



**COMILLAS**  
UNIVERSIDAD PONTIFICIA

ICAI

ICADE

CIHS

# TRABAJO DE FIN DE GRADO

PROGRAMACIÓN DIDÁCTICA ANUAL  
ÁREA PRIMERA LENGUA EXTRANJERA: INGLÉS  
1º Educación Primaria

Curso 2018/19

**Silvia Legaz Cristóbal**  
**Director: Alfonso López Hernández**  
**Fecha de entrega: 4/06/2019**

PROGRAMACIÓN DIDÁCTICA ANUAL  
ÁREA PRIMERA LENGUA EXTRANJERA: INGLÉS  
CURSO: 1º DE EDUCACIÓN PRIMARIA

**Resumen/Abstract y palabras clave****RESUMEN:**

En este trabajo de fin de grado se presenta una Programación General Anual de la asignatura de Primera Lengua Extranjera (inglés) para el primer año de Educación Primaria. La programación anual consta de diez unidades didácticas.

Con el objetivo de que Primero de Primaria no suponga una fuerte ruptura entre la etapa de Educación Infantil y Educación Primaria, se promueve una continuidad coherente y progresiva. Por ello, se trabaja por proyectos, rutinas, asamblea de clase y se tienen en cuenta los contenidos trabajados en Educación Infantil, de tal forma que durante este curso se refuercen y amplíen esos conocimientos y habilidades.

El aprendizaje por proyectos promueve una metodología activa en la que los alumnos se implican en su propio aprendizaje a través de retos y actividades motivadoras. El aprendizaje cooperativo tendrá un papel importante durante las clases, lo que favorece el desarrollo de habilidades sociales. Cada unidad didáctica será un proyecto, que tendrá un tema principal sobre el cual se trabajará para adquirir determinados conocimientos y habilidades y siempre se finalizará con un producto final que muestra el aprendizaje adquirido. Se tratarán temas familiares, cercanos y motivantes para los alumnos, de tal forma que se dé un aprendizaje significativo al activar sus conocimientos previos y conectarlos con los nuevos conocimientos adquiridos. Además, durante esta programación la asignatura de inglés trabaja interdisciplinariamente con otras asignaturas en varios proyectos con el objetivo de promover un aprendizaje más globalizado.

**Palabras clave:** Programación General Anual, Inglés, Primero de Educación Primaria, aprendizaje basado en proyectos, aprendizaje significativo, interdisciplinaridad.

**ABSTRACT:**

This final degree project presents an Annual Syllabus of the First Foreign Language (English) subject for Year 1 of Primary Education. This syllabus consists of ten didactic units.

The Annual Plan promotes a methodology that builds on the work carried out in Infant Education. Thus, this syllabus works through project-based learning methodology, routines, class assemblies and it considers the contents previously worked in Infant Education, in such a way that this year is considered as a period to reinforce and increase knowledge and skills.

Project based learning promotes an active methodology in which the students get involved in their own learning process through different challenges and motivating activities. Cooperative learning, which favors the development of social skills has an important role during the classes. Each didactic unit will consist on a project which will have a main topic that will be used to teach specific contents and develop different skills and it will always end with a final product that shows the learning acquired. The topics are familiar, close and motivating for the students so that a meaningful learning take place by activating the previous knowledge and linking it with new learning. Furthermore, during this syllabus English subject works on cross-curricular projects with other subjects in order to promote a more globalized education.

Key words: Annual Syllabus, Year 1 Primary, English, Project based learning, meaningful learning, cross-curricular work.

## Table of Contents

General presentation:.....	5
1. INTRODUCCIÓN .....	6
1.1. Justificación teórica .....	6
1.2. Contexto socio-cultural.....	8
1.3. Contexto del equipo docente. ....	9
1.4. Características psicoevolutivas del alumnado. ....	10
2. OBJETIVOS .....	13
2.1. Objetivos Generales de Etapa.....	13
2.2. Objetivos didácticos del curso. ....	14
2.3. Objetivos del área. ....	14
3. CONTENIDOS .....	16
3.1. Secuenciación de contenidos del currículo oficial de la CAM. ....	16
3.2. Secuenciación en Unidades Didácticas. ....	18
4. TEACHING-LEARNING ACTIVITIES .....	18
4.1. Activities classification according to different criteria.....	18
4.2. Activity-types .....	19
5. METHODOLOGY AND DIDACTIC RESOURCES.....	20
5.1. Methodological principles .....	20
5.2. Students' and teachers' role.....	22
5.3. Material and human resources .....	23
5.4. ICT resources.....	23
5.5. Learning relationship with other subjects:.....	23
5.6. Space and time resources. Routines. ....	24
5.7. Students' grouping.....	26
5.8. Connection between methodology, key competences, outcomes and contents ..	26
6. DIVERSITY ATTENTION MEASURES .....	33
6.1. General attention measures for all students .....	33
6.2. Ordinary measures: Educational support needs.....	34
6.3. Extraordinary measures: Curricular adaptations .....	34
7. ACTIVIDADES COMPLEMENTARIAS Y EXTRAESCOLARES .....	35
7.1. Out-of-class activities .....	35
7.2. Extensive reading program.....	35
7.3. Connection with the development of the Unit Plans. ....	36
8. TUTORIAL ACTION PLAN AND COLLABORATION WITH FAMILIES .....	37
8.1. Tutorial action objectives .....	37
8.2. Family-school collaboration mutual tasks .....	38
8.3. Interviews and individualized tutoring .....	38
8.4. Class group meetings.....	39

9. LEARNING-TEACHING PROCESS EVALUATION .....	39
9.1. Evaluation criteria.....	41
9.2. Assessment strategies, techniques and tools. Evaluation moments.....	41
9.3. Evaluation moments .....	42
DIDACTIC UNITS .....	44
UNIT 1: SEASONS OF THE YEAR.....	46
UNIT 2: JOBS .....	48
UNIT 3: THE SUPERMARKET .....	59
UNIT 4: SANTA CLAUS IS COMING TO TOWN.....	73
UNIT 5: GERALD THE GIRAFFE.....	75
UNIT 6: MEANS OF TRANSPORT .....	104
UNIT 7: LEPRECHAUNS, SHAMROCKS AND RAINBOWS .....	106
UNIT 8: THE EASTER BUNNY MAGAZINE .....	120
UNIT 9: HOW DO YOU FEEL? .....	122
UNIT 10: WELCOME SUMMER!.....	124
CONCLUSIONS.....	126
REFERENCES.....	128
ANNEXES .....	131

**General presentation:**

When I was a student, I remember enjoying English classes a lot. I have always been interested by languages and the ability of expressing the same ideas through different ways. I also remember my School English teacher, who loved English and she managed to transmit that passion to us. English ended up being my favorite subject.

Throughout the years, I continued my training in English and in Secondary School I felt English was heavier and boring, because the teacher was very focused on vocabulary and grammar and preparing us just for the exams. In spite of that, I continued liking English, probably because of the positive feeling which I constructed during my first years learning English at school. That is why I feel that it is very important to teach English from love and enthusiasm, trying to awake in the students that sense of enjoyment for English language.

Doing this project in English is a challenge for me because it is not my mother tongue so I am not as fluent as I am in Spanish. However, I chose it because I felt motivated about it and because designing a syllabus for English will help me as a teacher and it will allow me to get use to write in English, which includes acquiring writing fluency and specific education terminology.

This Annual Syllabus is addressed to year 1 students. I believe that this year is a very interesting one because students move on from Early Childhood Education to Primary school. Generally, in the first year of Primary, students experience a very different environment. They have new teachers, a different space and time organization and a different methodology, often based on textbooks. This can be very destabilizing, confusing and sometimes discouraging for students. This project promotes the continuity from one school period to the other one so that there is not such a hard break between them. First grade students continue having very similar psychological characteristics as preschoolers so the adaptation should be natural and comfortable for them. Hence, this Annual Syllabus has considered development as a continuing and progressing process.

The school year is developed following Project Based Learning methodology. It is divided in ten projects, one each didactic unit. Motivating and contextualized learning is necessary in order to learn meaningfully. Therefore, the annual programming promotes learning through projects, routines, workshops, cooperative activities and assembly discussions.

## **PROGRAMACIÓN GENERAL ANUAL**

### **1. INTRODUCCIÓN**

#### **1.1. Justificación teórica**

Durante los años escolares, los niños van a adquirir las capacidades básicas para poder interactuar con el mundo en el que viven. Son muchos los avances que se producen en las áreas principales de su desarrollo: el área cognitiva, el área de lenguaje, el área socio-afectiva y el área motora.

La programación expuesta en este documento ha intentado adaptarse a la etapa de desarrollo en la que se encuentran los niños de 6-7 años. De este modo, el objetivo ha sido contribuir a su desarrollo integral, potenciando la capacidad intelectual, moral y afectiva de los alumnos.

Esta programación didáctica se basa en un enfoque constructivista, que apuesta por proporcionar al estudiante las herramientas necesarias que le permitan construir sus propios procedimientos para resolver una situación problemática, lo que implica la modificación de ideas previas y la construcción de nuevos aprendizajes. El constructivismo considera holísticamente al ser humano y percibe el proceso de enseñanza-aprendizaje como un proceso dinámico, participativo e interactivo, de modo que el conocimiento sea una auténtica construcción operada por el aprendiz.

Una de las teorías en las que se ha basado la programación es en la Teoría del Aprendizaje Significativo de David Ausubel. El aprendizaje significativo tiene lugar cuando relacionamos de forma coherente los nuevos aprendizajes con aquellos que ya poseíamos previamente (Ausubel, 2002). Esta afirmación hace referencia a la incorporación del conocimiento nuevo en el conocimiento previo, que se ve reconfigurado por el nuevo. De ese modo, la nueva información asimilada hace que los conocimientos previos sean más estables y completos.

Gran parte de la población piensa que educar se trata conseguir que los niños adquieran las estructuras mentales, habilidades y conocimientos necesarios para parecerse a los adultos de su sociedad. Esto es un error, pues la infancia tiene su propia etapa y hay que darle el lugar que merece en la vida de las personas.

Por ello, es esencial que se fomente el pensamiento divergente en los alumnos, de tal forma que se acostumbren a cuestionar, a imaginar y a crear. La creatividad se encuentra dentro del pensamiento divergente, pero, a su vez, el pensamiento creativo está sostenido por los mismos



procesos convergentes, como codificación, comparación, procesos de análisis y síntesis entre otros (Guilford, 1950). Fomentar todos estos procesos, ayuda al desarrollo del pensamiento creativo, el cual permite que los niños se expresen por sí mismos, desarrollen su pensamiento abstracto y aumenten su capacidad de resolución de problemas.

Cuando hablamos de aprendizaje, no podemos obviar la interacción entre el aprendiz y el entorno. Los autores destacados en este ámbito son Lev Vygotsky y Albert Bandura. Según Albert Bandura (1987), el aprendizaje es bidireccional, ya que nosotros aprendemos del entorno y el entorno aprende y se modifica debido a nuestras acciones. Por un lado, nosotros adquirimos conocimientos de aquello que nos enseñan en la escuela y en nuestro hogar. En cambio, por otro lado, cuando alcanzamos determinados conocimientos, el entorno puede cambiar debido a nuestros movimientos sobre este. Además, los niños en primero de primaria aprenden y razonan a partir de la realidad cercana y la experiencia.

Cabe destacar también la Teoría Sociocultural de Vygotsky (2010), que promueve la participación activa de los niños con el ambiente que les rodea, siendo el desarrollo cognoscitivo producto de un proceso colaborativo. Aquellas actividades que se realizan de forma compartida permiten a los niños interiorizar las estructuras de pensamiento y de conducta de la sociedad que les rodea. Por ello, en la programación desarrollada en este documento, se fomenta la interacción social entre alumnos, alumno-profesor y alumno y el medio que le rodea.

Asimismo, la relación entre el docente y el alumno tiene una gran importancia, pues una relación positiva ayuda a que se de un proceso de enseñanza-aprendizaje más efectivo. Además, los niños de 6-7 años intentan ganarse la aprobación de las personas que son importantes para ellos y el profesor es muchas veces una de ellas, por lo que ha de crear un vínculo afectivo de confianza y seguridad con los alumnos para conseguir que se sientan cómodos en el aula.

Con respecto a la relación entre profesor-alumno, cabe destacar que existe una brecha entre lo que los alumnos ya son capaces de hacer y lo que todavía no pueden conseguir por sí solos, porque aún les falta integrar alguna clave de pensamiento: zona de desarrollo próximo. No obstante, con el soporte y la orientación adecuada, sí son capaces de realizar la tarea exitosamente (Vygotsky, 2010).

Es importante mencionar el juego como parte del desarrollo integral de los niños, pues es una necesidad biológica y es muy importante en el desarrollo infantil. A través del juego se

desarrollan habilidades sociales, sensomotrices, simbólicas y de razonamiento. Además, según Groos (mencionado por Martínez Rodríguez y Villa Costales, 2008), el juego prepara al niño para la vida adulta, porque contribuye al desarrollo de funciones y capacidades necesarias para la realización de actividades que desempeñará en un futuro.

En conclusión, en esta programación didáctica se han tenido en cuenta estos aspectos con el objetivo de promover el desarrollo integral de los alumnos. Se ha considerado el proceso de enseñanza-aprendizaje como un proceso activo, en el que se proporciona al alumno las herramientas y orientación necesarias para que consiga desarrollar un aprendizaje significativo.

## **1.2. Contexto socio-cultural**

CEIP María de Zayas es un centro público que se encuentra en el municipio de Colmenar Viejo, al norte de la Comunidad Madrid, concretamente en la urbanización Santa Teresa de Ávila.

El centro participa en el programa de enseñanza bilingüe español-inglés de la Comunidad de Madrid, por lo que es un centro bilingüe. Las etapas educativas que oferta son Educación Infantil y Educación Primaria, siendo ambas etapas de línea 3. El centro acoge a alumnos con necesidades específicas de apoyo educativo.

El nivel sociocultural de las familias es de tipo medio-alto. La mayoría del alumnado proviene de los alrededores del colegio, donde se albergan familias que residen en viviendas unifamiliares, adosadas, pareadas y en algunos edificios de pisos.

Se ha adoptado el horario que figura en el Anexo IV b) del DECRETO 89/2014, de 24 de julio, del Consejo de Gobierno, por el que se establece para la Comunidad de Madrid el Currículo de la Educación Primaria. Dicho anexo indica el horario han de tener los colegios bilingües de la Comunidad de Madrid:

- Lengua Castellana y Literatura: 6 horas
- Matemáticas: 5 horas
- Inglés: 4 horas
- Ciencias de la Naturaleza: 1,5 horas
- Ciencias Sociales: 1,5 horas
- Educación Física: 1,5 horas
- Educación Artística: 1,5 horas

- Religión/Valores Sociales y Cívicos: 1,5 horas
- Recreo: 2,5 horas

Total: 25 horas semanales.

Según la *ORDEN 5958/2010, de 7 de diciembre, por la que se regulan los colegios públicos bilingües de la Comunidad de Madrid*, Los colegios bilingües de la Comunidad de Madrid han de impartir en lengua inglesa, al menos, un 30% del horario lectivo. En el CEIP María de Zayas se ha decidido impartir en inglés, además del área Primera Lengua Extranjera: Inglés, el área de Ciencias de la Naturaleza, el de Ciencias Sociales y el de Educación Artística.

Las instalaciones con las que cuenta el centro son: comedor, sala de biblioteca con acceso a internet, sala de informática, aula de música, pistas polideportivas, gimnasio y pabellón de usos múltiples.

El centro ofrece servicio de “primeros del cole”, “actividades de mediodía” y “actividades extraescolares”: fútbol sala, baloncesto, judo, patinaje, baile, inglés, pintura, teatro infantil y taller de cocina. Además, en los meses de junio y septiembre, se ofrece el servicio de “cole de tarde”.

### **1.3. Contexto del equipo docente.**

El centro entiende la educación como un objetivo conjunto en el que participan todos los que forman la comunidad educativa: profesorado, familias, alumnos y personal no docente. Por ello, en esta sección se especifica quiénes son esos participantes:

Equipo docente:

- El director del centro.
- El jefe de estudios.
- El coordinador de Educación Infantil.
- El coordinador de los cursos de primero a tercero de Educación Primaria.
- El coordinador de los cursos de cuarto a sexto de Educación Primaria.
- El coordinador de bilingüismo.
- El orientador asignado al centro.
- Profesores: 43
- Ayudantes de conversación nativos: 5
- Pedagogos terapéuticos: 1
- Audición y lenguaje: 1

Personal de Administración y Servicios (PAS):

- Un conserje.
- Un auxiliar administrativo.
- Personal de comedor: un cocinero, 10 auxiliares de cocina, 26 monitores y un coordinador.
- Dos oficiales de mantenimiento y personal de limpieza.
- Monitores de actividades extraescolares.
- Técnico sanitario a media jornada.

El servicio EOEP (equipo de orientación educativa y psicopedagógica) atiende las demandas del centro con una frecuencia de tres días por semana desde el perfil de orientación y cada quince días el PTSC (Profesor técnico de servicios de la comunidad).

Por su parte, las familias también participan activamente en la educación de los alumnos. Es por ello que son bien recibidos sus conocimientos profesionales, sus recursos materiales y su participación en proyectos y talleres.

#### **1.4. Características psicoevolutivas del alumnado.**

Los seres humanos pasan durante su vida por una serie de etapas propias del desarrollo humano, que definen en términos generales su comportamiento, su percepción de la realidad y sus necesidades.

En Primero de Primaria, los niños tienen entre 6 y 7 años y nos encontramos en la etapa de la niñez. A continuación, se resumirá el desarrollo cognitivo, socio-afectivo, lingüístico y moral propio de los niños de esta edad:

- **Desarrollo cognitivo:**

A los seis y siete años de edad los niños aprenden a partir de la realidad cercana y sienten una gran curiosidad por el mundo que van descubriendo. La experiencia y la manipulación de lo que les rodea van muy unidas a su razonamiento.

Según la teoría del desarrollo cognitivo de Piaget (Inhelder, 1997), estos niños se encuentran en la etapa preoperacional, la cual va desde los dos a los siete años, por lo que nos situaríamos al final de esta. En esta etapa, los niños aprenden a empatizar y a jugar siguiendo roles ficticios y utilizando objetos de carácter simbólico. “El juego simbólico señala, indudablemente, el apogeo del juego infantil” (Inhelder y Piaget, 1969, p. 65). El niño está obligado a adaptarse

a un mundo social de mayores, con reglas y normas externas, por lo que aún es un mundo físico que no comprenden bien. El juego les aporta un equilibrio afectivo e intelectual que necesitan.

Comienzan a entender la relación de causa y efecto. El "pensamiento mágico" propio de los preescolares, basado en asociaciones simples y arbitrarias, desaparece rápidamente aproximadamente a esta edad. Sin embargo, el egocentrismo sigue estando muy presente en esta fase y esto produce dificultades para acceder a pensamientos y reflexiones de tipo abstracto.

- **Desarrollo socio-afectivo:**

En primero de Primaria, los padres siguen siendo importantes figuras de apego para los niños; sin embargo, cabe destacar el peso que cobran las amistades a la hora de satisfacer sus necesidades afectivas. Por ello, generalmente, buscan ser reconocidos más allá de su núcleo familiar y tienden a imitar las conductas de las personas que son significativas para ellos, ya sean familiares, maestros o amigos. Aún así, debemos tener en cuenta que entre los 6-8 años se produce un descenso en la imitación en cuanto a los alumnos de preescolar (Kohlberg y Zigler, 1967).

A esta edad, los niños intentan ganarse la aprobación de las personas que son importantes para ellos, es decir, de las figuras de apego. Como consecuencia, las reacciones que estas figuras tengan frente a sus acciones, harán que estas se consoliden o se eliminen de la vida de los pequeños.

Es muy positivo el trabajo colaborativo, porque les enseña a cooperar con los demás, a aprender a escuchar y sirve para reforzar las relaciones interpersonales. A lo largo de la programación didáctica, se trabajará frecuentemente por proyectos, en los cuales estará muy presente el trabajo en equipo para alcanzar una serie de objetivos comunes. De este modo, se favorece la responsabilidad y el compromiso con los demás.

- **Desarrollo lingüístico:**

Chomsky (2003) afirma que los niños poseen la habilidad innata para la comprensión de la gramática del lenguaje, habilidad que van desarrollando con el tiempo a la vez que viven nuevas experiencias y adquieren aprendizajes.

El lenguaje es una construcción social que evoluciona continuamente, pues es la sociedad la que crea las normas y usos del lenguaje. De hecho, los niños suelen utilizar el lenguaje de

forma particular: mezclando conceptos, inventando palabras o cambiando otras. Paulatinamente, su cerebro va asimilando las reglas propias del idioma, por lo que hablan cada vez con mayor propiedad y cometen menos errores.

Gracias a la plasticidad cerebral que se tiene en la infancia, los niños son más capaces de adquirir correctamente las bases de nuevos lenguajes que los adultos. Por ello, es importante aprovechar esta etapa para el aprendizaje de nuevos idiomas, como en este caso haremos con el inglés.

- **Desarrollo moral:**

Piaget (mencionado por Fuentes, Gamboa, Morales, Retamal y San Martín, 2012) hace referencia a la etapa de la moralidad heterónoma, también conocida como realismo moral, como la etapa en la cual la moralidad es impuesta desde el exterior. Los niños consideran que la moralidad obedece las reglas y leyes de otras personas, es decir, que han sido creadas por una figura de autoridad, como pueden ser los padres, el maestro o Dios. Piensan que las reglas no se pueden cambiar y que siempre han sido las mismas. Además, piensan que infringirlas conlleva un castigo inmediato, propio de la justicia. Hacen el bien para que no se les castigue o para obtener una recompensa.

Asimismo, Kohlberg (1967) sitúa a los niños de 6-7 años en la fase pre-convencional, según las categorías que utilizó para señalar el nivel de desarrollo moral. Estos niños juzgan los acontecimientos según el modo en el que estos les afectan, por lo que optan por el relativismo y el individualismo, mostrándose generalmente egocéntricos. Aún así, es cierto que a esta edad se empieza a pensar más en los demás en comparación con la etapa de preescolar.

En cuanto a cómo conseguir que el niño tenga determinadas conductas o lleve a cabo determinadas acciones, es indudable que una recompensa concreta o un premio, crea un incentivo más inmediato para actuar que un simple reconocimiento verbal de que su respuesta es correcta. “Sin embargo, el mantenimiento de la conducta a largo plazo depende de la estabilidad cognitiva de la definición que los niños tienen de la conducta como buena”. (Kohlberg, 1992, p. 151).

En conclusión, cuando se diseña una programación didáctica, es muy importante comprender el desarrollo de los niños y entender su mentalidad en cada etapa para poder favorecer y enriquecer su aprendizaje. Sin embargo, debemos tener en cuenta que, dentro de los parámetros generales, cada individuo tiene su propio ritmo y debemos respetarlo. Lo que se

debe potenciar siempre es una formación destinada al desarrollo de la capacidad intelectual, afectiva y moral de las personas.

## 2. OBJETIVOS

### 2.1. Objetivos Generales de Etapa

Según el *artículo 7 del Real Decreto 126/2014, de 28 de febrero*, por el que se establece el Currículo Básico de la Educación Primaria, se estipulan los objetivos generales de la etapa de Educación Primaria que contribuirán a desarrollar en los alumnos las capacidades que les permitirán:

\*a) Conocer y apreciar los valores y las normas de convivencia, aprender a obrar de acuerdo con ellas, prepararse para el ejercicio activo de la ciudadanía y respetar los derechos humanos, así como el pluralismo propio de una sociedad democrática.

\*b) Desarrollar hábitos de trabajo individual y de equipo, de esfuerzo y de responsabilidad en el estudio, así como actitudes de confianza en sí mismo, sentido crítico, iniciativa personal, curiosidad, interés y creatividad en el aprendizaje, y espíritu emprendedor.

\*c) Adquirir habilidades para la prevención y para la resolución pacífica de conflictos, que les permitan desenvolverse con autonomía en el ámbito familiar y doméstico, así como en los grupos sociales con los que se relacionan.

\*d) Conocer, comprender y respetar las diferentes culturas y las diferencias entre las personas, la igualdad de derechos y oportunidades de hombres y mujeres y la no discriminación de personas con discapacidad.

e) Conocer y utilizar de manera apropiada la lengua castellana y, si la hubiere, la lengua cooficial de la Comunidad Autónoma y desarrollar hábitos de lectura.

\*f) Adquirir en, al menos, una lengua extranjera la competencia comunicativa básica que les permita expresar y comprender mensajes sencillos y desenvolverse en situaciones cotidianas.

g) Desarrollar las competencias matemáticas básicas e iniciarse en la resolución de problemas que requieran la realización de operaciones elementales de cálculo, conocimientos geométricos y estimaciones, así como ser capaces de aplicarlos a las situaciones de su vida cotidiana.

\*h) Conocer los aspectos fundamentales de las Ciencias de la Naturaleza, las Ciencias Sociales, la Geografía, la Historia y la Cultura.

\*i) Iniciarse en la utilización, para el aprendizaje, de las Tecnologías de la Información y la Comunicación desarrollando un espíritu crítico ante los mensajes que reciben y elaboran.

\*j) Utilizar diferentes representaciones y expresiones artísticas e iniciarse en la construcción de propuestas visuales y audiovisuales.

\*k) Valorar la higiene y la salud, aceptar el propio cuerpo y el de los otros, respetar las diferencias y utilizar la educación física y el deporte como medios para favorecer el desarrollo personal y social.

\*l) Conocer y valorar los animales más próximos al ser humano y adoptar modos de comportamiento que favorezcan su cuidado.

\*m) Desarrollar sus capacidades afectivas en todos los ámbitos de la personalidad y en sus relaciones con los demás, así como una actitud contraria a la violencia, a los prejuicios de cualquier tipo y a los estereotipos sexistas.

\*n) Fomentar la educación vial y actitudes de respeto que incidan en la prevención de los accidentes de tráfico.

## **2.2. Objetivos didácticos del curso.**

Los objetivos didácticos hacen referencia a las intenciones educativas que los docentes poseen con respecto a los alumnos tras el proceso de enseñanza-aprendizaje. Estos objetivos están señalados con un asterisco en el apartado de los objetivos generales de etapa.

## **2.3. Objetivos del área.**

Los objetivos didácticos en la asignatura de inglés para el curso de 1º de Educación Primaria han sido enunciados a partir de los criterios de evaluación propuestos en la *Orden ECD/686/2014, de 23 de abril*, por la que se establece el currículo de la Educación Primaria.

1. Comprender lo esencial de los mensajes e instrucciones del docente referidos a la actividad habitual del aula.



2. Participar en las rutinas diarias (día de la semana, mes, tiempo atmosférico, etc.) y comprende el vocabulario asociado.
3. Entender la información esencial en conversaciones muy breves y muy sencillas en las que participa, que traten sobre temas familiares como, por ejemplo, uno mismo, la familia, la clase, sus mascotas, descripción muy básica de objetos, apoyándose en el lenguaje no verbal para mejorar su comprensión.
4. Comprender las fórmulas básicas de relación social (saludos, presentaciones, agradecimientos, disculpas).
5. Comprender las preguntas del docente sobre sus datos básicos (nombre, edad), su cuerpo, objetos, mascotas y animales, su familia y en general sobre los temas trabajados en el aula.
6. Distinguir el inicio y cierre de una conversación.
7. Imitar y repetir las expresiones del docente utilizadas en el aula.
8. Hacer presentaciones muy breves y sencillas, previamente preparadas y ensayadas, sobre temas cotidianos o de su interés (presentarse y presentar a otras personas; dar información básica sobre sí mismo) y utilizar estructuras muy sencillas.
9. Respetar las normas que rigen la interacción oral.
10. Responder adecuadamente en situaciones de comunicación (saludo, preguntas muy sencillas sobre sí mismo, petición u ofrecimiento de objetos, etc.).
11. Conocer y utilizar expresiones relacionadas con las celebraciones familiares o culturales.
12. Participar en conversaciones cara a cara en las que se establece contacto social (saludar y despedirse, presentarse).
13. Localizar palabras conocidas en el material visual utilizado para las rutinas (calendario, expresiones sobre el tiempo atmosférico) o en los libros de la clase (título, paginación etc.).
14. Utilizar diccionarios de imágenes.
15. Relacionar correctamente palabras escritas con la imagen correspondiente.
16. Utilizar las Tecnologías de la Información y la Comunicación para iniciarse en la lectura.
17. Copiar palabras y expresiones sencillas trabajadas oralmente.
18. Escribir cartas o tarjetas en las que felicita a alguien a partir de un modelo, copiar algunas palabras básicas e incluir dibujos o fotografías.
19. Elaborar carteles muy sencillos con un modelo.

### 3. CONTENIDOS

#### 3.1. Secuenciación de contenidos del currículo oficial de la CAM.

Según el *Artículo 2 del RD 126/2014*, los contenidos son definidos como “conjunto de conocimientos, habilidades, destrezas y actitudes que contribuyen al logro de los objetivos de cada enseñanza y etapa educativa y a la adquisición de competencias” (*Art. 2, RD 126/2014*).

El área de Primera Lengua Extranjera forma parte del bloque de las asignaturas troncales, por lo que los contenidos, criterios de evaluación y estándares de aprendizaje evaluables para toda la etapa son los propuestos por el Ministerio de Educación, Cultura y Deporte en el *Real Decreto 126/2014*. La Comunidad de Madrid ha complementado y concretado dichos contenidos por cursos en el Decreto 89/2014. Los contenidos aparecen distribuidos en un bloque para toda la etapa que trata sobre la cultura inglesa y en otros cuatro bloques, que se repiten en cada uno de los cursos de la etapa: cuatro bloques principales: “Comprensión oral”, “Expresión oral”, “Comprensión lectora” y “Expresión escrita”. Para cada curso se indican, además, los contenidos sintácticos y discursivos establecidos por el Ministerio de Educación, Cultura y Deporte, en el *Real Decreto 126/2014*.

A continuación, aparecen redactados los contenidos del área de Primera Lengua Extranjera para el primer curso de Educación Primaria. Dentro de cada bloque, los contenidos se encuentran divididos en conceptuales y procedimentales. Los contenidos actitudinales serán redactados en las Unidades Didácticas, debido a que las actitudes no se especifican en el *Decreto 89/2014*.

#### **Contenidos Primero de Primaria**

##### **Bloque 1: Comprensión oral**

- Conceptuales:
  - Sonidos característicos en lengua inglesa. El sonido y nombre de las letras del alfabeto.
- Procedimentales:
  - Comprensión de palabras clave y mensajes sencillos.
  - Comprensión de textos breves y sencillos procedentes de distintos soportes, incluidos los audiovisuales e informáticos.
  - Comprensión de mensajes emitidos en lengua inglesa con distintos acentos.

##### **Bloque 2: Expresión oral**

- Conceptuales:

- Conocimiento de diferencias fonéticas básicas de la lengua inglesa a través de palabras y oraciones sencillas.
- Vocabulario básico.
  - Procedimentales:
- Emisión de palabras y mensajes breves y sencillos con una pronunciación, entonación, acentuación y ritmo correctos. Uso de rutinas, canciones y rimas.
- Utilización de expresiones de uso habitual dentro del aula para saludar, dar las gracias, pedir permiso o ayuda, etcétera.
- Uso de oraciones sencillas acerca de uno mismo: nombre, edad, etcétera.

### **Bloque 3: Comprensión lectora**

- Conceptuales:
- Introducción a los cuentos, cómics y otros textos narrativos con alto contenido visual.
- Procedimentales:
- Reconocimiento de los principales sonidos de las letras en lengua inglesa y grupos de sonidos para la lectura de palabras.
- Lectura de palabras y frases sencillas.
- Reconocimiento de palabras de uso frecuente.
- Uso de diccionarios de imágenes.

### **Bloque 4: Expresión escrita**

- Conceptuales:
- Mayúsculas y punto.
- Procedimentales:
- Copia y escritura de vocabulario básico.
- Uso de diccionarios de imágenes.

### **Bloque 5: Contenidos sintáctico-discursivos**

- Procedimentales:
- 1. Expresión de relaciones lógicas: conjunción (and).
- 2. Afirmación: affirmative sentences.
- 3. Negación: negative sentences with not.
- 4. Exclamación: exclamatory sentences (I love.....!).
- 5. Interrogación: Wh- questions (What; Where; How many; Who).
- 6. Expresión del tiempo: presente (simple present).
- 7. Expresión del aspecto: puntual (simple tenses).

8. Expresión de la modalidad: permiso (can), capacidad (can), obligación (have (got) to).
9. Expresión de la existencia (to be; there is/are); la entidad (nouns, pronouns, articles, demonstratives); la cualidad ([very]+) Adj.).
10. Expresión de la cantidad: (singular/plural; cardinal numbers up to two digits. Quantity: many, some, more. Degree: very).
11. Expresión del espacio: prepositions and adverbs of location (here, there, on, in, under).
12. Expresiones temporales: divisions (e.g. summer) indications of time (e.g. now).
13. Expresión del modo: Adv. of manner (e.g. slowly, well).
14. Expresión de la posesión: I have got (I've got).

### **Bloque 6: Cultura inglesa (Contenidos comunes para toda la etapa)**

- Conceptuales:
  - Costumbres y tradiciones culturales de los países de habla inglesa.
  - Introducción a la literatura infantil en lengua inglesa (relatos, poesías, rimas y representaciones teatrales sencillas).
  - Historia y personajes de los países de habla inglesa.
- Procedimentales:
  - Canciones, diálogos y debates.

### **3.2. Secuenciación en Unidades Didácticas.**

The distribution of the contents in the different didactic units is presented in a table in [annex 21](#). It presents what each unit is going to be about: a general idea of the project. It also includes the lexis, grammar, phonics and intercultural competence aspects that students will develop during that unit.

## **4. TEACHING-LEARNING ACTIVITIES**

### **4.1. Activities classification according to different criteria**

- Attending to the grouping:
  - Individual activities
  - Pair work
  - Threes
  - Cooperative work

- Whole-class work
- Attending to the teaching-learning process:
- Initial activities: warm up activities are used to activate students' schemata by reviewing the previous class or to check student's previous knowledge about a topic. This is done using activities such as games, point to, checking questions and conversation circles. Initial activities are also fantastic to put students into context in order to introduce a topic or a project. For example, using a story, a presentation, images, a videos or specific objects.
- Procedural activities: these are activities to practice contents and develop the different skills. Here there is a wide range of activities: classroom corners, gymkhanas, dances, classifications, drawings, worksheets, creation of murals, games like dominoes, crosswords, online exercises...
- Final activities: these activities are generally used to check that students have understood the main concepts of a class. Some examples of these activities are completing exit slips, answer checking questions. Furthermore, at the end of every project it is essential to use final activities to review and reflect about it and students generally complete a self-assessment checklist.

#### 4.2. Activity-types

- Reading activities: read words and expressions previously worked, do dominoes, read the headlines of online exercises, worksheets or exit slips in order to answer them, experiment with the different texts of the classroom library.
- Listening activities: drills, listen to a story and answer general questions about it, point to, complete blanks in activities such as song- gap worksheets, drawings inspired on stories they have listened, dance a song following its instructions previously worked.
- Writing activities: classifications, online exercises, exit slips, worksheets, create posters, murals, a magazine, a class pet journal and a mini book. Writing is also practiced when using the mini-whiteboard or when they copy specific vocabulary.
- Speaking activities: morning routine, drills, speaking cards, presentation of posters, murals and experiences, reflection activities, conversation circles, cooperative activities.

## 5. METHODOLOGY AND DIDACTIC RESOURCES

### 5.1. Methodological principles

This Annual syllabus promotes a methodology that favors the **continuity of Infant Education** in Year 1 in such a way that this year is considered as a period to reinforce and increase knowledge and skills. According to Article number 12 of *Decreto 17/2008, de 6 de marzo, del Consejo de Gobierno, por el que se desarrollan para la Comunidad de Madrid las enseñanzas de la Educación Infantil*: “*Los métodos de trabajo en esta etapa educativa se basarán en las experiencias, las actividades y el juego y fomentarán progresivamente en el alumno la adquisición de hábitos de trabajo*”. In Infant Education students are used to work through projects, routines and workshops, manipulative games and the learning goes from more general concepts to concrete ones. This project has tried to implement these methodologies, which have many benefits, in order to promote a continuity.

The didactic units follow the teaching method **Project Based Learning (PBL)**, in which students gain knowledge and skills by working for an extended period of time about an authentic and engaging topic or challenge. Larmer, J. & Mergendoller, J.R. (2010) states that “A project is meaningful if it fulfills two criteria. First, students must perceive it as personally meaningful, as a task that matters and that they want to do well. Second, a meaningful project fulfills an educational purpose”.

PBL is a methodology in which the subjects are taught using an active methodology: learning by doing. It promotes academic motivation due to the fact that the activities are dynamic and interesting for the students. Individual and collective learning are developed, but in general there are more times in which students work together as a team. **Cooperative learning** has an important role during the classes, which favors the development of social skills. Meanwhile, the teacher guides it and give students all the tools they need to accomplish the different tasks. Through this methodology students not only acquire knowledge, they also develop social, communicative and critical thinking skills.

Following the constructivism approach, the PBL methodology considers learning as an active process in which learners construct knowledge and meaning through their experiences and link new knowledge to previous one. According to *ORDEN 5958/2010, de 7 de diciembre*,

*por la que se regulan los colegios públicos bilingües de la Comunidad de Madrid* “The learning process becomes meaningful and significant when pupils perceive it as being functional and useful, and therefore activities should require active student participation as well, in order to favor autonomous learning. It is therefore important to sequence the contents and the learning of these contents by carefully designing the activities to be carried out, making sure that there is a link between past and present learning”. There is a progression of contents and skills from unit 1 to 10.

The activities included through the didactic units are contextualized within a project: reading and listening tasks, individual and group presentations, problem solving, elaboration of posters and mind maps, etc. In every project, there is a final product, created by the students, which reflects their work and knowledge acquisition. The fact of having an audience in order to present the final project increases their motivation. The audience can be other classes or the families. At the end of every project, students and teacher do a reflection of the process: how they have felt, what they have learned, what they have liked and disliked... In this syllabus, students will work in several projects: one per didactic unit.

Moreover, the classroom space has a different essence from traditional classes, because students have to move frequently: they usually work with others or as a whole class and it is very common to use different areas of the classroom.

Furthermore, Article number 11 of *Decreto 17/2008*, which refers to the “*Enseñanza de la lengua extranjera*”, claims that “*Dado el carácter globalizado del currículo de la etapa, se procurará que la enseñanza de la lengua extranjera se aborde a través de los contenidos de las áreas curriculares*”. Considering this principle, English will back other subjects such as Natural Science and Social Science. These subjects are taught in English language so in English classes we will work vocabulary and skills that can be useful in those other subjects. Furthermore, there will be some occasions in which English works on **cross-curricular** projects with different subjects: mathematics, Physical Education and Social Science.

With regard to the **phonics**, this syllabus will be focused on those sounds which are more difficult and confusing for Spanish people so that students get used to hear and use those English sounds since a young age. Each didactic unit will address one or two sounds and they will be worked by using minimal pairs, repeating the sounds, associating them with some

actions or images, reading words which contain those sounds, copying and learning some of these words and other activities that promotes its practice.

To conclude, this Annual Syllabus promotes a progressive and coherent learning process through the school year, based on active methodologies in order to promote cooperative, meaningful and contextualized learning.

## 5.2. Students' and teachers' role

Vygotsky's Social Development theory (1978) promotes learning contexts in which students play an active role in learning. Roles of the teacher and student are therefore connected, as teachers should collaborate with their students in order to facilitate meaning construction. Learning therefore becomes a reciprocal experience for the students and teacher.

Learners have to participate in classroom activities, which are based on a more cooperative learning approach rather than an individualistic one. They are expected to participate and take on a greater degree of responsibility for their own learning.

According to *ORDEN 5958/2010* "Teachers will use a variety of resources (literature, the Internet, new technologies, traditional resources, etc.) to increase the pupils' intercultural awareness and help them become more autonomous learners". Hence, the role of the teacher in the language classroom consists on being a facilitator and a monitor, who creates a classroom climate conducive to language learning and who provides opportunities to practice and reflect on language use. Furthermore, the teacher has to be tolerant with the learners' errors as they indicate that the learner is building up his or her communicative competence.

Finally, Teachers will try to use English all the time and they will reward students when they use it. *ORDEN 5958/2010* claims that "By creating an English-speaking environment for the pupils, teachers encourage them to use English, too. Pupils should be given positive feedback for speaking to each other in English, so as to motivate them". Moreover, language assistants will collaborate with the teacher during the classes giving individual attention to students, modeling pronunciation and having group and individual conversations with them.

To conclude, it could be said that the classroom functions as a community where learners learn through collaboration and sharing and the teacher acts as a facilitator of the students' learning process.



### **5.3. Material and human resources**

This section is designated to write about the resources that will be used in order to develop the Annual Plan. Although there are different types of resources, material and human resources are the ones explained below:

On the one hand, material resources relate to any tool that helps teachers teach and students learn. These are pencils, markers, color pencils, cardboards, books, computers, interactive whiteboards, teacher support materials and supplementary learning aids.

On the other hand, the human resources include the people involved in the teaching and learning process of the students. These people are the English teacher, the students themselves, the language assistant and other teachers who work with them through the school year. Besides, the students' families are also an important part of their learning process and that is why collaboration with the families is promoted.

### **5.4. ICT resources**

This section is about the school technological resources and which of them will be used during the Annual Plan.

The school has an interactive whiteboard (IWB) in every class, which will be used to present content, play games, display pictures, videos, texts and any material that contributes to the teaching and learning process.

Moreover, there is a computer lab that will be used when needed for different tasks, such as playing kahoot or doing online exercises related to the contents.

### **5.5. Learning relationship with other subjects:**

- Unit 1 (The seasons of the year): this will be a cross-curricular project with the Social Science subject because the seasons and the weather are contents of this subject.
- Unit 3 (The supermarket): English and Mathematics will work on a cross-curricular manner with different subjects because students will prepare coins and bills in

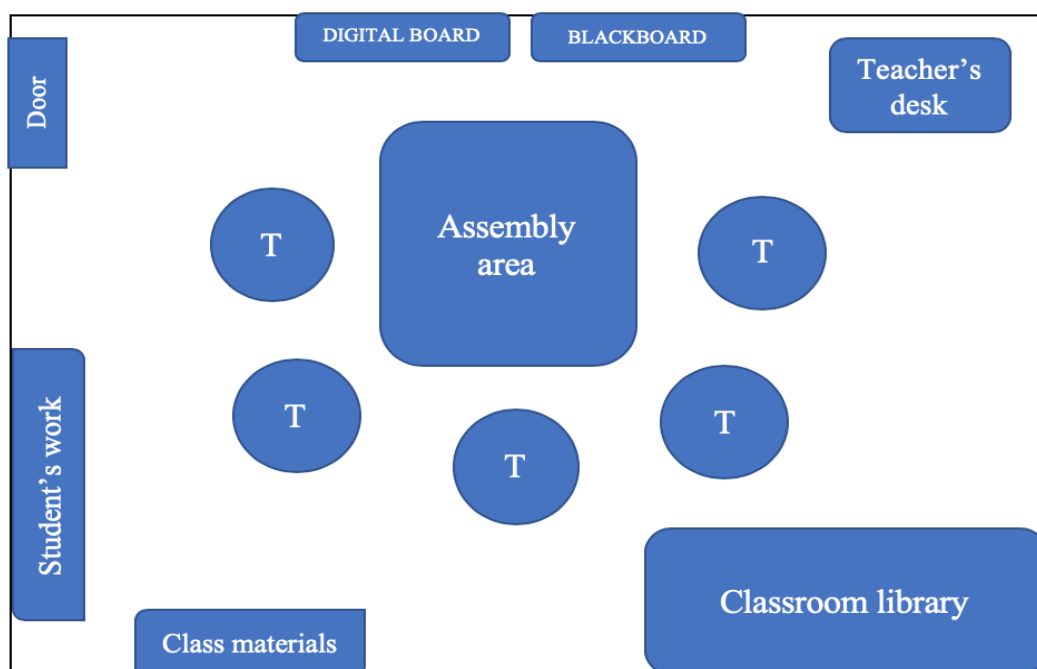
Mathematics in order to play to be buyers and sellers. Moreover, in Mathematics students are learning basic operations and by creating money and playing with it, operations can be worked a lot.

- Unit 5 (Gerald the giraffe): During the last week of this project, English and PE will work in a cross-curricular manner because students will prepare a choreography in PE for the Jungle Dance. Moreover, the animals are also going to be worked in the subject of Natural Science, so this unit can help students to introduce or reinforce this Natural Science content.
- Unit 10 (Welcome Summer): this will be a cross-curricular project with Social Science because it is a good opportunity to work on the content “*El paisaje y su diversidad*”.

### 5.6. Space and time resources. Routines.

In the first part of this section the space distribution of the classroom will be explained.

#### Class map



- **Entrance:** in the door there is a morning greeting poster displayed. It will be used every day for greeting students before they enter to the classroom in the morning and when they leave it at the end of the day for a goodbye.
- **Assembly area:** in the central space of the classroom there is a carpet where students sit when doing conversational circles, morning routines, storytelling, presentations, games, reflection at the end of the projects... Therefore, it is a space which will be used very often.

- **Tables:** around the “assembly area” there are five round tables with five chairs around for the students to sit. Students will be distributed around these tables forming groups of five people. These groups will be mixed up every 2-3 months or when some students are not working well in their respective groups.
- **Teacher’s desk** is in front of the classroom, on the side.
- **Interactive whiteboard and blackboard:** they will be used to explain contents, do presentations, watch videos, play online games...
- **Classroom library:** it is placed in a corner at the back of the class. There is a big carpet and several cushions, mats and bean bags in order to make students feel comfortable. There is also a bookshelf which contains a wide variety of texts presented in different formats. Due to the fact that they are very young to read in English, the main objective is that students enjoy their experience related with reading so that they can develop a good taste for it.
- **Class materials and student’s work shelves:** there is also a shelving at the back of the classroom where students can find class materials, such as colors, pencils, rubbers, scissors... Here, there will also be a furniture where they can keep the works and portfolios they make during the school year.
- **Class walls:** students will decorate the class walls. Depending on the topic we are working on, the decoration will be one or another, so that students can learn in a contextualized space. Furthermore, decorating the class themselves is very motivating and satisfactory. We have to consider that children spend many hours per day in the classroom so it should be a space where they feel comfortable and proud of.

With regard to the time resources, the schedule has been done according to the current educational law. The classes last 45 minutes considering that classes of 60 minutes are hard to keep the attention for students. That is why there are not more than two classes of the same subject in a row. Besides, it has been made on purpose a schedule that give students a sense of routine. For example, English classes are the first class every day and after the break, *lengua* and *matemáticas* always take place. The sessions of the unit plans have been developed following the timetable (see [annex 1](#)).

The distribution of the Unit plans throughout the course has been done considering the academic school calendar 2018-2019 (see [annex 2](#)) and it is summarized in the table presented just before the development of the Didactic Units.

### 5.7. Students' grouping

As it is said in the previous section, students will be generally seated in groups of five because group work is very important in the Annual Syllabus. However, depending on the activities, the grouping will vary. During the Didactic Units students will also work in pairs, in threes, with the whole class and individually. As a consequence, social interaction, respect, autonomy and flexibility are favored.

### 5.8. Connection between methodology, key competences, outcomes and contents

The Spanish Educational Law establishes a competency-based learning approach. Competences are defined as “the capacities to apply in an integrated manner the contents belonging to each teaching and educational stage, so as to be able to do adequately activities and efficiently solve complex problems” (Art.2, RD 126/2014).

<b>COMPETENCE IN LINGUISTIC COMMUNICATION</b>		
<b>ACTIVITIES-METHODOLOGY</b>	<b>OBJECTIVES</b>	<b>CONTENTS</b>
<ul style="list-style-type: none"> <li>- Reading task activities.</li> <li>- Writing task activities.</li> <li>- Morning routine.</li> <li>- Assemblies: conversational circles (project review and reflection)</li> </ul>	<ul style="list-style-type: none"> <li>- Comprender lo esencial de los mensajes e instrucciones del docente referidos a la actividad habitual del aula.</li> <li>- Participar en las rutinas diarias (día de la semana, mes, tiempo atmosférico,</li> </ul>	<ul style="list-style-type: none"> <li>- Sonidos característicos en lengua inglesa. El sonido y nombre de las letras del alfabeto.</li> <li>- Comprensión de palabras clave y mensajes sencillos.</li> <li>- Comprensión de textos breves y sencillos procedentes de distintos soportes, incluidos los audiovisuales e informáticos.</li> </ul>

<ul style="list-style-type: none"> <li>- Sharing experiences and opinions.</li> <li>- Contextualized dialogues.</li> <li>- Cooperative work</li> <li>- Oral presentations.</li> <li>- Phonics work.</li> <li>- Practice vocabulary.</li> <li>- Storytelling.</li> <li>- Identify meaning from songs, chants, stories and conversations.</li> </ul>	<p>etc.) y comprende el vocabulario asociado.</p> <ul style="list-style-type: none"> <li>- Entender la información esencial en conversaciones muy breves y muy sencillas en las que participa, que traten sobre temas familiares como, por ejemplo, uno mismo, la familia, la clase, sus mascotas, descripción muy básica de objetos, apoyándose en el lenguaje no verbal para mejorar su comprensión.</li> <li>- Comprender las preguntas del docente sobre sus datos básicos y en general sobre los temas trabajados en el aula.</li> <li>- Distinguir el inicio y cierre de una conversación.</li> <li>- Imitar y repetir las expresiones del docente utilizadas en el aula.</li> <li>- Hacer presentaciones muy breves y sencillas, previamente preparadas y ensayadas, sobre temas cotidianos o de su interés (presentarse y presentar a otras personas; dar información básica</li> </ul>	<ul style="list-style-type: none"> <li>- Comprensión de mensajes emitidos en lengua inglesa con distintos acentos.</li> <li>- Conocimiento de diferencias fonéticas básicas de la lengua inglesa a través de palabras y oraciones sencillas.</li> <li>- Vocabulario básico.</li> <li>- Emisión de palabras y mensajes breves y sencillos con una pronunciación, entonación, acentuación y ritmo correctos. Uso de rutinas, canciones y rimas.</li> <li>- Utilización de expresiones de uso habitual dentro del aula para saludar, dar las gracias, pedir permiso o ayuda, etcétera.</li> <li>- Uso de oraciones sencillas acerca de uno mismo: nombre, edad, etcétera.</li> <li>- Introducción a los cuentos, cómics y otros textos narrativos con alto contenido visual.</li> <li>- Reconocimiento de los principales sonidos de las letras en lengua inglesa y grupos de sonidos para la lectura de palabras.</li> <li>- Lectura de palabras y frases sencillas.</li> <li>- Reconocimiento de palabras de uso frecuente.</li> <li>- Uso de diccionarios de imágenes.</li> <li>- Mayúsculas y punto.</li> <li>- Copia y escritura de vocabulario básico.</li> </ul>
--	---	--

	<p>sobre sí mismo) y utilizar estructuras muy sencillas.</p> <ul style="list-style-type: none"> <li>- Responder adecuadamente en situaciones de comunicación (saludo, preguntas muy sencillas sobre sí mismo, petición u ofrecimiento de objetos, etc.).</li> <li>- Participar en conversaciones cara a cara en las que se establece contacto social (saludar y despedirse, presentarse).</li> <li>- Localizar palabras conocidas en el material visual utilizado para las rutinas (calendario, expresiones sobre el tiempo atmosférico) o en los libros de la clase (título, paginación etc.).</li> <li>- Utilizar diccionarios de imágenes.</li> <li>- Relacionar correctamente palabras escritas con la imagen correspondiente.</li> <li>- Copiar palabras y expresiones sencillas trabajadas oralmente.</li> <li>- Elaborar carteles.</li> </ul>	<ul style="list-style-type: none"> <li>- Uso de diccionarios de imágenes.</li> <li>- Expresión de relaciones lógicas: conjunción (and).</li> <li>- Afirmación: affirmative sentences.</li> <li>- Negación: negative sentences with not.</li> <li>- Exclamación: exclamatory sentences (I love.....!).</li> <li>- Interrogación: Wh- questions (What; Where; How many)</li> <li>- Expresión del tiempo: presente (simple present).</li> <li>- Expresión del aspecto: puntual (simple tenses).</li> <li>- Expresión de la modalidad: permiso (can), capacidad (can), obligación (have (got) to).</li> <li>- Expresión de la existencia (to be; there is/are); la entidad (nouns, pronouns, articles, demonstratives); la cualidad ([very]+) Adj.).</li> <li>- Expresión de la cantidad: (singular/plural; cardinal numbers up to two digits. Quantity: many, some, more. Degree: very).</li> <li>- Expresión del espacio: prepositions and adverbs of location (here, there, on, in, under).</li> <li>- Expresiones temporales: divisions (e.g. summer) indications of time (e.g. now).</li> <li>- Expresión del modo: Adv. Of manner (e.g. slowly, well).</li> </ul>
--	--	---

		<ul style="list-style-type: none"> <li>- Expresión de la posesión: I have got (I've got).</li> <li>- Introducción a la literatura infantil en lengua inglesa.</li> </ul>
--	--	--

### COMPETENCE IN MATHEMATICS, SCIENCE AND TECHNOLOGY

ACTIVITIES-METHODOLOGY	OBJECTIVES	CONTENTS
<ul style="list-style-type: none"> <li>- Dialoguing about science topics.</li> <li>- Watching videos about science topics.</li> <li>- Activities, songs and murals related to Social Science and Natural Science vocabulary: the weather, the seasons, the animals, means of transport and landscapes.</li> <li>- Practice basic operations playing to “buyers and sellers”.</li> </ul>	<ul style="list-style-type: none"> <li>- Participar en las rutinas diarias (día de la semana, mes, tiempo atmosférico, etc.) y comprende el vocabulario asociado.</li> <li>- Hacer presentaciones muy breves y sencillas, previamente preparadas y ensayadas, sobre temas cotidianos o de su interés (presentarse y presentar a otras personas; dar información básica sobre sí mismo) y utilizar estructuras muy sencillas.</li> <li>- Imitar y repetir las expresiones del docente utilizadas en el aula.</li> <li>- Localizar palabras conocidas en el material visual utilizado para las rutinas (calendario, expresiones sobre el tiempo atmosférico) o en los libros de la clase (título, paginación etc.).</li> <li>- Relacionar correctamente palabras escritas con la imagen correspondiente.</li> <li>- Elaborar carteles.</li> </ul>	<ul style="list-style-type: none"> <li>- Vocabulario básico.</li> <li>- Copia y escritura de vocabulario básico.</li> <li>- Reconocimiento de palabras de uso frecuente.</li> <li>- Emisión de palabras y mensajes breves y sencillos</li> <li>- Expresión de la cantidad: (singular/plural; cardinal numbers up to two digits. Quantity: many, some, more. Degree: very).</li> <li>- Expresiones temporales: divisions (e.g. summer) indications of time (e.g. now).</li> <li>- Canciones, diálogos y debates.</li> </ul>

<b>DIGITAL COMPETENCE</b>		
<b>ACTIVITIES-METHODOLOGY</b>	<b>OBJECTIVES</b>	<b>CONTENTS</b>
<ul style="list-style-type: none"> <li>- Playing online games related to the contents.</li> <li>- Play Kahoot.</li> <li>- Watch videos/presentations and answer questions about them.</li> </ul>	<ul style="list-style-type: none"> <li>- Relacionar correctamente palabras escritas con la imagen correspondiente.</li> <li>- Utilizar las Tecnologías de la Información y la Comunicación para iniciarse en la lectura.</li> </ul>	<ul style="list-style-type: none"> <li>- Comprensión de textos breves y sencillos procedentes de distintos soportes, incluidos los audiovisuales e informáticos.</li> <li>- Vocabulario básico.</li> <li>- Introducción a los cuentos, cómics y otros textos narrativos con alto contenido visual.</li> <li>- Lectura de palabras y frases sencillas.</li> </ul>

<b>LEARNING TO LEARN</b>		
<b>ACTIVITIES-METHODOLOGY</b>	<b>OBJECTIVES</b>	<b>CONTENTS</b>
<ul style="list-style-type: none"> <li>- Reflections after every project.</li> <li>- Organization and distribution of work.</li> <li>- Preparation of oral presentations.</li> <li>- Elaboration of murals and mind maps.</li> <li>- Giving feedback to their partners.</li> <li>- Completing self-assessment rubrics.</li> </ul>	<ul style="list-style-type: none"> <li>- Comprender lo esencial de los mensajes e instrucciones del docente referidos a la actividad habitual del aula.</li> <li>- Entender la información esencial en conversaciones muy breves y muy sencillas.</li> <li>- Hacer presentaciones muy breves y sencillas, previamente preparadas y ensayadas.</li> <li>- Respetar las normas que rigen la interacción oral.</li> <li>- Responder adecuadamente en situaciones de comunicación.</li> <li>- Localizar palabras conocidas en el material visual usado.</li> </ul>	<ul style="list-style-type: none"> <li>- Comprensión de palabras clave y mensajes sencillos.</li> <li>- Emisión de palabras y mensajes breves y sencillos. Uso de rutinas, canciones y rimas.</li> <li>- Reconocimiento de palabras de uso frecuente.</li> <li>- Uso de diccionarios de imágenes.</li> <li>- Canciones</li> </ul>



<b>SOCIAL AND CIVIC COMPETENCE</b>		
<b>ACTIVITIES-METHODOLOGY</b>	<b>OBJECTIVES</b>	<b>CONTENTS</b>
<ul style="list-style-type: none"> <li>- Assembly circles.</li> <li>- Contextualized and brief dialogues between the students.</li> <li>- Elaboration of murals and other creations in groups.</li> <li>- Oral presentations of their team work.</li> <li>- Creating a choreography.</li> <li>- work on road-safety education</li> <li>- In the everyday class (social interaction).</li> </ul>	<ul style="list-style-type: none"> <li>- Comprender las fórmulas básicas de relación social (saludos, presentaciones, agradecimientos, disculpas).</li> <li>- Respetar las normas que rigen la interacción oral.</li> <li>- Responder adecuadamente en situaciones de comunicación (saludo, preguntas muy sencillas sobre sí mismo, petición u ofrecimiento de objetos, etc.).</li> <li>- Participar en conversaciones cara a cara en las que se establece contacto social (saludar y despedirse, presentarse).</li> <li>- Elaborar carteles en grupo.</li> </ul>	<ul style="list-style-type: none"> <li>- Emisión de palabras y mensajes breves y sencillos con una pronunciación, entonación, acentuación y ritmo correctos. Uso de rutinas, canciones y rimas.</li> <li>- Utilización de expresiones de uso habitual dentro del aula para saludar, dar las gracias, pedir permiso o ayuda, etcétera.</li> <li>- Canciones, diálogos y debates.</li> </ul>

<b>SENSE OF INITIATIVE AND ENTREPRENEURSHIP</b>		
<b>ACTIVITIES-METHODOLOGY</b>	<b>OBJECTIVES</b>	<b>CONTENTS</b>
<ul style="list-style-type: none"> <li>- Preparation of oral presentations.</li> <li>- Elaboration of murals and mind maps.</li> <li>- Solving problems.</li> <li>- Elaboration of a magazine.</li> <li>- Elaboration of different creations such as a weird animal, their own shop or a means of transport.</li> <li>- Doing drawings after listening to stories.</li> <li>- Creating a choreography.</li> <li>- Generating questions following a model and doing an interview.</li> </ul>	<ul style="list-style-type: none"> <li>- Hacer presentaciones breves y sencillas, previamente preparadas y ensayadas.</li> <li>- Elaborar carteles sencillos y otras creaciones.</li> </ul>	<ul style="list-style-type: none"> <li>- Emisión de palabras y mensajes breves y sencillos.</li> <li>- Canciones y diálogos.</li> <li>- Introducción a los cuentos y otros textos narrativos con alto contenido visual.</li> </ul>

<b>CULTURAL AWARENESS AND EXPRESSION</b>		
<b>ACTIVITIES-METHODOLOGY</b>	<b>OBJECTIVES</b>	<b>CONTENTS</b>
<ul style="list-style-type: none"> <li>- Singing songs and dancing the Irish jig dance.</li> <li>- Watching videos</li> <li>- Listening to stories about cultural aspects and identifying the main points.</li> <li>- Activities about cultural topics and aspects: Ireland, Saint Patrick's Day, Christmas, Easter, Summer holidays.</li> <li>- Activities related to these topics.</li> <li>- Speak with native conversation assistants.</li> </ul>	<ul style="list-style-type: none"> <li>- Conocer y utilizar expresiones relacionadas con las celebraciones culturales.</li> <li>- Entender la información esencial en conversaciones muy sencillas.</li> <li>- Escribir cartas o tarjetas en las que felicita a alguien, copiar algunas palabras básicas e incluir dibujos o fotografías.</li> <li>- Hacer presentaciones muy sencillas.</li> </ul>	<ul style="list-style-type: none"> <li>- Costumbres y tradiciones culturales de los países de habla inglesa.</li> <li>- Introducción a la literatura infantil en lengua inglesa.</li> <li>- Historia y personajes de los países de habla inglesa.</li> <li>- Canciones, diálogos y debates.</li> </ul>

## 6. DIVERSITY ATTENTION MEASURES

As it is mentioned in *Decreto 89/2014*, article 17 entitled *Atención a la diversidad* states that “*La intervención educativa en esta etapa debe facilitar el aprendizaje de todos los alumnos que requieran una atención educativa diferente a la ordinaria por presentar necesidades educativas especiales por discapacidad, por dificultades específicas de aprendizaje (entre ellas la dislexia), por presentar Trastorno por Déficit de Atención e Hiperactividad (TDAH), por sus altas capacidades intelectuales, por su incorporación tardía al sistema educativo, o por condiciones personales o de historia escolar*”.

There are three different types of measures: general, ordinary and extraordinary. Below, these measures will be addressed considering the CEIP María de Zayas school and specifically the English Year 1 class.

### 6.1. General attention measures for all students

General measures refer to regulated strategies that schools implement to adequate the Curriculum prescriptive elements to the school context, with the objective of giving the most inclusive answer to the different curricular competencies, capacities, expectations, motivations, rates or learning styles, just as the cultural and social differences from the school students. School general measures are:

- Any student can receive personal, academic and professional counseling if needed and families can receive help or guidance from Equipos de Orientación Educativa y Psicopedagógica, from the tutor and from the rest of the teachers.
- Tutorial Action plans are focused on each group of students, considering all areas of development: cognitive, socio-affective, emotional and behavioral. It also considers coordination among the school and the families in order to collaborate for each student benefits.
- The school organizes talks to provide information and guidance to families in order to help students with homework, learning and behavioral techniques.
- School teachers coordinate among themselves in weekly meetings to organize and plan an effective and flexible teaching-learning practices.

## 6.2. Ordinary measures: Educational support needs

Ordinary measures relate to the organization and modifications that each school should implement with regard to the groupings, methods, techniques, activities, evaluation and teaching-learning strategies. The aim is to attend to diversity without modifying the prescriptive curriculum elements, such as objectives, contents and evaluation criteria. The ordinary measures for the class are:

- In English classes, students will work through Project based learning which is engaging for students and it favors contextualized learning, interpersonal skills and problem solving. Activities will be adapted to students' different academic competences.
- Methodological strategies implemented favor every student participation, such as cooperative learning, pair work, projects, workshops, debates and tutoring.
- Variety of resources (space, material and personal), methodologies and strategies are used in class considering students difficulties, interests and preferences.
- There are different grouping spaces: whole class group, small groups classroom, divided classroom, flexible grouping, workshops...
- Techniques, procedures and evaluation tools are adapted to the student's educational needs, without modifying evaluation criteria.

## 6.3. Extraordinary measures: Curricular adaptations

Extraordinary measures address individual measures which are taken in a school in order to answer to the specific educational needs that students have and it requires the organization of personal and material resources. These measures will be adopted when ordinary measures are not enough and they can be amplified and restructured attending to the school organization, group-class measures and individual measures. The extraordinary measures for the class are destined to a student with special needs. He has ADHD (Attention Deficit Hyperactivity Disorder) and some measures will be taken so he can follow the ordinary curriculum.

Firstly, large assignments will be divided into smaller and he will be allowed to have frequent breaks so that he doesn't feel overwhelmed. Secondly, in order to reduce moments of interruption, he will be given three paper stars which means three opportunities to talk in class without counting the times he is called or asked to answer something. These stars will be

given to all students so that he does not feel the only one. Indeed, it can be positive for all students due to children at this age are still learning to control their impulses.

## 7. ACTIVIDADES COMPLEMENTARIAS Y EXTRAESCOLARES

### 7.1. Out-of-class activities

- Visit the supermarket (Unit 3): Students visit the supermarket of the school's neighborhood in order to be aware about the different food stores that constitute a supermarket and the food they sell.
- Visit the road-safety educational circuit (Unit 6): students will visit it in order to learn more about their daily surroundings and how to act as pedestrians. This is a way of protecting their integrity and autonomy as pedestrians and future drivers.

### 7.2. Extensive reading program

It is formed by organizational and methodological decisions which try to encourage students' reading through the promotion of diverse types of reading. Its main objectives are:

- ❖ Make reading an enjoyable and interesting activity.
- ❖ Help students to be able to feel comfortable in the reading field.
- ❖ Use reading to promote reflection and critical thinking.
- ❖ Encourage reading habit among students.
- ❖ Have positive and pleasurable experiences related to reading.

The extensive reading program is expressed in a dynamic way in the **class reading plan**, which is explained below:

The classroom library constitutes an essential part of the class reading plan due to the variety of resources that it has and the activities that will be developed there. It is an interactive place where books enter and leave, because they are renewed. In our class, the library is placed in a corner, so that students can have a specific place to enjoy reading and relax. "Teachers can create a silent reading area away from the mainstream of class activities" (Johnson & Blair, 2003, p. 188). In this area, there is a big carpet and several cushions, mats and bean bags. These elements invite students to sit or lie down and read feeling comfortable, as if they were at home.

There are different types of texts in the classroom library and they are classified in different sections:

- ❖ Books of different types of genres (fiction, nonfiction and picture books).
- ❖ Magazines and comics.
- ❖ Songs, poems, riddles and tongue-twisters.
- ❖ Texts created by the students.

Even though at this age, they are not barely capable of reading in English, offering a variety of texts will promote students' curiosity and motivation, which is essential in helping students to create good feelings for reading and awake their interest for it.

### 7.3. Connection with the development of the Unit Plans.

The following activities will be carried out throughout the didactic units contributing to the objectives of the extensive reading program. Their aim is to connect children with reading and create positive learning experiences.

- ❖ In the classroom library students will be able to:
  - Enjoy individual reading: they choose the type of text that they want to read. Every time classroom corners take place, there is a corner destined to experiment with different types of texts and try reading them. Johnson & Blair (2003) states that “in order for the students to engage with texts, they must feel they have control in selecting material that are interesting to them”.
  - Look for information in different texts.
  - Create a poster about the classroom library rules: be respectful to other readers, take care of the books, do not push to access to the library, respect your turn...
  - Decorate the library with drawings about their favorite readings.
- ❖ The assembly area has an importance role in the reading program because it will be used for carrying out:
  - Storytelling
  - Reading circles where students will reflect and express their opinion about different topics.

- ❖ After reading a book to the students, they will have to draw what they feel. This is a very positive activity because “encouraging children to draw pictures after hearing stories read to them can result in some of the most highly individualistic creations”. (Russell, 2011).
- ❖ Answer questions in oral and written formats about different readings: They will identify the main points of different stories, answer specific questions and give their opinion about the them. This is also a beneficial way for the teacher to check if students understand the readings and if they are capable of expressing themselves by answering the questions. Thus, the teacher also gets to know if those stories are appropriate for them. Furthermore, this type of activities helps students improve their listening, reading, speaking and writing skills.
- ❖ Class pet journal (Unit plan 5): Students will take Gerald the giraffe every weekend to their houses, one student each weekend. They will have to write about what they have done with Gerald, take pictures with it or do drawings in their page of the class pet journal. Russell (2011) claims that “making their own books is a rewarding activity for children of all ages, and it is an activity that combines a variety of literary experiences”.
- ❖ Creation of a magazine (Unit plan 8): Students will create an “Easter” magazine about the different cultural traditions around this festivity. This motivating activity requires investigation, association of ideas and creativity.

## **8. TUTORIAL ACTION PLAN AND COLLABORATION WITH FAMILIES**

### **8.1. Tutorial action objectives**

The tutorial action plan is one of the main points of this Educational Project. Tutoring consists of the ability to listen, guide and help every student in their personal and academic process. Therefore, it considers not only the academic perspective, but also other important areas of life such as their socio-affective development, their emotional development and their behavioral problems. Hence, it is a process in which the tutor accompanies students in their life learning process (Méndez, Tesoro & Tiranti, 2006).

Moreover, the tutorial action plan includes involving the families in the learning process of the students. It is focused on promoting teamwork between students and teachers as well as between teachers and parents.

According to M. Müller (mentioned by Méndez et al, 2006), the teacher developing tutor function should accomplish the following statements:

- Paying attention to the students and help them with their difficulties and problems.
- Respecting every human being and accepting that each person is unique and different.
- Acknowledging our limits and asking for help when needed in order to face difficult situations, as much in the personal dimension as in the professional one.
- Accepting the individual, group and institutional conflict as integral aspects of the learning process.

To conclude, the tutorial action plan promotes communication and collaboration between educators, students and families in order to identify the main formative needs and encourage the development of academic and personal skills.

## **8.2. Family-school collaboration mutual tasks**

In recent decades, educational research has provided a growing body of evidence regarding the importance of cooperation between families and the school in the attainment of good educational results (Egido & Bertran, 2017).

Collaboration with the families will be promoted on an ongoing basis in order to review student's agenda and attend the individual and group meetings. Besides, we will organize activities and workshops in which voluntary assistance and collaboration will be requested.

The school also organizes talks to provide information and guidance to families in order to help students with homework, studying techniques and academic choices. Furthermore, it promotes the participation of families in decision-making and cooperation in school associations and government and management bodies.

## **8.3. Interviews and individualized tutoring**

The tutor has an interview with the families of each student in order to establish networks of communication. In these interviews the tutors can comment to the families how their children are doing and the families have the opportunity to explain their concerns to the teacher. During



the school year, all the teachers have at least two hours per week to meet the parents of their students. As a general rule all the parents should attend these meetings at least once every three months to know the progress of their children.

Furthermore, all the students have a school agenda that works as a communication channel between the families and the teachers. In addition, newsletters, bulletins, phone calls and emails are also communication channels for school-family interaction.

#### 8.4. Class group meetings

There is a group meeting every term, where the teacher explains to the families the academic objectives and contents for the term, the classroom methodology that they are going to follow, what is expected from the students and from the families and the outdoor activities that are going to take place. During the meeting, parents can ask questions if they have any doubts and they can make suggestions, which would be considered. These meetings are important and every family should know the key points and main ideas discussed on the meetings. That is why an explanatory email will be sent to those families who cannot attend.

### 9. LEARNING-TEACHING PROCESS EVALUATION

Evaluation plays an important role in the teaching-learning process. It is essential in order to value, diagnose and improve students' learning and teaching process. During the Annual Syllabus, summative and formative assessment will take place. On the one hand, summative assessment will be used to evaluate what students have learned at the end of an instructional content. On the other hand, formative assessment will be used to improve learning and identify areas for improvement. Indeed, both forms of evaluation help to build educational programs, assess their achievements and improve upon its effectiveness. Moreover, evaluation is very helpful in order to identify children who may need additional support and determine if there is a need for intervention or support services.

During the Annual Syllabus, a wide variety of tools are used in order to assess students:

- **Random selection tool:** it is an interactive tool that promotes everyone's participation because students talking time matters. It is useful to use in order to get an overall perspective of what the class understands about a topic. Besides, it catches students' attention. There is an example of it in [annex 13](#).

- **Mini-whiteboards:** they are used for short answers and to check understanding. It allows the teacher to observe all the answers of the students at the same time so she/he can see how many of them are right or wrong.
- **Thumbs up, thumbs down:** it is used as a quick response tool to check students' understanding. It is also used to ask students how they feel they are doing.
- **Exit slips:** they are used at the end of the class to check knowledge and to get feedback from the students. They are also used to see how students are feeling working in groups or in pairs.
- **Kahoot:** it is a motivating tool which allows the teacher to see who understands a content and who doesn't. Therefore, it is useful to pay attention to those students who are lacking of knowledge.
- **Teaching journal:** to reflect about what went well and not so well, the possible reasons and ideas for improvement.
- **Students' work in class** (worksheets, presentations, elaboration of posters, their English folder...) will be also used as assessment tools.
- **Active observation:** as this is an active approach, students are active during the classes and the teacher has to create active observation tools to assess their performance:
  - ❑ **Checklists:** they are used to assess simple tasks/activities and collaboration. They are also used for peer-assessment and self-assessment.
  - ❑ **Rubrics:** they are used to assess more complex tasks such as presentations or poster's elaborations.

Teachers will not only evaluate students' learning but also the teaching processes and their own teaching practice. To that end, they will have their own checklists and they will set achievement indicators in the Annual Syllabus design in order to evaluate their grade of success. Students' evaluation will also be useful for teachers in order to identify the strengths and weaknesses within a program and get information on how well the program meets the goals and needs of the children.

Finally, assessment records are also great tools to share with parents so they can follow their child's progress at school, understand their child's strengths and challenges, and plan how they can collaborate with the school on strategies to support their child.

### 9.1. Evaluation criteria

Article number 2 of RD 126/2014 defines evaluation criteria as “*el referente específico para evaluar el aprendizaje del alumnado. Describen aquello que se quiere valorar y que el alumnado debe lograr, tanto en conocimientos como en competencias; responden a lo que se pretende conseguir en cada asignatura*”. Evaluation criteria and standards established in the curriculum entails an evaluable formulation of the capacities expressed in the general objectives of Primary Education, associated to the main contents of this area, and they show the competences that students should acquire.

The evaluation criteria used in this syllabus are taken from *Orden ECD/686/2014* and they belong to year 1 of Primary Education and for English area. See the evaluation criteria in the Spanish curriculum following this link <https://www.boe.es/boe/dias/2014/05/01/pdfs/BOE-A-2014-4626.pdf>.

### 9.2. Assessment strategies, techniques and tools. Evaluation moments.

The evaluation techniques that will be used in this Annual Syllabus are:

- Observation and documentation: these will be the main evaluation techniques used in this syllabus. It allows an educator to accumulate a record of the student's work and performance. With this information, educators can begin to plan appropriate curriculum and effective individualized instruction for each child.
- Portfolios are a record of data that is collected through the work children have produced over a period of time and it shows the progress of a child's development.
- Tests and quizzes are created to fit a set of testing standards. These tests are administered and scored in a standard manner and are often used to assess the performance of children in a program.
- Checklists: which are lists of a items or steps needed for a task. Each item is checked off as it is completed.

- Projects: which includes poster presentations, mind maps, cooperative work, oral and comprehension activities, the final product of the project...
- Exit slips: it is a quick and informal assessment that enables the teacher to assess students' learning and it helps students to reflect about what they have learned.
- Diagnostic evaluation techniques: brainstorming or checking questions.

Although specific methods for assessment techniques and tools vary, the process is cyclical. This process allows educators to make changes to their syllabus in order to improve it. The cycle is as follows:

- Instruction
- Observation of students' work.
- Documentation and reflection: record while observing or as soon as possible.
- Analysis and Evaluation: study the information with assessment objective tools, such as a rubric or heading. The assessment comes from the combination of documentation and evaluation.
- Summary, planification and communication: which informs about a child's specific needs and future curriculum.

(Department of Early Education and Care, 2014).

### **9.3. Evaluation moments**

Depending on the moment that evaluation takes place, it can have different functions:

- Initial or diagnostic assessment: this type of evaluation occurs at the beginning of the academic year, of the unit plans or of the projects. It will provide information about the starting point of the students in order to adapt the Annual Syllabus to their knowledge, needs, interests and experiences.
- Formative assessment: it takes place during the whole academic year in order to guide students' development and readjust the Annual Syllabus to adapt it to the students and to improve it. In this syllabus, evaluation will be meanly continuous and formative, considering students' progress in all areas of development: cognitive, physical, linguistic and social-emotional.

- Summative assessment: it is carried out after completion of an of an instructional unit or project in order to appraise its success. It is also helpful to detect if the students have reached or not the general and didactic outcomes and the competences established by the teacher.

# **DIDACTIC UNITS**

Here is the distribution of the didactic units during the school year. There are four units presented in a long format (unit 2, 3, 5 and 7). Moreover, unit 5 is documented with the material resources needed for its development. There is a more explicit summary of the Annual Syllabus presented in [annex 21](#).

<b>Term</b>	<b>Didactic Unit</b>	<b>Temporalization</b>	<b>Number of sessions</b>
1 <sup>st</sup> Term	UNIT 1 <b>THE SEASONS OF THE YEAR</b>	10/09/2018- 11/10/2018	24
	<u>UNIT 2</u> <b>JOBS</b>	15/10/2018- 7/11/2018	16
	<u>UNIT 3</u> <b>THE SUPERMARKET</b>	8/11/2018- 28/11/2018	15
	UNIT 4 <b>SANTA CLAUS IS COMING TO TOWN</b>	29/11/2019- 21/12/2019	15
2 <sup>nd</sup> Term	<u>UNIT 5</u> <b>GERALD THE GIRAFFE</b>	9/1/2019- 28/01/2019	14
	UNIT 6 <b>MEANS OF TRANSPORT</b>	29/01/2019- 21/02/2019	18
	<u>UNIT 7</u> <b>LEPRECHAUNS, SHAMROCKS AND RAINBOWS</b>	22/02/2019- 19/03/2019	16
	UNIT 8 <b>THE EASTER BUNNY MAGAZINE</b>	20/03/2019- 11/04/2019	17
3 <sup>rd</sup> Term	UNIT 9 <b>HOW DO YOU FEEL?</b>	23/04/2019- 17/05/2019	16
	UNIT 10 <b>WELCOME SUMMER!</b>	20/05/2019- 14/06/2019	20
	<b>REVIEW</b>	17/06/2019- 21/06/2019	5

**UNIT 1: SEASONS OF THE YEAR**

<b>Subject</b>	<b>Year</b>	<b>Temporalization</b>	<b>Number of sessions</b>
First Foreign Language, English.	1 <sup>st</sup> grade of Primary Education	10/09/2018- 11/10/2018	24

- **Rationale of the didactic unit topic:**

This unit plan will be mainly used to consolidate contents that students have learned in the previous year. It is an opportunity to activate their schemata. This project is focused on the seasons, a broad and familiar topic for the students. The teacher will use different books, visuals and tools to present the different content and language. The project will start by reading the story *Snowmen All Year* (Buehner, 2012) in order to create curiosity about what happen during the different seasons. During this project students will review concepts such as the numbers, the pronouns, the weather and the days of the week. They will create their own seasons trees and they will make big mural for each season. Regarding to phonics, they will work on the minimal pairs: /æ/ and /ʌ/ (*u* and *a*). Finally, it is important to highlight the cross-curricular work that will be held with the Social Science subject when working with the seasons and the weather because it is a content of this subject.

- **Relationship between objectives and key competences:** <sup>1</sup>

- *Comprender lo esencial de los mensajes e instrucciones del docente referidos a la actividad habitual del aula (CC.CC 1).*
- *Participar en las rutinas diarias (día de la semana, mes, tiempo atmosférico, etc.) y comprende el vocabulario asociado (CC.CC 1 y 2)*
- *Comprender las fórmulas básicas de relación social (saludos, presentaciones, agradecimientos, disculpas) (CC.CC. 1 y 5).*
- *Imitar y repetir las expresiones del docente utilizadas en el aula (CC.CC. 1).*
- *Localizar palabras conocidas en el material visual utilizado para las rutinas (calendario, expresiones sobre el tiempo atmosférico) o en los libros de la clase (CC.CC. 1, 2 y 3)*

---

<sup>1</sup> In all the units, the Spanish curriculum (objectives, contents and evaluation criteria) will be cited in its original version. Spanish sentences will be italicized because English is the original language of this part of the document.



- *Relacionar correctamente palabras escritas con la imagen correspondiente (CC.CC. 1)*
- *Elaborar carteles muy sencillos con un modelo (CC.CC. 1, 2, 5 y 6).*

- **Contents:**

CONCEPTUAL	PROCEDURAL	BEHAVIORAL <sup>2</sup>
<ul style="list-style-type: none"> <li>- <i>Sonidos característicos en lengua inglesa. El sonido y nombre de las letras u y a (Bloque 1).</i></li> <li>- <i>Vocabulario básico (B2): the seasons, the weather, the days of the week and the clothes.</i></li> <li>- <i>Introducción a cuentos y otros textos con alto contenido visual (B3).</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>Comprensión de palabras y mensajes sencillos (Bloque 1).</i></li> <li>- <i>Emisión de palabras y mensajes breves y sencillos (B2).</i></li> <li>- <i>Copia y escritura de vocabulario básico (B4).</i></li> <li>- <i>Subject pronouns (B5).</i></li> <li>- <i>Cardinal numbers up to two digits (B5).</i></li> <li>- <i>Time divisions: summer, autumn, winter and spring (B5).</i></li> <li>- <i>Indications of time: today, yesterday and tomorrow (B5).</i></li> <li>- <i>Canciones y diálogos (B6).</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>Respeto por las propuestas y opiniones de los demás.</i></li> <li>- <i>Cooperación con los compañeros.</i></li> <li>- <i>Predisposición positiva hacia nuevos aprendizajes.</i></li> <li>- <i>Esfuerzo en las tareas.</i></li> </ul>

- **Evaluation criteria**

- *Reconocer los significados más comunes asociados a las estructuras sintácticas básicas propias de la comunicación oral.*
- *Reconocer un repertorio limitado de léxico oral de alta frecuencia relativo a situaciones cotidianas y temas habituales y concretos.*
- *Interactuar de manera muy básica, utilizando técnicas lingüísticas o no verbales.*
- *Identificar las letras del alfabeto escuchando sonidos emitidos de forma oral e identificar los sonidos que componen las palabras (conciencia fonológica).<sup>3</sup>*
- *Trabajar cooperativamente, respetando a los demás y esforzándose para la consecución de objetivos.<sup>4</sup>*

<sup>2</sup> Behavioral objectives are designed by the author according to the didactic units.

<sup>3</sup> This criterion does not appear in the Spanish curriculum but it is necessary in order to evaluate the content about the English alphabet and its corresponding sounds.

<sup>4</sup> This criterion does not appear in the Spanish curriculum but it is necessary in order to evaluate the behavioral contents.

**UNIT 2: JOBS**

Subject	Year	Temporalization	Number of sessions
First Foreign Language, English.	1st grade of Primary Education	15/10/2018-7/11/2018	16

**Rationale of the didactic unit topic:** students of this age generally feel attracted to the different jobs that exists and specially if we connect them to their family. It is a close topic for them: they know different occupations and they like to talk about what they want to be when they grow up. During this project, students will elaborate and present their family tree talking about their family occupations. Moreover, families are also introduced in the class in the Family Day, a session in which they can come to class in order to talk about their jobs. Besides, this is a topic which provides the opportunity to learn and practice different vocabulary and grammar structures. Regarding to phonics, during this unit students will work on the minimal pairs: /v/ and /b/.

● **Relationship between objectives and key competences:**

- *Comprender lo esencial de los mensajes e instrucciones del docente referidos a la actividad habitual del aula (CC.CC. 1)*
- *Participar en las rutinas diarias (día de la semana, mes, tiempo atmosférico, etc.) y comprende el vocabulario asociado (CC.CC.1)*
- *Entender la información esencial en conversaciones muy breves y muy sencillas en las que participa, que traten sobre temas cercanos como la familia. (CC.CC. 1 y 5).*
- *Imitar y repetir las expresiones del docente utilizadas en el aula (CC.CC. 1)*
- *Hacer presentaciones muy breves y sencillas, previamente preparadas y ensayadas (CC.CC. 1, 4 y 5).*
- *Relacionar correctamente palabras escritas con la imagen correspondiente (CC.CC 1 y 5).*
- *Copiar palabras y expresiones sencillas trabajadas oralmente (CC.CC. 1)*
- *Elaborar carteles muy sencillos con un modelo (CC.CC. 1 y 5).*

● **Contents:**

CONCEPTUAL	PROCEDURAL	ACTITUDINAL
<p>-<i>Sonidos característicos en lengua inglesa. El sonido y nombre de las letras b y v (B1).</i></p> <p>-<i>Vocabulario básico: family and jobs (B2).</i></p> <p>- <i>Introducción a los cuentos (B2).</i></p>	<p>- <i>Comprensión de palabras y mensajes sencillos (B1).</i></p> <p>- <i>Comprensión de mensajes emitidos en lengua inglesa con distintos acentos (B1).</i></p> <p>-<i>Emisión de palabras y mensajes breves y sencillos (B2).</i></p> <p>- <i>Uso de rutinas, canciones y rimas (B2).</i></p> <p>- <i>Lectura de palabras y frases sencillas (B3).</i></p> <p>- <i>Copia y escritura de vocabulario básico (B4).</i></p> <p>- Present simple (B5).</p> <p>- Pronouns (B5).</p> <p>- <i>Canciones y diálogos (B6).</i></p>	<p>- Respeto por las propuestas y opiniones de los demás.</p> <p>- Cooperación con los compañeros para las actividades propuestas.</p> <p>- Predisposición positiva hacia nuevos aprendizajes.</p> <p>- Esfuerzo en las tareas.</p> <p>- Escucha activa.</p>

● **Target lexis:**

- Family members: *mother, father, grandmother, grandfather, uncle, aunt, cousin, brother, sister.*
- Jobs: *firefighter, police officer, doctor, teacher, bookseller, vet, hairdresser, farmer, pilot, dentist, chef, artist, engineer, actor.*
- *This is my... She/he is a...*
- *Is he/she a...? Yes, he/she is / No he/she isn't.*
- *What is this? It is a...*
- *When I grow up I want to be a...*
- *"My favorite activity was ..."*
- *"The most challenging activity was ..."*
- *"Now I know who to say... in English"*

**● Learning outcomes:**

- To identify jobs by playing to several games (CC.CC.1 y 3).
- To identify and reproduce the sound of the letters b and v (CC.CC. 1).
- To establish connections between written words (jobs and family members) and their correspondent image (CC.CC.1, 3 y 5).
- To explain their family tree using present simple structures (CC.CC. 1, 4 y 5).
- To respect each other and collaborate in order to achieve the proposed activities and goals (CC.CC 5).

**● Evaluation criteria:**

- *Identificar el sentido general, la información esencial y los puntos principales en textos orales sencillos.*
- *Reconocer los significados más comunes asociados a las estructuras sintácticas básicas propias de la comunicación oral (p. e. estructura interrogativa para demandar información).*
- *Participar de manera simple y comprensible en conversaciones muy breves sobre temas muy familiares.*
- *Conocer y saber aplicar las estrategias básicas para producir textos orales muy breves y sencillos, utilizando, p. e., fórmulas y lenguaje prefabricado o expresiones memorizadas, o apoyando con gestos lo que se quiere expresar.*
- *Construir en papel textos muy cortos y sencillos, compuestos de frases simples aisladas, en un registro neutro o informal.*
- *Identificar las letras del alfabeto escuchando sonidos emitidos de forma oral e Identificar los sonidos que componen las palabras (conciencia fonológica).*
- *Trabajar cooperativamente, respetando a los demás y esforzándose para la consecución de objetivos.*
- *Escuchar de manera activa y respetar el turno de palabra.*

- **Methodology:**

### **Session 1: Firefighter Frank**

The class will start in the classroom assembly doing the morning routine that they have learned in the previous unit: saying what day of the week is today, how is the weather like and which day of the month is it. Next, the teacher will read the story of *Firefighter Frank* (Wellington, 2002). After reading it, she will ask them a few questions about the main points of the story to see if they understood it and then they will give their opinion about Frank's job. Finally, students will have a few minutes to draw a picture about what the story transmitted to them. Their drawings will be put on the class walls.

### **Session 2: What jobs do you know?**

Like most of the days, the class will start by doing the morning routine in the classroom assembly. Then, students will remember the story that they read yesterday and the teacher will ask them what jobs do they know. After the brainstorming, the teacher will show them some flashcards with the job's nouns and their correspondent picture. The language assistant will do choral and individual drills using the flashcards. Finally, the teacher will use "listen and point" technique in order to check students' understanding: she will point to different flashcards and they have to say them out loud.

### **Session 3: Vet vs bookseller**

This class will be dedicated to phonics. Students will learn the sounds of the letters B and V. First, the teacher will ask them how to say "*veterinario*" and "*librero*" in English. They will know it because these words appeared in the flashcards they saw yesterday. The teacher will write those words on the board: *vet* and *bookseller*. She will ask students to pronounce them and they will probably be confused because in Spanish the sound of these letters is very similar. However, the teacher will explain them that in English it is easier because the pronunciation is different, so they can differentiate when to use b and v. In order to know how to pronounce those letters, students will be given two pictures (see [annex 3](#)): one with a closed mouth and another one with a mouth where teeth are resting on the lips. These positions of the mouth represent how they have to put their mouth in order to pronounce letters b and v.

Then, students will color it and stick it on two pages (the “B” page and the “V” page), which will be archived in their English folder. The language assistant will model these sounds.

Finally, the teacher will show students different objects (which words contains letters b or v) and ask them “*What is this?*”. They will have to answer out loud: “*It is a...*”. Then, the teacher will write these words (e.g. ball, basket, vest, bell, vest...) on the board and they will have to read them with an appropriate pronunciation. They will copy these words on the “B” page and on the “V” page. Next, students can choose an object and ask to his or her partners: “*What is this?*” And they will have to answer using the structure “*It is a...*”. It is not necessarily that they choose objects which contains letters b or v, because the important thing in this activity is to practice the present simple structure.

#### **Session 4: Let’s sing!**

After the morning routine, the teacher will activate students’ schemata by showing them the picture of the two mouths and the they will have to make the corresponding sounds: /v/ and /b/. In order to practice these sounds, the teacher will give students a song gap worksheet and they will have to complete it by listening to a song about occupations. The gaps correspond to the letters that they learnt yesterday. Later, the teacher will correct it on the IWB and students will correct themselves by looking and listening to the teacher. They will keep this worksheet in English folder.

#### **Session 5: Jobs classroom corners**

Groups of four will be made in order to rotate in the classroom corners. In corner number 1, students will play a few matching games about jobs on the IWB. In corner number 2, they can play to a memory card game about different jobs. In corner number 3, students will have to do puzzle and corner number 4 will be situated in the classroom library, where they can experiment with the texts and books they want. The teacher and the language assistant will be monitoring the four classroom corners. They will be giving feedback on the spot to the students while they are doing the tasks.

**Session 6: Family members**

After doing the morning routine, a brainstorming about the jobs of their family will take place in the assembly. The teacher will also talk about her family and she will show students her family tree on the IWB. It is used as a prompt to motivate them to do theirs too but... They need to know the family members in English for that! That is why the whole class will listen to a song about family: <https://www.youtube.com/watch?v=Dy0msYQYzbs> (Doremi, 2015). The teacher will stop the song sometimes in order to use repetition drills. Then, she will write on the board the family members in English with its corresponding word in Spanish and students will have to copy it in a sheet of paper which will be filed in their English folder.

Finally, students will be given a family tree worksheet in which the family members are written in English below each box of the tree. This way students have to remember its meaning or look for the translation in their English folder in order to complete their family tree worksheet with the names of their family and their jobs. They can also draw them or add pictures. They will have a few days to ask their family and elaborate it.

**Sessions 7: Guessing time!**

The language assistant will present her family's occupations tree. Then, she will use question and answer drills by using questions about her family as prompts. For example, the teacher asks "*Is my mother a doctor?*" and students have to answer: "*Yes, she is*" or "*No, she isn't*".

In the next activity students will work in pairs. One of them will have a picture of a job and the other one some clues about it written or drawn on a sheet of paper. Using the clues, the student will have to guess what job appears in the picture of his or her partner. This student will have to ask questions using the structure "*Is he/she a...?*" which will be written on the board. The student can also use other questions that he/she thinks may be useful to guess the job. His or her partner will answer "*Yes, he/she is*" or "*No, he/she isn't*". The teacher and the language assistant will do an example first so that students have a model. During the activities, they will be monitoring and giving feedback to the students. At the end, volunteer pairs can do a representation of their guessing in front of their partners.

**Session 8: Family classroom corners**

During this session, students will practice the family members vocabulary by doing classroom corners. The teacher will split the students in four groups and they will rotate in the four classroom corners. The teacher and the language assistant will be monitoring the different activities and helping students when they need it:

- Corner number 1: this is the area of imaginative play, where students can pretend they are a family. There will be a baby doll, a baby buggy and plastic cutlery so they can simulate they are feeding the baby or carrying it...
- Corner number 2: Riddle online game:  
<https://learnenglishkids.britishcouncil.org/games/job-mixer> (British Council). Students will be given some clues about the uniform of a worker and they will have to dress him correctly and guess what is his or her job.
- Corner number 3: there will be two crosswords in which they will have to find the family members by looking at pictures.
- Corner number 4: it will take place in the classroom library, where they can experiment and try to read what they are more interested in.

**Sessions 9 and 10: Family day!**

Today is the Family Day! Students' families can come to class and present their jobs using a power point, a poster or whatever they consider. Students will learn about different occupations and they will love to see their parents there. By carrying out this experience, the relation among families and school become closer and it helps to create a warm atmosphere.

**Session 11: *When I grow up I want to be a...***

After doing the morning routine, the teacher will play the family song. Later, they will sit in the classroom assembly and share what they remember about the presentation of the families who came yesterday.

After that, they will be given a sheet of paper with the title: "*When I grow up I want to be a...*". They have to complete it writing their dream job and drawing themselves doing that job. When they finish, they will sit in a circle in the classroom assembly and each student will



present to their partners their dream job drawing using the prompt “*When I grow up I want to be a...*”. Then, they will put their drawings on the class walls.

### **Session 12: My family tree**

The class will start with the teacher showing them her family tree again and she will ask them to take out theirs. They will have to present their family tree following the teacher’s example and they will have support because the structure they have to use will be written on the board (e.g. *I am* Silvia. *This is my* father. *He is a* bus driver...). By doing this activity, students will practice the present simple structure and the pronouns.

Firstly, they will present it to a partner so they can feel more comfortable and help each other to improve. Tomorrow, students will present their family tree to all the class. This way, they have another day to complete it and practice it.

### **Session 13: My family tree II**

During this class, students will present their family tree following the structures: “*This is my...*” “*She/he is a ...*”. The teacher will observe them and evaluate them using an analytic rubric. The students will also evaluate their peers. They will have to be attentive in order complete a peer-assessment checklist. Feedback will be given when they finish their presentation.

### **Sessions 14: Family tree III**

Maybe not all the students had time to present their family tree in session 13. That is why at the beginning of this class, those students can present theirs. Then, students will stick all the family trees on a long piece of paper roll and put it on the school corridor wall so that families and students of other classes can see it.

### **Session 15: Reflecting time**

Once the morning routine is done, the teacher will give to each of the student an “Excellent worker” certificate with their names and a picture of themselves dressed of the profession they want to be when they grow up. The teacher will make these certificates online and then she will print them in cardboards.

To conclude the project, students will do a final reflection guided by the teacher in the classroom assembly. The teacher will write on the board the following expressions:

- *“My favorite activity was...”*
- *“The most challenging activity was...”*
- *“Now I know who to say... in English”*

Students one by one will complete these statements with their personal opinion. If they don't know how to say something in English, they can say it in Spanish and the teacher will use the sandwiching technique to translate it. Apart from the benefits of reflecting and expressing their feelings and opinions, this discussion provides useful information for the teacher in order to evaluate her job and the project itself.

### **Session 16: Final review**

During this class, the teacher will make a review with the whole class, using flashcards and checking questions, about the concepts they have seen during this unit:

- /b/ and /v/ sounds
- Jobs vocabulary
- Family vocabulary
- Pronouns: He/she
- Present simple structures:
  - *This is my...*
  - *She/he is a ...*
  - *What is this? It is a...*
  - *Is he/she a...? Yes, he/she is / No, he/she isn't.*

#### **● Curricular materials and other didactic resources**

- Didactic resources: Book *Firefighter Frank* (Wellington, 2002), song gap worksheet, flashcards about jobs, family tree model, online matching games and riddle game, a memory card game, crosswords about family members, a puzzle, “Excellent worker” certificates and the family song: <https://www.youtube.com/watch?v=Dy0msYQYzbs> (Doremi, 2015).

- Material resources: IWB, blackboard, colors, papers, glue, cardboards, paper roll, pictures, a baby doll, a baby buggy and plastic cutlery.
- Physical resources: classroom (the classroom assembly, the tables, the four classroom corners and the classroom library).
- Human resources: students, families, English teacher and language assistant teacher.

- **Diversity attention measures**

The student who has ADHD will have the supervision and support from the English assistant so he does not get confused or distracted. During the day in which families come to the class and during the day of the family tree presentations, he will be able to stand up and go to the bathroom to move and relax whenever he needs it. Besides, before each class, he will be given a list of the tasks we are going to do during the class and he can put ticks in the tasks which are done. This scaffolding method of splitting the class in different steps allows him to know what is expected from him and prevent him from feeling overwhelmed. Between one task and another, he can briefly go out of class and come back. Moreover, the three stars method explained in section 6.3, will be carried out. This strategy helps to control language impulsivity.

- **Other elements:**

- a) **Complementary and extracurricular activities**

- The family day, in which family comes to school to talk about their jobs.

- b) **Reading development**

Reading is developed in sessions while reading the family song (session 6) and doing the song gap worksheet (session 4). In session 3, it is developed in order to practice phonics by reading the words written on the board. Besides, in sessions 5 and 8, students have to read words in the matching game, in the memory game, in the riddle game, in the crosswords and by reading classroom library books.

- c) **ICT development**

Internet connection and the IWB are used several times to play songs and to support teacher explanations.

**d) Values' education**

Students work individually, in pairs and in groups so that their autonomy and their ability to cooperate are promoted. There are also activities in which they have to listen to their partners and families, so that they get used to listen to others in an active way and respect them. The school wants the families to feel involved in the school life and to take part in the students' learning process.

**e) Key competences**

- *CC.CC.1*: the linguistic competence is improved when working on productive and receptive skills (writing, speaking, listening, reading). These skills are worked out through daily conversations in the classroom assembly, reading tasks or by listening to the teacher and the language assistant. Specially, it is developed when they elaborate and present their family tree and when they listen to their classmates presenting it.
- *CC.CC.3*: the digital competence is worked every time that the teacher and the students use the IWB, such as playing the matching game or the riddle online game.
- *CC.CC.4*: the learning to learn competence is promoted when students make their family tree and present it.
- *CC.CC.5*: the social and civic competence is developed in different moments through the project. For instance, when students present their family tree to a partner and help each other to do it better. Another example is during the family day, in which students will have to listen to the families, respect them and answer their questions. Moreover, it is developed every time they collaborate in groups in order to achieve a goal in the classroom corners: completing a crossword, a puzzle, a riddle and a matching game or when they interact and coordinate to play a symbolic game.
- *CC.CC.6*: the sense of initiative and entrepreneurship is promoted when they make their own drawing after listening to a story and when they draw themselves considering their dreamed job.
- *CC.CC.7*: during this unit, the cultural awareness is developed due to the fact that students are learning about typical jobs of the school's neighborhood, which correspond to general works that are developed around the world.

**UNIT 3: THE SUPERMARKET**

Subject	Year	Temporalization	Number of sessions
First Foreign Language, English.	1st grade of Primary Education	8/11/2018-28/11/2018	14

- **Rationale of the didactic unit topic:**

This project revolves around the topic: the supermarket. Students will create different food stores in groups in order to transform the class into a supermarket! English and Mathematics will work in a cross-curricular manner because students will prepare coins and bills in Mathematics in order to play to be buyers and sellers. Moreover, in Mathematics students are learning basic operations and by creating money and playing with it, operations can be worked a lot. In English, they will create the food, the posters, set the prices and present the food stores to the families!

During this project, students will learn food vocabulary, the structures *there is/are*, the prepositions *in, on, under* and *by* and reviewing the numbers and the sound /h/. Students will learn all these contents by doing dynamic and varied activities and they will work as a whole class, in groups, in pairs and individually. Furthermore, during this unit students will work on the /h/ sound.

- **Relationship between objectives and key competences:**

- *Comprender lo esencial de los mensajes e instrucciones del docente referidos a la actividad habitual del aula (CC.CC. 1)*
- *Entender la información esencial en conversaciones muy breves y muy sencillas en las que participa, que traten sobre temas cotidianos o de su interés y utilizar estructuras muy sencillas. (CC.CC. 1).*
- *Hacer presentaciones muy breves y sencillas, previamente preparadas y ensayadas (CC.CC. 1, 4 y 5).*
- *Participar en conversaciones cara a cara en las que se establece contacto social (saludar y despedirse, presentarse (CC.CC. 1 y 5).*

- *Relacionar correctamente palabras escritas con la imagen correspondiente (CC.CC 1 y 5).*
- *Copiar palabras y expresiones sencillas trabajadas oralmente (CC.CC. 1).*

- **Contents:**

CONCEPTUAL	PROCEDURAL	BEHAVIORAL
<ul style="list-style-type: none"> <li>- <i>Sonidos característicos en lengua inglesa. El sonido de la letra h (B1).</i></li> <li>- <i>Vocabulario básico: food (B2).</i></li> <li>- <i>Introducción a los cuentos (B2).</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>Comprensión de palabras y mensajes sencillos (B1).</i></li> <li>- <i>Emisión de palabras y mensajes breves y sencillos (B2).</i></li> <li>- <i>Lectura de palabras y frases sencillas (B3).</i></li> <li>- <i>Copia y escritura de vocabulario (B4).</i></li> <li>- <i>Present simple; simple tenses (B5).</i></li> <li>- <i>There is/are (B5).</i></li> <li>- <i>Prepositions: on, in, under, by (B5).</i></li> <li>- <i>Canciones y diálogos (B6).</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>Respeto por las propuestas y opiniones de los demás.</i></li> <li>- <i>Cooperación con los compañeros para las actividades propuestas.</i></li> <li>- <i>Esfuerzo en las tareas.</i></li> <li>- <i>Escucha activa.</i></li> </ul>

- **Target lexis:**

- Food nouns and their corresponding food stores:
  - Greengrocer's: *pear, apple, banana, orange, strawberry, grapes, tomatoes, carrots, onion, lettuce, potato.*
  - Butcher's: *beef, ham, chorizo, sausages, blood sausages, pates, turkey.*
  - Fishmongers': *fish, tuna, prawn, octopus, clams, squids.*
  - Bakery: *bread, cakes, cupcakes, biscuits, muffins, donut.*
- Numbers (nouns).
- Grammar: *There is/are*
- Prepositions: *in, on, under, by*
- Words that start with /h/: *hat, hands, hot, horse, happy, helicopter, hello*
- Expressions:
  - To talk about food:
    - *My favorite food is...*

- *I (don't) like...*
- To present the food stores:
  - *Our food store is called...*
  - *In our food store we sell...*
  - *In this basket there is/are...*
- To play “buyers and sellers”:
  - *Excuse me, can I have a...?*
  - *What do you want to buy?*
  - *Is that all?*
- Project reflection:
  - *My favorite activity was...*
  - *The most challenging activity was...*
  - *Now I know who to say... in English.*
- **Learning outcomes:**
  - To classify foodstuff in the different types of food stores (CC.CC. 1, 2 y 7).
  - To establish connections between written words of foodstuff and their correspondent image (CC.CC.1 y 5).
  - To identify and reproduce the sound of the letter h: /h/ (CC.CC. 1).
  - To use the prepositions *on, in, under* and *by* to express where is an object related to another one (CC.CC. 1, 3 y 5).
  - To use the structure *there is/are* in order to compare pictures (CC.CC. 1 y 5).
  - To identify when it is correct to use *there is* and *there are* to complete sentences. (CC.CC. 1, 3 y 5).
  - To create and present a food store using the structure *there is/are*, foodstuff nouns and the numbers to indicate the prices (CC.CC. 1, 2, 4, 5 y 6).
  - To respect and collaborate with their partners in order to achieve the proposed activities and goals (CC.CC 5).
- **Evaluation criteria:**
  - *Reconocer los significados más comunes asociados a las estructuras sintácticas básicas propias de la comunicación oral.*

- *Hacerse entender en intervenciones breves y sencillas, aunque resulten evidentes y frecuentes los titubeos iniciales, las vacilaciones, las repeticiones y las pausas para organizar, corregir o reformular lo que se quiere decir.*
  - *Interactuar de manera muy básica, utilizando técnicas muy simples, lingüísticas o no verbales para iniciar, mantener o concluir una breve conversación.*
  - *Construir en papel textos muy cortos y sencillos, compuestos de frases simples aisladas, en un registro neutro o informal.*
  - *Identificar las letras del alfabeto escuchando sonidos emitidos de forma oral e Identificar los sonidos que componen las palabras (conciencia fonológica).*
  - *Trabajar cooperativamente, respetando a los demás y esforzándose para la consecución de objetivos.*
  - *Escuchar de manera activa y respetar el turno de palabra.*
- **Methodology:** this unit is formed by 14 sessions. Even though it is not specified in the lesson plans, the morning routine (1-2 minutes) will be done at the beginning of most of the classes.

### **Session 1: What food can you find in a supermarket?**

The teacher comes into the class with a shopping cart with fake food in it. A discussion guided by the teacher will take place in the classroom assembly. The teacher will ask the following questions:

- “Where do you think I come from?”
- “Have you ever been in a supermarket?”
- “What can you find in a Supermarket?”

Then, the teacher will use the fake food in order to introduce food vocabulary: *pear, apple, banana, orange, strawberry, grape, tomato, carrot, onion, lettuce, potato, beef, sausages, turkey, fish, prawn, octopus, bread, cake, cupcake, biscuit.*

Finally, the teacher will check understanding by using the technique point and say.



### **Session 2: Let's go to the Supermarket!**

Students visit the supermarket of the school's neighborhood in order to contextualize learning. They will see and learn about the different food stores which constitute a supermarket and the food they sell. Students have to complete a table in which the descriptors are the food stores (*Greengrocer's, butcher's, fishmongers', bakery* and others) and they have to classify the food they see in one or another. They will have the translation of these words so that they can complete the task easily. They should try writing the food in English but they can write in L1 the food they don't know in English.

### **Session 3: Do you want to transform our class into a supermarket?**

Firstly, the teacher and the students discuss and read their tables about yesterday's trip. Then, the teacher proposes a challenge: "What do you think about creating a supermarket in class?" After the trip to the supermarket they already know that the food is divided in different food stores: *Greengrocer's, butcher's, fishmongers'* and *bakery*. Students will sit in groups as usual and the teacher will give to each group a cardboard with the images of the four stores in it. Students will have to classify different pictures of food in their corresponding food store. Finally, the teacher will correct it with the students' help on the IWB.

### **Session 4: Grocery list**

The teacher starts the class by reviewing the food vocabulary using the technique point and say. After that, the teacher splits students in groups of six using the random selection sticks (see [annex 13](#)). Each group will be in charge of a food store and they will make a list of the food that corresponds to it, like a grocery list. When they finish their list, the teacher will check if it is all right and they will start making that food using class materials. Meanwhile, some students (in pairs) will go to another class with the language assistant in order to practice speaking. They will practice food vocabulary and expressions such as "*My favorite food is...*" and "*I (don't) like...*". The language assistant can use the board to write the target language as a support for the students.

### Session 5: The Very Hungry Caterpillar

The teacher will project on the IWB the story of The Very Hungry Caterpillar <https://www.youtube.com/watch?v=75NQK-Sm1YY> (Illuminated Films, 2016). Before watching it, the teacher will give them a viewing-listening task: “How many fruits does the caterpillar eat in total?” After the video, they will raise their mini-whiteboards with their answer. Then, the teacher will write on the board the right one. After that, students can make a drawing inspired by the story.

The teacher will give students a worksheet in which they have to color how many apples did the caterpillar eat on Monday, how many pears did the caterpillar eat on Tuesday, how many plumbs did the caterpillar eat on Wednesday... When they finish, the teacher will use the random selection sticks so that some students go up to the board and write the number of fruits they think it is correct. Then, the teacher will project the video again in order to see if they are right and all the class will self-correct their worksheet. Which will be filed in their English folder. The class of today allow students to remember how to write the numbers in English.

### Session 6: Panting time: the sound /h/

After doing the morning routine, the class will start by playing to “Simon says” game. The teacher will give instructions such as “Simon says run around the class” or “Simon says jump on your seat”. When students are tired they will start panting so they will unconsciously start doing the /h/ sound. The teacher will then tell them that in Spanish the letter H isn’t pronounced but in English it is and they already know how to pronounce it because it is what they are doing when they pant.

The teacher will give them a sheet with a big “H” and the picture of a girl panting because she has been running. They will color it and then the language assistant will practice the sound /h/ with them a few times. Then, the language assistant will write some words (*hat, hands, hot, horse, happy, helicopter, hello*) on the board that they will have to read with the correct pronunciation. The teacher will use the random selection sticks so that everyone participates. The language assistant will drill those words and correct students. Then, they will write those words on their “H” sheet, which will be filed it in their English folder.

Furthermore, as the students will have to create their food store, the teacher will remind them that they can bring whatever they want for decorating their stores during the following days. They will have materials in class to do it, but if they want anything more special they can bring it.

**Session 7: *In, on, under or by?***

As a warm up, the teacher will play a song in *the IWB* to introduce the prepositions *in, on, under* and *by*: <https://www.youtube.com/watch?v=DHb4-CCif7U> (Maple Leaf Learning, 2012). Then, they will do some activities to practice these prepositions:

For the first activity, the teacher will use a basket and a banana. She will place the banana *in, on, under* or *by* related to the basket and she asks students “Where is the banana?” every time she moves it. They will have to answer by saying the correct preposition.

During the second activity, students will play to a simple version of “Simon Says”. The teacher gives instructions to the students which should only be followed if prefaced with the phrase “Simon says”. For example, “Simon says stand *on* your chair”.

Thirdly, students will play a “Four Corners” game in order to consolidate their learning. During this game, students will have to think before they move. The teacher will label each corner of the classroom with a preposition. All the students will stand in the center of the room with the furniture pushed out of the way. To play, the teacher projects a sentence, in which the preposition is replaced with a blank. After students hear the sentence, they must run to the correct corner of the room to complete the sentence logically. For example, the teacher says, “My pencil case is (blank) my desk,” with the target answer being *on*.

To conclude, students will complete an exit slip in which they have to complete the following sentences with the prepositions *in, on* or *under*:

- My hair is \_\_\_\_ my head.
- My feet are \_\_\_\_ my legs.
- My tongue is \_\_\_\_\_ my mouth.

This will be used as a summative and a formative assessment tool.

**Session 8: *There is and there are***

To begin with, students will review the prepositions by playing “the basket and the banana” game. Then, the teacher will tell the students that if they want to present their food store they need to know how to say “hay” in English. The teacher will write on the board that *there is* is used for singular nouns and *there are* for plural nouns. After giving a few examples, the teacher will open the way for practicing *there is/are* structures:

Firstly, the teacher will show a picture of a food store and she will ask questions such as “How many apples are in the picture?” Students will have to use their mini-whiteboards in order to

give a complete answer, such as “*There are five apples*”. They will raise their mini-whiteboards when they finish and the teacher will give them feedback on the spot by explaining the correct answer before moving on to another question. The teacher will not only pay attention to the grammar structure but also to the writing so that they write the numbers correctly.

In the second activity, students will work in threes. The teacher will give to each group two pictures of the same food store but with some differences in it and they will have to spot those differences. Then, they will explain those differences to the rest of the class. The teacher will write a structure in the board as a support for their explanation: “*In this picture there are/is... and in this one there are/is...*” The teacher will give feedback to the students on the spot so that they can rectify and do it better.

### **Session 9: Classroom corners!**

Students, divided in groups of 5, will rotate through the different classroom corners in order to practice food vocabulary, the prepositions (*in, on, under, by*) and the structure *there is/are*.

- Corner 1- Food dominoes: they will play to a food dominoes in which they will have to match pictures food with their written nouns.
- Corner 2- “I Spy with my little eye” game: the teacher will give a copy of an “I spy” page to the students. One student gives clues of a certain object in the picture and he/she is not allowed to touch the picture or point to the object. This student must use prepositions to describe its position in relation to the other objects on the page. The rest of the group members must guess which object he/she is describing, based on the clues. The person who first identifies their classmate’s object gets to describe the next one.
- Corner 3- “*There is/are*” online activities: they will do online exercises on the IWB. They have to complete sentences by choosing *there is* or *there are*: <https://agendaweb.org/exercises/grammar/there-is-there-are/index.html> (Agendaweb).
- Corner 4- Library: observe, experiment and comment different books.

The teacher and the language assistant will monitor the classroom corners activities and help students when needed. They will be giving feedback on the spot.

**Session 10: It is time to create the food stores!**

During this full session students work with their groups in order to create their stores: make the posters, the food and put the prices. They will take out the food list and the fake food they made in session 4. They can also use for their stores the food that the teacher brought to class in Session 1.

Here there are some ideas of what students can include in each store. However, if they have more ideas, they can also make them:

- *Greengrocer's: pear, apple, banana, orange, strawberry, grapes, tomatoes, carrots, onion, lettuce, potato.*
- *Pork butcher's: beef, ham, chorizo, sausages, blood sausages, pates, turkey.*
- *Fishmongers': fish, tuna, prawn, octopus, clams, squids.*
- *Bakery: bread, cakes, cupcakes, biscuits, muffins, donut.*

**Session 11: Preparing the food store presentations**

The class will start with the review of the structure *there is/are* by playing to a game in which students will have two cards: “*there are*” card and “*there is*” card. The teacher will say mid-sentences such as “four chairs” and they have to raise one card or another according to that sentence.

As they will present their store in front of a public, they have to prepare their presentation and that is what they are going to do in this class. In order to present their food stores, they will use the structure *there is/are*, the prepositions (*on, in, under, by*), food vocabulary and the numbers. Besides, the teacher will give them a list of sentences that can be useful for their presentations:

- *Our food store is called...*
- *In our food store we sell...*
- *In this basket there is/are...*

**Session 12: Preparing the food store presentations II**

During this class, students will finish preparing their presentations with the teacher's and language assistant's help. They will also decide how they are going to distribute their text among the members of the group.

**Session 13: Welcome to our supermarket!**

Today the class will look as a supermarket! Families are invited to class because students are going to present their food stores. The fact that they are going to present their work to their families is very motivating and rewarding for them. The teacher will use a rubric to evaluate students' presentations and their "food store" creations.

Then, students and parents can have a great time pretending they are buyers y sellers! They will use the money they have created in mathematics' class. They should try to speak in English, at least the words they know, such as the prices (numbers), the food nouns and the expressions such as "thank you", "you are welcome" and others that will be written in the blackboard:

- *Excuse me, can I have a...*
- *What do you want to buy?*
- *Is that all?*

**Session 14: Project reflection**

During this class, a reflective discussion will take place in the classroom assembly. The teacher will write on the board the following expressions:

- *"My favorite activity was..."*
- *"The most challenging activity was..."*
- *"Now I know who to say... in English"*

Students one by one will complete these statements with their personal opinion. If they don't know how to say something in English, they can say it in Spanish and the teacher will use the sandwiching technique to translate it. Apart from the benefits of reflecting and expressing their feelings and opinions, this discussion provides useful information for the teacher in order to evaluate her job and the project itself.

To conclude the session, students will complete a checklist in which they will self-evaluate their work and attitude in their group during the project.

**Session 15: Project review**

During this class students will review the content studied during this project. Firstly, the teacher will ask different questions to elicit answers from students:

- What food can you say in English?
- What does *on*, *in*, *under* and *by* mean?
- What is the sound of letter “h”? Do you remember any words with this letter? Can you pronounce them?
- Can you translate the sentence “Hay dos plátanos” to English?

Then, students will go to the computer lab to do a Kahoot. There will be some incomplete questions and they will have to choose *there is* or *there are* in order to complete them. They will also have to look at different pictures of a pencil and table and say if the pencil is *on*, *in*, *under* or *by* the table. After finishing it, the teacher will correct the answers one by one and explain them if there are any errors. This Kahoot will be used as a summative assessment tool.

**● Curricular materials and other didactic resources**

- Didactic resources:
  - Food stores cardboard
  - Random selection sticks
  - The Very Hungry Caterpillar - Animated Film. (2016). Retrieved from <https://www.youtube.com/watch?v=75NQK-Sm1YY>
  - The Very Hungry Caterpillar worksheet
  - Song- in, on, under, by: <https://www.youtube.com/watch?v=DHb4-CCif7U> (Maple Leaf Leaning, 2012).
  - “Simon says” game
  - Four corners game
  - Prepositions exit slip
  - Food store pictures: spot the difference
  - Food dominoes
  - “I Spy with my little eye” game

- “There is/are” online activities: <https://agendaweb.org/exercises/grammar/there-is-there-are/index.html> (Agendaweb).
- “There are” and “there is” cards
- Review Kahoot
- self-assessment rubric
- Final product rubric
- Collaborative checklist
- Material resources: IWB, blackboard, colors, markers, tempera, brushes, papers, glue, cardboards, goma eva, paper roll, yellow and orange post it, mini-whiteboards, a shopping cart, fake food, a basket, a banana.
- Physical resources: the classroom (the assembly, the tables, the four classroom corners and the classroom library) and the computer lab.
- Human resources: students, their families, English teacher and language assistant teacher.

- **Diversity attention measures**

The student who has ADHD can stand up and go to the bathroom to move and relax whenever he needs it. Besides, before each class, he will be given a list of the tasks we are going to do during the class and he can put ticks in the tasks when he finishes them. This scaffolding method of splitting the class in different steps allow him to know what is expected from him and it prevents him from feeling overwhelmed. Moreover, the three stars method explained in section 6.3 will be carried out. This strategy is helpful to get used to control language impulsivity.

- **Other elements that can be explicit:**

- a. Complementary and extracurricular activities**

- In session 2, students visit the supermarket in order to contextualize learning.
- In session 12, families come to the class in order to see students’ work. The school wants families to feel involved in the school life and take part in the students’ learning process.



- This is a cross-curricular project with Mathematics because in this subject students are learning basic operations and by creating money and playing with it, operations can be worked a lot. During session 12, English class and Mathematics class get together in order to present the final product.
- The Natural Science content about a healthy diet will be worked while students are doing this project in English or after it, so that students already know foodstuff nouns in English.

#### **b. Reading development**

Reading is developed in order to practice phonics by reading the words written on the board or by doing the song gap worksheet. Besides, all the activities where students have to read in order to complete the tasks will be included in this section.

#### **c. ICT development**

Internet connection and the IWB are used several times to play songs and to support teacher's explanations. Furthermore, students also use the IWB and the computers in order to play online games and exercises to practice content.

#### **d. Values' education**

They have many opportunities to collaborate and work together in order to achieve the proposed activities and goals. This methodology allows students to develop their social skills and to improve the relationship with their peers. Furthermore, whole class activities also allow students to learn the importance of patience and to value the point of view of others.

#### **e. Key competences**

- *CC.CC.1*: the linguistic competence is improved when working on receptive and productive skills (listening, reading, writing, speaking). These skills are worked out through daily conversations in the classroom assembly, reading tasks or by listening to the teacher and the language assistant. Specially, it is developed when they elaborate and present their food store, when they compare pictures and when they play to buyers and sellers.
- *CC.CC. 2*: the competence in Mathematics, Science and Technology is promoted because it is a cross-curricular project with Mathematics and basic operations are worked when playing to buyers and sellers. Moreover, the numbers will also be

worked in several activities. Regarding to Science, food vocabulary is worked during this project.

- *CC.CC.3*: the digital competence is worked every time that teacher and the students use the IWB, such as when they play online games. Furthermore, it is developed when students use computers in order to practice “there is/are” content and to do a Kahoot.
- *CC.CC.4*: the learning to learn competence is promoted when students create their food store and when they organize themselves in order to present their work.
- *CC.CC.5*: the social and civic competence is developed in different moments through the project. In most of the session, students have the opportunity to interact with their peers and collaboration in order to achieve the proposed activities and goals. For example, when elaborating their stores or in the classroom corners.
- *CC.CC.6*: the sense of initiative and entrepreneurship competence is promoted when they make their own drawing after listening to a story, when they create a store, when they reflect about their learning process and by doing the self-assessment rubric.
- *CC.CC.7*: during this unit, the cultural awareness competence is developed due to the fact that students are learning about a familiar place of every neighborhood: the supermarket and the different food stores that constitutes it.

**UNIT 4: SANTA CLAUS IS COMING TO TOWN**

Subject	Year	Temporalization	Number of sessions
First Foreign Language, English.	1st grade of Primary Education	29/11/2019-21/12/2019	15

- **Rationale of the didactic unit topic:** Christmas is coming and children feel very excited about this festivity! That is why it is a topic that can be motivating and fun for the students, especially at this time of the year. The class has to be prepared and decorated for Christmas and students will be in charge of it. They will learn different cultural celebrations around this festivity and they will develop writing skills by writing a letter for Santa! During this unit, students will work on the /c/ sound.
  
- **Relationship between objectives and key competences:**
  - *Comprender lo esencial de los mensajes e instrucciones del docente referidos a la actividad habitual del aula (CC.CC 1).*
  - *Participar en las rutinas diarias y comprende el vocabulario asociado (CC.CC. 1).*
  - *Relacionar correctamente palabras escritas con la imagen correspondiente (CC.CC. 1 y 3).*
  - *Copiar palabras y expresiones sencillas trabajadas oralmente (CC.CC. 1).*
  - *Escribir cartas o tarjetas a partir de un modelo, copiar palabras básicas e incluir dibujos o fotografías (CC.CC. 1, 4, 6 y 7).*

- **Contents**

CONCEPTUAL	PROCEDURAL	BEHAVIORAL
<p>- <i>Sonidos característicos en lengua inglesa. El sonido y nombre de la letra c (B1).</i></p> <p>- <i>Mayúsculas y punto (B4).</i></p> <p>- <i>Conjunciones: and, because, for.</i></p> <p>- <i>Costumbres y tradiciones culturales de los países de habla inglesa (B6).</i></p> <p>- <i>Introducción a la literatura infantil en lengua inglesa (B6).</i></p>	<p>- <i>Comprensión de palabras y mensajes sencillos (B1).</i></p> <p>- <i>Lectura de palabras y frases sencillas (B3).</i></p> <p>- <i>Expressing possession: I have got (B5).</i></p> <p>- <i>Articles: a, an, the (B5).</i></p> <p>- <i>Canciones y diálogos (B6).</i></p>	<p>- <i>Respeto por las propuestas y opiniones de los demás.</i></p> <p>- <i>Predisposición positiva hacia nuevos aprendizajes.</i></p> <p>- <i>Cooperación con los compañeros.</i></p> <p>- <i>Esfuerzo en las tareas.</i></p> <p>- <i>Escucha activa.</i></p>

- **Evaluation criteria**

- *Reconocer los significados más comunes asociados a las estructuras sintácticas básicas propias de la comunicación oral.*
- *Participar de manera simple y comprensible en conversaciones muy breves que requieran un intercambio directo de información en áreas de necesidad inmediata o sobre temas muy familiares.*
- *Construir textos muy cortos y sencillos, compuestos de frases simples aisladas, en un registro neutro o informal, utilizando con razonable corrección las convenciones ortográficas básicas y los principales signos de puntuación.*
- *Cumplir la función comunicativa principal del texto escrito utilizando un repertorio limitado de sus exponentes más frecuentes y de patrones discursivos básicos.*
- *Identificar las letras del alfabeto escuchando sonidos emitidos de forma oral e identificar los sonidos que componen las palabras (conciencia fonológica).*
- *Trabajar cooperativamente, respetando a los demás, escuchando de forma activa y esforzándose para la consecución de objetivos.*

**UNIT 5: GERALD THE GIRAFFE**

Subject	Year	Temporalization	Number of sessions
First Foreign Language, English.	1st grade of Primary Education	9/01/2019-28/01/2019	14

- **Rationale of the didactic unit topic:**

This project revolves around Gerald the giraffe, the main character of the story *Giraffes can't dance* (Andreae, 2012). During the first weeks, students will know Gerald's story, other animals, adjectives to describe them and they will work on the verb *can*. Furthermore, students will learn the sounds /i:/ and /i/ using a song about Gerald. During the last week, students will prepare the Jungle Dance Day in order to welcome the class pet: Gerald! English and PE will work in a cross-curricular manner because students will prepare a choreography in PE for the Jungle Dance. In English, they will transform the classroom into a jungle and they will work in groups to invent and create animals to keep Gerald company!

The animals are also going to be worked in the subject of Natural Science, so this project will help students to introduce or reinforce this Natural Science content.

- **Relationship between objectives and key competences:**

- *Comprender lo esencial de los mensajes e instrucciones del docente referidos a la actividad habitual del aula (CC.CC 1).*
- *Entender la información esencial en conversaciones muy breves y muy sencillas en las que participa (CC.CC. 1 y 5).*
- *Comprender las fórmulas básicas de relación social (saludos, presentaciones, agradecimientos, disculpas) (CC.CC.1 y 5).*
- *Hacer presentaciones muy breves y sencillas, previamente preparadas y ensayadas (CC.CC. 1, 4 y 5).*
- *Respetar las normas que rigen la interacción oral (CC.CC. 1 y 5).*
- *Localizar palabras conocidas en el material visual utilizado (CC.CC. 1 y 3)*
- *Elaborar carteles muy sencillos con un modelo (CC.CC. 1, 5 y 6).*

- **Contents:**

CONCEPTUAL	PROCEDURAL	BEHAVIORAL
<ul style="list-style-type: none"> <li>- <i>Sonidos característicos en lengua inglesa. El sonido y nombre de las letras i y ee (B1).</i></li> <li>- <i>Vocabulario básico: animals (B2).</i></li> <li>- <i>Introducción a los cuentos (B2).</i></li> <li>- <i>Mayúsculas y punto (B4).</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>Comprensión de palabras y mensajes sencillos (B1).</i></li> <li>- <i>Comprensión de mensajes emitidos en lengua inglesa con distintos acentos (B1).</i></li> <li>- <i>Emisión de palabras y mensajes breves y sencillos con una pronunciación, entonación y ritmo correctos (B2).</i></li> <li>- <i>Reconocimiento de los principales sonidos de las letras en lengua inglesa y grupos de sonidos para la lectura de palabras (B3).</i></li> <li>- <i>Lectura de palabras y frases sencillas (B3).</i></li> <li>- <i>Affirmative sentences and negative sentences with not (B5).</i></li> <li>- <i>Expresión de la capacidad: can and can't (B5).</i></li> <li>- <i>Expresión de la cualidad: adjectives (B5).</i></li> <li>- <i>Canciones y diálogos (B6).</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>Respeto por las propuestas y opiniones de los demás.</i></li> <li>- <i>Interacción y cooperación con los compañeros para llevar a cabo las actividades propuestas.</i></li> <li>- <i>Predisposición positiva hacia nuevos aprendizajes.</i></li> <li>- <i>Esfuerzo en las tareas.</i></li> <li>- <i>Escucha activa.</i></li> </ul>

- **Target Lexis:**

- *Can/Can't: I can...; I can't...; Can you...?*
- *Animals nouns: Giraffe, warthog, rhino, lion, chimp, cricket, snake, elephant, turtle, sheep, cow, horse, pig, dog, cat, fish.*
- *Adjectives: tall, long, short, big, small, fat, thin, fast, slow, strong.*
- *Action verbs: swim, play an instrument, play chess, ride a bike, dance, cook a cake, run very fast, surf, play the piano, watch TV, climb a tree, draw pictures.*
- *Words that contain /i:/ or /i/: Sheep, ship, sleep, sprig, bee, see, lips, tree, green, pink, six, Halloween.*
- *Jungle vocabulary nouns: Leaves, lake, tree trunks, vines, carnivorous plant.*
- *Classroom expressions: Can you give me the...?; I have an idea; I like/don't like it.*

- **Learning outcomes:**

- To identify and name animals by looking at their images (CC.CC.1, 3 y 5).
- To identify and reproduce the sound of the letters: *ee* /:i/ and *i* /i/. (CC.CC. 1).
- To express capacity using the verb *can* in affirmative, negative and interrogative sentences (CC.CC. 1, 3 y 5).
- To identify and use different adjectives to describe animals (CC.CC. 1 y 5).
- To create and describe an animal using adjectives and the verb *can* (CC.CC. 1, 4, 5 y 6).
- To interact with their partners and collaborate in order to achieve the proposed activities and goals (CC.CC 5).

- **Evaluation criteria**

- *Identificar el sentido general, la información esencial y los puntos principales en textos orales sencillos.*
- *Hacerse entender en intervenciones breves y sencillas, aunque resulten evidentes y frecuentes los titubeos iniciales, las vacilaciones, las repeticiones y las pausas.*
- *Interactuar de manera muy básica, utilizando técnicas muy simples, lingüísticas o no verbales para iniciar, mantener o concluir una breve conversación.*
- *Construir en papel textos muy cortos y sencillos, compuestos de frases simples aisladas, en un registro neutro o informal.*
- *Identificar las letras del alfabeto escuchando sonidos emitidos de forma oral e identificar los sonidos que componen las palabras (conciencia fonológica).*
- *Trabajar cooperativamente, respetando a los demás y esforzándose para la consecución de objetivos.*
- *Escuchar de manera activa y respetar el turno de palabra.*

- **Methodology:** this unit is formed by 14 sessions and each of them is developed in a lesson plan. Even though it is not specified in the lesson plans, the morning routine (1-2 minutes) will be done at the beginning of most of the classes.

<b>Unit</b>	GERALD THE GIRAFFE	<b>Lesson</b>	1	<b>Group</b>	1st Grade	<b>Day</b>	9/01/2019
<b>Session Title</b>	Giraffes can't dance		<b>Class</b>	First Foreign Language, English.			
<b>Focus areas</b>							
<b>Skills</b>	<input checked="" type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing						
<b>Systems</b>	<input type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input checked="" type="checkbox"/> Lexis <input type="checkbox"/> Function <input type="checkbox"/> Discourse						
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>- Students will be able to follow the story read by the teacher.</li> <li>- Students will make a drawing inspired on the story.</li> </ul>						
<b>Evaluation criteria</b>	<ul style="list-style-type: none"> <li>- Students will answer the checking questions the teacher make while reading the story, such as such as “What is the Jungle Dance?” or “Is Gerald a good dancer?”.</li> <li>- Students will make a drawing related to the story.</li> </ul>						
<b>Previous knowledge</b>	Structures: I think..., Yes/No, because...						
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Book <i>Giraffes can't dance</i> (Andreae, 2012).</li> </ul>				<b>Spaces</b>	Classroom assembly.	
<b>Procedures</b>							
<b>Timing</b>	<b>Stages</b>	<b>Activities (T / S role)</b>				<b>Grouping</b>	
5 minutes	<b>Pre-reading</b>	The class will be developed in the classroom assembly. Students (ss) will be seated in front of the teacher (T). Firstly, the T shows the cover of the book <i>Giraffes can't dance</i> (Andreae, 2012) and the ss try to guess what it is going to be about.				Whole class	
30 minutes	<b>Reading</b>	T reads the story: <i>Giraffes can't dance</i> (Andreae, 2012). She will stop reading sometimes in order to ask some questions to check if ss are following the story, such as “What is the Jungle Dance?” or “Is Gerald a good dancer?”.				Whole class	
10 minutes	<b>Post-reading</b>	Ss will have time to draw what the book inspires them and then the T will stick their drawings on the class walls.				Individual	



<b>Unit</b>	GERALD THE GIRAFFE	<b>Lesson</b>	2	<b>Group</b>	1st Grade	<b>Day</b>	10/01/2019
<b>Session Title</b>	CAN and CAN'T Gerald's poster			<b>Class</b>	First Foreign Language, English.		
<b>Focus areas</b>							
<b>Skills</b>	<input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing						
<b>Systems</b>	<input checked="" type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input type="checkbox"/> Lexis <input checked="" type="checkbox"/> Function <input type="checkbox"/> Discourse						
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>- Students will be able to express actions they can do with an object using the verb <i>can</i>.</li> <li>- Students will be able to distinguish between <i>can</i> and <i>can't</i> pronunciation.</li> <li>- Students will be able to write affirmative and negative sentences using the verb <i>can</i> to express ability.</li> </ul>						
<b>Evaluation criteria</b>	<ul style="list-style-type: none"> <li>- Students will express actions they can do with some objects and demonstrate their ability.</li> <li>- Students will race a "can" card or a "can't" card as a reaction to what they think they have heard with regard to the positive and negative statements the teacher says.</li> <li>- Students will write in post it abilities they have and don't have.</li> </ul>						
<b>Target lexis</b>	<ul style="list-style-type: none"> <li>- <i>Can</i></li> <li>- <i>Can't</i></li> </ul>						
<b>Previous knowledge</b>	<ul style="list-style-type: none"> <li>- Structures: I think...; Yes/No, because...</li> <li>- Classroom objects</li> <li>- Pronouns</li> </ul>						
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Blackboard</li> <li>- Can and can't cards</li> <li>- Classroom objects</li> <li>- Yellow and orange post it</li> <li>- Yellow paper roll</li> <li>- Scissors</li> </ul>	<b>Spaces</b>	Classroom				
<b>Procedures</b>							
<b>Sessions</b>	<b>Stages</b>	<b>Activities (T / S role)</b>				<b>Grouping</b>	
10 minutes	<b>Warm up</b>	The class will start in the assembly talking about yesterday's book. The discussion will be based on the following questions:				Whole class	

		<ul style="list-style-type: none"> <li>- What do you think about Gerald?</li> <li>- Is it right to laugh at people when they can't do something?</li> <li>- Is it okay to be different?</li> </ul> <p>It is a good opportunity to reflect about the fact that we are all different in some way and that is amazing.</p>	
2 minutes	<b>Presentation</b>	<p>Ss already know what is <i>can</i> and <i>can't</i> because it is language used in the story we are working with. Furthermore, they have been using during the whole course expressions to ask for permission such as "<i>Can I go to the bathroom, please?</i>".</p> <p>However, the T will write both words in the board and give a few examples of when she uses one or another. Then, she will ask their meaning in Spanish in order to check if ss understood it.</p>	Whole class
18 minutes	<b>Practice</b>	<ul style="list-style-type: none"> <li>- (see annex 4) considering that ss tend to have problems to distinguish when it is said <i>can</i> or <i>can't</i>, in this activity they are going to practice it. The T will say positive and negative statements and ss will raise a "<i>can</i>" card or a "<i>can't</i>" card to show if they think that they have heard <i>can</i> or <i>can't</i> (see cards in <a href="#">annex 4</a>).</li> <li>- In order to work with the structure <i>can/can't</i>, the teacher will do a controlled oral activity in which she says different verbs out loud, such as cook, run or play tennis, and ss have to say if they can do those actions or not using the structure: "<i>I can/can't + verb</i>".</li> <li>- "<i>I can</i>" brainstorm activity: ss will sit down in a circle in the classroom assembly. The T will choose one object and she will ask ss to brainstorm things that they can do with it, e.g. A rubber: "<i>I can</i> erase with a rubber", "<i>I can</i> break a rubber" or "<i>I can</i> throw a rubber". Besides, the T will ask them to</li> </ul>	Whole class

		demonstrate their ability each time to add a total physical response element.	
15 minutes	<b>Consolidation</b>	Ss will write in yellow post it a few things they <i>can</i> do and in orange post it one thing they <i>can't</i> do nowadays but they want to in the future. The teacher will be monitoring and helping them. The teacher will bring yellow paper roll with the shape of a giraffe and ss will create "Gerald the giraffe's poster" by sticking all the post it in it. Finally, they will sit in a circle in the classroom assembly and each of them will stand up and tell what they have written. The teacher will give them feedback on the spot.	Individual- Whole class

<b>Unit</b>	GERALD THE GIRAFFE	<b>Lesson</b>	3	<b>Group</b>	1st Grade	<b>Day</b>	11/01/2019
<b>Session Title</b>	<i>Can you...?</i>			<b>Class</b>	First Foreign Language, English.		
<b>Focus areas</b>							
<b>Skills</b>	<input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing						
<b>Systems</b>	<input checked="" type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input type="checkbox"/> Lexis <input checked="" type="checkbox"/> Function <input type="checkbox"/> Discourse						
<b>Learning outcomes</b>	- Students will be able to formulate questions using the verb <i>can</i> .						
<b>Evaluation criteria</b>	- Students will write questions using the verb <i>can</i> based on verbs given by the teacher. - Students will order words in order to form questions with <i>can</i> .						
<b>Target lexis</b>	Action verbs: <i>swim, play an instrument, play chess, ride a bike, dance, cook a cake, run very fast, surf, play the piano, watch TV, climb the tree, draw pictures.</i>						
<b>Previous knowledge</b>	- <i>Can/can't</i> (verb) - Pronouns						
<b>Materials</b>	- Blackboard - Can and can't cards - Computers to do online exercises: <a href="https://agendaweb.org/exercises/verbs/can/affirmative-negative">https://agendaweb.org/exercises/verbs/can/affirmative-negative</a> (Agenda web). - Lists of actions verbs.					<b>Spaces</b>	Classroom

	<ul style="list-style-type: none"> <li>- Random selection sticks.</li> <li>- Can - Word puzzle</li> <li>- Exit slips</li> </ul>		
<b>Procedures</b>			
<b>Sessions</b>	<b>Stages</b>	<b>Activities (T / S role)</b>	<b>Grouping</b>
5 minutes	<b>Warm up</b>	Ss will play to the “can and can’t cards” game.	Whole class
10 minutes	<b>Presentation</b>	Ss will go to the computer lab and they will do an online exercise to introduce questions with <i>can</i> . Then, the T will ask to the ss how we ask a question using <i>can</i> : “Have you seen in the game how they ask questions using <i>can</i> ?” T will write it in the board.	Whole class
15 minutes	<b>Practice</b>	In this activity, ss are going to work in pairs and they have to make questions using the verb can. Both members of the pair will be given a list of action verbs (see lists in <a href="#">annex 5</a> ) and they will have to ask to their partners if they can do those actions. Before asking their questions, they will have to write them down and the T and the language assistant will check if they are right. Then, when they ask their questions, their partner will answer them by saying “yes, <i>I can</i> ” or “No, <i>I can’t</i> ”. Finally, The T will use the random selection sticks to ask some pairs to present their questions and answers.	In pairs
10 minutes	<b>Consolidation</b>	Ss will play a word puzzle (see <a href="#">annex 6</a> ) in which each pair of ss has some words and they have to order them appropriately to form questions. There are 5 questions in total and there are the same for every pair. Then, the T will correct the activity with ss collaboration.	In pairs
5 minutes	<b>Round up</b>	Exit slips will be used to conclude the class. This quick and informal assessment will enable the T to assess students' learning in today’s lesson and it helps ss to reflect about what they have learned. Furthermore, it is useful for the T in order to know if they think positive or not about working in pairs (see exit slips in <a href="#">annex 15</a> ).	Individual

<b>Unit</b>	GERALD THE GIRAFFE	<b>Lesson</b>	4	<b>Group</b>	1st Grade	<b>Time</b>	14/01/2019
<b>Session Title</b>	What animals live in the jungle?			<b>Class</b>	First Foreign Language, English.		
<b>Focus areas</b>							
<b>Skills</b>	<input checked="" type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing						
<b>Systems</b>	<input type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input checked="" type="checkbox"/> Lexis <input type="checkbox"/> Function <input type="checkbox"/> Discourse						
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>- Students will be able to identify animals by looking at their images or listening to their sounds.</li> <li>- Students will be able to classify animals according to the criterion “lives in the jungle”.</li> </ul>						
<b>Evaluation criteria</b>	<ul style="list-style-type: none"> <li>- Students will say the animals that the teacher points to in the flashcards and they will identify animals by listening to the sounds they make.</li> <li>- Students will indicate which animals’ lives in the jungle and which ones do not by using the technique thumbs up, thumbs down</li> </ul>						
<b>Target lexis</b>	Animals nouns: <i>Giraffe, warthog, rhino, lion, chimp, cricket, snake, elephant, turtle, sheep, cow, horse, pig, dog, cat, fish.</i>						
<b>Previous knowledge</b>	They should have read previously the book <i>Giraffes can’t dance</i> (Andreae, 2012).						
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Animals’ flashcards</li> <li>- White board</li> <li>- IWB</li> <li>-Animals’ sounds link:  <a href="https://www.youtube.com/watch?v=h8Q-jlHBcXM">https://www.youtube.com/watch?v=h8Q-jlHBcXM</a> (oxbridgebaby, 2015).</li> </ul>				<b>Spaces</b>	Classroom assembly	
<b>Procedures</b>							
<b>Sessions</b>	<b>Stages</b>	<b>Activities (T / S role)</b>				<b>Grouping</b>	
10 min	<b>Warm up</b>	At the beginning of the class they will sit in a circle in the assembly and the teacher will refer to yesterday’s story: <i>Giraffes can’t dance</i> (Andreae, 2012) by asking ss what animals do they remember from the story and what sounds do they do. She will also ask them what other animals which live in the jungle do they know, what other animals do they				Whole class	

		know in general... These questions will be useful to activate students' previous knowledge.	
5 minutes	<b>Presentation</b>	T shows and reads some animal's flashcards (see <a href="#">annex 7</a> ) and stick them on the board. T will do a few repetition drills.	Whole class
15 minutes	<b>Practice</b>	<p>T asks to the ss will which animals from the flashcards appear on the story. Then, the T will use a binary key to classify students in which ones live on the jungle and which ones don't.</p> <p>In the board, T will write "Animals: Does it live in the jungle?" and it will be divided in two sections: Yes/No.</p> <p>T will show the flashcards one by one and ss will use technique thumbs up thumbs down to indicate if those animals live in the jungle or not. This way, the T will put the animals' flashcards in one side or another from the board.</p> <p>Then, T will point to different flashcards as prompts for ss to elicit which animal appears in them.</p>	Whole class
5 minutes	<b>Consolidation</b>	<p>T plays animals' sounds and ss will say to which animal that sound corresponds to. She will use the following link:  <a href="https://www.youtube.com/watch?v=h8Q-jlHBcXM">https://www.youtube.com/watch?v=h8Q-jlHBcXM</a> (oxbridgebaby, 2015).</p> <p>Random selection sticks will be used to regulate student's participation.</p>	Whole class
10 minutes	<b>Round up</b>	<p>Exit slips technique will be used to conclude the class. Ss will have to answer some questions/prompts:</p> <ul style="list-style-type: none"> <li>- What animals live in the jungle?</li> <li>- Which animals do you know?</li> <li>- I would like to learn more about...</li> </ul> <p>She will assess students' learning in today's lesson and she will also consider their answers for the next class.</p>	Individual

<b>Unit</b>	GERALD THE GIRAFFE	<b>Lesson</b>	5	<b>Group</b>	1st Grade	<b>Day</b>	15/01/2019
<b>Session Title</b>	Animals' classroom corners			<b>Class</b>	First Foreign Language, English.		
<b>Focus areas</b>							
<b>Skills</b>	<input type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing						
<b>Systems</b>	<input type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input checked="" type="checkbox"/> Lexis <input type="checkbox"/> Function <input type="checkbox"/> Discourse						
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>- Students will be able to collaborate with others in order to achieve different goals.</li> <li>- Students will be able to identify animals' nouns.</li> </ul>						
<b>Evaluation criteria</b>	<ul style="list-style-type: none"> <li>- Students will work with their partners to complete the classroom corners' tasks.</li> <li>- Students will identify animals' nouns by doing a crossword and a simulation activity.</li> </ul>						
<b>Target lexis</b>	Animals nouns: <i>Giraffe, warthog, rhino, lion, chimp, cricket, snake, elephant, turtle, sheep, cow, horse, pig, dog, cat, fish.</i>						
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Animals' crosswords</li> <li>- IWB --&gt; Animals' online puzzles: <a href="http://www.hellokids.com/r_1747/free-online-games/kids-puzzles-games/animals-free-puzzles">http://www.hellokids.com/r_1747/free-online-games/kids-puzzles-games/animals-free-puzzles</a> (Azerion, 2016).</li> <li>- Animals' flashcards</li> </ul>				<b>Spaces</b>	Classroom	
<b>Procedures</b>							
<b>Timing</b>	<b>Stages</b>	<b>Activities (T / S role)</b>				<b>Grouping</b>	
10 minutes	<b>Pre-task</b>	T will briefly review the animals by drilling the animals' flashcards.  Then, she will answer to the main curiosities that ss wrote yesterday in the exit slips.				Whole class	
25 minutes	<b>Task</b>	Students in groups will rotate through the different classroom corners in order to practice the animals' vocabulary:  1: Crosswords (see <a href="#">annex 8</a> ) look for animals' nouns.				In groups	

		<p>2: Symbolic game: one student simulates that he/she is an animal (he/she will have to choose one animal from the flashcards) using gestures and sounds and the rest of the group members have to guess it in English.</p> <p>3: Animals' online puzzles:  <a href="http://www.hellokids.com/r_1747/free-online-games/kids-puzzles-games/animals-free-puzzles">http://www.hellokids.com/r_1747/free-online-games/kids-puzzles-games/animals-free-puzzles</a>  (Azerion, 2016).</p> <p>4: Library: observe, read or comment different books.</p> <p>Meanwhile, the T will monitor the classroom corners activities and help students when needed.</p>	
10 minutes	<b>Post-task</b>	Ss will share how they have felt and the difficulties they may have found and the T will provide them feedback about their performance in the different activities.	Whole class

<b>Unit</b>	GERALD THE GIRAFFE	<b>Lesson</b>	6	<b>Group</b>	1st Grade	<b>Day</b>	16/01/2019
<b>Session Title</b>	Describe the animals!			<b>Class</b>	First Foreign Language, English.		
<b>Focus areas</b>							
<b>Skills</b>	<input checked="" type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing						
<b>Systems</b>	<input type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input checked="" type="checkbox"/> Lexis <input type="checkbox"/> Function <input type="checkbox"/> Discourse						
<b>Learning outcomes</b>	- Students will be able to use adjectives to describe different animals						
<b>Evaluation criteria</b>	- Students will describe different animals that the teacher display by using the adjectives written on the board.						
<b>Target lexis</b>	Adjectives: <i>tall, long, short, big, small, fat, thin, fast, slow, strong.</i>						
<b>Previous knowledge</b>	- Jungle animals (nouns).						
<b>Materials</b>	- Book <i>Giraffes can't dance</i> (Andreae, 2012). - IWB				<b>Spaces</b>	Classroom	



		<ul style="list-style-type: none"> <li>- Adjectives PowerPoint Presentation</li> <li>- Describe the animals- PowerPoint</li> <li>- Mini-whiteboards.</li> </ul>		
<b>Procedures</b>				
<b>Sessions</b>	<b>Stages</b>	<b>Activities (T / S role)</b>	<b>Grouping</b>	
10 minutes	<b>Warm up</b>	T asks “Do you remember what is Gerald the giraffe like?” and ss will try to describe him. Then she moves on the question: “What about the rest of the animals from the story?” The T will use the book images to refresh their memory.	Whole class	
10 minutes	<b>Presentation</b>	A PowerPoint (see <a href="#">annex 9</a> ) to introduce adjectives is displayed. It presents some adjectives by relating them with the animals from the story <i>Giraffes can't dance</i> (Andreae, 2012). T will drill the adjectives from the slides.	Whole class	
15 minutes	<b>Practice</b>	<p>T shows different pictures of animals (not only jungle animals) on the IWB and ss have to describe them in pairs using the mini-whiteboards (see pictures in <a href="#">annex 10</a>). As a support, the adjectives will be written on the board.</p> <p>After describing every picture, ss will raise their mini-whiteboards so that the T can have an overall perspective of their answers. The T will say and explain the appropriate adjectives for that animal and then move on to another one.</p>	In pairs	
10 minutes	<b>Consolidation</b>	<p>T will formulate questions to check students' understanding of the adjectives and the animals' nouns. They will answer by using the technique thumbs up, thumbs down so the T can see who understands it and who does not. T will explain the correct answer after each question. Here are some examples of questions:</p> <ul style="list-style-type: none"> <li>- Is the rhino <i>small</i>?</li> <li>- Is the lion <i>fast</i>?</li> <li>- Is the elephant <i>big</i>?</li> <li>- Is the giraffe <i>short</i>?</li> <li>- Is the cricket <i>strong</i>?</li> </ul>	Whole class	

<b>Unit</b>	GERALD THE GIRAFFE	<b>Lesson</b>	7	<b>Group</b>	1st Grade	<b>Time</b>	17/01/2019	
<b>Session Title</b>	Gymkhana time!			<b>Class</b>	First Foreign Language, English.			
<b>Focus areas</b>								
<b>Skills</b>	<input checked="" type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing							
<b>Systems</b>	<input type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input checked="" type="checkbox"/> Lexis <input type="checkbox"/> Function <input type="checkbox"/> Discourse							
<b>Learning outcomes</b>	- Students will be able to identify adjectives by listening to them.							
<b>Evaluation criteria</b>	- Students will simulate and draw phrases considering the adjectives that the teacher says.							
<b>Target lexis</b>	- Review the adjectives and the animals' nouns.							
<b>Previous knowledge</b>	- Expression "Like a"							
<b>Materials</b>	<ul style="list-style-type: none"> <li>- IWB: Presentation of adjectives PowerPoint.</li> <li>- A rope</li> <li>- Blackboard</li> <li>- Chalks</li> </ul>				<b>Spaces</b>	Classroom		
<b>Procedures</b>								
<b>Timing</b>	<b>Stages</b>	<b>Activities (T / S role)</b>					<b>Grouping</b>	
5 minutes	<b>Pre-task</b>	The T will use yesterday's PowerPoint in order to review the adjectives.					Whole class	
35 minutes	<b>Task</b>	<p>This class will be focused on kinesthetic learning by doing a Gymkhana. All the tables and chairs will be cleared from the room. The T lines everyone up in groups at one end of the room and a rope will be laid across the other end of the room (the finish line). Then, races will start:</p> <p>Part I: T will start modeling the first race and then she will give Ss instructions they have to follow, such as "Run like a <i>big bear</i>" and they have to demonstrate running like a <i>bear</i> (roaring and clawing the air). The first participant of each group will start and when they finish, they will come back</p>					In groups	

		<p>with their group and the next participants will go ahead when the teacher</p> <p>Part II: Ss have to draw on the board what the T says, for example: “Draw two <i>thin snakes</i> and one <i>fat snake</i>”.</p> <p>The T will be monitoring and verifying that Ss are following instructions correctly. The language assistant will be timing each group in every race and writing it down.</p>	
5 minutes	<b>Post-task</b>	<p>Ss will know the results of the races: the group who completes the races correctly and using the shorter amount of time is the winner.</p> <p>Besides, the T will give feedback to the groups considering their behavior, their attitude and their performance during the gymkhana.</p>	Whole class

<b>Unit</b>	GERALD THE GIRAFFE	<b>Lesson</b>	8	<b>Group</b>	1st Grade	<b>Day</b>	18/01/2019
<b>Session Title</b>	Divided classrooms			<b>Class</b>	First Foreign Language, English.		
<b>Focus areas</b>							
<b>Skills</b>	<input type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input checked="" type="checkbox"/> Reading <input type="checkbox"/> Writing						
<b>Systems</b>	<input type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input checked="" type="checkbox"/> Lexis <input type="checkbox"/> Function <input checked="" type="checkbox"/> Discourse						
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>- Students will be able to identify animals and write them down.</li> <li>- Students will be able to establish connections between animals and adjectives to describe them.</li> <li>- Students will be able to participate in conversations about familiar topics.</li> </ul>						
<b>Evaluation criteria</b>	<ul style="list-style-type: none"> <li>- Students will match the animals' nouns with their pictures.</li> <li>- Students will select adjectives in the worksheet to describe the animals in it.</li> <li>- Students will participate in the conversations about familiar topics with the language assistant.</li> </ul>						

<b>Target lexis</b>	Nouns: <i>Snake, Chimp, Giraffe, Elephant, Lion, Cricket, Turtle, Rhino, Warthog.</i> Adjectives: <i>Tall, slow, big, fat, fast, short, strong, small, thin, long.</i>		
<b>Previous knowledge</b>	Structure "I am".		
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Animals' adjectives worksheet</li> <li>- Speaking cards</li> <li>- Blackboard</li> </ul>	<b>Spaces</b>	2 Classrooms
<b>Procedures</b>			
<b>Sessions</b>	<b>Stages</b>	<b>Activities (T / S role)</b>	<b>Grouping</b>
5 minutes	<b>Warm up/ Pre-task</b>	<p>In order to review adjectives and animals, the class will start by playing to a fake statements game, where the T says true and false statements and Ss have to thumbs up if it is true and thumbs down if it false. These are the statements:</p> <ul style="list-style-type: none"> <li>- <i>Elephants are small.</i></li> <li>- <i>Crickets are strong.</i></li> <li>- <i>Giraffes are short.</i></li> <li>- <i>Lions are slow.</i></li> <li>- <i>Chimps are strong.</i></li> <li>- <i>Rhinos are fat.</i></li> <li>- <i>Snakes are fat.</i></li> <li>- <i>Snakes are long and thin.</i></li> </ul>	Whole class
30 minutes	<b>Task-game</b>	<p>During the next 30 minutes, ss will work in divided classrooms. Half of the students will be in the classroom with the teacher and the other half in another classroom with the language assistant (an empty class at that time of the school schedule). Ss will be 15 minutes in each classroom so that they can do both activities.</p>	
		<p>In the classroom, ss will be completing a worksheet (see <a href="#">annex 11</a>) in which they will practice the adjectives and the animals they have learnt in the previous days.</p>	Individual

		In the other class, the language assistant will be practicing speaking with the them using speaking cards (see <a href="#">annex 12</a> ) about familiar topics for them: the seasons, their hobbies, their favorite food and their favorite celebration. The assistant will promote everyone's participation.	Whole class
10 minutes	<b>Post-task</b>	They will get all together in the classroom in order to correct the worksheets. The T elicits student's answers by using the sticks random selection tool and she will write the correct answers in the board. Meanwhile, ss will self-correct themselves with a color. The T will keep the worksheets because she will use them as a formative assessment to evaluate animals and adjectives learning.	Whole class

<b>Unit</b>	GERALD THE GIRAFFE	<b>Lesson</b>	9	<b>Group</b>	1st Grade	<b>Day</b>	21/01/2019
<b>Session Title</b>	<i>Sheep vs Ship</i>			<b>Class</b>	First Foreign Language, English.		
<b>Focus areas</b>							
<b>Skills</b>	<input checked="" type="checkbox"/> Listening <input type="checkbox"/> Speaking <input checked="" type="checkbox"/> Reading <input type="checkbox"/> Writing						
<b>Systems</b>	<input type="checkbox"/> Grammar <input checked="" type="checkbox"/> Phonology <input checked="" type="checkbox"/> Lexis <input type="checkbox"/> Function <input type="checkbox"/> Discourse						
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>- Students will be able to read words that contain /i:/ and /i/ sounds.</li> <li>- Students will be able to identify and write its correspondent letters.</li> </ul>						
<b>Evaluation criteria</b>	<ul style="list-style-type: none"> <li>- Students will read words written on the board that contain /i:/ and /i/ sounds.</li> <li>- Students will do a song gap worksheet in which they have to write the letters that correspond to /i:/ and /i/ sounds.</li> </ul>						
<b>Target Lexis</b>	<ul style="list-style-type: none"> <li>- Words that contain /i:/ or /i/: <i>Sheep, ship, sleep, sprig, bee, see, lips, tree, green, pink, six, Halloween</i></li> </ul>						
<b>Materials</b>	<ul style="list-style-type: none"> <li>- A ship made of paper</li> <li>- Script of the book's text <i>Giraffes can't dance</i> (Andreae, 2012).</li> <li>- IWB</li> </ul>				<b>Spaces</b>	Classroom	

		<ul style="list-style-type: none"> <li>- Giraffes can't dance song <a href="https://www.youtube.com/watch?v=Zzb5Ac1-n70">https://www.youtube.com/watch?v=Zzb5Ac1-n70</a> (Vancemo, 2013).</li> <li>- Song gap worksheet: Giraffes Can't Dance.</li> </ul>	
<b>Procedures</b>			
<b>Timing</b>	<b>Stages</b>	<b>Activities (T / S role)</b>	<b>Grouping</b>
5 minutes	<b>Warm up</b>	The teacher brings a ship of paper to class and she asks ss how to say it in English. Then, she tells them a riddle about a sheep (“I give you my milk and my wool and I say baa”) and ss will have to guess it.	Whole class
5 minutes	<b>Presentation</b>	T writes both words on the board (ship and sheep) and underlines the letters “ee” and “i”. The language assistant will model the sound in order to show ss the shape of the mouth and the length of the sounds. Then, she will use repetition drills (choral and individual drills) so that ss pronounce each sound: /i:/ and /i/.	Whole class
20 minutes	<b>Practice</b>	<p>T writes some familiar words for them on the board (<i>sleep, sprig, bee, see, lips, tree, green, pink, six, Halloween</i>) and ss have to read them with a correct pronunciation. T will use the random selection tool to regulate ss participation.</p> <p>Later, ss will work in pairs in order to look for letters “ee” in the script of the book’s text <i>Giraffes can't dance</i> (Andreae, 2012). The T will give a sheet of paper with the text to each pair.</p> <p>Then, ss will raise their hands in order to say the words they have found and write them on the board. The T will translate the words they do not know.</p>	Whole class- In pairs
10 minutes	<b>Consolidation</b>	Ss complete a song gap worksheet by listening to the song Giraffes Can't Dance: <a href="https://www.youtube.com/watch?v=Zzb5Ac1-n70">https://www.youtube.com/watch?v=Zzb5Ac1-n70</a> (Vancemo, 2013). The gaps will correspond to sounds /i:/ and /i/ (letters [ee] and [i]). The T will play the song twice. The first time, she will stop it after every gap and	Individual

		repeat the pronunciation of the word. The second time is for checking their worksheet so she won't stop the song unless any student asks for it. (See the worksheet in <a href="#">annex 14</a> ).	
5 minutes	<b>Round up</b>	T will correct the worksheet on the IWB and ss will self-correct theirs. They will file this worksheet in their English folder.  The T will use this worksheet as an assessment tool.	Individual

<b>Unit</b>	GERALD THE GIRAFFE	<b>Lesson</b>	10	<b>Group</b>	1st Grade	<b>Day</b>	22/01/2019	
<b>Session Title</b>	The class becomes a jungle!			<b>Class</b>	First Foreign Language, English.			
<b>Focus areas</b>								
<b>Skills</b>	<input type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing							
<b>Systems</b>	<input type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input checked="" type="checkbox"/> Lexis <input type="checkbox"/> Function <input type="checkbox"/> Discourse							
<b>Learning outcomes</b>	- Students will collaborate in order to complete the proposed task.							
<b>Evaluation criteria</b>	- Students will cooperate with their partners and respect them in order to transform the class into a jungle.							
<b>Target lexis</b>	<ul style="list-style-type: none"> <li>- <i>Leaves</i> (n)</li> <li>- <i>Lake</i> (n)</li> <li>- <i>Tree trunks</i> (n)</li> <li>- <i>Vines</i> (n)</li> <li>- <i>Carnivorous plants</i> (n)</li> </ul>							
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Paper roll of different colors</li> <li>- Scissors</li> <li>- Glue stick</li> <li>- Goma eva</li> <li>- Papel pinocho</li> <li>- Markers</li> </ul>				<b>Spaces</b>	Classroom		
<b>Procedures</b>								
<b>Sessions</b>	<b>Stages</b>	<b>Activities (T / S role)</b>					<b>Grouping</b>	
10 minutes	<b>Pre-task</b>	T proposes to have Gerald the giraffe as a class pet! If they want so, they will have to prepare everything					Whole class	

		<p>for his arrival so that he feels comfortable in his new home.</p> <p>In the story (<i>Gerald the giraffe</i>) we are working with during this project, the jungle dance has an important role. That is why it could be a good idea to celebrate our jungle dance in class to welcome Gerald.</p> <p>The subjects of music and PE can take part in it by creating the music (by playing instruments or doing it with an online application) and the dance choreography. Meanwhile, in English will be in charge of the scenario.</p> <p>In this class, an assembly will take place in order to discuss about what do we need to transform the class into a jungle. Words such as <i>trees, leaves, tree trunks, lakes, vines and carnivorous plants</i> will come out.</p> <p>They will work in groups to make the transformation. The groups will correspond to their current sits and each group will be assigned one task.</p>	
30 minutes	<b>Task</b>	<p>Ss work in their tasks:</p> <ul style="list-style-type: none"> <li>- Group 1 will do the <i>leaves</i> of the trees.</li> <li>- Group 2 will do <i>tree trunks</i>.</li> <li>- Group 3 will do a <i>lake</i>.</li> <li>- Group 4 will make <i>vines</i> which will hang from the roof.</li> <li>- Group 5 will make <i>carnivorous plants</i>.</li> </ul> <p>T and language assistant will be monitoring the groups. The T will complete a collaboration checklist (see <a href="#">annex 19</a>) during today and the following days by observing how each student interact and work with his or her peers.</p> <p>Finally, T and ss will decorate the class with these materials in order to welcome Gerald.</p>	In groups
5 minutes	<b>Post-task</b>	<p>To conclude the class, the T will use exit slips technique to know how they have felt working in groups. Besides, it is also a form of students' self-assessment. See exit slips in <a href="#">annex 15</a>: session 10.</p>	Individual



<b>Unit</b>	GERALD THE GIRAFFE	<b>Lesson</b>	11	<b>Group</b>	1st Grade	<b>Day</b>	23/01/2019
<b>Session Title</b>	Animals' creation			<b>Class</b>	First Foreign Language, English.		
<b>Focus areas</b>							
<b>Skills</b>	<input type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing						
<b>Systems</b>	<input type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input type="checkbox"/> Lexis <input checked="" type="checkbox"/> Function <input checked="" type="checkbox"/> Discourse						
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>- Students will get to an agreement and collaborate in order to complete a task.</li> <li>- Students will communicate with their group in English.</li> </ul>						
<b>Evaluation criteria</b>	<ul style="list-style-type: none"> <li>- Students will cooperate with their partners in order to create an animal.</li> <li>- Students will use social expressions in order to communicate with their group.</li> </ul>						
<b>Target lexis</b>	<ul style="list-style-type: none"> <li>- <i>Can you give me the...?</i></li> <li>- <i>I have an idea.</i></li> <li>- <i>I like it/I don't like it.</i></li> </ul>						
<b>Previous knowledge</b>	<ul style="list-style-type: none"> <li>- Classroom objects (nouns).</li> </ul>						
<b>Materials</b>	Blackboard and chunks, cardboards, paper roll, papel pinocho, scissors, glue stick, goma eva, markers, crayons, tempera, brushes.				<b>Spaces</b>	Classroom	
<b>Procedures</b>							
<b>Sessions</b>	<b>Stages</b>	<b>Activities (T / S role)</b>				<b>Grouping</b>	
5 minutes	<b>Pre-task</b>	<p>In the classroom assembly, the T tells to the ss: "Maybe Gerald needs some animals with him so that he does not feel the only one in the class... What do you think about creating weird and unique animals to keep Gerald's company? They can also be in the jungle dance!" Then, ss can give their opinion and share their ideas.</p> <p>They should try speaking in English. That is why the T will write in the board</p>				Whole class	

		<p>expressions they will probably will need to use when working in the task:</p> <ul style="list-style-type: none"> <li>- <i>Can you give me the...?</i></li> <li>- <i>I have an idea.</i></li> <li>- <i>I like it/I don't like it.</i></li> </ul> <p>The teacher will model and drill these expressions so that it is easier for the students to say and read them.</p>	
35 minutes	<b>Task</b>	<p>They will work in groups in order to design and create animals with the materials they have. Each group will create an animal. The groups will be the same than last time if there have not been any problems.</p> <p>They can use their creativity to mix different types of animal as they want. For example, they can create one mixing a Lion with a monkey.</p>	In groups
5 minutes	<b>Post-task</b>	<p>The teacher will give them feedback about how they have been working and she will ask them to think for the next class how they want to name their animal.</p>	Whole class

<b>Unit</b>	GERALD THE GIRAFFE	<b>Lesson</b>	12	<b>Group</b>	1st Grade	<b>Day</b>	24/01/2019
<b>Session Title</b>	Description of students' animals.			<b>Class</b>	First Foreign Language, English.		
<b>Focus areas</b>							
<b>Skills</b>	<input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing						
<b>Systems</b>	<input checked="" type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input checked="" type="checkbox"/> Lexis <input checked="" type="checkbox"/> Function <input type="checkbox"/> Discourse						
<b>Learning outcomes</b>	- Students will be able to use adjectives, animals' nouns and the verb can in order to describe an animal.						
<b>Evaluation criteria</b>	- Students will describe an animal they created by using adjectives, animals' nouns and the verb can.						

<b>Target lexis</b>	Review the adjectives, the verb <i>can</i> and the animals.		
<b>Previous knowledge</b>	Adjectives, the verb <i>can</i> , the animals and the present simple structure.		
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Sheets of papers</li> <li>- Pencils, pens, rubbers.</li> <li>- Cardboards</li> </ul>	<b>Spaces</b>	Classroom
<b>Procedures</b>			
<b>Sessions</b>	<b>Stages</b>	<b>Activities (T / S role)</b>	<b>Grouping</b>
5 minutes	<b>Pre-task</b>	<p>The T will explain that during this class that ss will have to name the animal species they have created, describe them physically and say which abilities do they have. This way, they can present them formally to Gerald. Before they present it, they will write it down on a sheet of paper.</p> <p>This will be a final product where they can demonstrate the knowledge they have acquire during this project/didactic unit. They will have to use adjectives, animals' nouns and the verb <i>can</i>.</p>	Whole class
35 minutes	<b>Task</b>	<p>Ss work in groups to make the description of their animal while the T and the language assistant monitor and help them.</p> <p>When ss finish their drafts, the teacher will correct them and they will make a clean copy of it in a cardboard.</p>	In groups
5 minutes	<b>Post-task</b>	<p>These last five minutes will be dedicated to solve any final doubts that ss may have with regarding tomorrow's presentation.</p> <p>They can bring some food for tomorrow's party.</p>	Whole class

Session 13: During this session English class and P.E. class get together in order to present the final product. That is why it will last 1 hour and 30 minutes (from 9:30 am to 11:00 am).

<b>Unit</b>	GERALD THE GIRAFFE	<b>Lesson</b>	13	<b>Group</b>	1st Grade	<b>Day</b>	25/01/2019
<b>Session Title</b>	JUNGLE DANCE DAY			<b>Class</b>	First Foreign Language, English.		
<b>Focus areas</b>							
<b>Skills</b>	<input type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing						
<b>Systems</b>	<input type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input type="checkbox"/> Lexis <input type="checkbox"/> Function <input checked="" type="checkbox"/> Discourse						
<b>Learning outcomes</b>	- Students will be able to present in front of the class the animals they have created using adjectives and the verb <i>can</i> .						
<b>Evaluation criteria</b>	- Students will present in front of the class the animals they have created using adjectives and the verb <i>can</i> .						
<b>Target lexis</b>	Review the adjectives, the verb <i>can</i> and the animals' nouns.						
<b>Previous knowledge</b>	Adjectives, the verb <i>can</i> , the animals and the present simple structure.						
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Gerald the giraffe: a stuffed giraffe that the T has bought.</li> <li>- Students' creations: animals.</li> <li>- Students' presentation posters.</li> <li>- IWB: to play the songs.</li> <li>- A loudspeaker</li> </ul>			<b>Spaces</b>	Classroom		
<b>Procedures</b>							
<b>Sessions</b>	<b>Stages</b>	<b>Activities (T / S role)</b>				<b>Grouping</b>	
15 minutes	<b>Pre-task</b>	<p>Today is the day to welcome Gerald which means the JUNGLE DANCE DAY! Students' families are invited to this celebration.</p> <p>Firstly, ss will have a few minutes to prepare themselves before presenting their animal. They will decide how to distribute their text among the members of the group.</p>				In groups	

60 minutes	<b>Task</b>	<p>Gerald comes in with the teacher and the presentations will take place.</p> <p>In groups, ss will present their animals to Gerald and to the rest of the class. The teacher will use a rubric to assess the group's animal elaborations and its presentations (see rubric in <a href="#">annex 18</a>).</p> <p>Every group, after presenting their animal, will dance the choreography they did in PE! The Ts (teachers) will present each group using a loudspeaker.</p>	In groups
30 minutes	<b>Post-task</b>	<p>When all the groups finish, Ts, Ss and families will take out the food they have brought and they will talk about their favorite dances and animals' creations. This part could be done in L1 due to the families may not know English.</p>	Whole class

<b>Unit</b>	GERALD THE GIRAFFE	<b>Lesson</b>	14	<b>Group</b>	1st Grade	<b>Day</b>	28/01/2019
<b>Session Title</b>	REVIEW AND REFLECTION			<b>Class</b>	First Foreign Language, English.		
<b>Focus areas</b>							
<b>Skills</b>	<input type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing						
<b>Systems</b>	<input checked="" type="checkbox"/> Grammar <input checked="" type="checkbox"/> Phonology <input checked="" type="checkbox"/> Lexis <input checked="" type="checkbox"/> Function <input checked="" type="checkbox"/> Discourse						
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>- Students will be able to reflect about their learning process during the project.</li> <li>- Students will be able to review the contents worked through the project.</li> </ul>						
<b>Evaluation criteria</b>	<ul style="list-style-type: none"> <li>- Students will complete a self-assessment rubric.</li> <li>- Students will participate in the content review of the project.</li> </ul>						
<b>Target Lexis</b>	Review: <i>Can</i> and <i>can't</i> , animals' nouns, adjectives and sounds /i:/ and /i/.						
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Animals' flashcards</li> <li>- Self-assessment rubric</li> <li>- Mini-whiteboards</li> </ul>				<b>Spaces</b>	Classroom	

<b>Procedures</b>			
<b>Sessions</b>	<b>Stages</b>	<b>Activities (T / S role)</b>	<b>Grouping</b>
10 minutes	<b>Warm up</b>	<p>The class starts in the classroom assembly. The T proposes to the ss if they want to make a class pet journal with Gerald.</p> <p>From now on, ss will take Gerald every weekend to their homes: one student per weekend. They will have to write about what they have done, take pictures with it or do drawings in the class pet journal (see its cover in <a href="#">annex 16</a>).</p>	Whole class
25 minutes	<b>Review</b>	<p>Content review of this project:</p> <p>The T asks different questions to elicit answers from the ss:</p> <ul style="list-style-type: none"> <li>- What animals can you say in English? T can use animals' flashcards as a review support.</li> <li>- What adjectives can you use to describe those animals?</li> <li>- When do we use <i>can</i> and <i>can't</i>?</li> <li>- What is the sound of letters [ee] and [i]? Do you remember any words with those letters? Write them on your mini-whiteboards! Can you pronounce them?</li> </ul>	Whole class
10 minutes	<b>Closure</b>	<p>Finally, ss will complete a self-assessment rubric (see <a href="#">annex 17</a>) to reflect about their learning process, which includes their knowledge, their behavior and their attitude.</p> <p>The T will translate any statement they don't understand.</p>	Individual

- **Curricular materials and other didactic resources**

- Didactic resources:
  - Book *Giraffes can't dance* (Andreae, 2012).
  - Can and can't cards, Computers to play an online game:  
<https://agendaweb.org/exercises/verbs/can/affirmative-negative> (Agenda web).
  - Lists of actions verbs.
  - Random selection sticks.
  - Can - Word puzzle.
  - Exit slips.
  - Animals' flashcards.
  - Animals' sounds link: <https://www.youtube.com/watch?v=h8Q-jIHBcXM> (oxbridgebaby, 2015).
  - Animals' crossword.
  - Animal's online puzzles: [http://www.hellokids.com/r\\_1747/free-online-games/kids-puzzles-games/animals-free-puzzles](http://www.hellokids.com/r_1747/free-online-games/kids-puzzles-games/animals-free-puzzles) (Azerion, 2016).
  - Adjectives presentation PowerPoint.
  - Describe the animals PowerPoint.
  - Animals-Adjectives worksheet.
  - Giraffes can't dance song <https://www.youtube.com/watch?v=Zzb5Acl-n70> (Vancemo, 2013).
  - Song gap worksheet: Giraffes Can't Dance.
  - Self-assessment rubric.
  - Class pet journal cover.
  - Final product rubric.
  - Collaborative checklist.
- Material resources: IWB, blackboard, colors, markers, tempera, brushes, papers, glue, cardboards, goma eva, paper roll, yellow and orange post it, mini-whiteboards, a rope, a loudspeaker and a stuffed giraffe.
- Physical resources: the classroom (the assembly, the tables, the four classroom corners and the classroom library) and the computer lab.
- Human resources: students, families, English teacher and language assistant teacher.

- **Diversity attention measures**

The student who has ADHD can stand up and go to the bathroom to move and relax whenever he needs it. Besides, before each class, he will be given a list of the tasks we are going to do during the class and he can put ticks in the tasks when he finishes them. This scaffolding method of splitting the class in different steps allow him to know what is expected from him and it prevents him from feeling overwhelmed. Moreover, the three stars method explained in section 6.3 will be carried out. This strategy is helpful to get used to control language impulsivity.

- **Other elements that can be explicit:**

- a) **Complementary and extracurricular activities**

There is a cross-curricular project with P.E. in order to celebrate the Jungle Dance Day. During session 13, English class and P.E. class get together in order to present the final product. Furthermore, the Natural Science content about animals will be worked while students are doing this project in English or after it, so that students already know the animal's nouns in English.

- b) **Reading development**

Reading is developed in order to practice phonics by reading the words written on the board or by doing the song gap worksheet. Besides, all the activities where students have to read in order to complete the tasks will be included in this section.

- c) **ICT development**

Internet connection and the IWB are used several times to play songs and to support the teacher's explanations. Furthermore, students also use the IWB and the computers in order to do online exercises to practice content.

- d) **Values' education**

The book *Giraffes can't dance* (Andreae, 2012) allows students to reflect about the fact that we are all different in some way and that is great. A class discussion takes places around this topic (session 2).

Moreover, during the unit students work individually, in pairs and in groups so that their autonomy and their ability to cooperate are promoted. They have many opportunities to collaborate and work together in order to achieve the proposed



activities and goals. This methodology allows students to develop their social skills and to improve the relationship with their peers. Furthermore, whole class activities also take place and they allow students to learn the importance of patience and to value the point of view of others.

**a) Key competences**

- *CC.CC.1*: the linguistic competence is improved when working on productive and receptive skills (writing, speaking, listening, reading). These skills are worked out through daily conversations in the assembly, reading tasks or by listening to the teacher and the language assistant. Specially, it is developed when they elaborate and present their family tree and when they listen to their classmates presenting it.
- *CC.CC.2*: the competence in Mathematics, Science and Technology is promoted because animals' vocabulary (Natural Science) is worked during this project.
- *CC.CC.3*: the digital competence is worked every time that teacher and students use the IWB, such as doing to online exercises. Furthermore, it is developed when students use computers in order to play a game to answer question with the verb can.
- *CC.CC.4*: the learning to learn competence is promoted when students create their animal and when they organize themselves in order to present their work.
- *CC.CC.5* the social and civic competence is developed in different moments through the unit. In most of the session, students have the opportunity to interact with their peers and collaboration in order to achieve the proposed activities and goals. For example, when elaborating their final product, in the classroom corners or in the gymkhana.
- *CC.CC.6*: the sense of initiative and entrepreneurship competence is promoted when they invent and create an animal, when they write what things they can and can't do and when they reflect about their learning process, in the exit slips and in the self-assessment rubric.
- *CC.CC.7*: during this unit, the cultural awareness competence is developed due to the fact that students are learning about different animals, distinguishing those ones which live in the jungle from those ones which live in our country.

**UNIT 6: MEANS OF TRANSPORT**

Subject	Year	Temporalization	Number of sessions
First Foreign Language, English.	1st grade of Primary Education	29/01/2019- 21/02/2019	18

- **Rationale of the didactic unit topic:**

It is important to know the different means of transport that surround us from an early age and this is the perfect topic to work on road-safety education. That is why it can be positive to create a project around this topic in which students have to create their own mean of transport. Furthermore, during this project students will visit the road-safety educational circuit of Colmenar Viejo, which is close to the school. This will be useful to learn more about their role of pedestrians, which promotes their autonomy and protects their integrity. During this unit students will work on the /ph/ sound.

- **Relationship between objectives and key competences:**

- *Comprender lo esencial de los mensajes e instrucciones del docente referidos a la actividad habitual del aula (CC.CC 1).*
- *Entender la información esencial en conversaciones muy breves y muy sencillas en las que participa (CC.CC. 1 y 7).*
- *Respetar las normas que rigen la interacción oral (CC.CC. 1 y 5).*
- *Localizar palabras conocidas en el material visual utilizado (CC.CC. 1 y 5).*
- *Utilizar diccionarios de imágenes (CC.CC. 1).*
- *Utilizar las Tecnologías de la Información y la Comunicación para iniciarse en la lectura (CC.CC. 1 y 3).*
- *Elaborar carteles muy sencillos con un modelo (CC.CC. 1, 5 y 7).*

● **Contents:**

CONCEPTUAL	PROCEDURAL	BEHAVIORAL
<p>- <i>Sonidos característicos en lengua inglesa. El sonido /ph/ (B1).</i></p> <p>- <i>Vocabulario básico: means of transport and road-safety education vocabulary and expressions (B2).</i></p>	<p>- <i>Comprensión de palabras y mensajes sencillos (B1).</i></p> <p>- <i>Emisión de palabras y mensajes breves y sencillos (B2).</i></p> <p>- <i>Reconocimiento de los principales sonidos de las letras en lengua inglesa y grupos de sonidos para la lectura de palabras (B3).</i></p> <p>- <i>Uso de diccionarios de imágenes (B3).</i></p> <p>- <i>Copia y escritura de vocabulario básico (B4).</i></p> <p>- <i>Exclamación: exclamatory sentences (B5).</i></p> <p>- <i>Demonstrative pronouns: this, that, these, those (B5).</i></p> <p>- <i>Canciones y diálogos (B6).</i></p>	<p>- <i>Respeto por las propuestas y opiniones de los demás.</i></p> <p>- <i>Interacción y cooperación con los compañeros para llevar a cabo las actividades propuestas.</i></p> <p>- <i>Predisposición positiva hacia nuevos aprendizajes.</i></p> <p>- <i>Esfuerzo en las tareas.</i></p> <p>- <i>Escucha activa.</i></p>

● **Evaluation criteria**

- *Identificar el sentido general, la información esencial y los puntos principales en textos orales sencillos.*
- *Conocer y saber aplicar las estrategias básicas más adecuadas para la comprensión del sentido general y la información esencial del texto.*
- *Interactuar de manera muy básica, utilizando técnicas muy simples, lingüísticas o no verbales para iniciar, mantener o concluir una breve conversación.*
- *Construir en papel textos muy cortos y sencillos, compuestos de frases simples aisladas.*
- *Identificar las letras del alfabeto escuchando sonidos emitidos de forma oral e identificar los sonidos que componen las palabras (conciencia fonológica).*
- *Trabajar cooperativamente, respetando a los demás y esforzándose para la consecución de objetivos.*
- *Escuchar de manera activa y respetar el turno de palabra.*

**UNIT 7: LEPRECHAUNS, SHAMROCKS AND RAINBOWS**

Subject	Year	Temporalization	Number of sessions
First Foreign Language, English.	1st grade of Primary Education	22/02/2019- 19/03/2019	16

- **Rationale of the didactic unit topic:**

During this unit students will learn content and language considering Ireland's culture. It is an English-speaking country and it has festivities such as Saint Patrick's Day, which can promote curiosity, openness and motivation in order to acquire new knowledge and skills. Students will develop the intercultural competence by acquiring cultural awareness and gain other perspectives related to different cultural traditions. During this unit students will work on the sounds /ʃ/ and /s/.

- **Relationship between objectives and key competences:**

- *Comprender lo esencial de los mensajes e instrucciones del docente referidos a la actividad habitual del aula (CC.CC 1).*
- *Entender la información esencial en conversaciones muy breves y muy sencillas en las que participa (CC.CC. 1 y 7).*
- *Imitar y repetir las expresiones del docente utilizadas en el aula (CC.CC. 1).*
- *Respetar las normas que rigen la interacción oral (CC.CC. 1 y 5).*
- *Responder adecuadamente en situaciones de comunicación (saludo, preguntas muy sencillas sobre sí mismo, petición u ofrecimiento de objetos, etc.) (CC.CC. 1 y 5).*
- *Conocer y utilizar vocabulario y expresiones relacionadas con las celebraciones culturales (CC.CC. 1, 6 y 7).*
- *Localizar palabras conocidas en el material visual utilizado (CC.CC. 1 y 5).*
- *Elaborar carteles muy sencillos con un modelo (CC.CC. 1, 5 y 7).*

● **Contents:**

CONCEPTUAL	PROCEDURAL	BEHAVIORAL
<p>- <i>Sonidos característicos en lengua inglesa. Los sonidos /ʃ/ and /s/ (B1).</i></p> <p>- <i>Vocabulario básico (B2).</i></p> <p>- <i>Costumbres y tradiciones culturales de los países de habla inglesa (B6).</i></p> <p>- <i>Introducción a la literatura infantil en lengua inglesa (B6).</i></p> <p>- <i>Historia y personajes de los países de habla inglesa (B6).</i></p>	<p>- <i>Comprensión de palabras y mensajes sencillos (B1).</i></p> <p>- <i>Emisión de palabras y mensajes breves y sencillos (B2).</i></p> <p>- <i>Reconocimiento de los principales sonidos de las letras en lengua inglesa y grupos de sonidos para la lectura de palabras (B3).</i></p> <p>- <i>Copia y escritura de vocabulario básico (B4).</i></p> <p>- <i>Interrogación: Wh- questions (What; Where; How many; Who) (B5).</i></p> <p>- <i>Prepositions and adverbs of location: here, there (B5).</i></p> <p>- <i>Expresión de la existencia, de la capacidad y de la posesión: I am; I can; I have (B5).</i></p> <p>- <i>Canciones y diálogos (B6).</i></p>	<p>- <i>Respeto por las propuestas y opiniones de los demás.</i></p> <p>- <i>Interacción y cooperación con los compañeros para llevar a cabo las actividades propuestas.</i></p> <p>- <i>Predisposición positiva hacia nuevos aprendizajes.</i></p> <p>- <i>Esfuerzo en las tareas.</i></p> <p>- <i>Escucha activa.</i></p>

● **Target Lexis:**

- Adverbs of location: *Here and There*
- Wh- questions words: *What; Where; When; How many; Who.*
- Words starting with /ʃ/ and /s/: *spring, scarf, star, snowman, six, shoulder, sharpener, shark, shoe, shop.*
- Structures:
  - *I am lucky because...*
  - *I can...*
  - *I have...*
  - *I am...*
- Expressions:
  - *“My favorite activity was...”*
  - *“The most challenging activity was...”*
  - *“Now I know who to say... in English”*
  - *“I want/don’t want to visit Ireland because...”*

- The Irish jig Song:

*Hey kids*

*Dance with me get out of your seat*

*Clap your hands kick up your feet*

*Grab your friends go round and round*

*Whirl and twirl to the musical sound*

*Tap your heel, tap your toes*

*dancing feet go to and fro*

- **Learning outcomes:**

- To identify popular symbols and traditions of Ireland (CC.CC.1, 5 y 7).
- To recognize and reproduce the sound of the letters: sh /ʃ/ and s /s/ (CC.CC. 1).
- To use the proper “Wh” words in order to form questions (CC.CC. 1, 3, 4 y 5).
- To indicate where is an object related to themselves using the adverbs “here” and “there”. (CC.CC. 1).
- To interact with their partners and collaborate in order to achieve the proposed activities and goals (CC.CC 1 y 5).

- **Evaluation criteria**

- *Identificar el sentido general, la información esencial y los puntos principales en textos orales sencillos.*
- *Participar de manera simple y comprensible en conversaciones muy breves que requieran un intercambio directo de información.*
- *Interactuar de manera muy básica, utilizando técnicas muy simples, lingüísticas o no verbales para iniciar, mantener o concluir una breve conversación.*
- *Construir en papel textos muy cortos y sencillos, compuestos de frases simples aisladas, en un registro neutro o informal.*
- *Identificar las letras del alfabeto escuchando sonidos emitidos de forma oral e identificar los sonidos que componen las palabras (conciencia fonológica).*
- *Trabajar cooperativamente, respetando a los demás y esforzándose para la consecución de objetivos.*
- *Escuchar de manera activa y respetar el turno de palabra.*

- **Methodology:**

This project is formed by 16 sessions which are developed below. Even though it is not specified in the lesson plans, the morning routine (1-2 minutes) will be done at the beginning of most of the classes.

### **Session 1: I am a Leprechaun!**

The teacher starts the project by reading the following letter that a Leprechaun has written to the students:

Hi friends!

I'm a Leprechaun that ran through your class last night. I wear a green suit and I am very short! I have left you a present that you will discover through the following weeks if you manage to overcome several challenges. Each day there will be a new challenge to complete! Are you ready? Start reading the story *How to catch a Leprechaun* (Wallace, 2016) to know more about us!

While reading the letter the teacher will use sandwiching technique to translate unfamiliar words for the students, such as “suit”, “overcome” and “manage”. After letting students to express their excitement, the language assistant reads the story to the students. Reading this fun story is useful to contextualize the learning process.

At the beginning of the story, the word *there* appears and it is an opportunity to check if students understand its meaning. The teacher will play a game in which she will point to different objects in the class and students have to say if those objects are *here* or *there* related to themselves. Furthermore, considering that in this unit one of the contents is the “Wh-questions”, the teacher will stop the story to briefly introduce the meaning of *who*, which appears at end of the story. Finally, as always, students can draw what the story inspires them.

### **Session 2: “Shh”**

The class starts by playing to the game in which the teacher points to different objects of the class and students have to say if those objects are *here* or *there* related to themselves. Then, they will pay attention to the challenge that was written in a post-it at the end of yesterday's book, which says: “can you pronounce letters [sh] and [s]? Can you find words in the story that starts with those letters?”.

They will take out the book and look for those words (streets, snap, shoes, smelly...). The language assistant will show them the different pronunciation between /f/ and /s/. She will also use choral and individual drills with those words to elicit students' correct pronunciation. Then, the teacher will write on the board some familiar words for the students (*spring, scarf, star, snowman, six, shoulder, sharpener, shark, shoe, shop*) and they have to read them correctly. After that, the teacher will give to each students a sheet with a snake and a big "S" and another one with a woman saying "shh" and a big "SH". This way, students will identify each sound with an image. They will color the pictures and then they will have to copy the words the teacher wrote on the board in the "SH" page or in the "S" page.

### **Session 3: Welcome to Ireland**

Today's challenge consists of completing the Ireland mini book. That is why the teacher will give to each one a mini book in which there will complete some pages. They have to write "Ireland", color de Irish flag (green-white-orange), color the part of Ireland in the Europe map, write Ireland's popular celebration (Saint Patrick's Day), draw the Irish national instrument (the Celtic harp) and write that in Ireland there are a lot of sheep. They don't know many things and that is why by doing the mini book they will question things they do not know in order to complete it. The teacher will be monitoring and helping them.

### **Session 4: The Story of Saint Patrick's Day**

Today's challenge consists of completing a poster about St Patrick's Day. For this, the teacher reads the book: *The Story of Saint Patrick's Day* (Pingry, 2013). Firstly, the teacher asks students the meaning of *what, when, who, where* and *how many*. She gives examples in which these words are used in order to help them. Then, she writes those words on the board and, after that, she will move on to read the story. Students will have to complete the posters in groups and they will read the questions before so that they have a listening task:

-*Who* is Saint Patrick? (An important priest).

-*When* is St Patrick's Day? (March 17).

-*Where* is the celebration? (In Ireland).

-*What* happens that day? (People make paper shamrocks, dance the Irish jig, play the harp, wear green, dress up like Leprechauns).



- *What* happened with the snakes in Ireland? (There aren't, because Saint Patrick told all the snakes to leave Ireland).

-*How many* sheep appear in the book? (students will count them and write the number).

They can complete the poster while the language assistant is reading the book. Meanwhile, the teacher will be monitoring the groups and helping them. They can also decorate the poster after listening to the story. When they finish, the teacher will write the correct answers on the board.

From now on, the teacher will complete a collaboration rubric to assess students' collaborative skills. She will complete it during collaborate activities such as this one.

### Session 5: "Wh" questions

Today's challenge consists of answering some questions about the leprechaun's life. He has left a text about himself so that students can know a little bit more about him.

Firstly, the teacher reviews the meaning of *what*, *when*, *who*, *where* and *how many* and she writes these words on the board as a scaffold support to complete a worksheet in which they have to complete blanks with the proper "Wh" word in order to form questions, such as "\_\_\_\_\_ do you live? or "\_\_\_\_\_ is your birthday?". They can look at the board to remember how to write those words and they can compare their answers with their peers. When they finish, the teacher will use the random selection tool to call students to answer the questions on the digital board. They will file this worksheet in their English folder.

For the next activity, the teacher will give students a worksheet with some questions and they have to find the answer in a brief text about a leprechaun (see [annex 20](#)) that the language assistant is going to read twice. The questions will be the following:

- *What is the leprechaun's name?*
- *Where* does he live?
- *When* is his birthday?
- *How many* coins of gold does he have?
- Do you think he has enough coins to buy the hat and the jacket?

When they finish, the teacher will correct the questions on the board so they can self-correct themselves. This activity will help students to see when and how the “Wh” words are used and it promotes listening comprehension skills. Furthermore, they will have to use mathematics in order to answer one question. The teacher will clarify any terms or words they need. This activity will be used as a summative assessment tool.

### **Session 6: Wh-practice**

Today’s class will consist of divided classrooms. Half of the students will be with the teacher in the class doing an activity in pairs (Class A) and the other half will be in another class with the language assistant. In both classes, students will practice the “Wh” questions and their speaking skills will be promoted. Students will be twenty minutes in one class and twenty in the other:

**Class A:** “Wh” questions activity: the students are divided into pairs (A and B) and each student is given a corresponding worksheet. Working alone, students use question words in a box to complete questions on their worksheet. When the students have completed the questions, the answers are checked with the class. Students then take it in turns to ask the questions to their partner. Students note down their partner's answers and ask “Wh” follow-up questions to gain more information. When everyone has finished, students give feedback to the class on what they found out about their partner. The teacher will use this activity as an assessment tool. The teacher will evaluate this activity using an assessment rubric for both the writing part and the speaking part.

**Class B:** WH-questions speaking cards: each time a student will raise a card and he or she will have to answer to that question. Students will sit in a circle so that they can see each other faces. Some of the speaking card questions are:

- What is your favorite movie?
- Why do you like it?
- What is your favorite subject?
- What is your favorite music?
- When do you listen to it?
- Who is your favorite singer?

The language assistant will give them feedback on the spot if they have relevant grammar/vocabulary mistakes.

### Session 7: “Wh” classroom corners

Students divided in groups of five rotate through the different classroom corners in order to practice “Wh” questions:

- **“Wh” dominoes:** students have to match the “Wh” words with their answer. That is, if the "Wh" word is “where”, the answer could be "in the park".
- **“Wh” questions online exercises in the IWB:** in the first one, they have to fill the gaps with an appropriate “Wh” question: <https://www.englishexercises.org/makeagame/viewgame.asp?id=1794> (Agenda web). In the second one, they have to join with arrows questions with their proper answers. For example, “What time is it?” goes with “It is five to three”. This is the link: [https://www.liveworksheets.com/worksheets/en/English\\_as\\_a\\_Second\\_Language\\_\(ESL\)/Wh\\_questions/Wh\\_questions\\_he7041lh](https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Wh_questions/Wh_questions_he7041lh) (Liveworksheets, 2018).
- **Tic-tac-toe game:** they play it using clovers and rainbows as pieces. There will be two boards so that not only two students play.
- **Classroom library:** they observe, read or comment different books.
- The teacher and the language assistant will monitor the classroom corners activities and help students when needed. They will be giving feedback on the spot.

### Session 8: Shamrocks

The class starts by reviewing the terms *there* and *here*. Students play to the game in which the teacher points to different objects of the class and students have to say if those objects are *here* or *there* related to themselves.

After that, the teacher moves on to read today’s challenge, which consists of expressing somehow why students feel they are lucky. For this, the students will create their own shamrocks, concretely a four-leaf clover, which express luck. In the center of it, they will write *I am lucky because...* and in one leave they will write *I can...*, in other *I have...*, in the other *I am...* and in the last one their name. The teacher will show them an example of herself first. This way, they will practice and review those three structures. Furthermore, this activity is very positive to value the lucky parts of themselves and their lives. When they finish, they will read one by one to the whole class what they have put in their four-leaf clover. The teacher will give them feedback on the spot. Finally, they will put them on the class wall.

**Session 9: the Irish rainbow**

Today's challenge consists of creating an Irish rainbow!

Firstly, the teacher and the language assistant use the story of *The Leprechaun Who Lost His Rainbow* (Callahan, 2009) in order to tell a story. This way, students get to know the famous Irish legend about rainbows, which says that there is a pot of gold at the end of every rainbow and that pot of gold is guarded by a tricky leprechaun.

Then, students and teachers will proceed to do an experiment called "Rainbow in a jar". The teacher will follow this video in order to do it:

<https://www.youtube.com/watch?v=PCC0K7Zvcxs> (Cool Science Experiments Headquarters, 2015). This activity gives the opportunity of practicing the colors.

**Session 10: dance the Irish jig!**

Today's challenge consists of dancing an Irish jig!

The teacher plays an Irish jig song to the students so they know which is the Irish national music: <https://www.youtube.com/watch?v=xxq2BBexnW0> (Fern – Tema, 2015). The lyrics are short so the teacher can easily write them on the board and make the gestures that correspond to the song:

*Hey kids*  
*Dance with me get out of your seat*  
*Clap your hands kick up your feet*  
*Grab your friends go round and round*  
*Whirl and twirl to the musical sound*  
*Tap your heel, tap your toes*  
*dancing feet go to and fro*

The teacher will scaffold the process of learning the song's lyrics and choreography. Firstly, the teacher will explain them what each sentence means and what physical movements they should do according to it. Then, students will practice it without music, just by following teacher's instructions and once students are ready, they will dance it a few times listening to the whole song!

**Sessions 11 and 12: A green hat and an orange beard**

Today's challenge consists of dressing up like leprechauns! As a warm up, students dance yesterday's Irish jig song! Then, the students make their own Irish hat and an orange beard to wear in St Patrick's Day! The teacher will give them the instructions of what they have to do and then they will proceed to the elaboration using the class materials provided by the teacher. The teacher will provide them patterns to follow. During the class, the teacher and the language assistant will be monitoring and helping them during the class.

**Session 13: COOK(IES)!**

Today's challenge consists of making Shamrock cookies following this recipe: <https://kitchen.nine.com.au/2016/05/18/02/35/shortbread-cookies>(nine.com.au, 2019). This class will take place in the school's kitchen. The cookies will be kept in the kitchen for tomorrow: Saint Patrick's Day!

**Session 14: Saint Patrick's Day**

Today is Saint Patrick's Day! Families are invited to school and they will all celebrate this day! Students will dress up like leprechauns with their Irish hat and their orange beard. They will also be wearing green clothes. The teacher gave a letter to the families last week in order to notify them about St Patrick' Day celebration in the School and proposing them to come. Moreover, the teacher used this letter to ask them to dress students with green clothes for the occasion.

Firstly, students discover the Leprechaun's surprise! They have overcome all the challenges that the Leprechaun proposed and that is why a surprise is waiting for them in the classroom assembly: a pot of gold full of chocolate coins! Then, students will dance the choreography of the Irish jig song! After that, they will play to a St Patrick's bingo in which families can play with their children.

Finally, students and families will eat the shamrock cookies that students made yesterday. Meanwhile, the teacher will play traditional Irish jig music as background music: <https://www.youtube.com/watch?v=Vf8U9Z3XUIw> (LewisLuong Relaxation Cafe, 2019).

### Session 15: Project reflection

During this class a reflective discussion will take place in the classroom assembly. The teacher writes on the board the following expressions:

- *“My favorite activity was...”*
- *“The most challenging activity was...”*
- *“Now I know who to say... in English”*
- *“I want/don’t want to visit Ireland because...”*

Students one by one will say the three statements and complete them with their personal opinion. If they don’t know how to say something in English, they can say it in Spanish and the teacher will use the sandwiching technique to translate it. Apart from the benefits of reflecting and expressing their feelings and opinions, this discussion provides useful information for the teacher in order to evaluate her job and the project itself.

Moreover, at the end of the class, students will complete a checklist in which they self-evaluate their work and attitude during the project.

### Session 16: Project review

During this class a review of the content studied during this project will take place. Firstly, the teacher asks different questions to elicit answers from students:

- What do you now know about Ireland?
- What do you know about St Patrick’s Day traditions?
- Can you give examples of when we use *here* and *there*?
- What is the sound of letters “s” and “sh”? Do you remember any words with this letter? Can you pronounce them?

Finally, students complete an exit slip to review “Wh” questions:

- Circle the appropriate “Wh” word for the following sentences:
  - Where/Who** do you live?
  - Who/When** is Christmas?
  - When/What** is your favorite color?
  - How many/Where** apples do you have?

The teacher will use the exit slips as a summative assessment to check if students have understood when to use “Wh” questions.

- **Curricular materials and other didactic resources**

- Didactic resources:

- Leprechaun's letter.
- *How to catch a Leprechaun* (Wallace, 2016).
- Phonics: "Sh" page and "s" page.
- Ireland mini book.
- *The Story of Saint Patrick's Day* (Pingry, 2013).
- Saint Patrick's Day Poster (with the written questions).
- Wh- worksheet-Session 5.
- Leprechaun's text and the questions about it-Session 5.
- Wh-questions worksheet-session 6.
- WH-questions speaking cards.
- "Wh" dominoes
- "Wh-questions" online exercises:
- <https://www.englishexercises.org/makeagame/viewgame.asp?id=1794> (Agenda web).
- [https://www.liveworksheets.com/worksheets/en/English\\_as\\_a\\_Second\\_Language\\_\(ESL\)/Wh\\_questions/Wh\\_questions\\_he7041lh](https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Wh_questions/Wh_questions_he7041lh) (Liveworksheets, 2018).
- Tic-tac-toe game
- Paper shamrocks
- *The Leprechaun Who Lost His Rainbow* (Callahan, 2009)
- Irish Jig Song: <https://www.youtube.com/watch?v=xxq2BBexnW0> (Fern – Tema, 2015).
- Shamrock cookies recipe: <https://kitchen.nine.com.au/2016/05/18/02/35/shortbread-cookies> (nine.com.au, 2019).
- Irish jig music: <https://www.youtube.com/watch?v=Vf8U9Z3XUIw> (LewisLuong Relaxation Cafe, 2019).
- St Patrick's bingo
- Random selection sticks
- Collaborative assessment rubric
- Wh-questions activity assessment rubric (Session 6)
- Self-assessment checklist
- Exit slip

- **Material resources:** IWB, blackboard, colors, markers, papers, glue, orange and green cardboards (with patterns for an Irish hat and a beard), elastic hair bands, goma eva, paper roll, shamrock cookies ingredients ( $\frac{3}{4}$  cup plain flour, 2 tbsp ground rice, 125g butter,  $\frac{1}{4}$  cup sugar, 1 egg yolk, 1 tbsp cream), Materials for the rainbow experiment (a Jar, a cap, a spoon, honey, red, blue and green food coloring, blue dish soap, water, olive oil and rubbing alcohol), a pot of gold and chocolate coins.
  - **Physical resources:** classroom (the classroom assembly, the tables, the four classroom corners and the classroom library) and school's kitchen.
  - **Human resources:** students, families, English teacher and language assistant teacher.
- **Diversity attention measures**

The student who has ADHD can stand up and go to the bathroom to move and relax whenever he needs it. Besides, before each class, he will be given a list of the tasks we are going to do during the class and he can put ticks in the tasks when he finishes them. This scaffolding method of splitting the class in different steps allow him to know what is expected from him and it prevents him from feeling overwhelmed. Moreover, the three stars method explained in section 6.3 will be carried out. This strategy is helpful to get used to control language impulsivity.

- **Other elements that can be explicit:**

**a) Complementary and extracurricular activities**

During session 14, families can come to enjoy St Patrick's Day with the students.

**b) Reading development**

Reading is developed in order to practice phonics by reading the words written on the board or by and while completing the Ireland mini-book. Moreover, all the activities where students have to read in order to complete the tasks will be included in this section.

**c) ICT development**

Internet connection and the IWB are used several times to play songs and to support teacher's explanations. Furthermore, students also use the IWB and the computers in order to play online exercises to practice content.



**d) Values' education**

During the Shamrocks activity (Session 8) students to be aware of how lucky they are by reflecting about what they have, what they can do and how they are.

Moreover, during the unit students work individually, in pairs and in groups so that their autonomy and their ability to cooperate are promoted. They have many opportunities to collaborate and work together in order to achieve the proposed activities and goals. This methodology allows students to develop their social skills and to improve the relationship with their peers. Furthermore, whole class activities also take place and they allow students to learn the importance of patience and to value the point of view of others.

**e) Key competences**

a) *CC.CC.1*: the linguistic competence is improved when working on productive and receptive skills (writing, speaking, listening, reading). These skills are worked out through daily conversations in the assembly, reading tasks or by listening to the teacher and the language assistant. Specially, it is developed when they ask questions to their partners or when they answer questions about a story they have heard.

b) *CC.CC.3*: the digital competence is worked every time that teacher and students use the IWB, such as playing to online exercises to practice “Wh” questions during the classroom corners (Session 7).

c) *CC.CC.4*: the learning to learn competence is promoted when they organize their time to finish their tasks on time.

d) *CC.CC.5*: the social and civic competence is developed in different moments through the unit. In most of the session, students have the opportunity to interact with their peers and collaboration in order to achieve the proposed activities and goals. For example, when they complete a poster about St Patrick's Day, in the classroom corners or when they make cookies.

e) *CC.CC.6*: the sense of initiative and entrepreneurship competence is promoted when they write why they are lucky for and when they reflect about their learning process, including their behavior and attitude, the self-assessment rubric and in the exit slips.

f) *CC.CC.7*: the cultural awareness competence is developed through the whole unit. Students learn about different facts about Ireland's country and its popular celebration: Saint Patrick's Day. They get to know Irish popular stories and legends, traditional symbols and even its traditional dance.

**UNIT 8: THE EASTER BUNNY MAGAZINE**

Subject	Year	Temporalization	Number of sessions
First Foreign Language, English.	1st grade of Primary Education	20/03/2019- 11/04/2019	17

- **Rationale of the didactic unit topic:**

During this unit students will learn content and language based on Easter festivity. It is celebrated in many countries so it is an excellent topic to develop students' intercultural competence. Furthermore, it is celebrated during this time of the year so this is the perfect moment to address this topic. Students will become journalists and they will create an "Easter" magazine with the different cultural traditions around this festivity. During this unit, students will work on the minimal pairs /r/ and /l/.

- **Relationship between objectives and key competences:**

- *Comprender lo esencial de los mensajes e instrucciones del docente referidos a la actividad habitual del aula (CC.CC 1).*
- *Entender la información esencial en conversaciones muy breves y muy sencillas en las que participa (CC.CC. 1 y 7).*
- *Conocer y utilizar expresiones relacionadas con las celebraciones culturales (CC.CC. 1, 6 y 7).*
- *Localizar palabras conocidas en el material visual utilizado (CC.CC. 1 y 5).*
- *Utilizar diccionarios de imágenes (CC.CC. 1).*
- *Hacer presentaciones muy breves y sencillas, previamente preparadas y ensayadas (CC.CC. 1, 4 y 5).*
- *Utilizar las Tecnologías de la Información y la Comunicación para iniciarse en la lectura (CC.CC. 1 y 3).*
- *Elaborar carteles muy sencillos con un modelo (CC.CC. 1, 5 y 7).*

- **Contents:**

CONCEPTUAL	PROCEDURAL	BEHAVIORAL
<p>-Sonidos característicos en lengua inglesa. Los sonidos /r/ and /l/. (B1).</p> <p>-Vocabulario básico (B2).</p> <p>- Costumbres y tradiciones culturales de los países de habla inglesa (B6).</p> <p>- Introducción a la literatura infantil en lengua inglesa (B6).</p> <p>- Historia y personajes de los países de habla inglesa (B6).</p>	<p>- Comprensión de palabras y mensajes sencillos (B1).</p> <p>-Emisión de palabras y mensajes breves y sencillos (B2).</p> <p>- Reconocimiento de los principales sonidos de las letras en lengua inglesa y grupos de sonidos para la lectura de palabras (B3).</p> <p>- Uso de diccionarios de imágenes (B3).</p> <p>- Expressing quantity: many, some, more (B5).</p> <p>- Expresión de la cantidad: (singular/plural; cardinal numbers up to two digits) (B5).</p> <p>- Canciones y diálogos (B6).</p>	<p>- Respeto por las propuestas y opiniones de los demás.</p> <p>- Interacción y cooperación con los compañeros para llevar a cabo las actividades propuestas.</p> <p>- Predisposición positiva hacia nuevos aprendizajes.</p> <p>- Esfuerzo en las tareas.</p> <p>- Escucha activa.</p>

- **Evaluation criteria**

- Identificar el sentido general, la información esencial y los puntos principales en textos orales sencillos.
- Participar de manera simple y comprensible en conversaciones muy breves que requieran un intercambio directo de información.
- Construir en papel textos muy cortos y sencillos, compuestos de frases simples aisladas, en un registro neutro o informal.
- Identificar las letras del alfabeto escuchando sonidos emitidos de forma oral e identificar los sonidos que componen las palabras (conciencia fonológica).
- Trabajar cooperativamente, respetando a los demás y esforzándose para la consecución de objetivos.
- Escuchar de manera activa y respetar el turno de palabra.

**UNIT 9: HOW DO YOU FEEL?**

Subject	Year	Temporalization	Number of sessions
First Foreign Language, English.	1st grade of Primary Education	23/04/2019-17/05/2019	16

- **Rationale of the didactic unit topic:**

Working on this topic allow students to acquire emotional intelligence in order to identify and manage their emotions as well as others' emotions. Students will become artists as they illustrate feelings such as happiness, fear, love and sadness. They will also write a letter (a greeting card) to someone they love expressing what they feel for them. This way, students will learn language while they also learn about emotions, which will help them to relate with the word and with themselves. During this unit, students will work on the minimal pairs /j/ and /ch/.

- **Relationship between objectives and key competences:**

- *Comprender lo esencial de los mensajes e instrucciones del docente referidos a la actividad habitual del aula (CC.CC 1 y 4).*
- *Entender la información esencial en conversaciones muy breves y muy sencillas en las que participa (CC.CC. 1 y 5).*
- *Participar en las rutinas diarias y comprende el vocabulario asociado (CC.CC. 1).*
- *Responder adecuadamente en situaciones de comunicación (CC.CC. 1 y 5).*
- *Utilizar diccionarios de imágenes (CC.CC. 1).*
- *Localizar palabras conocidas en el material visual utilizado (CC.CC. 1 y 3).*
- *Escribir cartas o tarjetas en las que felicita a alguien a partir de un modelo, copiar algunas palabras básicas e incluir dibujos o fotografías (CC.CC. 1, 5 y 6).*
- *Elaborar carteles muy sencillos con un modelo (CC.CC. 1, 5 y 6).*

● **Contents:**

CONCEPTUAL	PROCEDURAL	BEHAVIORAL
<p>-Sonidos característicos en lengua inglesa. Los sonidos /j/ and /ch/ (B1).</p> <p>-Vocabulario básico: emotions (B2).</p> <p>-Introducción a los cuentos con alto contenido visual (B2).</p> <p>- Mayúsculas y punto (B4).</p>	<p>- Comprensión de palabras y mensajes sencillos (B1).</p> <p>-Emisión de palabras y mensajes (B2).</p> <p>- Uso de oraciones sencillas acerca de uno mismo (B2).</p> <p>- Uso de diccionarios de imágenes (B3).</p> <p>- Lectura de palabras y frases sencillas (B3).</p> <p>- Canciones y diálogos (B6).</p>	<p>- Respeto por las propuestas y opiniones de los demás.</p> <p>- Interacción y cooperación con los compañeros para llevar a cabo las actividades propuestas.</p> <p>- Predisposición positiva hacia nuevos aprendizajes.</p> <p>- Esfuerzo en las tareas.</p> <p>- Escucha activa.</p>

● **Evaluation criteria**

- Identificar el sentido general, la información esencial y los puntos principales en textos orales sencillos.
- Conocer y saber aplicar las estrategias básicas para producir textos orales monológicos o dialógicos muy breves y sencillos.
- Interactuar de manera muy básica, utilizando técnicas muy simples, lingüísticas o no verbales para iniciar, mantener o concluir una breve conversación.
- Construir en papel textos muy cortos y sencillos, compuestos de frases simples aisladas, en un registro neutro o informal.
- Cumplir la función comunicativa principal del texto, utilizando un repertorio limitado de sus exponentes más frecuentes y de patrones discursivos básicos.
- Identificar las letras del alfabeto escuchando sonidos emitidos de forma oral e identificar los sonidos que componen las palabras (conciencia fonológica).
- Trabajar cooperativamente, respetando a los demás y esforzándose para la consecución de objetivos.
- Escuchar de manera activa y respetar el turno de palabra.

**UNIT 10: WELCOME SUMMER!**

Subject	Year	Temporalization	Number of sessions
First Foreign Language, English.	1st grade of Primary Education	20/05/2019-14/06/2019	20

- **Rationale of the didactic unit topic:**

The weather is warmer and warmer because the summer is coming! During this time of the year everyone, included the students are thinking in the summer so it is a great opportunity to learn English through a project about the Summer. Students will transform the class creating corners with different holiday destinations: the beach, the village, the mountain and the city! This will be a cross-curricular project with Social Science because it is a good opportunity to work on the content “*El paisaje y su diversidad*”. During this unit, students will work on the “voiced th” /ð/ and “unvoiced th” /θ/ sounds. This is the only pair of English sounds that share a single, common spelling. For that reason, the 'th sounds' are presented together in this lesson. They will practice both sounds and they will learn a few typical words with those sounds.

- **Relationship between objectives and key competences:**

- *Comprender lo esencial de los mensajes e instrucciones del docente referidos a la actividad habitual del aula (CC.CC 1 y 4).*
- *Entender la información esencial en conversaciones muy breves y muy sencillas en las que participa (CC.CC. 1 y 5).*
- *Responder adecuadamente en situaciones de comunicación (CC.CC. 1 y 5).*
- *Hacer presentaciones muy breves y sencillas, previamente preparadas y ensayadas (CC.CC. 1, 4 y 5).*
- *Utilizar diccionarios de imágenes (CC.CC. 1).*
- *Localizar palabras conocidas en el material visual utilizado (CC.CC. 1 y 3).*
- *Elaborar carteles muy sencillos (CC.CC. 1, 5 y 6).*

- **Contents:**

CONCEPTUAL	PROCEDURAL	BEHAVIORAL
<p>- <i>Sonidos característicos en lengua inglesa. Los sonidos de la letra th: /ð/ and /θ/ (B1).</i></p> <p>- <i>Vocabulario básico (B2).</i></p> <p>- <i>Introducción a los cuentos con alto contenido visual (B2).</i></p> <p>- <i>Mayúsculas y punto (B4).</i></p>	<p>- <i>Comprensión de palabras y mensajes sencillos (B1).</i></p> <p>- <i>Emisión de palabras y mensajes breves y sencillos (B2).</i></p> <p>- <i>Uso de oraciones sencillas acerca de uno mismo (B2).</i></p> <p>- <i>Uso de diccionarios de imágenes (B3).</i></p> <p>- <i>Lectura de palabras y frases sencillas (B3).</i></p> <p>- <i>Expresión del modo: Adverbs of manner (quickly, slowly, well, badly, easily, hard.) (B5).</i></p> <p>- <i>Expresión de la modalidad: obligación (have to) (B5).</i></p> <p>- <i>Canciones y diálogos (B6).</i></p>	<p>- <i>Respeto por las propuestas y opiniones de los demás.</i></p> <p>- <i>Interacción y cooperación con los compañeros para llevar a cabo las actividades propuestas.</i></p> <p>- <i>Predisposición positiva hacia nuevos aprendizajes.</i></p> <p>- <i>Esfuerzo en las tareas.</i></p> <p>- <i>Escucha activa.</i></p>

- **Evaluation criteria**

- *Identificar el tema, el sentido general, las ideas principales e información específica en textos, tanto en formato impreso como en soporte digital, muy breves y sencillos.*
- *Reconocer un repertorio limitado de léxico oral de alta frecuencia relativo a situaciones cotidianas y temas habituales y concretos.*
- *Conocer y saber aplicar las estrategias básicas para producir textos orales nomológicos o dialógicos muy breves y sencillos.*
- *Construir en papel textos muy cortos y sencillos, compuestos de frases simples aisladas, en un registro neutro o informal.*
- *Identificar las letras del alfabeto escuchando sonidos emitidos de forma oral e identificar los sonidos que componen las palabras (conciencia fonológica).*
- *Trabajar cooperativamente, respetando a los demás y esforzándose para la consecución de objetivos.*
- *Escuchar de manera activa y respetar el turno de palabra.*

## CONCLUSIONS

This project has been a major challenge for me because it has been a project in which I have been trying to apply the learnings I have acquired in university classes and in my teaching experiences at different schools in which I have done my internships. It is a difficult task to make a good selection of those methodologies and techniques that are going to fit in a specific subject, year and school so that the syllabus is realistic and meaningful. Furthermore, doing this project in English has also meant an extra challenge for me. It has required a lot of time and effort, but it has been very rewarding and I believe that the result is worthy.

This project has helped me to get used to plan both the structure of the sessions and the didactic units, starting every project and each class with warm up activities to activate previous knowledge and finishing them with reflective and reviewing activities. Now I am more aware of the importance of dedicating time and effort to program, because a good planning can determine the success of the students' learning.

Designing the syllabus for year 1 allowed me to use methodologies that favors the continuity of Infant Education in order to reinforce and increase students' knowledge and skills. It has been very positive to see that even though in schools there is a huge rupture from kindergarten to elementary school, it is possible to carry out a coherent and meaningful continuity. Therefore, the annual programming promotes learning through projects, routines, workshops and assembly discussions.

I was not an expert in project-based learning when I started this unit and I still have a lot to learn about it. However, this work has definitely been very useful for me to learn more about its benefits and how to implement this methodology in class. I have found very interesting the variety of projects that teachers can create with their students and I believe it is really effective to learn contents and develop the different competences through an authentic and meaningful context.

While designing this syllabus, I have tried to promote a student-centered methodology in which cooperative work and meaningful learning take an important role during the whole school year. I believe that this is very positive in order to promote motivation, autonomy, empathy and develop communicative skills.

I have also tried to promote the relationship between family and school making them part of the learning process of their children at school by inviting them to class and asking them for



their participation in different activities in class and at home. Moreover, connecting subjects was also one of my objectives because we live in a world where the content of the subjects is not allocated in different compartments. In our daily life we use all our learnings from the different areas in a combined way and that is why in this programming of the English subject, I wanted to work with other subjects in a cross-curricular way, such as Physical Education, Mathematics and Social Science.

In relation with this globalized view of education, I have always thought that cultural awareness is a competence that should be developed in the school because it is important to know about other cultures and traditions and respect them. I have tried to address this competence by working on cultural aspects in an interesting and motivating way in different projects.

Finally, I would like to express my gratitude to different people and organizations. Firstly, I would like to thank Universidad Pontificia Comillas for all the learning opportunities that they have offer me during these four years of degree. I thank all the teachers who has helped me to develop my knowledge about education, specially to my TFG supervisor, Alfonso López Hernández.

I would also like also to thank the three schools where I have done my internships in Madrid: C.E.I.P. Pi I Margall, Colegio Peñalvento and CEIP Ángel León. I have acquired different knowledge in the three of them and I have applied some of it in this project. Moreover, I want to mention Loyola University of Maryland (Baltimore, USA), where I have studied during four months different subjects related to education which I really found useful. I also used to go once a week to Gwynn Falls Elementary School in order to do internships and it was a very interesting opportunity. This whole experience has allowed me to learn from another culture and see how education functions in other countries. Thus, this experience has enriched the project in many ways.

To conclude, I believe that a teacher needs passion in order to teach and he or she has to be motivated and open to new challenges and, after this project, that is exactly how I feel. I would like to finish it by mentioning this quote, in which I truly present in and I have tried to project in my project:

“WHAT WE LEARN WITH PLEASURE WE NEVER FORGET.”

Alfred Mercier

**REFERENCES****• BOOKS AND ARTICLES:**

- Ausubel, D. (2002). *Adquisición y retención del conocimiento*. Barcelona: Paidós.
- Bandura, A. (1987). *Teoría del Aprendizaje Social*. Madrid: S.L.U. Espasa Libros.
- Chomsky, N. (2003). *Sobre la naturaleza y el lenguaje*. Madrid: Cambridge University Press.
- Department of Early Education and Care (2014). Early Childhood Assessment. Massachusetts: *Resources for Early Learning*. Available at: <http://resourcesforearlylearning.org/fm/early-childhood-assessment/>
- Egido, I., & Bertran, M. (2017). Prácticas de colaboración familia-escuela en centros de éxito de entornos desfavorecidos. *Pedagogía Social. Revista Interuniversitaria*, 29, 93-106. DOI: 10.7179/ PSRI\_2017.29.07.
- Fuentes, R., Gamboa, J., Morales, K., Retamal, N., y San Martín, V. (2012). Jean Piaget, aportes a la educación del desarrollo del juicio moral para el siglo XXI. *Convergencia Educativa*, 1, 55-69.
- Guilford, J.P. (1950). Creativity. *American Psychologist*, 5(9), 444-454.
- Inhelder, B. y Piaget; J. (1969). *Psicología del niño*. Madrid: Ediciones Morata.
- Johnson, D. & Blair A. (2003). The importance and use of student self-selected literature to reading engagement in an elementary reading curriculum. *Reading Horizons*, 43(3), 181-202.
- Kohlberg, L. (1992). *Psicología del desarrollo moral*. Bilbao: Desclée de Brounwer.
- Kohlberg, L. y Zigler, E. (1967). The impact of cognitive maturity on the development of sex-role attitudes in the years 4 to 8. *Genetic Psychology Monographs*, 75(1), 89-165.
- Larmer, J. & Mergendoller, J.R. (2010). 7 Essentials for Project-Based Learning. *Educational Leadership*, 68(1), 34-37.
- Martínez Rodríguez, E., y Villa Costales S. (2008). El juego como escuela de vida: Karl Gross. *MAGISTER. Revista Miscelánea de Investigación*, 22, 7-22.
- Méndez, H.D., Tesoro, J.R. y Tiranti, F.G. (2006). El rol del tutor como puente entre la familia y la escuela. Buenos Aires: Magisterio del Río de la Plata- Editorial Distribuidora Lumen SRL.
- Russell, D. (2011). *Literature for children: A short introduction (7<sup>th</sup>Ed.)*. Boston: Pearson.
- Vygotsky, L.S. (1978). *Mind in Society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
- Vygotsky, L. S. (2010), *Pensamiento y lenguaje*. Barcelona: Paidós.

- **EDUCATIONAL LEGISLATION**

Decreto 17/2008, de 6 de marzo, del Consejo de Gobierno, por el que se desarrollan para la Comunidad de Madrid las enseñanzas de la Educación Infantil. *Boletín Oficial de la Comunidad de Madrid*, 61, 12 de marzo de 2008, pp. 6-18.

Decreto 89/2014, de 24 de julio, del Consejo de Gobierno, por el que se establece para la Comunidad de Madrid el Currículo de la Educación Primaria. *Boletín Oficial de la Comunidad de Madrid*, 175, 25 de julio de 2014, pp. 10-89.

Orden 5958/2010, de 7 de diciembre, por la que se regulan los colegios públicos bilingües de la Comunidad de Madrid. *Boletín Oficial de la Comunidad de Madrid*, 17, pp. 36-66.

Orden ECD/686/2014, de 23 de abril, por la que se establece el currículo de la Educación Primaria para el ámbito de gestión del Ministerio de Educación, Cultura y deporte y se regula su implantación, así como la evaluación y determinados aspectos organizativos de la etapa. *Boletín Oficial del Estado*, 106, 1 de mayo de 2014, pp. 33827-34164.

Real Decreto 126/2014, de 28 de febrero, por el que se establece el currículo básico de la Educación Primaria. *Boletín Oficial del Estado*, 52, 1 de marzo de 2014, pp. 19349- 19420.

- **UNIT PLAN RESOURCES**

Andreae, G., & Parker-Rees, G. (2014). *Giraffes can't dance*. London: Orchard Books.

ANIMALS free puzzles - 10 jigsaw puzzles to play online for children. (2016). Retrieved from [http://www.hellokids.com/r\\_1747/free-online-games/kids-puzzles-games/animals-free-puzzles](http://www.hellokids.com/r_1747/free-online-games/kids-puzzles-games/animals-free-puzzles)

Animal Sounds for Children (20 Amazing Animals). (2015). Retrieved from <https://www.youtube.com/watch?v=h8Q-jlHBcXM>

Buehner, C., & Buehner, M. (2012). *Snowmen all year*. New York: Dial Books For Young Readers.

Canción de la familia en inglés y español - Canciones Infantiles. (2015). Retrieved from <https://www.youtube.com/watch?v=Dy0msYQYzbs>

Can - verbs exercises - elementary level esl. Retrieved from <https://agendaweb.org/exercises/verbs/can/affirmative-negative>

Callahan, S., & Cote, N. (2010). *The leprechaun who lost his rainbow*. Chicago: Albert Whitman.

English Exercises: Wh-questions review. Retrieved from <https://www.englishexercises.org/makeagame/viewgame.asp?id=1794>

Giraffes Can't Dance - Giles Andreae. (2013). Retrieved from <https://www.youtube.com/watch?v=Zzb5Acl-n70>

Irish Jig Music: Best of Irish Jig Music Fast for Dance (Traditional with Fiddle). (2019). Retrieved from <https://www.youtube.com/watch?v=Vf8U9Z3XUIw>

On In Under By Song. (2012). Retrieved from <https://www.youtube.com/watch?v=DHb4-CCif7U>

Pingry, P., & Johnson, M. (2013). *The story of Saint Patrick's day*. Nashville, Tenn.: Ideals Publications.

Shortbread cookies. (2019). Retrieved from <https://kitchen.nine.com.au/2016/05/18/02/35/shortbread-cookies>

The Irish Jig. (2015). Retrieved from <https://www.youtube.com/watch?v=xxq2BBexnW0>

There is - there are: grammar exercises. Retrieved from: <https://agendaweb.org/exercises/grammar/there-is-there-are/index.html>

The Very Hungry Caterpillar - Animated Film. (2016). Retrieved from <https://www.youtube.com/watch?v=75NQK-Sm1YY>

Wallace, A., & Elkerton, A. (2016). *How to catch a leprechaun*. New York: Sourcebooks.

Wellington, M. (2011). *Firefighter Frank*. New York: Dutton Children's Books.

Wh questions worksheet. Retrieved from [https://www.liveworksheets.com/worksheets/en/English\\_as\\_a\\_Second\\_Language\\_\(ESL\)/Wh\\_questions/Wh\\_questions\\_he7041lh](https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Wh_questions/Wh_questions_he7041lh)

# ANNEXES

**ANNEX 1: TIMETABLE**

	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
<b>9:30-10:15</b>	<b>English</b>	<b>English</b>	<b>English</b>	<b>English</b>	<b>English</b>
<b>10:15-11:00</b>	Matemáticas	Religión/ Ed. en valores	Art	Matemáticas	E.F.
<b>11:00-11:30</b>	BREAK				
<b>11:30-12:15</b>	Lengua	Lengua	Lengua	Lengua	Lengua
<b>12:15-13:00</b>	Matemáticas	Matemáticas	Matemáticas	Matemáticas	Matemáticas
<b>13:00-15:00</b>	LUNCH BREAK				
<b>15:00-15:45</b>	Natural Science	Natural Science	Social Science	Lengua	Social Science
<b>15:45-16:30</b>	Lengua	Lengua	Música	E.F.	Religión/ Ed. en valores

## ANNEX 2: CALENDARIO ESCOLAR 2018-19

This calendar has been published on **ORDEN 2227/2018, de 20 de junio, de la Consejería de Educación e Investigación** por la que se establece el **Calendario Escolar** para el curso **2018-2019** en los centros educativos no universitarios sostenidos con fondos públicos de la Comunidad de Madrid.

Septiembre 2018							Octubre 2018							Noviembre 2018						
L	M	X	J	V	S	D	L	M	X	J	V	S	D	L	M	X	J	V	S	D
					1	2	1	2	3	4	5	6	7				1	2	3	4
3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11
10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18
17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25
24	25	26	27	28	29	30	29	30	31					26	27	28	29	30		

Diciembre 2018							Enero 2019							Febrero 2019						
L	M	X	J	V	S	D	L	M	X	J	V	S	D	L	M	X	J	V	S	D
					1	2		1	2	3	4	5	6					1	2	3
3	4	5	6	7	8	9	7	8	9	10	11	12	13	4	5	6	7	8	9	10
10	11	12	13	14	15	16	14	15	16	17	18	19	20	11	12	13	14	15	16	17
17	18	19	20	21	22	23	21	22	23	24	25	26	27	18	19	20	21	22	23	24
24	25	26	27	28	29	30	28	29	30	31				25	26	27	28			
31																				

Marzo 2019							Abril 2019							Mayo 2019						
L	M	X	J	V	S	D	L	M	X	J	V	S	D	L	M	X	J	V	S	D
				1	2	3	1	2	3	4	5	6	7			1	2	3	4	5
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26
25	26	27	28	29	30	31	29	30						27	28	29	30	31		

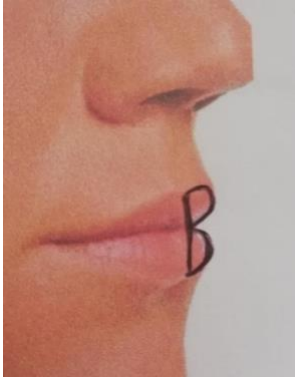
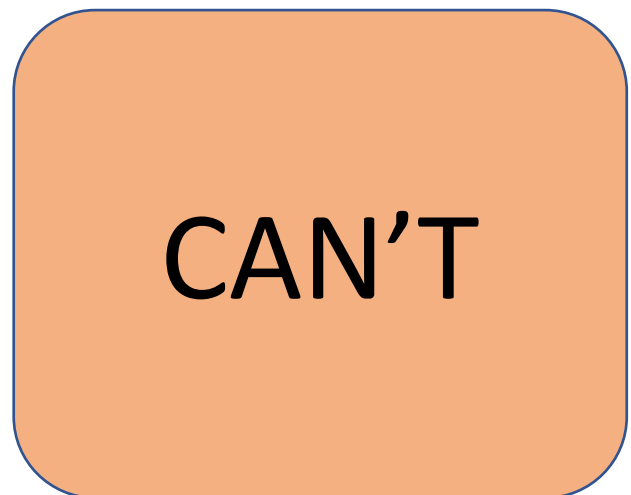
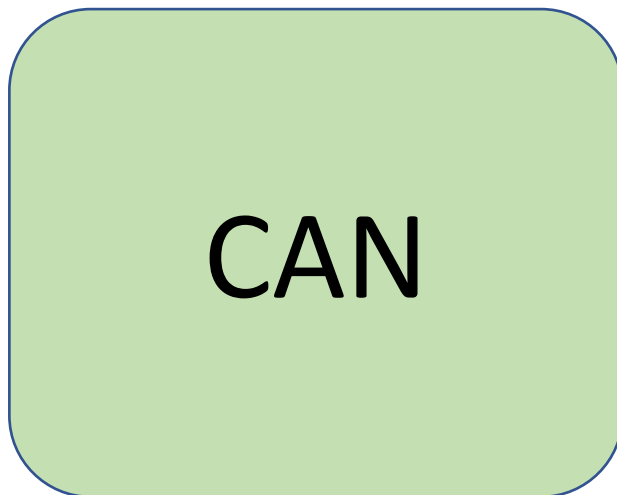
Junio 2019							Julio 2019						
L	M	X	J	V	S	D	L	M	X	J	V	S	D
					1	2	1	2	3	4	5	6	7
3	4	5	6	7	8	9	8	9	10	11	12	13	14
10	11	12	13	14	15	16	15	16	17	18	19	20	21
17	18	19	20	21	22	23	22	23	24	25	26	27	28
24	25	26	27	28	29	30	29	30	31				

**A efectos académicos:**

- Inicio periodo lectivo
- Día lectivo
- Día lectivo E.Infant/Casas Niños
- Día no lectivo excepto junio en EEI
- Jornada INTENSIVA
- Día festivo/vacacional
- Otros días no lectivos
- Fiesta Madrid/Capital
- Último día lectivo
- Inicio de act. apoyo, refuerzo...
- Finalización evaluación final

Source: Conserjería de Educación e Investigación

**ANNEX 3: /B/ AND /V/ PICTURES****ANNEX 4: CAN AND CAN'T CARDS****ANNEX 5: LISTS OF ACTION VERBS**

List A	List B
<ul style="list-style-type: none"> <li>- Swim</li> <li>- Play an instrument</li> <li>- Play chess</li> <li>- Ride a bike</li> </ul>	<ul style="list-style-type: none"> <li>- Dance</li> <li>- Cook a cake</li> <li>- Run very fast</li> <li>- Surf</li> </ul>



## ANNEX 6: CAN WORD PUZZLE

CAN	SHE	PLAY	THE PIANO	
CAN	I	WATCH	TV	
CAN	THE CAT	CLIMB	THE	TREE
CAN	YOU	DRAW	PICTURES	
CAN	THEY	RUN	VERY	FAST

?	?	?	?	?
---	---	---	---	---

**ANNEX 7: ANIMALS FLASHCARDS**



**GIRAFFE**



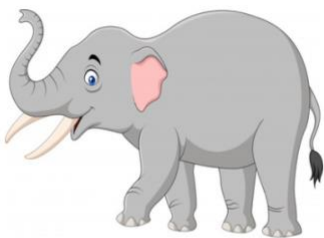
**LION**



**WARTHOG**



**TURTLE**



**ELEPHANT**



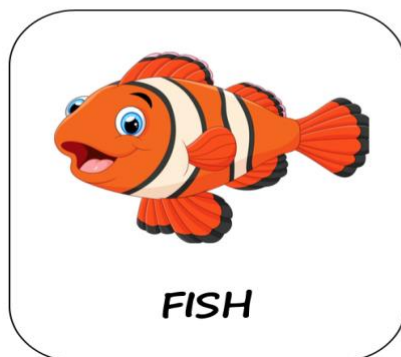
**SNAKE**



**CRICKET**

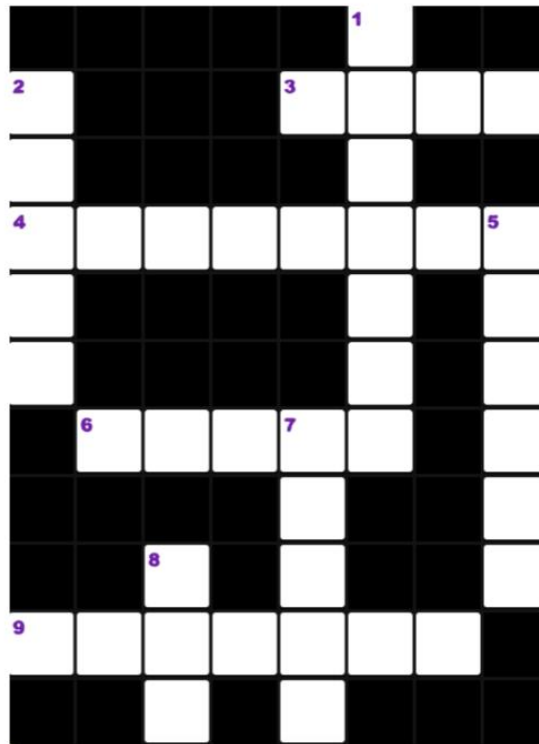


**SHEEP**



**ANNEX 8: ANIMALS' CROSSWORD**

**ANIMALS' CROSSWORD**



**ACROSS**



**DOWN**



**ANNEX 9: ADJECTIVES PRESENTATION POWERPOINT**



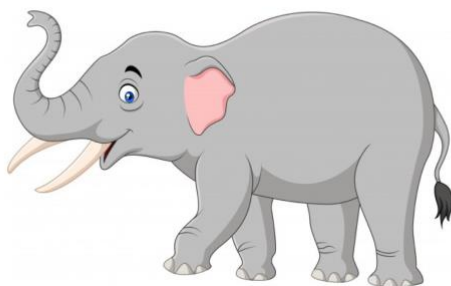
**GIRAFFES ARE TALL**



**WARTHOGS ARE SHORT**



**ELEPHANTS ARE BIG**



**CRICKETS ARE SMALL**



**LYONS ARE FAST**



**TURTLES ARE SLOW**



**CHIMPS ARE STRONG**



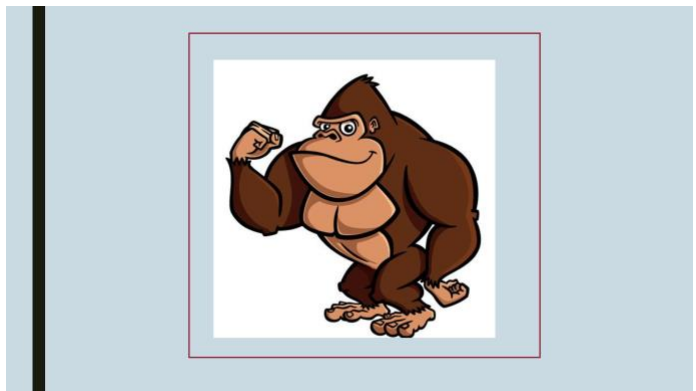
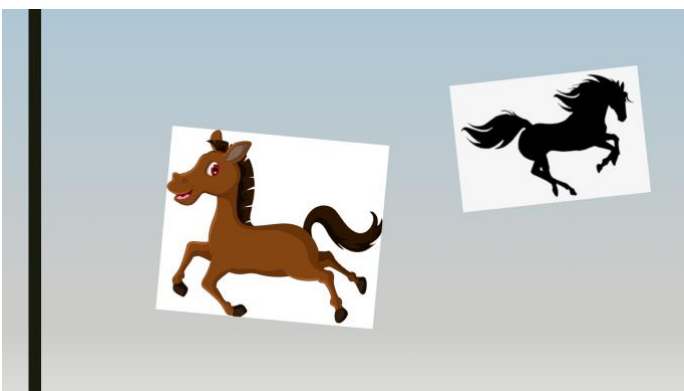
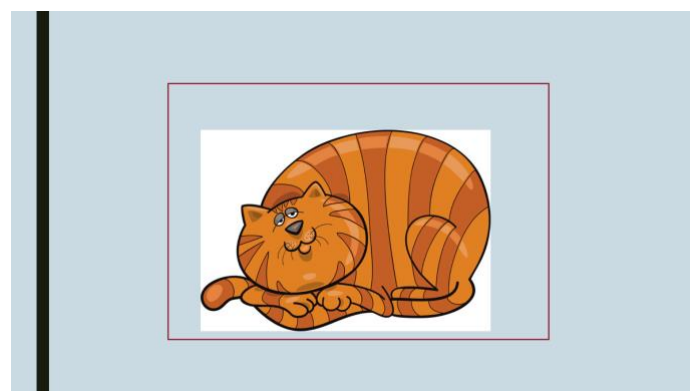
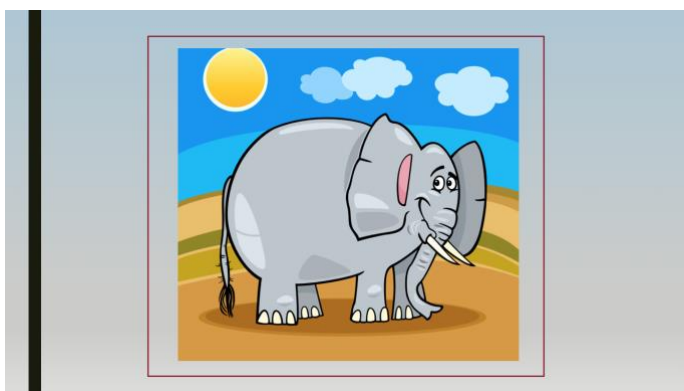
**RHINOS ARE FAT**



**SNAKES ARE  
THIN AND LONG**



**ANNEX 10: DESCRIBE THE ANIMALS POWERPOINT**



## ANNEX 11: ANIMALS-ADJECTIVES WORKSHEET

Name: \_\_\_\_\_

## ANIMALS WORKSHEET



I am a \_\_\_\_\_ and I am \_\_\_\_\_



I am a \_\_\_\_\_ and I am \_\_\_\_\_



I am a \_\_\_\_\_ and I am \_\_\_\_\_



I am a \_\_\_\_\_ and I am \_\_\_\_\_



I am a \_\_\_\_\_ and I am \_\_\_\_\_



I am a \_\_\_\_\_ and I am \_\_\_\_\_



I am a \_\_\_\_\_ and I am \_\_\_\_\_



I am a \_\_\_\_\_ and I am \_\_\_\_\_



I am a \_\_\_\_\_ and I am \_\_\_\_\_ and \_\_\_\_\_

Snake    Chimp    Giraffe    Elephant    Lyon    Cricket    Turtle    Rhino    Warthog

Tall    slow    big    fat    fast    short    strong    small    thin    long



**ANNEX 12: SPEAKING CARDS**

**HOBBIES:**



Which are your hobbies?  
Where do you practice them?

**FOOD:**



What is your favorite food?  
When do you eat it?

**CELEBRATIONS:**



What is your favorite celebration?  
Where do you spend it?

**SEASONS:**



What is your favorite season?  
Why do you like it?

**ANNEX 13: RANDOM SELECTION STICKS**

**ANNEX 14: SONG GAP WORKSHEET**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

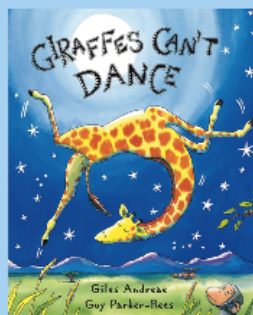
**Giraffes Can't Dance**  
(Script of the book's text)

Gerald was a tall g\_raffe  
Whose neck was long and slim  
But his kn\_\_s were awfully crooked  
And his legs were rather th\_n

He was very good at standing still  
And munching shoots off tr\_\_s  
But when he tried to run around  
He buckled at the kn\_\_s

Now every year in Afr\_ca  
They hold the Jungle Dance,  
Where every single an\_mal  
Turns up to skip and prance

And th\_s year when the day arrived  
Poor Gerald felt so sad,  
Because when it came to danc\_ng  
He was really very bad.



**ANNEX 15: EXIT SLIPS****- Session 3**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**EXIT SLIP**

Answer the question: Can you swim?

Create a question for the teacher using the verb can.

Did you enjoy working in small groups today?

**- Session 10**

Name: \_\_\_\_\_

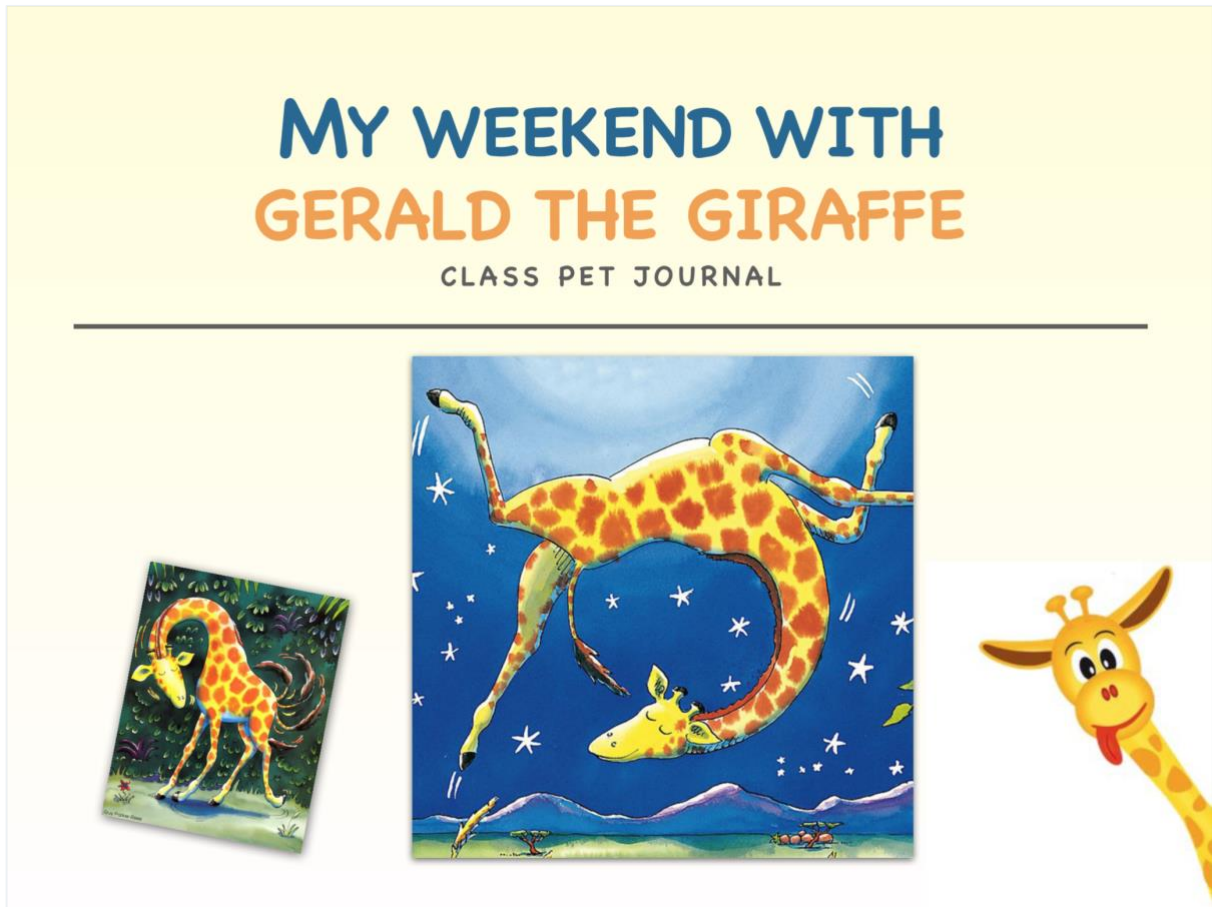
Date: \_\_\_\_\_

**EXIT SLIP**

Read the questions and circle **Yes** or **No**:

Did you feel comfortable in your group?	Yes	No
Did your group finished on time?	Yes	No
Have you coordinated with your partners?	Yes	No




**ANNEX 16: CLASS PET JOURNAL COVER**



## ANNEX 17: SELF-ASSESSMENT RUBRIC

Name: \_\_\_\_\_

**GERALD THE GIRAFFE PROJECT**

SELF-ASSESSMENT	 No	 More or less	 Yes!
I enjoyed this project.			
I have learnt new things.			
I know when to use can and can't.			
I know many adjectives (tall, short, big...)			
I know many animals in English.			
I enjoy working with my partners.			
I collaborate when I work in groups.			
I listen when others are speaking.			
I respect my peers' opinions.			
I ask questions if I am confused about something.			
I complete tasks on time.			

**ANNEX 18: FINAL PRODUCT RUBRIC**

	<b>Exemplary</b>	<b>Accomplished</b>	<b>Developing</b>	<b>Poor</b>
<b>Animal elaboration</b>	The animal creation is elaborated and original.	The animal creation is elaborated.	The animal creation is original but not elaborated.	The animal creation is not elaborated and original.
<b>Writing presentation</b>	The description in the cardboard is clean and well written (using a correct grammar, capital letters and periods)	The description in the cardboard is well written but not clean.	The description in the cardboard is clean but it is not well written (mistakes in grammar/not used capital letters and periods)	The description in the cardboard is not well written and nor clean.
<b>Use of adjectives</b>	Students use 4-5 adjectives in full sentences.	Students use less than 4 adjectives in full sentences.	Students use adjectives but they do not integrate them in sentences.	Students do not use any adjectives.
<b>Use of the verb can</b>	Students use the verb can in more than 5 sentences.	Students use the verb can in less than 5 sentences but more than 2.	Students use the verb can just 1 or 2 times.	Students do not use the verb can.
<b>Oral presentation</b>	Students organize themselves in such a way that all the members of the group say the same amount of sentences.	Students organize themselves in such a way that all the members of the group talk more or less the same time.	All the students talk but not the same amount time.	One or more students did not talk during the presentation.

**ANNEX 19: COLLABORATION CHECKLIST**

While students work in groups the teacher completes the following collaboration checklist:

	<b>1</b>	<b>2</b>	<b>3</b>
Gives ideas for the work.			
Collaborates with his/her partners.			
Respects and listens to his/her peers' opinions.			
Has a positive attitude.			
Encourages other members of the group.			

**1:** In general no.

**2:** Sometimes.

**3:** In general yes.

**ANNEX 20: LEPRECHAUN'S TEXT**

Hello, my name is Connor. I am a leprechaun who lives in Ireland. I am very excited today because it is my birthday! I am very old... I am 60 years old. Every birthday I like to dance the Irish jig, play games and sing songs with my friends. This year my friends gave me a very nice present: 50 coins of gold! I want to buy a new green hat that costs 20 coins and a beautiful red jacket that costs 15 coins. Do you think I have enough coins to buy these things?

**ANNEX 21: Section 3.2. Secuenciación en Unidades Didácticas**

Below, a summary of the Annual Syllabus is presented in a table:

Didactic unit	Project	Lexis	Grammar/functions	Phonics	Intercultural competence
<b>UNIT 1: SEASONS OF THE YEAR</b>	Elaboration of their own seasons' trees and a mural for each season.	<ul style="list-style-type: none"> <li>- Numbers: 1-10</li> <li>- <i>Today, yesterday and tomorrow.</i></li> <li>- Days of the week</li> <li>- Seasons</li> <li>- Clothes</li> </ul>	<ul style="list-style-type: none"> <li>- Talking about the weather: <i>It is... sunny/ cold/ rainy/ windy/ snowy.</i></li> <li>- Answering to basic information about themselves and others: <i>I am... You are...He/she is...</i></li> </ul>	u, a	Different climates
<b>UNIT 2: JOBS</b>	Elaboration and presentation of their family tree (including their family occupations).	<ul style="list-style-type: none"> <li>- Occupations</li> <li>- Family members</li> </ul>	<ul style="list-style-type: none"> <li>- Talking about their family tree: <i>This is my... She/he is a... Is he/she a...? Yes, he/she is / No he/she isn't.</i></li> </ul>	v, b	Jobs in their neighborhood and around the word.
<b>UNIT 3: THE SUPERMARKET</b>	Creation of different food stores in groups in order to transform the class into a supermarket.	<ul style="list-style-type: none"> <li>- Food and grocery stores.</li> <li>- Prepositions: <i>in, on, under, by.</i></li> <li>- Numbers</li> </ul>	<ul style="list-style-type: none"> <li>- Comparing pictures and presenting their food store: <i>There is/are...</i></li> </ul>	h	The supermarket and the different food stores that constitutes it.
<b>UNIT 4: SANTA CLAUS IS COMING TO TOWN</b>	Decoration of the classroom for Christmas and writing a letter for Santa!	<ul style="list-style-type: none"> <li>- Christmas objects and traditions.</li> </ul>	<ul style="list-style-type: none"> <li>- Expressing possession in order to show gratitude for things they have: <i>I have got...</i></li> </ul>	c	Different Christmas celebrations depending on the country and the culture.



<p><b>UNIT 5: GERALD THE GIRAFFE</b></p>	<p>Preparation of the Jungle Dance Day!</p> <ul style="list-style-type: none"> <li>- Transformation of the classroom into a jungle.</li> <li>- Creation and presentation of weird animals.</li> <li>- Make a choreography in PE.</li> </ul>	<ul style="list-style-type: none"> <li>- Animals nouns.</li> <li>- Adjectives to describe animals.</li> </ul>	<ul style="list-style-type: none"> <li>- Expressing capacity using the verb <i>can</i> in affirmative, negative and interrogative sentences. <i>I can/can't...</i> <i>Can you...?</i></li> <li>- Describing animals using adjectives and the verb <i>can</i>.</li> </ul>	<p>ee, i</p>	<p>Animals around the world: distinguishing those ones which live in the jungle from the ones which live in our country.</p>
<p><b>UNIT 6: MEANS OF TRANSPORT</b></p>	<p>Creation of their own means of transport.</p>	<ul style="list-style-type: none"> <li>- Means of transport.</li> <li>- Road-safety education vocabulary: <i>road, pedestrian, stoplight, stop sign.</i></li> </ul>	<ul style="list-style-type: none"> <li>- Talking about where are different places regarding to themselves: <i>this, that, these, those</i> (demonstratives).</li> <li>- Using road-safety expressions: <i>Look right, look left, hold hands.</i></li> </ul>	<p>ph</p>	<p>Road-safety education: pedestrians' role.</p>
<p><b>UNIT 7: LEPRECHAUNS, SHAMROCKS AND RAINBOWS</b></p>	<ul style="list-style-type: none"> <li>- Overcome challenges proposed by a Leprechaun.</li> <li>- Get ready for Saint Patrick's Day! (Elaboration of Irish customs and shamrock cookies and dance an Irish jig song).</li> </ul>	<ul style="list-style-type: none"> <li>- Ireland's traditions and popular symbols: <i>leprechauns, rainbow, Shamrocks, Saint Patrick's Day, the Celtic harp...</i></li> </ul>	<ul style="list-style-type: none"> <li>- Answering and forming questions: <i>What; Where; When; How many; Who...?</i></li> <li>- Use adverbs of place (<i>Here and There</i>) to indicate where are the objects.</li> </ul>	<p>s, sh</p>	<p>Irish cultural awareness: popular stories, symbols, traditions and festivities.</p>

<p><b>UNIT 8: THE EASTER BUNNY MAGAZINE</b></p>	<p>Creation of an “Easter” magazine about the different cultural traditions around Easter festivity.</p>	<ul style="list-style-type: none"> <li>- Easter popular traditions and symbols: <i>Thanksgiving, Easter parades, baskets, eggs and chicks, Easter bunny, turkey.</i></li> </ul>	<ul style="list-style-type: none"> <li>- Expressing quantity to describe pictures and situations: <i>many, some, more.</i></li> </ul>	<p>r, l</p>	<p>Easter traditions and symbols.</p>
<p><b>UNIT 9: HOW DO YOU FEEL?</b></p>	<ul style="list-style-type: none"> <li>- Students will become artists as they illustrate their feelings.</li> <li>- Write a letter to someone they love expressing what they feel for them.</li> </ul>	<ul style="list-style-type: none"> <li>- Emotions: <i>happy, sad, bored, angry, excited, scared, nervous.</i></li> </ul>	<ul style="list-style-type: none"> <li>- Talking about feelings and emotions: <i>Are you (angry)? Yes, I am. /No, I am not.</i> <i>Are they (happy)? Yes, they are. No, they aren't.</i></li> </ul>	<p>j, ch</p>	<p>Expression and management of emotions, which help them to relate with the word and with themselves.</p>
<p><b>UNIT 10: WELCOME SUMMER!</b></p>	<p>Transformation of the class creating corners with different holiday destinations: the beach, the village, the mountain and the city!</p>	<ul style="list-style-type: none"> <li>- Places and landscapes: <i>beach, village, mountain and city.</i></li> <li>- Summer activities.</li> </ul>	<ul style="list-style-type: none"> <li>- Describing the way activities are done: <i>quickly, slowly, well, badly, easily, hard.</i></li> <li>- Expressing things people have to do in the different destinations: <i>have to</i></li> </ul>	<p>th</p>	<p>Social Science content: Landscape diversity.</p>