister for the implementation of a halfway curriculum in different schools in all the Spanish territory.

The project required a curriculum whose main cornerstones were settled on the development of the key competences, and the most suitable foreign curriculum to this research was the Northern Ireland framework[3]. Those similarities will be explained in detail forward.

Developing two concrete key competences or thinking skills in a bilingual environment has been the main goal of this research. They are the Social and Citizenship Competence and the Autonomy and Personal Initiative Competence, that also we will know them as Working with Others and Self- Management personal capabilities, which are two types of thinking skills. Both elements will also be defined in posterior sections.

Through two delimited routines and group activities integrated in the daily rhythm of the lessons, I could observe some successes and failures that leaded me to particular conclusions which improved my thought and professional skills.

Both of the personal capabilities I wanted the children to improve or to develop are connected to each other. As we will explain onward, each thinking skill has positive influence in the other one, so there are more advantages on working them at the same time.

It also exists an added difficulty, which is the fact that not only all this research has been developed in a Foreign Language area, but also the school was immersed in the transformation from a monolingual school to a bilingual one. In the scholar course this project was developed, course 2012/2013, the school only had experiencing and testing a bilingual curriculum for three years. This characteristic means that teachers were already applying new theories and methodologies to create a plurilingual and pluricultural context and this research supposed a new point of view for the transformation.

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[3] Northern Ireland Curriculum: The Northern Ireland Curriculum sets out the minimum requirement that should be taught at each key stage. Within these requirements, schools have a responsibility to provide a broad and balanced curriculum for all children and schools should aim to give every child the opportunity to experience success in learning and to achieve as high a standard as possible. (Northern Ireland Curriculum A CCEA Publication © 2007)

My mentor along my internship had no group on his charge as a tutor, he was the Foreign Language Specialist who taught English lessons to all groups of Primary Education. Thus this kind of implication with children allowed me the possibility of working with the group I would choose. I decided to set in motion my research with the group of primary

Age	England & Wales	Northern Ireland	Scotland
3	Nursery (non-compulsory)	Nursery (non-compulsory)	Nursery (non compulsory)
4-5	**Primary - Key Stage 1** Reception class	**Primary - Key Stage 1** Year 1	Nursery (non-compulsory)
5-6	Year 1	Year 2	**Primary** P1
6-7	Year 2	Year 3	P2
7-8	**Key Stage 2** Year 3	**Key Stage 2** Year 4	P3
8-9	Year 4	Year 5	P4
9-10	Year 5	Year 6	P5
10-11	Year 6	Year 7	P6
11-12	**Secondary - Key Stage 3** Year 7	**Secondary - Key Stage 3** Year 8	P7
12-13	Year 8	Year 9	**Secondary** S 1
13-14	Year 9	Year 10	S2
14-15	**Key Stage 4** Year 10	**Key Stage 4** Year 11	S3
15-16	Year 11	Year 12	S4
END	**OF**	**COMPULSORY**	**SCHOOLING**
16-17	Year 12 (Lower Sixth)	Year 13	S5
17-18	Year 13 (Upper Sixth)	Year 14	S6

UK School System in Year Groupings

third (which corresponds to year three in Key Stage 2 in British, Scottish and Irish stages). The reason why I chose this group was the difficulty that represented for me as a complicated group to interact with, besides the facts or obstacles of carrying materials from one place to another and modifying in the classrooms disposition as much as possible.

The research is divided in different sections where I explain the diverse aspects of the project. Firstly, we find the competences I wanted to demonstrate and improve throughout the implementation of this kind of approach. Those competences concern not only to a Primary Education teacher, but also a CLIL teacher as a specialist in a Foreign Language.

Forward I will explain the reasons that leaded me to the selection of this topic or action research. Although the improvement of my professional skills was one of them, it was interesting to contribute with a new perspective to the cultural and bilingual transformation of the school. Furthermore, in the theoretical foundation it has been explained some theories

that supported this new proposal, where we can find from well-known authors as Vygotsky or Bruner to less known authors, but not less important, as Carol McGuinness, who actively contributed to the design of the Northern Ireland Curriculum with her ideas and theories about developing thinking skills and personal capabilities.

There are two sections dedicated to the different routines, activities and objectives that I wanted to apply along my internship, besides the results of this implementations, with the successes and the failures that improved my different skills as a future teacher. Every practice and experience, with bad or good results at the end of it, supposes an improvement so there was no reason to hide any bad experience or result.

To conclude, I outstood some conclusions about the consecution of my personal achievements at the end of my internship and the implementation of this action research. As I said before, I consider every experience has always a positive result, which is learn from our mistakes and redirect our objectives in order to improve our personal and professional thoughts and skills.

2. COMPETENCES THAT I WANT TO DEMONSTRATE THROUGH MY TFG

Being a teacher requires the command of a great many range of competences, abilities and skills. Those competences suffer improvements and changes through the practice, which is what my internship experience allowed me: the improvement of my professional skills and the possibility of an innovating research in a young CLIL school.

One of the aims of the present project it is to demonstrate a range of competences I have acquire throughout the four years of career and my training periods. Every future teacher, at the end of his formation period, must have acquired an amount of general competences and another specific ones related to the specialization in a Foreign Language, in this case, English.

The competences this project is focused on are mainly two, namely: general competences every teacher must develop along his formation period and his teaching practice; and the specific ones related to the skills a CLIL teacher has to be specialist in.

GENERAL COMPETENCES

1. Apply my knowledge to my work in a professional way and possess the competences that are used to be demonstrated by the elaboration and defense of arguments and the resolution of problems inside my study area, the Education. This competence will be settled on the development of abilities to:

   a) Be able to recognize, plan, perform and value good teaching-learning practices.
   b) Be able to analyze critically and argue the decisions that justify the taking of decisions on educative contexts.
   c) Be able to integrate the information and the needed knowledge to solve educative problems, mainly through collaborative procedures.

2. To possess the capability of gather and give significance to essential data to produce judgments that include a reflection about essential themes as society, science or ethic. This competence will be settled on the development of abilities to:

   a) Be able to give sense to the resulted data from the observation in educative contexts to judge its relevance in a suitable educative praxis.

b) Be able to think about the sense and the purpose of the educative praxis.

c) Be able to use effective procedures of researching information, in primary sources of information as much as secondary ones, including the use of computer resources to online researches.

The specific competences that a foreign language specialization requires and were the most suitable for this kind of project are the following ones.

SPECIFIC COMPETENCES

1. Communicative competences in a Foreign Language, advanced level C1, based on the Common European Framework of Reference for Languages. This competence will suppose:

a) To acquire the linguistic knowledge (phonetic – phonologic, grammatical and pragmatic) and sociocultural of the foreign language.

b) To know the cognitive, linguistic and communicative supports of the acquisition of languages.

c) To use corporal expressions and dramatization techniques as communicative resources in the foreign language.

2. Plan what is going to be taught and assessed related to the foreign language, as well as select, conceive and elaborate teaching strategies, types of activities and didactic resources. This will mean:

a) To know the main didactic thoughts about teaching foreign languages to kids and its application in the foreign language classroom in the different levels stablished by the curriculum.

b) To know the Primary Education curriculum to be implemented, as well as the curricular development of the foreign language area.

c) Be able to develop attitudes and positive representations to the linguistic and cultural diversity in the classroom.

d) To promote the development of oral production as well as the written production, paying special attention to the resource of new technologies as elements of long distance communication in a foreign language.

e) Be able to encourage the development of metalinguistic/metacognitive and cognitive attitudes to the acquisition of the new language, through relevant tasks close to the students.

f) To develop progressively the communicative competence, through the integrated practice of the four skills in the foreign language classroom.

g) Be able to plan the teaching process – learning a foreign language, selecting, conceiving and elaborating teaching strategies, types of activities and materials based on the diversity of the students.

CLIL COMPETENCES

But being a FL (Foreign Language) teacher, these days also implies the possibility to be a CLIL teacher, in other words, a teacher who teaches other subjects using the foreign language as the basic language for instruction, which actually adds an extra difficulty, as well as added competences to be commanded by the new teacher. Among the ones we could identify along our internship I would outstand the pointed out one in the below table.

On the side of CLIL Policy we will focus on adjusting the Northern Ireland framework not only to the Spanish one, but to the particular context of the school, and to the meaningful characteristics of the group. Furthermore it was also necessary to adjust all the parameters of the programme to a concrete didactic unit and a Foreign Language classroom.

Referring to the Target language competences for teaching CLIL, this competence was much improved because of the constantly aim of creating new English contexts, so I tried to use English as much as possible the situations allowed me.

Course development, Integration and Implementation are competences I managed along my internship when gathering information about my group, delimiting and deciding which thinking skills should be developed through my research, adjusting and adapting it to the Spanish and Northern Ireland curriculums, as well to the school and my group contexts and to a Second Language area.

My tutor, as it was mentioned before, was a Foreign Language Specialist, thus my internship was developed in the English area, which supposed the usage of English language and its better teaching approach I was able to carry out. This is reflected in the competence of Second Language Acquisition (SLA) of the CLIL Competences Grid.

Interculturality was developed as a secondary effect of a Second Language, as the teaching of a Foreign Language also involves learning about the culture of another countries and their traditions. This implies help children to generate feelings of respect and tolerance to people who is different from them or from another cultures.

Creating a learning environment it is also another of a teacher tasks'. It is significant not because the teacher could impart lessons with the minimum level of interruptions and obstacles, which is important, but generating a good environment where teacher and kids can learn will have very positive influences in both processes. Along the research and the implementation of my didactic unit proposal, this fact was fundamental, as children of this particular group had bad habits referring to behavior and self-management. This field will be briefly mentioned forward in the last part of the third section of the project.

Innovative teaching and learning approaches stands for a competence with a lot of significance in a society whose children grow up surrounded by gadgets which require a quite high command of technology. The usage of digital boards in the classroom allowed me to work this competence in depth, moreover kids knew how to use it better than me and it was me who learnt how to deal with the ITCs.

Therefore we offer an overview of the different specific competences, associated to CLIL from the ones supplied in the study as a coordinated program in Europe and patronized by the Council of Europe, by P. Bertaux, C.M. Coonan, M.J.Frigols-Martín, P. Mehisto in 2010. Having as a result a complete webpage of reference for CLIL teachers:

Areas of competence	Competences	Indicator of competence
CLIL Policy	Adapting CLIL to the local context	• Can contextualize CLIL teaching with regard to the school curriculum
		• Can link programme parameters and the needs of a particular class of students
	Integrating CLIL into the curriculum	• Can describe how CLIL links to the national or regional curriculum
		• Can deliver CLIL according to requirements of educational authorities

Target language competences for teaching CLIL	Using the language of classroom management	• Can use target language in: group management, time management, classroom noise management, giving instructions, managing interaction, managing co-operative work and enhancing communication
	Using the language of teaching	• Can use own oral language production as a tool for teaching, through varying: registers of speech, cadence and tone and volume
	Using the language of learning activities	• Can use the target language to: explain, present information, give instructions, clarify and check understanding and check level of perception of difficulty
Course development	Designing a course	• Can adapt course syllabus so that it includes language, content and learning skills outcomes
		• Can integrate the language and subject curricula so that subject curricula support language learning and vice versa
		• Can design balanced formative and summative assessment tools measuring uptake in both language and content
		• Can plan for the incorporation of other CLIL core features and driving principles into course outlines and into lesson planning
		• Can select learning materials, structuring them or otherwise adapting them as needed
		• Can select the language needed to ensure: student comprehension, rich language and content input, rich student language and content output and efficient classroom management
Integration	Merging content, language and learning skills into an integrated approach	• Can guide students in maintaining a multiple focus on content, language, learning skills and critical thinking
		• Can integrate content from several subjects and fields of knowledge
Implementation	Lesson planning	• Can design tasks that support planned learning outcomes
		• Can design tasks that involve students using several learning styles
		• Can find and adapt authentic material which speaks to student interests and learning needs
		• Can identify and make use of learning environments beyond the classroom in a safe and efficient manner

		• Can select, design and make judicious use of visual, auditory and multimodal support materials, and realia
		• Can analyze content in terms of language needs
		• Can create cross-curricular themes and related activities in cooperation with colleagues
	Translating plans into action	• Can provide rich opportunities for linking previous and new knowledge
		• Can support students in moving from 'context embedded' to 'context reduced' materials (Cummins)
		• Can provide rich input and experiences, approaching a topic from different perspectives
		• Can make content and language accessible by helping students to turn their tacit / passive knowledge into explicit / active knowledge
		• Can create opportunities for and support students in researching topics independently and through cooperation with peers
	Fostering outcome attainment	• Can adapt course content to language and subject curricula
		• Can set and negotiate content, language and learning skills outcomes with students
		• Can help students develop meta-cognitive awareness
		• Can guide students in developing productive cognitive habits
		• Can forge links with other fields of learning
Second Language Acquisition (SLA)	Applying SLA knowledge in lesson preparation	• Can distinguish between language learning and language acquisition and select language input accordingly
		• Can identify words, terms, idioms and discourse structures that are new for the students in text, audio or audio-visual materials, and support comprehension thereof
		• Can identify the language components needed by the learners for oral or written comprehension and produce support material
		• Can identify the language components needed by the learners for complex oral or written production and produce adapted resources (e.g. vocabulary, sentence and text types)
		• Can, if necessary, plan prior language learning

	Applying SLA knowledge in the classroom	• Can support students in navigating and learning new words, terms, idioms and discourse structures
		• Can call on a wide repertoire of strategies for supporting students in oral or written production
		• Can use a wide range of language correction strategies with appropriate frequency, ensuring language growth without demotivating students
		• Can develop a classroom culture where language learning is supported through peers and learner autonomy
Interculturality	Promoting cultural awareness & interculturality	• Can select and adapt authentic material from different regions or countries
		• Can raise learners' curiosity about the culture(s) related to the CLIL language
		• Can guide students in developing cultural awareness
Learning enviroment management	Taking into account the affective side of learning	• Can create a safe environment that encourages experimenting with content, language and learning skills
	Making the CLIL learning process efficient	• Can anticipate, investigate and take into account learner needs regarding content, language and learning skills
		• Can apply best practice in the following while also maintaining a triple focus on content, language and learning skills
		• Can consciously create opportunities for incidental learning of content, language and learning skills
Learner focus in the CLIL environment	Applying interactive methodology	• Can select learning activities in terms of classroom interaction (learner-learner, learner-teacher, teacher-teacher)
		• Can give students a substantial 'voice' in classroom discourse
		• Can create rich group work learning experiences involving: definition of each group member's role, scaffolding of language and content for interaction, mid-task analysis of work process and results, peer enhancement and tasks for those listening to presentation
Lifelong learning &		• Can search for and download authentic material for use in the classroom

Innovative teaching and learning approaches	Using ICT as a teaching resource	• Can guide students in using ICT in ways that are new for them and that enhance learning
		• Can guide students in maintaining an appropriate balance between the use of electronic and non-electronic sources
		• Can articulate ethical and safety issues surrounding the use of ICT

3. JUSTIFICATION

As a I am a future teacher

Learning to plan and design is one of the most important abilities a future teacher needs to improve to carry out a successful teaching process. Along the formation, all the knowledge acquired until the moment are tested in the Internship periods. Those moments are critical for a future teacher, where he has to demonstrate that he knows how to put in practice a range of very different abilities and capacities related to his profession.

This project is the result of a plan and design implementation in a real context along my second internship in a CLIL school, Siervas de San José, located in Palencia. The planning and the designing were settled on a concrete objective, which is the development of Thinking Skills and Personal Capabilities in a foreign language classroom.

As it can be later seen, the first attempt of planning had to be changed and modified according to the special characteristics of the group context. The different obstacles the planning and the designing had to get beyond helped to the improvement of the competences in which this project is focused on.

Among these obstacles, we can name the difficulty of developing concrete key competences in a Foreign Language area. Moreover, the school was immersed in the first steps of a transformation from a monolingual school to a bilingual school. Thus, the language stood for a challenge added to the designing and planning a didactic proposal.

Besides this difficulty, I had to integrate all the research in my mentor's didactic proposal, which means that my design had to be developed throughout a didactic unit. In other words, not only I had to design a plan to develop and improve concrete thinking skills, but also I had to develop them in a foreign language and throughout a particular didactic unit.

Developing thinking skills at school

Every teaching practice in the classroom has got a foundation in different methodological theories and legal frameworks. The school where this project took place has been working with a Bilingual Section for only four years, and it was in the middle of a transformation from a monolingual school to a bilingual one.

This project proposed a new attempt to emphasize that transformation and found a very important basement on the Northern Ireland Curriculum, which framework is built on the development of Thinking Skills and Personal Capabilities in the school. As we said before, the research was developed in a CLIL school, which meant the possible usage of the most suitable foreign framework and practices to the school and group context.

Then of the observation stage at the beginning of my internship and some independent activities, a few special characteristics of the group became clearer and it was decided to lead the project into a research about the development of Thinking Skills, which can be equaled to the Spanish key competences. Those characteristics were related closely to two Thinking Skills worked on the Northern Ireland Curriculum and the Key Competences that appear in the legal Spanish framework.

The Northern Ireland framework standouts a clear emphasis on the development of pupils' skills and capabilities for lifelong learning and for operating effectively in society, and so on in the Spanish curriculum, which lays down on the development of eight concrete key competences across all the areas. As the N.I framework explains[4]: .

> Developing skills and capabilities is important for several reasons. They: draw attention to the processes of learning and not just the products; are more likely to engage pupils in active rather than passive learning; enable pupils to go beyond the mere recall of information and to develop deeper understanding of topics; create positive dispositions and habits for learning; and they provide a new range of criteria against which pupils can evaluate their progress in learning. Essentially, they enable pupils to learn how to learn (p. 2)

In the theoretical foundation section we will go in depth about what are Thinking Skills, how they can be equaled to the Spanish Key Competences and which ones I focused on the action research.

My improvement

At the end of the research and my internship I consider that my thought and professional skills have improved through my practice. All the obstacles I had to face caused the modification of my planning research, making it suitable and feasible to the school and group context.

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[4] Thinking Skills and Personal Capabilities for Key Stages 1&2. A PMB Publication, 2007

Later I will explain how I had to modify the objectives according to the results of my first practices and interactions with the group and how I faced the obstacles of the foreign language and the integration of my research inside a didactic unit. The modification of the designing did not meant a failure but an experience and an improvement of my teaching practice and my professional skills as a teacher who can deal with a particular context and adapt diverse methodologies and practices to the concrete situation of the group learning environment.

This work is focused on demonstrating that developing some simple routines and different types of group activities, not only children are going to experience a positive change in their learning process, but also the learning environment is going to be influenced by those changes. These routines can have other multiple purposes, such as managing students' behavior or organizing the work of learning. All this practices has been developed and improved by Visible Thinking approach.[5]

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[5] Visible Thinking is a flexible and systematic research-based approach to integrating the development of students' thinking with content learning across subject matter and it includes an extensive and adaptable collection of practices.

4. THEORETICAL FOUNDATION

The characteristic of working with a group that it is immersed in a transformation from a monolingual school to bilingual one leads to the usage of different curricula and frameworks.

As it was explained before, a CLIL school has no compulsory integrated curriculum, therefore there is a decision taken among the teachers. This fact allows us to include or to choose the most suitable practices for our particular context.

In our case, it was needed a curriculum from a country which first language were English. The curriculum chosen one was the one adopted in Northern Ireland (shorten as: "N.I." from now on), which has a great number of similarities the curriculum implemented in Scotland. Both of them have got a very clear frameworks and characteristics related to the objectives of the project I wanted to develop in the school.

Another fact that supported this decision was that it exist a comparison between the N.I Curriculum and the Spanish Curriculum. It is that both of them involve some competences and thinking skills that can be equaled. In the Spanish framework we can find references to some key competences that should be developed in a cross-curricular way throughout all the areas. The N.I. framework includes some Thinking Skills and Personal Capabilities that should be developed in the same way as the Spanish Key Competences.

In first place, it is necessary to define what a key competence is and what a thinking skill and personal capabilities are. According to the Spanish legal framework it is possible to define a key competence as a:

[…that learning considered indispensable, from an integrated approach and oriented to the application of the acquired knowledge. […] They are those competences a young person must have developed at the end of the compulsory education period in order to achieve his or her self-fulfillment, practice de active citizenship, get incorporated in the adult life in a successful way and be able to develop a continuous lifelong learning.] (p.43058, Anexo I)

REAL DECRETO 1513/2006, de 7 de diciembre, por el que se establecen las enseñanzas mínimas de la Educación Primaria

Eight competences were identified in this curriculum for a lifelong learning, namely: competence in linguistic communication, mathematic competence, competence in the knowledge and the interaction with the environment, management of the information and

digital competence, social and citizenship competence, cultural and artistic competence, learning to learn competence and autonomy and personal initiative competence.

Among those key competences, it was necessary to choose those ones which could be equaled to two concrete thinking skills and personal capabilities from the N. I. Curriculum, which are *social and citizenship competence* and *autonomy and personal initiative competence.* Both key competences can

be

related to the Personal Capabilities identified in the Northern Ireland framework, namely, *working with others* and *self-management.*
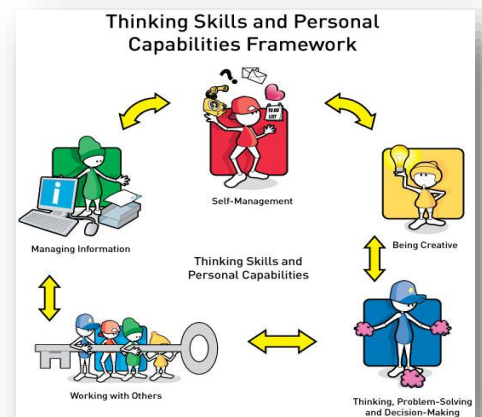
Beforehand we commented about what Thinking Skills and Personal Capabilities are, so we are not going to define them once more. Now we are going to concrete delimit them, which are: Managing Information, Being Creative, Thinking, Problem Solving and Decision-Making, Working with others and Self-Management. As we can observe in the picture, the five elements influence each other and are classified in Thinking Skills and Personal Capabilities. The present research focused the designing on the development of those named Personal Capabilities.

Key competences and personal capabilities managed throughout the project

This work is mainly focused on developing and improving two concrete personal capabilities through some routines and activities. The chosen ones are *autonomy and personal*

initiative, and *social and citizenship* competences, or respectively named *working with others* and *self-management*.[6] Northern Ireland and Spanish frameworks have contemplated them as transversal contents which means that although they have not a specific subject for their learning, all the areas define their plans and designs around their development throughout the daily routines and didactic methodologies.

Kids are meant to be part of a society, and this fact lead us to two different perspectives. One of them points out that as a part of a community, they have rights and responsibilities. They have a position and a role inside this group, and their responsibilities must be carried out in order the right working of the whole system.

In her book *From thinking skills to thinking classrooms* (1999 p.12), Carol McGuinness explains the importance of social learning for the developing of thinking:

> Developing thinking recognizes that children do not enter classrooms as "empty vessels" waiting to be filled with knowledge. Rather, they bring their own conceptions (or misconceptions); new knowledge and alternative strategies for thinking are socially constructed in the classroom not only through informed teacher instruction, but through practical activities, reflection, dialogue and discussion with peers and adults. The opportunities for developing thinking skills through socially mediated activities should not be underestimated. Such socially mediated activities cannot be left to chance to be designed by the teacher drawing on knowledge of children's thinking processes, pedagogy and content.

In a classroom, every child must feel being an important part of the group, an indispensable one; if one kid fails on his responsibilities, the rest of its classmates will suffer the consequences.

This feeling is related to the second perspective. If someone considers itself as an irreplaceable part of a community, even if it is a little community as in the case of a classroom, he or she is going to value itself in a very positive way: they are feeling special and unique inside a group. Be autonomous, creative, being able of express the ideas without

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[6] Working with others involves: Being Collaborative, Being Sensitive to Others' Feelings, Being Fair and Responsible
Self- Management Involves: Evaluating Strengths and Weaknesses, Setting Goals and Targets, Managing and Regulating Self (Thinking Skills and Personal Capabilities for Key Stages 1 and 2, a PMB Publication 2007)

embarrassment, have a positive view of the experiences, even when they are not good ones, is, probably, one of the most difficult tasks a teacher has to develop in his students.

Both personal capabilities are related and its development walks hand in hand because working with one is going to have directly consequences on the other one. How to create these types of situations inside a classroom? What should a teacher include in his planning in order to develop both competences at the same time?

In fact, there are thousands of resources a teacher can use, which most of them are simple and easily acquirable. In the bibliography I gathered some useful webpages with online resources I looked up with a view to adapt my design and materials to my context group and acquirable materials. Even though, the imagination is the powerful tool every teacher has got in his hands.

Different authors' theories

As it was said before, every teaching practice has a methodological foundation, and in most of the real contexts, only one theory or method results limited when the diversity in the classroom involves many different approximations to the teaching and learning processes.

Nowadays, most of curricula and legal frameworks work with their basement pillars in some theories developed by psychologists and pedagogics who focused their works on the cognitive processes that humans develop to learn. The present project has used them also as a cornerstone and their theories were present in the planning and designing process.

Previously, I outstood the theories I considered more suitable for the developing of thinking skills in the school, which is the aim of my research, but as my internship took place in a Bilingual School and inside a Foreign Language Classroom, I also had to focus on the Language Acquisition process.

Although my research and its implementation rested in the assumptions of several authors who are specialists on education, I mainly centered my attention on two theories developed by Jerome Bruner and Lev Vygotsky. In first place I will relate how they contributed to the basement of the present theoretical foundation and lately I will mention another theories also took into account in the moment of designing and planning the research and the didactic unit proposal.

Both mentioned authors' theories about Language Acquisition can be fused to create a more complete methodological teaching perspective. Even more, Chomsky's theory about this particular field can also mentioned, although his LAD (Language Acquisition Device) is incomplete and much criticized. Chomsky's (1968) LAD states how an innate predisposition and mental structure may aid the development of language. Posteriors researches have proved that how kids acquire language cannot be explained only with this theory.

Even though in language acquisition can be engaged by some inherited factors, according to Keenan (2002) 'interactionists stress the importance of both the social support the parents provide the young language learner, as well as the social contexts in which the language-learning child is instructed'. When we mention interactionists, we refer to those who believe in the importance of the context to the development of the language.

This lead us to Bruner's (1983) Language Acquisition Support System (LASS), which consists on the belief that kids will only develop effective language skills if they are provided by this system. Besides, 'this system includes all of the various strategies and techniques that adults use to assist children's language acquisition' (Keenan, 2002)

According to Bruner, when parents say repeatedly the same things in the same situations and contexts, they support language development. Another strategy that Bruner described was that of scaffolding, which means that the adult usage of the language is adapted to the child's own level of understanding, for instance by shorter sentences.

Littlewood (1984) offers us the following characteristics of this kind of language directed from adults to babies and young kids:

- Generally, adults talk slower and clearly, with more variation and tonal exaggeration.
- It consists on shorter sentences than the directed ones to adults.

- It is more grammatically correct, with a fewer number of partially cut sentences and false starts.
- It contents a fewer number of compound sentences.
- It has a lower variety of verb tenses.
- Vocabulary is more limited.
- There are many repetitions.
- It is talked about the nearest: about here and now (Littlewood 1984:15).

Until here, we can conclude that it seems to be necessary interaction with others to develop an efficient language acquisition, thus we are going to complete the theory with the assumptions of Vygotsky, who thought that language was the man's greatest tool which was developed from social interactions.

Vygotsky (1962) considered that language is involved in cognitive development throughout two roles. The first one it is the meaningful way which adults use to transmit information to children, and the second one it is the language represents a great instrument of intellectual adaptation. What he pretended to explain was the role of language as a mediator of the social learning.

Vygotsky (1987) differentiates between three forms of language:

- Social speech: it is external communication used to talk to others (from the age of two)
- Private speech: it is directed to the self and serves an intellectual function (from the age of three)
- Inner speech: it is practically a silent speech and represents a self-regulating function (from the age of seven)

Now that we have a strong basement to work with, we can relate them to the present research. These theories have a lot significance in this type of research because, as I previously said, its implementation was throughout a second language classroom. We can apply those concepts of language acquisition in our design because we want to emphasize a bilingual development, which involves the usage and learning of two languages at the same time. Even though one of them it is always going to be more present in their lives, usually the mother tongue.

To conclude this strand of the theoretical foundation about language acquisition we will refer to what Wilson (2001) states, 'what young children need is first-hand language experience: as much interaction they can get, with adults and with other children, one-to-one or in small groups, engaging in topics of shared interest and encouraging an ever-extending range of purposes for talk' (p.22).

Earlier in this same section it was mentioned the involvement of other theories with significance to these research. We can situate them inside the Constructivism[7], which main characteristic is the consideration of children as directly responsibles or architects of their own learning. Inside this current, whose parents are Piaget, Bruner and Vygotsky, we will outstand Vygotsky's (1978) Zone of Proximal Development (ZPD), as he defines it: "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".

This statement means that when we are designing we have to take into account children's level to offer them challenges which they were able to achieve with our support and mediation as teachers, instead purpose those achievements far away from their capabilities.

In my research, this fact had to be very present, mainly related to the implementation of the proposal to engage students' personal capability of working with others, because it was something a bit far from their skills in the moment I arrived to the school. I had to purpose a range of scaled activities, as I will explain in later sections, suitable to their level of development, not too far from it, to provoke interest and expectations of achieve little challenges.

It would be also interesting to mention Ausubel's (1968) Meaningful Learning, which supposes the connection of the students' prior knowledge with the new concepts

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[7] Constructivism is a learning theory which states that children are the architects of their own learning, actively participating in the learning process. For more information, consult Bibliography.

which are supposed to be learned, so it could be developed a significant learning of those concepts. What he propones means the readaptation or the modification of our cognitive structures, by connecting our past experiences and knowledge to those new concepts.

When I arrived to the school, children had just finished the unit about plants in Science area, so I only had to connect their knowledge about this field with a few new concepts in the English subject.

In summary, the research have a very rich theoretical foundations, based on different fields' theories, according to the necessities of the context I developed my internship. Firstly we reflected about McGuinness' thinking skills contribution to lately focus our attention to the language acquisition theories centered on meaning. In the end we briefly talked about the Constructivism current and its implication in the present research.

5. DESIGN

SCHOOL CONTEXT

This project has been developed in the San José School, which is a Christian Direct-grant[8] school, located in the city, in a medium social neighborhood.

School characteristics

- The school provides Infant Education, Primary Education and Secondary Education. Infant Education is developed in a different building; Primary and Secondary education have place in the same building, in different floors, so the different levels have contact each other.

- This school has included the Bilingual Section in its curriculum and it is in the first steps to transform a monolingual school to a bilingual school. The Bilingual Section has been applied for only three years, since the course 2009/2010, so this is the fourth year which is being applied.

- The program is also supported by other subprograms that help to create a real English context in the school when possible. The program which has got the most directly influence is the Reading Plan, that includes in its plan a section dedicated to English Literature.

- English Teachers related to the Bilingual Section: there are at least four specialists in a foreign language, one English native who works as language assistant and the different teachers in charge of Science.

- The subjects included in the Bilingual Section are English, Science and Arts & Crafts. In Primary Education, an English specialist is in charge of English and Arts & Crafts.

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[8] Direct grant school: It is a school which receives funds from the government and also students make some money contributions.

Resources and classrooms

- Textbooks. English teacher in charge of Primary Education carries the education process throughout the help of a textbook, Sparks. All the courses use the same textbook but with different levels of difficulty.

As my research also had to be integrated inside a didactic unit, I used the textbook of Primary Third to design and plan the different activities and include in every lesson a few minutes to carry out the established routines to develop the personal capabilities I chose.

- Classrooms. As we previously mentioned, as a F.L. specialist, my mentor had to work on different classrooms, carrying with him all the possible material he could need for the lessons. It was a great advantage to have digital boards on almost every classroom.

- The use of ITCs. The advantage of having a digital board in the classroom supposed a great tool to work with. Nowadays children grow up surrounded by technology, so it results fundamental to include it in their education. The main task about the ITCs it is to develop a critical usage of it.

My mentor applied the usage of Internet in all his lessons, and also kids has a particular online space where they could find a lot of activities and information sources to go in depth about the topics they were learning. He had an account on Symbaloo[9], from where all students had the password and use the online sources.

Group description

       The group this project was carried out with was Primary Third, which corresponds with the Key Stage 2 in the British Education. They had English three days per week, and Arts & Crafts one per week. Even Arts & Crafts lessons were also managed, the development

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[9] Symbaloo is a useful webpage that allows to organize a lot of webpages in only one.

of the project mainly focused on English subject. This group was formed by 21 pupils between eight and nine years old. They were a very active group but also a very talkative group, so that represented a little obstacle when carrying out the teaching practice.

They also had a good relationship among them and none of them was discriminated for any kind of reason. There was just one girl whose parents are foreign, but she hadn't any problem with the Spanish language, moreover, she was one the cleverest kids in the class.

Related to their level in the foreign language, English, they had a consolidated basement of the language, but they had some difficulties in the oral expression. In the other hand, their oral comprehension were very good.

They had not any problem when learning new vocabulary, structures… But they were still reticent to speak at loud in English language, so that difficulty became another aspect to take into account when planning the didactic proposal.

Main characteristics of the group then of the observation stage

Along the observation period, some aims could be established related to the development of the present project. The most important characteristics to take into account when designing a plan were the following ones:

- They were sat in pairs, which meant they had practice on working together. That would become one of the biggest mistakes that made the first plans fail, because they only had experience on working individually, although they were sharing the space so closely with someone else.

- Classroom walls were decorated with different messages, displays and various works that kid had made. The use of the walls to different purposes was a very helpful tool to work with the children different themes and competences.

- The project had to be based on the different routines and activities to develop concrete competences or thinking skills and at the same time kids had to continue

working on the textbook plan. It also became a goal to unify the textbook objectives with the project ones.

- This group was very reticent to use English language at loud, they were afraid of sound ridiculous and they had no confidence on themselves.

- Every week children had a responsible person in charge of some basic tasks as deliver books, turn the lights on and off, write the homework on the blackboard, etc… It was a clear basement to work with the responsibility skill, related to the autonomy and Personal Initiative Competence and the Self-Management Personal Capability.

With that main aspects observed along the first days and contacts with the group, the goals were established to design an intervention plan.

SPECIFIC OBJECTIVES

My first aims:

All these characteristics led me to focus on three aspects to work with: improving the responsibility, using English language in practical contexts, and the third one, which could be considered a secondary effect, the children's behavior, as their continuing interruptions made unable to follow a flow rhythm during the lessons.

Develop responsibility feelings inside a group of kids is one of the teacher's tasks. Carry out activities and routines that encourage those kind of feelings can generate really good consequences in the learning environment. This feeling is directly related to the social and citizenship competence, and indirectly related to the autonomy and personal initiative competence, which both of them are personal capabilities if we talk about the British Curriculum, or in the case of this project, the Northern Ireland Curriculum.

Encouraging this attitude in children make them to feel as a part of a group. They have a task, an important task, and deciding to do it or not, has got directly consequences in their friends and classmates.

The second aspect to focus on was improving their oral expression in a foreign language. Although this concrete group had a normal level of comprehension for this course and a clear basement of English language to work with, they were not able to express their

ideas on this language. Therefore a serious observation to identify causes and possible obstacles was designed again, the conclusion was that they were not confidence enough to do it.

This problem can have many causes, but mainly, it was a feeling, they felt scared to be ridiculous in front of their classmates. They were not polite with others' mistakes, so they were afraid of being mistaken when talking at loud.

Finally, the last obstacle was children's behavior. Even being a good group to work with, they had not too much respect to the authority, the teacher, and that represents a very big problem. So developing strategies to manage this became another purpose. The difference with the other goals established on this work is that this aspect would be cross-curricular aim, which means that it would always be present at every learning situation.

This aspect of the lesson development maybe can be easily forgotten and even not considered at all, but actually is the most important one. If kids have no respect to the authority and do what they prefer whenever they want, the teacher is not going to be able to lead their learning process. So in the end it is a very important fact to take into account when planning a lesson and putting it into practice.

Replanning:

After the observation stage, all the main characteristics of the group were well pointed out, and then of the first interactions throughout diverse activities, I decided to subject the objectives of the research to a modification. The main aspect changed was provided by the observation throughout an activity group, which was that children were not able to work with their peers. This made me decide to focus on the social competence and create a scaled process of learning as working in groups, which started from individual ones, followed by activities in pairs and finally a group of four people. It also was needed to create specific rules for those moments, a Group Roles Display.

Although kids were sitting in pairs, they were not able to work in groups. They always worked individually and had serious problems on working with someone else. There were not any kind of respect or tolerance to others opinions and ideas, which caused the impossibility on develop more group activities along the first interactions period, at least for the first two weeks.

The decision of also working with the self-management personal capability was children incompetence on managing their own behavior, which, as I explained before, made impossible or very difficult to follow a constant rhythm of the lessons and the achievement of the objectives stablished for this day.

In summary, the replanning of the research turned out in the following objectives to develop throughout the routines and group activities:

• Improve their personal capability of working with others by being collaborative, being sensitive to others' feelings, being fair and responsible.

• Improve their personal capability of self-management by evaluating strengths and weaknesses, setting goals and targets, managing and regulating self.

• Create a better learning environment/climate.

• Emphasize the transformation from a monolingual school to a bilingual one by creating more contexts where it was necessary the usage of the foreign language.

RESOURCES: ROUTINES AND GROUP ACTIVITIES

As I previously mentioned, the research focused on developing the *Autonomy and Personal Initiative Competence* through routines and *Competence in Social Skills and Citizenship* through a leveled process with group activities. Those competences correspond in the Northern Ireland Curriculum to *Self- Management* and *Working with Others* Personal Capabilities.

In order to improve those competences or personal capabilities some routines and different activities were designed and implemented, which are explained in the following table. It is important to clarify that the two implemented routines were developed along the setting in motion of the didactic unit and the scaled group activities were also the same.

Responsibility Display

Self-Assessment Behavior Sheet

Group Roles Display

Behavior Traffic Light Display

Routines and group activities	Type of activity	Description of the activity	Resources
Routines	**Responsibility display**	**Timing:** The selection of the responsibles was at the beginning of the first lesson of the week. The responsibles should carry on their tasks along the whole week until the selection of the three next responsibles. **Objectives:** • Improve their personal capability of self-management by evaluating strengths and weaknesses, setting goals and targets, managing and regulating self • Improve their personal capability of working with others by being collaborative, being sensitive to others' feelings, being fair and responsible **Description:** this activity consists on a weekly routine. The teacher selects three students who along the week will take care of the environment of the classroom by the fulfilment of different tasks, such as deliver books, turning on and off lights, taking care of the plants, writing the homework in the blackboard, checking their classmates homework… The teacher must keep a register about how children develop their tasks and their attitudes facing the tasks. **It promotes:** Although there are some clear objectives, children will promote their social skill by taking responsibilities. Kids most of the time want to demonstrate they are able to develop adult duties, so making them responsibles of tasks which will affect in the environment of the whole class causes excitement and anticipation. Throughout this routines they get a self- confident feeling which will lead them to take the initiative by expressing their opinions and not to be afraid of being wrong. They will feel as an important part of a community that without their help would not work so well without their contribution.	The materials needed for this activity are very easy to get and it consists on a poster with three flaps and clothespins with the names of the kids.
	Self-Assessment Behavior sheet	**Timing:** The self-assessment behavior sheet is completed by the kids in a few minutes at the end of every lesson. **Objectives:** • Improve their personal capability of self-management by evaluating strengths and weaknesses, setting goals and targets, managing and regulating self • Participate actively in the activity by completing the sheet.	It will be needed to impress and deliver the sheets to the students. Also it will be

		Description: It consisted on a sheet, with a grid where children have to reflect everyday their behavior with a colored circle. At the end of the lesson, the teacher says each kid which color he/she has to paint, according to his behavior during the lesson. There are four colors, red, orange, green and blue for four types of behavior respectively, bad, regular, good and very good. At the end of the week, in the last box they have to paint a circle with the color they though it was the summary of their week behavior. It is not the teacher who tell them which color they have to paint. It was their responsibility, and it had to be true, so every kid must reflect about their feelings and to be honest with itself. There is also a Behavior Traffic Light hanged on the wall, so the teacher can decide and show in which color their behavior is in a particular moment among the lesson.	needed a traffic light made it with some colored papers, a thread to hang them together and a clothespin.
		It promotes: When a child looks at his sheet and checks his progress, it encourages him to keep on working. It is not necessary a promise to the teacher that he is going to improve for the next week because most of the times just are vane words. Even though, if he can see it reflected in a paper every single day, it is going to cause a very deep reflection about it. A very important fact to succeed on this routine is the support given by the teacher. It must be always positive, because if the kid receives a negative support, the routine can lead to the opposite effect, kids' disinterest and indifference on improving.	
Individual and Group Activities	**Whole class activities**	**Objectives:** • Improve their personal capability of working with others by being collaborative, being sensitive to others' feelings, being fair and responsible **Number of participants:** the whole class. **Description:** Most of these activities are designed to be orally developed and also can be carried out when finishing other types of activities. **Different types:** • Story reading: either the teacher or a student who is reading, kids must learn to listen and let their classmates to listen to the story. And when it finishes, teacher can make questions and children have to respect the talking turns.	The materials needed for this activity consist on a poster with the different roles and their corresponding tasks in the group, depending on

		• Contests: they are a very good option to improve the talking turn policy. Kids have also to share ideas with their teams, to respect others' ideas and learn to lose and to win, which sometimes have very bad consequences. • Checking exercises: it is a useful resource to check the activities and the answers in big group. Talking turns, respect ideas, reason the answers… Maybe the time spent on it is longer than just checking everything or skipping it, but at the end it helps to create a real strong base for group activities and the learning environment. • Show & Tell: it has the same benefits as the story reading. Someone is exposing his work, his project, which is very important for him. Kids must learn to value others work, even when they do not like it, or think it is bad done. It helps also to be critical and to develop an objective position when creating and sharing an opinion about something.	the number of participants. It is also necessary to have little identifying cards to deliver to the students so they have a clear idea about their roles inside the group.
	Individual activities	**Objectives:** • Improve their personal capability of self-management by evaluating strengths and weaknesses, setting goals and targets, managing and regulating self **Number of participants:** individual activity **Description:** In this case, this technique was absolutely used to work individually, so it was not necessary to focus too much on this type of activity. Even though, it was necessary to establish some rules because they were used to ask everything at loud, to everybody, and they copied the work from any classmate before even trying instead of planning the steps on their own. So at the beginning of each activity, the rules were remembered and if it was necessary, written on the blackboard. If they were working following the rules they were on the green or blue color, but if they were not working well, they were on the orange or red colors.	
	Activities in pairs	**Objectives:** • Improve their personal capability of working with others by being collaborative, being sensitive to others' feelings, being fair and responsible **Number of participants:** two students **Description:** The second step to work in a group is learning to work with someone else, just one. A real good option it is to ask for a single task, for example an essay, a drawing, where the two components of the group have to share responsibilities, depending on the their skills and abilities. In a group of two, one part can be in charge of drawing and the other of writing.	

		These roles have to be changed from time to time, so everybody has the opportunity of improving their weak points with the help of his mate.	
		On this situation, kids are forced to develop strategies and reflecting on the answers taking into account their partners' opinion, and making him to understand why is he wrong or right.	
		Roles: It is very useful to establish some roles at the beginning of the activity, as for example Writer & Drawer or Writer & Speaker	
	Activities in groups	**Objectives:** • Improve their personal capability of working with others by being collaborative, being sensitive to others' feelings, being fair and responsible **Number of participants:** four students **Description:** The last step is introducing activities in bigger groups than pairs. It consists on the same process and situation than working in pairs, but with more people, so children have to increase their patience, their respect and share their ideas to more people. This kind of activity has got more risks than the other ones, because there was a high percentage of disagreements. Kids will have to deal with more ideas, which is very difficult task for them, as they have to accept and respect things maybe they consider are wrong. It was also necessary, as working in pairs, to develop some interchangeable roles so every kid would have the opportunity of showing his skills and improving those which have difficulties for him. **Some roles** • Facilitator: it is the person in charge of the group behavior and the speaker. • Scribe: his role consists on taking notes about the work, redacting it and drawing if it is necessary. • Resource manager: it is in charge of the materials that can be needed and helps the investigator. • Investigator: it is the person who looks for the information and shares it with other groups to check if it is right.	

6. IMPLEMENTED DESIGN

MY INTERNSHIP

My internship was settled on improving my professional skills to become a Foreign Language Teacher in Primary Education. That is the reason why I selected a Foreign Language Mentor who could help me to conquer that goal. My mentor had three English lessons per week and one of Arts & Crafts with this group, Primary Third. As he was not tutor of none of the other groups, he had no specific tasks with any of them excepting his own area. As I mentioned in the introduction, this allowed me to choose one of the groups, and the third level of primary education supposed to me a real and hard challenge to face. The research was implemented along different moments of the lessons. Previously

Title of the unit: Seeds!
Course: Primary Third
Timing: It is the last unit in the second term of the course, and it takes from the 4th of March to the 12th of April
Theme: Through this unit students will work about the plants, their parts, their classification and their growing cycle.
Also, they will use the English Language to develop scientific thought experimenting, analysing data and finding out conclusions.

Responsibility Routine

Behavior Assessment Routine

Group Activities

The teacher choose three responsibles in the first lesson of the week who develop their tasks along the four lessons of that week

The kids fill their Behavior Self-Assessment sheet at the end of every lesson

Group activities were developed alternated with individual activities along the different lessons of the unit

Three lessons of English per week and one lesson of Arts & Crafts

commented, the Responsibility and Self-Assessment Behavior routines had a timing stablished among the daily lessons. The group activities were also carried out along the didactic unit, with the characteristic of the constant exchanging from individual activities to group ones, to firmly engage the children's working with others personal capability.

It was shortly explained in the activities table previously added in the last section, but I am going to unify, or to provide a more holistic perspective of the timing of the implementation.

As we can observe in the image above, I imparted three lessons of English per week, but also I participated in the Arts & Crafts lessons, so I took advantage of this hour to include in it the two implemented routines. The group activities only were carried out during English lessons.

As well, we can observe the topic of the unit was the plants, which resulted very interesting to develop because children had just seen this in Science. When I arrived to the school, they had in the classroom a lot of plants that they had planted by their own and were very useful to explain the new concepts. It was such a great material to work with because it was something that they could experience, touch and take care of.

As the implemented didactic unit it is too long to include in here, it has been added to the appendix.

TEACHING METHODS

Language Acquisition

Being a teacher means to command many kind of abilities and one of them it is the communications skill. As I could verify in my internship, children need to receive clear messages from their teachers, clear commands, besides, these productions require the acceptance of not only consist in a clear vocalization, but also a clear body language.

In later sections, we referred about how important it is to know about the acquisition of language in children, even more in a second language learning. I had to put into practice all this theoretical knowledge during my research, with view to get more completed and detailed data about how developing concrete thinking skills can influence in a Second Language classroom.

The usage of the body language[10] is even more important in a Foreign Language area, because it helps kids to receive more signs from the teacher than only her voice. My experience showed me that they get a better understanding from my body language than from my oral speech, so I emphasized every single sentence with my body expression.

Besides, the oral speech needs to be clear, with short and clear sentences and including new vocabulary little by little, providing them time to assimilate the new concepts to the body expressions or images or objects. For instance, when I was explaining the parts of a plant in English, I had to repeat the new concept and repeat the same action so lately they could associate the action to the new concept without speaking at loud. What I was doing at first, it was putting the right words in their mouths, recklessly speaking. I was trying to create English contexts, not trying to teach English by grammar, which it is the method in use at the moment. This field has been treated in the Theoretical Foundation section, when we referred to Littlewood (1984) characteristics of the language used by adults when talking to young kids.

It is also important to mention the kind of oral speech used in the interactions with our students. I tried to manage a positive speech, which means the usage of positive sentences and avoiding negative expressions that can humiliate, offend or disturb children, because that can lead to a bad personal feelings about themselves, the opposite achieve of the education.

Feedback

As we previously mentioned, this kind of research (and also every internship) should include a personal diary kept by the teacher. As I was carrying out two differenced process, my internship and inside of it a concrete research, I had to keep two different diaries. One of them was dedicated to the daily conclusions about my general competences and specific ones and conclusions about the day. The second one was exclusively dedicated to the results and obtained data about my research about developing key competences in a foreign language context.

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[10] For more information about this type of communication, check bibliography for a very interesting video about Interpreting Non Verbal Communication.

What this habit provided me was the possibility of reflecting about my achievements and failures, to take them into account to the next lesson or day. I consider every teacher should do it, taking also notes about kids' reactions, attitudes and interest about the activities, so we can generate a very positive feedback to improve our teaching skills and professional thought.

The following day, the following lesson, interaction, our capacity of improvisation has been improved and our decisions were better and more suitable for the particular situation; at least, I succeeded on this ability.

Furthermore, I decided to design and plan taking into account children interests and their opinions on how to focus the unit which also provides a very important feedback about our teaching practice.

From one place to another

The transformation of the school into a bilingual culture implies many decisions and changes hidden behind the simple exchanging of the sings of the classrooms. There are many moments along the scholar day we can integrate in the creation of a bilingual context, such as the moments in the corridors by implementing routines to create a better climate and not to disturb the rest of the classrooms; creating another routine at the end of the lesson to clean up and be prepared for the next one; even between one activity to other among the lesson in order to follow a better rhythm we can engage children to repeat certain actions so they can be ready to keep working well.

A particular timing for lessons

In order to create a better climate for learning and teaching, I decided also to follow a particular sectioned development of the lessons and design a timing to follow, which is divided in these sections:

Greetings – Deliver Behavior Assessment Sheet – Check homework – Development of the lesson – Take notes about the homework – Draw the colored circle in the Behavior Assessment Sheet and collect them – Clean up and say goodbye.

It was the responsibles' task to develop books and materials, thus the teacher could quickly get in position and manage the timing so much better by delegating those kind of tasks to students to improve their responsibility and self-management personal capabilities.

RESEARCH

As we previously said, the present project was a research, as it meant a new approach to the transformation the school was immersed in to a bilingual one. The characteristics of the school and the group concreted the parameters to choose a particular kind of research. The main feature to take into account was that it meant to be an action research inside a second language classroom.

Before going deep on explaining about what an action research or a classroom research represent, it is necessary to clarify that the present project needed to be focused in a qualitative perspective because I had no intention of gathering data about how much or how many things would change applying these new techniques and strategies, but gathering information about the process and the benefits it could provide.

In words of Mackey. A. and Gass. S.M (2005) "Briefly defined, the term qualitative research can be taken to refer to research that is based on descriptive data that does not make (regular) use of statistical procedures". They also add some characteristics of this type of research, as can be: descriptions should be rich and detailed, it should include a few number of participants and it should have a cyclical and open-ended processes, among many other cited characteristics.

Coming back to the meaning of an action research, several authors have tried to explain about its constitution on and in spite of we find some disagrees when defining it, it can be do it, for example, Wallace (1998) maintained an action research is "basically a way of reflecting on your teaching ... by systematically collecting data on your everyday practice and analyzing it in order to come to some decisions about what your future practice should be" (p. 4). According to this definition, an action research can be used as an investigation assumed by teacher with view to developing instructor's and learner's skills and can be implemented in diverse ways, which is the case of this project. Then of the investigation, I have conclude on a range of assumptions or ideas about the results of this approach, referring to my improvement as a professional in the education field likewise to the implementation of the research.

Besides, Nunan in *Action research in language education* (1993) explains that applying this kind of research in a second language classroom shares the similar goals that its implementation in the other curricular areas. As he states in the cited book "these include wanting a better understanding of how second languages are learned and taught, together with a commitment to improving the conditions, efficiency, and ease of learning." (pp. 39-50).

In addition, we can also consider this project a classroom research given that is developed among the implementation of a didactic unit, and it is necessary to point out that it can be described as complex and time consuming. Some considerations to take into account when designing classroom studies and some steps to follow has been provided by Mackey. A. and Gass. S.M (2005). We can sum up them in the chart below:

- In first moment, teachers should be concerned about their own classrooms, which means that maybe students have a concrete difficulty on oral expression.
- The next step that should be undertaken it is a preliminary inquiry with view to collect data about what is taking place in the classroom. For instance, the teacher can observe in detail the students along their interactions at loud and take notes about when the difficulties seem to arise.
- Built on the information gathered from the data, the teacher can draw up some assumptions, which can consist on new strategies, including a new approach of teaching grammar or a new method for raising students' awareness of their own behavior.

- Lastly, the teacher might assess the consequences of this practice with view to conclude whether or not the implementation of his research had benefits. Furthermore, learners' opinions can be useful to complete the assessment of the practice.

Nevertheless, it is significant to point out how to gather information inside a classroom, or at least, to choose the best form to do it. Although there are a lot of techniques a teacher can use to collect data about his undertook inquiry, here we only will briefly make reference to the one managed along my research, which is the diary[11].

Keeping a diary helped me in many aspects of the research because of the great advantages it possesses. Through it, I could produce or take notes about my teaching process, the decisions I took and their reasons, my development and my attitude along the research, besides the children's insights into their own learning and their improvements or not. Even though the diary can suppose the data will have a subjective nature, it is very useful to have a holistic idea of the development of the researches and that's why I choose it was the best technique to apply when gathering information about my research in the classroom.

I considered important to point out those definitions about these kind of researches because they represent one of the cornerstones of my project. Setting in motion a research involves taking several decisions about how to implement and focus it, thus it is necessary to delimit some basic aspects, not only about theoretical foundations or competences I would like to achieve, but also how to put in practice and assess the development of the process.

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[11] Bailey (1990) defined a diary study as "a first person account of a language learning or teaching experience, documented through regular candid entries in a personal journal and then analyzed for recurrent patterns and salient events" (p. 215).

RESULTS

First activities results

Before starting with the implementation of a complete didactic proposal, some activities were developed to get used to the teaching practice in that concrete context and the special characteristics of the group.

The first impression were that if they sit in pairs, they would be able to carry out activities in groups. As it was mentioned before, this aspect became a big fail or mistake, as they did not know how to do it. In consequence, the first group activity planned ended in a completely chaos, but helped to clarify the real situation the group was in: they had to be trained on how to work with others. Meanwhile, this obstacle also helped to define which routines could be stablished, as they had to be very clear in their objectives as well the kids had to understand the development of them very well.

Those results along the first interactions with the group concluded in the replanning and redesigning of the routines and activities, and the complete didactic proposal indeed.

Results of the routines and the activities

Responsibility routine

This routine had a very clear impact in the environment of the classroom as kids showed their-selves very participative and excited about taking part in the activity. Every week were children who remembered the teacher that she had to decide the new responsible group of the classroom, so that demonstrates their interest on having duties and collaborate with the teachers in the learning process.

Their excitement and participation leaded to a new rhythm of the lessons, which became more easily to be developed with the kids' help. The environment improved in the way the classroom was clearly tidier and cleaner; books and materials were delivered with any kind of obstacle by children while the teacher could prepare her own materials and dispose the

classroom resources; there were any kind of conflict when a task should be carried out, because most of them were clearly defined.

So the conclusion of the improvement of this routine was very positive in the end as it had very clear results.

Self -Assessment Behavior routine

Self- Assessment Behavior routine was more complicated to introduce in the rhythm of the lessons because of different reasons. Firstly, although it was very clear what they had to do with the Self-Assessment sheet, every day the teacher had to explain how to complete it or where to draw the new circle. Only at the end of the training period this aspect was solved by the constantly repetition of the instructions.

Although this daily routine hadn't got so clearly results as the Responsibility routine, some effects in the children's behavior could be appreciated. Kids tried to manage their feelings in order to stay quitter and calmer, to get a good colored circle at the end of the lesson.

At the end of the week, they completed the grid with their own decided colored circle, and it was appreciated that children worried about the behavior, because they made promises at loud to themselves or even to the teacher to try to manage their feelings better the next week.

Group activities

The process of changing kids' way of working was very difficult and only at the end of the training period some results and conclusions could be appreciated. It was a very hard work because the group was very used to work individually and the planned activities had to be much leveled.

It was necessary to take into account the Zone of Proximal Development theory from Vygotsky, because the teacher needed to plan activities which could represent a challenge for them but it could not be too much difficult so they could show disinterest or indifference about the activity.

The first attempts of this grouped activities ended with too much difficulties. Every kid had a role in the group and they were so excited that lead with their exciting behavior was a very arduous task, so at the end of those first activities, most of the times the final goal had been lost or forgotten.

Nevertheless those first attempts failed, with constancy and efforts, first results appeared and the rhythm of the lessons and the grouped activities started to flow more easily. Children started to show more interest in their personal tasks as a part in a group; the aims or achievements stablished by the teacher related not only with the development of this concrete personal capability but also the related ones to the didactic proposal being developed at that moment.

As the training period represented a short time to change a group working manner, at the end of this time, only activities grouped in pairs could be efficiently developed. Activities in groups with more members, as three or four roles, could be carried out, but ended in a similar way that the first attempts of the grouped activities: with the goals lost in the middle of the children's excitement of working together.

CONCLUSIONS ABOUT THE PROJECT

Carrying out an action research like this had a lot of consequences in my professional thought and even in my personal being. About the second ones I will talk later in the following section, so by now we are going to center in the first ones, related to the implementation of the research.

In first place, there is a question that need to be answered, which is the following one: Would I change something? The answer it is yes, but also no. Why this duplicity? Here goes the reason.

Yes, I would change a lot of things I believe they went wrong in order to get more positive results and positive consequences for my teaching practice skills and the children learning process. But I also has to answer: no, because without those failures I could not had realize the outstanding progresses I had, as my focus was on the wrong actions.

Now this fact has been clarified, I proceed to explain my conclusions about the research. Throughout the implementation of the routines and the group activities I tried help kids to develop and improve the working with others and self-management personal capabilities.

The results of both approaches are commented on the previously section, and the conclusions about them are very positive, for children and for the teacher. In general, the settlement of the routines and the group activities had very well reception and the opportunity to give children choice of what to learn and how learn was a very successful decision. Alfie Kohn (1999 p. 37)) writes about choice and autonomy in the classroom in his book Punished by Rewards:

> The rational for giving children choice is threefold. First, it is intrinsically desirable because it is a more respectful way of dealing with others. Second, it offers benefits for teachers. Their job becomes a good deal more interesting when it involves collaborating with students to decide what is going to happen.

Children attitudes to the routines and the group activities were always positive and exciting and the key competences worked throughout the research were noticeably improved. They emphasized they responsibility skill and developed good habits about helping their classmates, taking care of the materials and helping more frequently the teacher.

In addition, most of them tried very hard on managing their feelings and behavior during the lessons, in order to get a good color in their sheet. At the end of the week they were excited about deciding their own color and promise to themselves to improve the next week.

Related to working with others, I insist on the fact that was a very short period to engage children in group-work. It was a very hard task to make them work in pairs and in groups, as they were very used not to share their supplies and to work individually. In the end, children started to work with someone else with constant positive pressure and support given by the teacher.

To sum up this section, I would like to stress that in my professional future as a teacher, I would try to repeat and improve this kind of research, including the rest of competences and modifying the didactic proposal according to the necessities of my students and the context where they develop their learning process.

7. CONCLUSIONS

Conclusions about my achievements

At the end of my internship and the implementation of the action research, all my experiences, my successes and my failures, made me to reflect about the achievements I had conquered, especially those related to my profession and my studies, a Primary Education Degree specialized in a Foreign Language.

In the beginning, I outstood several competences, as a general teacher and as a specialized one, which I wanted to develop, improve or acquire along my research. It would be a bit weary to comment one by one, instead of it, I will outstand those ones which resulted more difficult to manage or to improve.

The most difficult obstacle to face was the continuous modifications I had to subject the didactic unit in order to integrate the developing of the key competences and the creation of a foreign language context. It was a hard work that took me too many hours because there were too many things to include, besides the unexpected events of the daily routines, such as excursions, special dates… In summary, I acquired a lot of fluency on modify the designing and planning according to the context of the group, the school, the legal frameworks and my research.

Associated to the specific objectives of a Foreign Language teacher must improve along his formation period and the teaching practices, the aspect I would stress it is also the fluency I acquired about my oral and corporal speech to get the students understand me. To explain it in a simply form, it was complicated for me to adapt my oral speech in a foreign language to get being understood by my students, whose levels of oral comprehension in English were far from as mines. In consequence, my body expression improved too much to make up for my poor oral speech.

In addition, I concede much significance to how all my CLIL competences, cited before in the second section of the project, have been improved along the weeks among my internship. From the application if the CLIL policy fused with the other legal frameworks and the special characteristics of the group context to the usage of ITCs in the classroom in the era of new technologies, where children are practically always surrounded by them.

There are also many other competences I acquired and improved along the process of the research. As well, I learned that being a teacher not only consists on planning, designing, enter in a classroom, imparting lessons and going back home. Actually there are several moments along the scholar day when kids need the direction and the support of an adult, such as the breaks, when they fail an exam and need support to face it, when they are in the corridors and need an authority figure. I realized that being a teacher is important to manage the emotional side of the human being, as a teacher can never leave his or her role, as she or he always represents a reference for children who are learning the ethical and moral values of the society where they live.

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9. APPENDIX

1. **Self- Assessment Behavior Sheet**

2. **Examples of Group Roles**

3. **Examples of Responsibility Display and Behavior Traffic Light**

4. **Proposed Didactic Unit**

Name:			Level:			

Self- Assessment Behavior Sheet

WEEKS	Monday	Wednesday	Thursday	Friday (English)	Friday (Arts&Crafts)	My Color
WEEK 1						
WEEK 2						
WEEK 3						
WEEK 4						
WEEK 5						

1. Self-Assessment Behavior Sheet

2. Examples of Group Roles

Team Captain

- Has overall responsibility for their team (behaviour, effort etc)
- Provides leadership for their team e.g. decides the order of the tasks and checks that everybody in the team has completed their work.
- Helps to solve team problems

Team workers | Creative thinkers | Reflective learners | Effective participators

Equipment Manager

- Collects the necessary equipment for each activity e.g. clipboards, metre rulers etc.
- Maintains the equipment throughout the tasks and makes sure that everybody in the team is using it correctly and effectively.

Team workers | Effective participators | Self managers

Risk Assessor

- Has overall responsibility for the safety of their team.
- Is in charge of co-ordinating and completing a risk assessment of the work area before the team begins any of the tasks.

Self managers | Effective participators | Team workers | Reflective learners

Time Keeper

- Decides the amount of time that should be spent on each task
- Ensures that the group meets any time deadlines given by the teacher.

Self managers | Effective participators | Team workers

Analyst

- Ticks off tasks when they are complete
- Records participation and punctuality for their team
- Keeps a record of positive contributions their team makes (confirmed by the teacher)

Team workers | Self managers | Reflective learners | Effective participators

3. Examples of Responsibility Display
   and Behavior Traffic Light

4. Didactic Unit Proposal	About the unit/ Where this unit fits
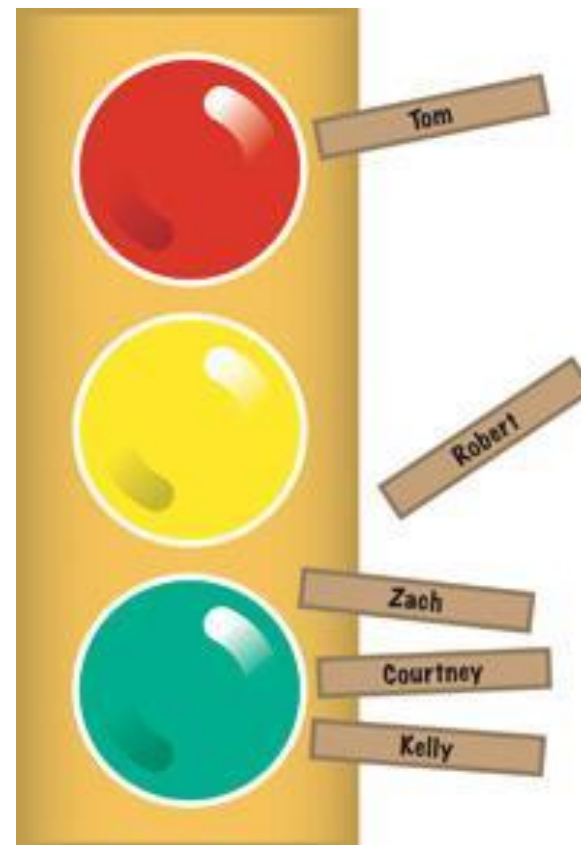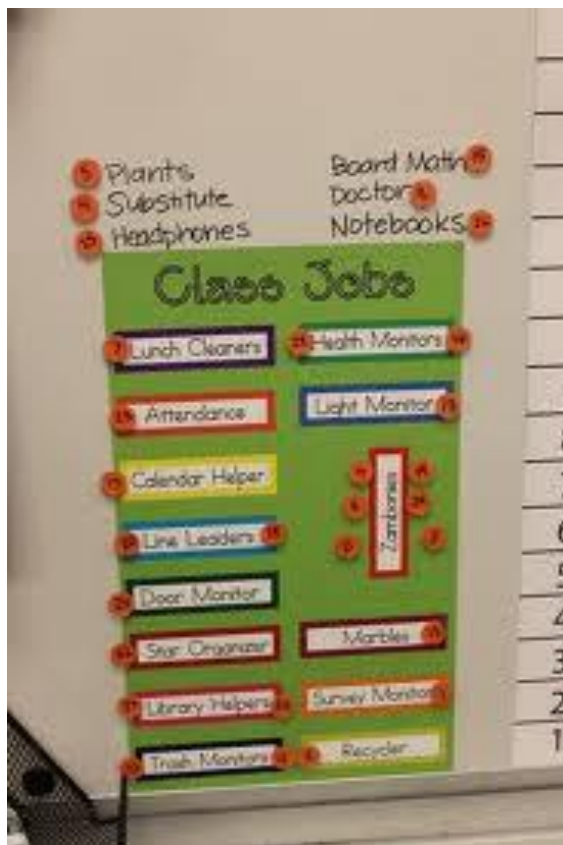
Title: Seeds!   Course: This unit has been developed for the third level.

Timing: It is the last unit in the second term of the course, and it takes from the **11th of September to the 25th of September.**

Theme: Through this unit students will work about the plants, their parts, their classification and their growing cycle.

Also, they will use the English Language to develop scientific thought experimenting, analysing data and finding out conclusions.

Prior Learning	Language used in the unit	Important Resources

I know children have just finished the same unit in Science, so they know most of the vocabulary and it is easy for them to acquire new one related to these theme.	The language we are working with in this unit is the specific vocabulary related to the topic of plants, their classification, their parts and their growing cycle.	- Student's books
		- Computer
		
		- Digital board
		
		- Other resources
		
		  - Parts from different plants
		
		  - Videos about plants:
		  https://www.youtube.com/watch?v=rv6oWhG76pQ
		
		  https://www.youtube.com/watch?v=d26AhcKeEbE
		
		  https://www.youtube.com/watch?v=EKx4ZwoJqXY

Expectations	
At the end of this unit all the children must	- Answer correctly at least one question - Participate in the activities. - Make the projects - Explain in a simply way what they have learnt about plants - Know how the plants grow and their classification.
At the end of this unit most of the children should	- Describe the different parts of a plant, how to classify them and their growing cycle. - Explain in detail what they have learnt about plants. - Answer correctly the most of the questions.
At the end of this unit some of the children could	- Describe in detail how the different parts of a plant, how to classify them and their growing cycle. - Answer correctly all the questions. - Explain the conclusions they have arrived at the end of the unit.

Lessons Overview

Lesson	Learning goals	Learning outcomes	Main activity	Assessment criteria
1	- Gradually approach to the plants and their changes - Learn about the differences of plants along the year. - Learn the different parts of a plant and the different types of plants.	Be able to - Share ideas with respect - Explain the main characteristics of each season. - Relate some characteristics to the different seasons. - Identify the different seasons in the pictures.	Listen and identify some characteristics to relate them to each season.	Kids will: - Participate in the activity - Express opinions and respect their classmates' ones. - Explain what they have listened to. - Answer at least one of the teacher's questions. - Identify the different seasons.
2	- Identify the different types of plants: trees, bushes and small plants. - Learn about the main characteristics of each one	Be able to - Share ideas with respect - Work in pairs	Play a guessing game through the drawing of a plant.	Kids will: - Participate in the activity.

	- Learn about the different parts of the plants	- Recognise the different parts of the different plants - Relate some specific characteristics and parts to a particular type of plant. - Make a drawing of a plant.		- Express opinions and respect their classmates' ones. - Take notes about the experiment - Name the different parts of the plants - Draw a plant with its specific characteristics. - Answer at least one of the teacher's questions.
3	- Understanding the growing cycle of a plant. - Identify some facts of a specific moment in the growing cycle of a plant.	Be able to - Share ideas with respect - Relate facts to a concrete moment in the growing cycle of a plant. - Sing a song - Identify pictures with different moments in the growing cycle of a plant	Sing the "Growing cycle" song	Kids will: - Participate in the activity - Name the different moments of the growing cycle of a plant. - Relate what they listen to the pictures by pointing. - Describe the main facts of the growing cycle of a plant. - Watch the video.

	- Watch a video and explain what they see.			- Answer at least one of the teacher questions
4	- Developing inference skills - Identify elements related to plants in the story - Read at loud	Be able to - Share ideas with respect - Relate elements from the story to things they know about plants - Follow the story.	Read the story "The chocolate drop tree"	Kids will: - Participate in the activity - Talk about what they listened. - Name the different elements related to plants. - Read at least once. - Explain the main facts of the story. - Relate the main facts to a concrete moment in the story.
5	- Make a summary - Identify different types of sounds	Be able to - Share ideas with respect	Classify the different types of "s" pronunciation at the end of a word.	Kids will: - Participate in the activity

	- Relate a specific pronunciations to a word.	- Make a summary of the story - Identify different types of pronounce the final "s". - Relate a specific "s" pronunciation to a concrete word.		- Express opinions and respect their classmates' ones. - Explain the main fact of the story - Pronounce at loud the words - Answer at least one of the teacher's questions.
6	- Review all the acquired knowledge - Learn about the differences of plants along the year. - Identify the different types of plants: trees, bushes and small plants. - Understanding the growing cycle of a plant.	Be able to - Share ideas with respect - Relate some characteristics to the different seasons. - Relate some specific characteristics and parts to a particular type of plant. - Make a drawing of a plant. - Draw the different moments of the growing cycle of a plant	Create a plant project with including all information we know about them	Kids will - Participate in the activity - Express opinions and respect their classmates' ones. - Include in the project the main knowledge they have of plants
7	- Contrasting different means of seed dispersal	Be able to	Identify the different means of seeds dispersal	Kids will:

	- Identify different kind of seeds - Relate some facts to the different means of seeds dispersal.	- Share ideas with respect - Relate different pictures to a specific mean of seed dispersal. - Explain how the seeds travel in each mean of seed dispersal. - Identify in the record the correct answers.		- Participate in the activity - Express their opinions and respect their classmates' ones. - Name the different means of seed dispersal. - Explain how seeds travel in a specific mean of seed dispersal. - Relate what they listen and pictures with different means of seed dispersal
8	- Understanding anima -aided seed dispersal. - Create a sequence of events - Identify different ways that animals help plants. - Identify different types of seeds.	Be able to - Share ideas with respect - Connect different sentences to create a logical sequence. - Relate a sequence with a concrete way that animals help plants. - Relate different seed to a concrete fruit.	Identify the different ways that animals help plants.	Kids will: - Answer at least one of the teacher's questions. - Express their opinions and respect their classmates' ones. - Create at least one sequence with the given sentences.

			- Name the different ways animals help plants. - Describe different types of seeds and its fruits.
9	- Language awareness: he/she/it. - Understand when they have to use the different pronouns. - Identify the different moments to use he/she/it. - Relate different objects and people to a different pronoun.	Be able to - Share ideas with respect. - Relate objects and people to their specific pronoun. - Play a game	Use the different pronouns through playing a game.	Kids will: - Participate in the activity - Express their opinions and respect their classmates' ones. - Use the different pronouns. - Relate them to their specific owner. - Play the game without disturbing.
10	- Learning about unusual plants - Use information to identify different plants. - Relate different characteristics to specific plants	Be able to - Share ideas with respect. - Identify and understand part of the record.	Invent an amazing plant	Kids will: - Participate in the activity - Express their opinions and respect their classmates' ones. - Explain what they listened.

		- Relate characteristics to a concrete plant. - Draw a plant and describe it.		- Relate pictures to a specific unusual plant. - Name the unusual plants - Draw an invented plant. - Describe it.
11	- Review all the acquired knowledge along the unit.	Be able to - Share ideas with respect. - Relate descriptions to a concrete part of a plant. - Describe different types of plants. - Play a game - Relate a sound to a concrete type of word. - Use charts	Make a review about the unit	Kids will: - Participate in the activity - Express their opinions and respect their classmates' ones. - Name different parts of plants and describe them. - Pronounce the words. - Classify the different words by their pronunciation.
12	- Assess the acquired knowledge	Be able to	Make the test	Kids will: - Listen to the instructions

		- Complete the given questions with the knowledge they have acquired along the unit.		- Complete at least three of the 5 exercises. espect the silence and their mates,

Lesson 1

Learning objectives	Learning outcomes	Evidence for Assessment
- Gradually approach to the plants and their changes - Learn about the differences of plants along the year. - Learn the different parts of a plant and the different types of plants.	Be able to - Share ideas with respect - Explain the main characteristics of each season. - Relate some characteristics to the different seasons. - Identify the different seasons in the pictures.	Kids will: - Participate in the activity - Express opinions and respect their classmates' ones. - Explain what they have listened to. - Answer at least one of the teacher's questions. - Identify the different seasons.

Discourse/Text targeted	Language targeted- Non-verbal L Targeted
The language used along this lesson will be related with the specific vocabulary of the unit, concretely related to the seasons and the different parts of plants.	- Eye contact - Affect displayers - Thumbs up for a well done task

			- Take care speech	

<table>
<tr><td colspan="5" style="text-align:center">Outline of leading activities</td></tr>
<tr><td colspan="5" style="text-align:center">Listen and identify some characteristics to relate them to a concrete season.</td></tr>
</table>

	Timing	Grouping	Pupils	Teacher	Resources
Classroom Management	5 minutes	The whole class	The kids say good morning to the teacher	The teacher says good morning to the pupils.	-------
	1 minutes	The teacher	The kids wait until the teacher decides the week responsibles.	The teacher changes the week responsibles.	The Responsibles Display
	2 minutes	The responsibles.	The responsibles deliver the behaviour assessment sheet.	The teacher ask the responsibles to deliver the behaviour assessment sheets and help them when possible,	The Behaviour assessment sheets.
	10 minutes	The whole class	The kids answer the questions the teacher asks them.	The teacher asks kids about the weather and the differences between seasons to introduce the unit.	Students´ Book

5 minutes	The whole class	The kids talk about the different flashcards the teacher shows them.	The teacher shows the kids different flashcards and ask them to talk about what they can see.	The flashcards
1 minutes	The teacher	The kids listen to the explanation of the activity.	The teacher explains what they must to do in the next activity.	The digital board, the students´ books.
9 minutes	The whole class	The kids listen to the record and answer the questions.	The teacher plays the record and makes them questions about it.	The digital board, the students´ books.
1 minutes	The teacher	The kids listen to the explanation of the activity.	The teacher explains what they must to do in the next activity.	------
9 minutes	In pairs	The kids, in pairs, play a guessing game.	The teacher checks everybody is participating in the activity and helps when needed.	-----
2 minutes	The whole class	The kids take notes about the homework and the responsible writes it on the blackboard.	The teacher tells the kids what they have to do at home.	Blackboard and agendas.
3 minutes	The whole class	The kids note their behaviour colour on the behaviour	The teacher tells the kids their behaviour colour, asks them to draw it and collects the sheets.	The Behaviour assessment sheets.

		assessment sheet and give it to the teacher.		
2 minutes	The whole class	Kids will tidy up and say goodbye.	The teacher will check how the pupils tidy up and he/she will say goodbye.	-------

Assessment Criteria

All children must be able to answer at least one of the teacher´s questions, understand something from the record and play the game with the help of their mates` explanations.	Most of the children will be able to understand most parts of the record and play the guessing game without difficulties.	Some of the children could answer correctly at every teacher´s questions, play the guessing game and help those who didn´t understood it.

Lesson 2

Learning objectives	Learning outcomes	Evidence for Assessment
- Identify the different types of plants: trees, bushes and small plants. - Learn about the main characteristics of each one - Learn about the different parts of the plants	Be able to - Share ideas with respect - Work in pairs - Recognise the different parts of the different plants - Relate some specific characteristics and parts to a particular type of plant. - Make a drawing of a plant.	Kids will: - Participate in the activity. - Express opinions and respect their classmates' ones. - Take notes about the experiment - Name the different parts of the plants - Draw a plant with its specific characteristics. - Answer at least one of the teacher's questions.
Discourse/Text targeted	Language targeted- Non-verbal L Targeted	

| | | The language used along this lesson will be related with the specific vocabulary of the unit, concretely related to different types of plants and their main characteristics. | | - Eye contact
- Affect displayers
- Thumbs up for a well done task
- Take care speech | |

Outline of leading activities

Play a guessing game through the drawing of a plant.

	Timing	Grouping	Pupils	Teacher	Resources
Classroom Management	5 minutes	The whole class	The kids say good morning to the teacher	The teacher says good morning to the pupils.	-------
	2 minutes	The responsibles.	The responsibles deliver the behaviour assessment sheet.	The teacher ask the responsibles to deliver the behaviour assessment sheets and help them when possible,	The Behaviour assessment sheets.
	2 minutes	The homework responsible	The kids show to the homework responsible their books and the homework responsible takes note about who didn´t make it.	The teacher asks the homework responsible to check his/her mates' homework.	Students´ book

	10 minutes	The whole class	The kids answer the teacher´s questions and check their exercises.	The teacher checks the homework through questioning the pupils, and encouraging them to write the correct answers in the digital board.	Students´ books and the digital board.
	1 minutes	The teacher	The kids listen to the explanation of the activity.	The teacher explains what they must to do in the next activity.	The digital board, the students´ books.
	5 minutes	Individually	Pupils read the descriptions of different types of plants and relate them to the correct picture.	The teacher asks pupils to read each description and to relate it to the correct picture.	The students' books
	1 minutes	The teacher	The kids listen to the explanation of the activity.	The teacher explains what they must to do in the next activity.	The digital board, the students´ books.
	10 minutes	Individually	Pupils draw a picture of a plant and paint it.	The teacher checks the pupils progress and helps when necessary.	A white paper, colours.
	1 minutes	The teacher	The kids listen to the explanation of the activity.	The teacher explains what they must to do in the next activity.	The digital board, the students´ books.

6 minutes	In pairs	In pairs, the kids play a guessing game with the drawing they did.	The teacher checks that pupils use the right constructions and helps when necessary.	The drawing, students' books.
2 minutes	The whole class	The kids take notes about the homework and the responsible writes it on the blackboard.	The teacher tells the kids what they have to do at home.	Blackboard and agendas.
3 minutes	The whole class	The kids note their behaviour colour on the behaviour assessment sheet and give it to the teacher.	The teacher tells the kids their behaviour colour, asks them to draw it and collects the sheets.	The Behaviour assessment sheets.
2 minutes	The whole class	Kids will tidy up and say goodbye.	The teacher will check how the pupils tidy up and he/she will say goodbye.	-------

Assessment Criteria

All children must be able to name different kind of plants, make a drawing and play the guessing game with helped by their mates.	Most of the children will be able to name different plants and their mean characteristics and play the guessing game without problems.	Some of the children could describe in detail different types of plants and help their mates to play the guessing game.

Lesson 3

Learning objectives	Learning outcomes	Evidence for Assessment
- Understanding the growing cycle of a plant. - Identify some facts of a specific moment in the growing cycle of a plant.	Be able to - Share ideas with respect - Relate facts to a concrete moment in the growing cycle of a plant. - Sing a song - Identify pictures with different moments in the growing cycle of a plant	Kids will: - Participate in the activity - Name the different moments of the growing cycle of a plant. - Relate what they listen to the pictures by pointing. - Describe the main facts of the growing cycle of a plant. - Answer at least one of the teacher questions
Discourse/Text targeted	Language targeted- Non-verbal L Targeted	

The language used along this lesson will be related with the specific vocabulary of the unit, concretely related to the growing cycle of a plant.	- Eye contact - Affect displayers - Thumbs up for a well done task - Take care speech

Outline of leading activities

Sing the "Growing cycle" song

	Timing	Grouping	Pupils	Teacher	Resources
Classroom Management	5 minutes	The whole class	The kids say good morning to the teacher	The teacher says good morning to the pupils.	-------
	2 minutes	The responsibles.	The responsibles deliver the behaviour assessment sheet.	The teacher ask the responsibles to deliver the behaviour assessment sheets and help them when possible,	The Behaviour assessment sheets.
	2 minutes	The homework responsible	The kids show to the homework responsible their books and the homework responsible takes note about who didn´t make it.	The teacher asks the homework responsible to check his/her mates' homework.	Students´ book

10 minutes	The whole class	The kids answer the teacher´s questions and check their exercises.	The teacher checks the homework through questioning the pupils, and encouraging them to write the correct answers in the digital board.	Students´ books and the digital board.
3 minutes	The whole class	The kids answer the teacher´s questions and explain what they know about the growing cycle helped by the teacher.	The teacher asks them about the growing cycle of plants and helps them to explain what they know about it.	--------
1 minutes	The teacher	The kids listen to the explanation of the activity.	The teacher explains what they must to do in the next activity.	The digital board, the students´ books.
10 minutes	The whole class	The kids listen to the record, point to the different pictures and finally sing the song.	The teacher plays the record and encourages pupils to sing it with her.	The digital board, the students´ books.
5 minutes	The whole class	Pupils explain with their own words the growing cycle of violet and other plants given as examples, try to draw it in the whiteboard.	The teacher asks pupils to explain her the growing cycle of violet and other plants and to draw it in the whiteboard. She helps them when necessary. She asks someone to make a summary about what they learnt.	The digital board, the students´ books.

5 minutes	The whole class	Pupils watch the video and answer the teacher's questions.	The teacher plays a video from internet and asks kids some questions about it.	The digital board.
2 minutes	The whole class	The kids take notes about the homework and the responsible writes it on the blackboard.	The teacher tells the kids what they have to do at home.	Blackboard and agendas.
3 minutes	The whole class	The kids note their behaviour colour on the behaviour assessment sheet and give it to the teacher.	The teacher tells the kids their behaviour colour, asks them to draw it and collects the sheets.	The Behaviour assessment sheets.
2 minutes	The whole class	Kids will tidy up and say goodbye.	The teacher will check how the pupils tidy up and he/she will say goodbye.	-------

Assessment Criteria

All children must be able to identify the different moments of the growing cycle of a plant and sing some parts of the song.	Most of the children will be able to explain something about each moment of the growing cycle of a plant and to draw it. Sing the most part of the song.	Some of the children could explain in detail each moment of the growing cycle of a plant and sing the song almost perfect.

Lesson 4

Learning objectives	Learning outcomes	Evidence for Assessment
- Developing inference skills - Identify elements related to plants in the story - Read at loud	Be able to - Share ideas with respect - Relate elements from the story to things they know about plants - Follow the story.	Kids will: - Participate in the activity - Talk about what they listened. - Name the different elements related to plants. - Read at least once. - Explain the main facts of the story. - Relate the main facts to a concrete moment in the story.
Discourse/Text targeted	Language targeted- Non-verbal L Targeted	

The language used along this lesson will be related with the specific vocabulary of the unit, concretely related to the plants, their parts and their growing cycle.	- Eye contact - Affect displayers - Thumbs up for a well done task - Take care speech

Outline of leading activities

Read the story "The chocolate drop tree"

	Timing	Grouping	Pupils	Teacher	Resources
Classroom Management	5 minutes	The whole class	The kids say good morning to the teacher	The teacher says good morning to the pupils.	-------
	2 minutes	The responsibles	The responsibles deliver the behaviour assessment sheet.	The teacher asks the responsibles to deliver the behaviour assessment sheets and help them when possible.	The Behaviour assessment sheets.
	1 minutes	The teacher	The kids wait until the teacher decides the week responsibles.	The teacher changes the week responsibles.	The Responsibles Display
	2 minutes	The homework responsible	The kids show to the homework responsible their books and the	The teacher asks the homework responsible to check his/her mates' homework.	Students´ book

		homework responsible takes note about who didn´t make it.		
10 minutes	The whole class	The kids answer the teacher´s questions and check their exercises.	The teacher checks the homework through questioning the pupils, and encouraging them to write the correct answers in the digital board.	Students´ books and the digital board.
1 minutes	The teacher	The kids listen to the explanation of the activity.	The teacher explains what they must to do in the next activity.	The digital board, the students´ books.
4 minutes	The whole class	The pupils try to guess what the story is going to be about just reading the title written in the blackboard.	The teacher encourages pupils by questions what they think the story is going to be about and write the different possibilities in the blackboard.	The blackboard.
4 minutes	The whole class	The kids listen to the story and follow it.	The teacher plays the story record.	The digital board, students´ books.
4 minutes	The whole class	Pupils, one by one, read a short part of the story, helped by the teacher in pronunciation when necessary.	The teacher asks pupils to read a short part of the story at laud one by one and helps them when necessary.	Students' book and digital board.

	1 minute	Individually	Pupils look for words they don't understand in the text and underline them.	The teacher asks pupils to look for the words they don't understand in the story.	Students' books
	4 minutes	The whole class	Pupils try to guess the meaning of the words with the help of their mates and when necessary, with the dictionary.	The teacher encourages them to discover the meanings by asking their mates or checking the dictionary when necessary.	Dictionary, students' books.
	4 minutes	The whole class	The kids try to look things in the pictures to answer the teacher's questions.	The teacher asks them to look for some different things In the pictures so they can infer things from the texts they didn't realize.	Students' books
	2 minutes	The whole class	Pupils try to make a summary of the story by naming the most important facts.	The teacher helps pupils to create a summary about the story the listened.	Students' books.
	2 minutes	The whole class	The kids take notes about the homework and the responsible writes it on the blackboard.	The teacher tells the kids what they have to do at home.	Blackboard and agendas.

	3 minutes	The whole class	The kids note their behaviour colour on the behaviour assessment sheet and give it to the teacher.	The teacher tells the kids their behaviour colour, asks them to draw it and collects the sheets.	The Behaviour assessment sheets.
	2 minutes	The whole class	Kids will tidy up and say goodbye.	The teacher will check how the pupils tidy up and he/she will say goodbye.	-------

Assessment Criteria		
All children must be able to understand some parts of the story and answer at least one of the teacher's questions.	Most of the children will be able to understand most part of the story and answer the teacher's questions.	Some of the children could understand the whole story and explain in detail what the story is about.

Lesson 5

Learning objectives	Learning outcomes	Evidence for Assessment
- Make a summary - Identify different types of sounds - Relate a specific pronunciation to a word.	Be able to - Share ideas with respect - Make a summary of the story - Identify different types of pronounce the final "s". - Relate a specific "s" pronunciation to a concrete word.	Kids will: - Participate in the activity - Express opinions and respect their classmates' ones. - Explain the main fact of the story - Pronounce at loud the words - Answer at least one of the teacher's questions.
Discourse/Text targeted	Language targeted- Non-verbal L Targeted	

The language used along this lesson will be related with the specific vocabulary of the unit, concretely related to the plants, their parts and their growing cycle.				- Eye contact - Affect displayers - Thumbs up for a well done task - Take care speech	

Outline of leading activities
Classify the different types of "s" pronunciation at the end of a word.

	Timing	Grouping	Pupils	Teacher	Resources
Classroom Management	5 minutes	The whole class	The kids say good morning to the teacher	The teacher says good morning to the pupils.	-------
	2 minutes	The responsibles	The responsibles deliver the behaviour assessment sheet.	The teacher asks the responsibles to deliver the behaviour assessment sheets and help them when possible	The Behaviour assessment sheets.
	2 minutes	The homework responsible	The kids show to the homework responsible their books and the homework responsible takes note	The teacher asks the homework responsible to check his/her mates' homework.	Students´ book
	10 minutes	The whole class	The kids answer the teacher´s questions and check their exercises.	The teacher checks the homework through questioning the pupils, and encouraging them to write the correct	Students´ books and the digital board.
	3 minutes	The whole class	Pupils ask the teachers questions and try to make a summary about	The teacher asks them to tell her about the story and its main facts.	The digital board and the student's

5 minutes	The whole class	Pupils listen to the story and follow it.	The teacher plays the story and checks pupils follow it.	The digital board and the student's
1 minutes	The teacher	The kids listen to the explanation of the activity.	The teacher explains what they must to do in the next activity (look for words ended in "s" on the story).	The digital board, the students´ books.
2 minutes	Individually	The kids look for the words ended in "s" in the story.	The teacher asks them to look for the words ended in "s" in the story.	The digital board and the student's
2 minutes	The whole class	The kids try to pronounce the words right.	The teacher asks them to pronounce the words but don't say which is the correct pronunciation.	The digital board and the student's books.
1 minutes	The teacher	The kids listen to the explanation of the activity.	The teacher explains what they must to do in the next activity (she will play the record and they have to listen and repeat)	The digital board, the students´ books.
2 minutes	The whole class	The pupils listen to the different words and try to repeat it.	The teacher plays the record and encourages the kids to repeat the different words, pronouncing them very clear.	The digital board, the students´ books.

1 minutes	The teacher	The kids listen to the explanation of the activity.	The teacher explains what they must to do in the next activity (think about words finished in "s" and classify them).	The digital board, the students´ books.
4 minutes	In pairs	Pupils try to think about different words ended in "s" and classify them by their pronunciation.	The teacher waits, checks pupils are thinking and helps when necessary.	The digital board, the students´ books.
3 minutes	The whole class	Kids will say the words they thought and they will pronounce them.	The teacher will ask them to pronounce the words they thought and to classify them. She will ask the other pupils if it is right or not.	The digital board, the students´ books.
2 minutes	The whole class	The kids take notes about the homework and the responsible writes it on the blackboard.	The teacher tells the kids what they have to do at home.	Blackboard and agendas.
3 minutes	The whole class	The kids note their behaviour colour on the behaviour assessment sheet and give it to the teacher.	The teacher tells the kids their behaviour colour, asks them to draw it and collects the sheets.	The Behaviour assessment sheets.

	2 minutes	The whole class	Kids will tidy up and say goodbye.	The teacher will check how the pupils tidy up and he/she will say goodbye.	-------

Assessment Criteria

All children must be able to repeat the words and answer at least one of the teacher's questions.	Most of the children will be able to repeat the words right and classify most of the words right.	Some of the children could pronounce perfectly the words and classify all of them right.

Lesson 6

Learning objectives	Learning outcomes	Evidence for Assessment
- Review all the acquired knowledge - Learn about the differences of plants along the year. - Identify the different types of plants: trees, bushes and small plants. - Understanding the growing cycle of a plant.	Be able to - Share ideas with respect - Relate some characteristics to the different seasons. - Relate some specific characteristics and parts to a particular type of plant. - Make a drawing of a plant. - Draw the different moments of the growing cycle of a plant	Kids will - Participate in the activity - Express opinions and respect their classmates' ones. - Include in the project the main knowledge they have of plants

Discourse/Text targeted	Language targeted- Non-verbal L Targeted
The language used along this lesson will be related with the specific vocabulary of the unit, concretely related to the plants, their parts and their growing cycle.	- Eye contact - Affect displayers - Thumbs up for a well done task - Take care speech

		Outline of leading activities			
		Create a plant project with including all information we know about them			
	Timing	Grouping	Pupils	Teacher	Resources
Classroom Management	5 minutes	The whole class	The kids say good morning to the teacher	The teacher says good morning to the pupils.	-------
	2 minutes	The responsibles	The responsibles deliver the behaviour assessment sheet.	The teacher asks the responsibles to deliver the behaviour assessment sheets and help them when possible.	The Behaviour assessment sheets.
	2 minutes	The homework responsible	The kids show to the homework responsible their books and the homework responsible takes note about who didn´t make it.	The teacher asks the homework responsible to check his/her mates' homework.	Students´ book
	10 minutes	The whole class	The kids answer the teacher´s questions and check their exercises.	The teacher checks the homework through questioning the pupils, and encouraging them to write the correct answers in the digital board.	Students´ books and the digital board.

			The kids listen to the explanation of the activity.	The teacher explains the kids about the project and gives them an example which is done.	The example project
	4 minutes	The teacher	The kids listen to the explanation of the activity.	The teacher explains the kids about the project and gives them an example which is done.	The example project
	1 minute	The teacher	The kids listen to the explanation of the activity.	The teacher sets some rules to create a good environment for the project.	The blackboard
	1 minute	The whole class	The kids ask about the doubts they have.	The teacher answers all the pupils' questions.	-------
	18 minutes	Individually	Pupils make the project applying all the knowledge they have acquired by the moment in this unit.	The teacher checks the pupils' progress and helps when necessary.	Papers, colours, parts of plants, glue…
	2 minutes	The whole class	The kids take notes about the homework and the responsible writes it on the blackboard.	The teacher tells the kids what they have to do at home.	Blackboard and agendas.
	3 minutes	The whole class	The kids note their behaviour colour on the behaviour assessment sheet and give it to the teacher.	The teacher tells the kids their behaviour colour, asks them to draw it and collects the sheets.	The Behaviour assessment sheets.

	2 minutes	The whole class	Kids will tidy up and say goodbye.	The teacher will check how the pupils tidy up and he/she will say goodbye.	-------

Assessment Criteria

All children must be able to include the main important facts about plant in the project with the help of their mates.	Most of the children will be able to include the most important facts about plants in the project.	Some of the children could include everything they have learnt about plants in the project, with additional information and help their mates.

Lesson 7

Learning objectives	Learning outcomes	Evidence for Assessment
- Contrasting different means of seed dispersal - Identify different kind of seeds - Relate some facts to the different means of seeds dispersal.	Be able to - Share ideas with respect - Relate different pictures to a specific mean of seed dispersal. - Explain how the seeds travel in each mean of seed dispersal. - Identify in the record the correct answers.	Kids will: - Participate in the activity - Express their opinions and respect their classmates' ones. - Name the different means of seed dispersal. - Explain how seeds travel in a specific mean of seed dispersal. - Relate what they listen and pictures with different means of seed dispersal
Discourse/Text targeted		Language targeted- Non-verbal L Targeted

The language used along this lesson will be related with the specific vocabulary of the unit, concretely related to the plants, their parts and the different means of seed dispersal.	- Eye contact - Affect displayers - Thumbs up for a well done task - Take care speech

Outline of leading activities

Identify the different means of seeds dispersal

	Timing	Grouping	Pupils	Teacher	Resources
Classroom Management	5 minutes	The whole class	The kids say good morning to the teacher	The teacher says good morning to the pupils.	-------
	2 minutes	The responsibles	The responsibles deliver the behaviour assessment sheet.	The teacher asks the responsibles to deliver the behaviour assessment sheets and help them when possible.	The Behaviour assessment sheets.
	1 minutes	The teacher	The kids wait until the teacher decides the week responsibles.	The teacher changes the week responsibles.	The Responsibles Display

2 minutes	The homework responsible	The kids show to the homework responsible their books and the homework responsible takes note about who didn´t make it.	The teacher asks the homework responsible to check his/her mates' homework.	Students´ book
10 minutes	The whole class	The kids answer the teacher´s questions and check their exercises.	The teacher checks the homework through questioning the pupils, and encouraging them to write the correct answers in the digital board.	Students´ books and the digital board.
5 minutes	The whole class	The kids answer the teacher's questions and talk about what they know about seed dispersal.	The teacher encourages the kids to talk about what they know about means of seed dispersal trough questions.	-------
1 minutes	The teacher	The kids listen to the explanation of the activity.	The teacher explains what they must to do in the next activity (relate the descriptions with the different pictures).	The digital board, the students´ books.
4 minutes	In pairs	Pupils make the activity in pairs.	The teacher checks they progress and helps when necessary.	The digital board, the students´ books.

	3 minutes	The whole class	Pupils talk in turns and decide which ones are the right answers.	The teacher helps the students to check the activity, encouraging them to talk in turns.	The digital board, the students´ books.
	1 minutes	The teacher	The kids listen to the explanation of the activity.	The teacher explains what they must to do in the next activity (think about the correct mean of seed dispersal for each picture).	The digital board, the students´ books.
	5 minutes	In pairs	The kids, in pairs, try to decide which mean of seed dispersal each picture represents.	The teacher waits while they are thinking and sharing ideas, and helps when necessary.	The digital board, the students´ books.
	3 minutes	The whole class	Pupils express their conclusions and all together decide about the correct answers. Then listen to the record.	The teacher encourages them to express their conclusions and plays the record to check the answers.	The digital board, the students´ books.
	2 minutes	The whole class	The kids take notes about the homework and the responsible writes it on the blackboard.	The teacher tells the kids what they have to do at home.	Blackboard and agendas.

	3 minutes	The whole class	The kids note their behaviour colour on the behaviour assessment sheet and give it to the teacher.	The teacher tells the kids their behaviour colour, asks them to draw it and collects the sheets.	The Behaviour assessment sheets.
	2 minutes	The whole class	Kids will tidy up and say goodbye.	The teacher will check how the pupils tidy up and he/she will say goodbye.	--------

Assessment Criteria

All children must be able to identify and name different means of seed dispersal.	Most of the children will be able to name and relate pictures to different means of seed dispersal.	Some of the children could name and describe in detail different means of seed dispersal.

Lesson 8

Learning objectives	Learning outcomes	Evidence for Assessment
- Understanding anima -aided seed dispersal. - Create a sequence of events - Identify different ways that animals help plants. - Identify different types of seeds.	Be able to - Share ideas with respect - Connect different sentences to create a logical sequence. - Relate a sequence with a concrete way that animals help plants. - Relate different seed to a concrete fruit.	Kids will: - Answer at least one of the teacher's questions. - Express their opinions and respect their classmates' ones. - Create at least one sequence with the given sentences. - Name the different ways animals help plants.

					- Describe different types of seeds and its fruits.

Discourse/Text targeted	Language targeted- Non-verbal L Targeted
The language used along this lesson will be related with the specific vocabulary of the unit, concretely related to the plants, their parts and the means of seed dispersal.	- Eye contact - Affect displayers - Thumbs up for a well done task - Take care speech

Outline of leading activities
Identify the different ways that animals help plants.

	Timing	Grouping	Pupils	Teacher	Resources
Classroom Management	5 minutes	The whole class	The kids say good morning to the teacher	The teacher says good morning to the pupils.	-------
	2 minutes	The responsibles	The responsibles deliver the behaviour assessment sheet.	The teacher asks the responsibles to deliver the behaviour assessment sheets and help them when possible.	The Behaviour assessment sheets.

2 minutes	The homework responsible	The kids show to the homework responsible their books and the homework responsible takes note about who didn´t make it.	The teacher asks the homework responsible to check his/her mates' homework.	Students´ book
10 minutes	The whole class	The kids answer the teacher´s questions and check their exercises.	The teacher checks the homework through questioning the pupils, and encouraging them to write the correct answers in the digital board.	Students´ books and the digital board.
2 minutes	The whole class	The kids talk about the different ways animals helps seed dispersal.	The teacher encourages students to talk about animals which help seed dispersal through questions.	--------
1 minutes	The teacher	The kids listen to the explanation of the activity.	The teacher explains what they must to do in the next activity (create a three sequences with three different sentences each one and relate them to the pictures).	The digital board, the students´ books.
5 minutes	In pairs	The pupils do the activity in pairs (it is a bit difficult).	The teacher checks the pupils' progress and helps when necessary.	The digital board, the students´ books.

	3 minutes	The whole class	Altogether, check the exercise and decide which sequences are right.	The teacher asks them for the answers and encourages them to explain their answers.	The digital board, the students´ books.
	5 minutes	The whole class	Pupils talk about different fruits they know and the appearance of their seeds.	The teacher encourages them to talk about different fruits and to describe their seeds. She notes in the blackboard the used adjectives.	-------
	1 minutes	The teacher	The kids listen to the explanation of the activity.	The teacher explains what they must to do in the next activity (name the fruit and describe the seeds).	The digital board, the students´ books.
	4 minutes	In pairs	The pupils, in pairs, talk about the fruit and decide which adjectives are the most relevant for each one.	The teacher waits, check their progress and helps when necessary.	The digital board, the students´ books.
	3 minutes	The whole class	The kids tell the rest of the class their answers and their conclusions.	The teacher encourages pupils to talk about one fruit and describe it.	The digital board, the students´ books.

2 minutes	The whole class	The kids take notes about the homework and the responsible writes it on the blackboard.	The teacher tells the kids what they have to do at home.	Blackboard and agendas.
3 minutes	The whole class	The kids note their behaviour colour on the behaviour assessment sheet and give it to the teacher.	The teacher tells the kids their behaviour colour, asks them to draw it and collects the sheets.	The Behaviour assessment sheets.
2 minutes	The whole class	Kids will tidy up and say goodbye.	The teacher will check how the pupils tidy up and he/she will say goodbye.	--------

Assessment Criteria

All children must be able to identify different way animals help seed dispersal; name different fruits and relate each seed to the right fruit.	Most of the children will be able to create at least one sequence with three sentences, relate pictures to a concrete way that animals help seed dispersal and describe a fruit with adjectives.	Some of the children could create the three sequences and describe in detail each fruit and its seed.

Lesson 9

Learning objectives	Learning outcomes	Evidence for Assessment
- Language awareness: he/she/it. - Understand when they have to use the different pronouns. - Identify the different moments to use he/she/it. - Relate different objects and people to a different pronoun.	Be able to - Share ideas with respect. - Relate objects and people to their specific pronoun. - Play a game	Kids will: - Participate in the activity - Express their opinions and respect their classmates' ones. - Use the different pronouns. - Relate them to their specific owner. - Play the game without disturbing.
Discourse/Text targeted	Language targeted- Non-verbal L Targeted	

| | The language used along this lesson will be related with the specific vocabulary of the unit, concretely related to the different pronouns he/she/it, and the vocabulary related to plants. | | | - Eye contact
- Affect displayers
- Thumbs up for a well done task
- Take care speech | |

Outline of leading activities

Use the different pronouns through playing a game.

	Timing	Grouping	Pupils	Teacher	Resources
Classroom Management	5 minutes	The whole class	The kids say good morning to the teacher	The teacher says good morning to the pupils.	-------
	2 minutes	The responsibles	The responsibles deliver the behaviour assessment sheet.	The teacher asks the responsibles to deliver the behaviour assessment sheets and help them when possible.	The Behaviour assessment sheets.
	2 minutes	The homework responsible	The kids show to the homework responsible their books and the homework responsible takes note about who didn´t make it.	The teacher asks the homework responsible to check his/her mates' homework.	Students´ book

10 minutes	The whole class	The kids answer the teacher´s questions and check their exercises.	The teacher checks the homework through questioning the pupils, and encouraging them to write the correct answers in the digital board.	Students´ books and the digital board.
5 minutes	The whole class	The kids answer the teacher's questions and listen to her explanation.	The teacher, through questions, explains the uses of the different pronouns he/she/it.	Blackboard
1 minute	The teacher	Kids listen to the teacher's explanation about the next activity.	The teacher explains what they have to do in the next activity (select and write the right pronoun).	The students' books and the digital board.
3 minutes	Individually	Children do the activity in pairs.	The teacher waits, checks their progress and helps when necessary.	The students' books and the digital board.
2 minutes	The whole class	Kids answer to the teacher's questions and altogether decide which the right answers are.	The teacher helps kids to decide which ones are the right answers.	The students' books and the digital board.

3 minuteS	The teacher	Kids listen to the teacher's explanation about the next activity.	The teacher explains what they have to do in the next activity (rules for playing the game).	The students' books and the digital board.
9 minutes	In two groups	Kids, divided in two groups, play the game answering the teacher's questions.	The teacher divides the kids in two groups, and then asks them different questions, like in a contest.	Blackboard
2 minutes	The whole class	The kids take notes about the homework and the responsible writes it on the blackboard.	The teacher tells the kids what they have to do at home.	Blackboard and agendas.
3 minutes	The whole class	The kids note their behaviour colour on the behaviour assessment sheet and give it to the teacher.	The teacher tells the kids their behaviour colour, asks them to draw it and collects the sheets.	The Behaviour assessment sheets.
2 minutes	The whole class	Kids will tidy up and say goodbye.	The teacher will check how the pupils tidy up and he/she will say goodbye.	-------

Assessment Criteria

All children must be able to name the different pronouns and play in the game helped by their mates.	Most of the children will be able to name and relate objects and people to different pronouns and play the game.	Some of the children could relate each pronoun with an object and a person and help their mates to play the game.

Lesson 10

Learning objectives	Learning outcomes	Evidence for Assessment
- Learning about unusual plants - Use information to identify different plants. - Relate different characteristics to specific plants	Be able to - Share ideas with respect. - Identify and understand part of the record. - Relate characteristics to a concrete plant. - Draw a plant and describe it.	Kids will: - Participate in the activity - Express their opinions and respect their classmates' ones. - Explain what they listened. - Relate pictures to a specific unusual plant.

				- Name the unusual plants - Draw an invented plant. - Describe it.

Discourse/Text targeted	Language targeted- Non-verbal L Targeted
The language used along this lesson will be related with the specific vocabulary of the unit, concretely related to the plants, their parts and their growing cycle.	- Eye contact - Affect displayers - Thumbs up for a well done task - Take care speech

Outline of leading activities
Invent an amazing plant

		Timing	Grouping	Pupils	Teacher	Resources
Classroom Management		5 minutes	The whole class	The kids say good morning to the teacher	The teacher says good morning to the pupils.	-------
		1 minutes	The teacher	The kids wait until the teacher decides the week responsibles.	The teacher changes the week responsibles.	The Responsibles Display

2 minutes	The responsibles	The responsibles deliver the behaviour assessment sheet.	The teacher asks the responsibles to deliver the behaviour assessment sheets and help them when possible.	The Behaviour assessment sheets.
2 minutes	The homework responsible	The kids show to the homework responsible their books and the homework responsible takes note about who didn´t make it.	The teacher asks the homework responsible to check his/her mates' homework.	Students´ book
10 minutes	The whole class	The kids answer the teacher´s questions and check their exercises.	The teacher checks the homework through questioning the pupils, and encouraging them to write the correct answers in the digital board.	Students´ books and the digital board.
2 minutes	The whole class	Kids answer the teacher's questions and talk about what they know about the proposed theme.	The teacher makes them questions and encourages them to talk about unusual plants they know.	-------
3 minutes	The whole class	The kids watch a video about unusual plants	The teacher plays a video about unusual plants	Digital board, a video.

	2 minutes	The whole class	The kids answer to the teacher's questions and talk about what they saw in the video.	The teacher encourages them to talk about what they saw in the video through questions.	Digital board, video
	1 minute	The teacher	Kids listen to the teacher's explanation about the next activity.	The teacher explains what they have to do in the next activity (listen to the record and complete the exercise)	The students' books and the digital board.
	1 minute	The whole class	Kids listen to the record	The teacher plays the record two times.	Digital board, students' books
	1 minute	In pairs	Kids complete in pairs the exercise.	The teacher waits, check their progress and helps when necessary.	Digital board, students' books.
	2 minutes	The whole class	Kids decide altogether which answers are right and answer the teacher's questions.	The teacher encourages them to decide altogether which ones are the correct answers through questions.	Digital board, students' books.
	1 minute	The teacher	Kids listen to the teacher's explanation about the next activity.	The teacher explains what they have to do in the next activity (invent an amazing plant)	White papers, colours, etc…

1 minute	The responsibles	The responsibles deliver white papers to their mates	The teacher waits while the responsible are delivering the white papers and helps when necessary.	White papers, colours, etc…
10 minutes	In pairs	The kids work on the activity in pairs.	The teacher waits, checks their progress and helps when necessary.	White papers, colours, etc…
2 minutes	The whole class	The kids take notes about the homework and the responsible writes it on the blackboard.	The teacher tells the kids what they have to do at home.	Blackboard and agendas.
3 minutes	The whole class	The kids note their behaviour colour on the behaviour assessment sheet and give it to the teacher.	The teacher tells the kids their behaviour colour, asks them to draw it and collects the sheets.	The Behaviour assessment sheets.
2 minutes	The whole class	Kids will tidy up and say goodbye.	The teacher will check how the pupils tidy up and he/she will say goodbye.	-------

Assessment Criteria

All children must be able to name different unusual plants and invent an amazing plant helped by their mates.	Most of the children will be able to name and relate different unusual plants with their descriptions and invent an amazing plant.	Some of the children could name and describe in detail different

		unusual plants and help their mates inventing an amazing plant.

Lesson 11

Learning objectives	Learning outcomes	Evidence for Assessment
- Review all the acquired knowledge along the unit.	Be able to - Share ideas with respect. - Relate descriptions to a concrete part of a plant. - Describe different types of plants. - Play a game - Relate a sound to a concrete type of word. - Use charts	Kids will: - Participate in the activity - Express their opinions and respect their classmates' ones. - Name different parts of plants and describe them. - Pronounce the words. - Classify the different words by their pronunciation.
Discourse/Text targeted		Language targeted- Non-verbal L Targeted

The language used along this lesson will be related with the specific vocabulary of the unit, concretely related to the				- Eye contact - Affect displayers - Thumbs up for a well done task - Take care speech	

<table>
<tr><td colspan="6" align="center">Outline of leading activities</td></tr>
<tr><td colspan="6" align="center">Make a review about the unit</td></tr>
<tr><td></td><td>Timing</td><td>Grouping</td><td>Pupils</td><td>Teacher</td><td>Resources</td></tr>
<tr><td rowspan="5">Classroom Management</td><td>5 minutes</td><td>The whole class</td><td>The kids say good morning to the teacher</td><td>The teacher says good morning to the pupils.</td><td>-------</td></tr>
<tr><td>2 minutes</td><td>The responsibles</td><td>The responsibles deliver the behaviour assessment sheet.</td><td>The teacher asks the responsibles to deliver the behaviour assessment sheets</td><td>The Behaviour assessment sheets.</td></tr>
<tr><td>1 minutes</td><td>The teacher</td><td>The kids wait until the teacher decides the week responsibles.</td><td>The teacher changes the week responsibles.</td><td>The Responsibles Display</td></tr>
<tr><td>2 minutes</td><td>The homework responsible</td><td>The kids show to the homework responsible their books and the</td><td>The teacher asks the homework responsible to check his/her mates'</td><td>Students´ book</td></tr>
<tr><td>10 minutes</td><td>The whole class</td><td>The kids answer the teacher´s questions and check their exercises.</td><td>The teacher checks the homework through questioning the pupils, and encouraging them to write the correct</td><td>Students´ books and the digital board.</td></tr>
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10 minutes	The whole class	Pupils try to make a summary of what they know answering the teacher's questions.	The teacher, through questions and the flashcards, encourages them to make a summary of what they know about	Flashcards.
1 minute	The teacher	Kids listen to the teacher's explanation about the next activity.	The teacher explains what they have to do in the next activity (read the information and relate it to each part of	Students´ books and the digital board.
3 minutes	In pairs	Kids make the activity in pairs.	The teacher waits, checks their progress and helps when necessary.	Students´ books and the digital board.
3 minutes	The whole class	Kids decide which ones are the correct answers and answer the	The teacher helps them to decide which ones are the right questions.	Students´ books and the digital board.
1 minute	The teacher	Kids listen to the teacher's explanation about the next activity.	The teacher explains what they have to do in the next activity (choose and write about a tree).	Students´ books and the digital board.
3 minutes	In pairs	Kids make the activity.	The teacher waits, checks their progress and helps when necessary.	Students´ books and the digital board.
3 minutes	The whole class	Kids decide which ones are the correct answers and answer the teacher's questions.	The teacher helps them to decide which ones are the right questions.	Students´ books and the digital board.

	2 minutes	The whole class	The kids take notes about the homework and the responsible writes it on the blackboard.	The teacher tells the kids what they have to do at home.	Blackboard and agendas.
	3 minutes	The whole class	The kids note their behaviour colour on the behaviour assessment sheet and give it to the teacher.	The teacher tells the kids their behaviour colour, asks them to draw it and collects the sheets.	The Behaviour assessment sheets.
	2 minutes	The whole class	Kids will tidy up and say goodbye.	The teacher will check how the pupils tidy up and he/she will say goodbye.	--------

Assessment Criteria

All children must be able to name different types of plants, name their different parts and moments of growing cycle.	Most of the children will be able to relate different types of plant and their parts to each picture; and talk about growing cycle.	Some of the children could describe different types of plants and their parts, and describe in detail the growing cycle.

Lesson 12

Learning objectives	Learning outcomes	Evidence for Assessment
- Assess the acquired knowledge	Be able to - Complete the given questions with the knowledge they have acquired along the unit.	Kids will: - Listen to the instructions - Complete at least three of the 5 exercises. - Respect the silence and their mates,

Discourse/Text targeted	Language targeted- Non-verbal L Targeted
The language used along this lesson will be related with the specific vocabulary of the unit, concretely related to the plants, their parts and the growing cycle.	- Eye contact - Affect displayers - Thumbs up for a well done task - Take care speech

Outline of leading activities
Make the test

	Timing	Grouping	Pupils	Teacher	Resources
Classroom Management	5 minutes	The whole class	The kids say good morning to the teacher	The teacher says good morning to the pupils.	-------
	2 minutes	The teacher	Kids wait for the test.	The teacher delivers the tests.	The test
	5 minutes	The whole class	Kids listen to the teacher's explanation about the activities of the text.	The teacher explains the different activities of the test.	The test
	2 minutes	The whole class	Kids ask about the doubts they have relating to the test.	The teacher answers the pupils' questions about the test.	The test
	33 minutes	Individually	Kids make the test.	The teacher checks kids are making the test and helps when needed.	The test
	1 minute	The teacher	The kids give their tests to the teacher	The teacher collects the tests.	The test
	2 minutes	The whole class	Kids will tidy up and say goodbye.	The teacher will check how the pupils tidy up and he/she will say goodbye.	--------

Assessment Criteria		
All children must be able to answer at least one of the test questions.	Most of the children will be able to answer most of the questions of the test.	Some of the children could answer right all the questions of the test.