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PROGRAMACIÓN GENERAL ANUAL
ÁREA PRIMERA LENGUA EXTRANJERA: INGLÉS
2º EDUCACIÓN PRIMARIA

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RESUMEN/ABSTRACT AND KEYWORDS

RESUMEN

En este trabajo de fin de grado (TFG) se propone una Programación General Anual (PGA) de la asignatura de Inglés o Primera Lengua Extranjera para el segundo año de Educación Primaria.

Durante el transcurso del año escolar, se desarrollan nueve Unidades Didácticas por medio del enfoque metodológico E-S-R-I, diseñado por la profesora y doctora Sonia de la Roz (Universidad Pontificia Comillas). En ellas se aborda un proceso educativo basado en los cuentos y vertebrado por un eje común: las emociones. De esta manera, se promueve un proceso de aprendizaje significativo y memorable enriqueciendo, al mismo tiempo, el vocabulario de nueva adquisición y el desarrollo de las cuatro habilidades principales (comprensión oral, expresión oral, comprensión escrita y expresión escrita), así como de la fonética.

Con el propósito firme de desarrollar la significatividad y funcionalidad, se aboga por generar un clima estimulante y motivador para el alumnado. Por ello, al comienzo de curso, se descubre en el aula la misteriosa carta de un extraterrestre llamado E.T, quien, tras haber aterrizado en La Tierra de manera súbita e inesperada, requiere ayuda para adaptarse a nuestro mundo. Esta simpática mascota nos acompañará al finalizar cada unidad, cuando los alumnos realicen materiales en relación a los nuevos aprendizajes adquiridos para enseñarle lo aprendido. Semanalmente y de forma simultánea, con el fin de descubrir nuevos países, los alumnos se lo llevarán a casa.

En cuanto al enfoque metodológico que se pretende abordar en el transcurso de las unidades didácticas, cabe destacar el aprendizaje cooperativo. Para ello, se agrupa a los alumnos en seis equipos heterogéneos y se otorga un rol a cada miembro: coordinador, supervisor, moderador y portavoz. Esto, junto a la atención personalizada e individualizada, y la creación de diversos recursos y apoyo constante a los alumnos con Necesidades Educativas Especiales, propicia una interacción social y una interdependencia positiva entre los educandos, quienes se apoyan los unos en los otros para alcanzar los objetivos de aprendizaje propuestos.

Palabras clave: Programación General Anual, Segundo Primaria, Inglés, Emociones, Aprendizaje basado en cuentos.

ABSTRACT

This final degree project presents an Annual Syllabus of the English or First Foreign Language subject for Grade two of Primary Education.

During a full school year, nine Didactic Units are taught through the methodological approach E-S-R-I, designed by the professor and doctor Sonia de la Roz. They deal with an educational process based on story-based learning and structured by a common axis: emotions. This way, a meaningful and memorable learning process is promoted, enriching at the same time the acquisition of new vocabulary and the development of the four main skills (oral comprehension, oral expression, written comprehension and written expression), as well as phonics.

With the firm purpose of developing meaning and functionality, it is advocated to generate a stimulating and motivating climate for students. Therefore, at the beginning of the school year, a mysterious letter of an alien named E.T is discovered in the classroom, who, after having landed on Earth in a sudden and unexpected way, requires help to adapt to our world. This nice mascot will accompany us at the end of each unit, when the students make materials in relation to the new learnings acquired to teach him what they have learned. Weekly and simultaneously, in order to discover new countries, the students will take it home.

Regarding the methodological approach that is intended to be addressed in the course of the didactic units, cooperative learning should be highlighted. To do this, the students are grouped into six heterogeneous teams and a role is assigned to each member: coordinator, supervisor, moderator and spokesperson. This, together with personalized and individualized attention, and the creation of various resources and constant support for students with Special Educational Needs, fosters a social interaction and a positive interdependence among the students, who support each other in order to achieve the proposed learning outcomes.

Keywords: Annual Syllabus, Year 2 Primary, English, Emotions, Story-based instruction.

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1. GENERAL WORK PRESENTATION

No matter how hard I try, I cannot remember my first English class at school. I only remember the uncertainty and the confusion I felt when I arrived with only three years old to a school where the teachers did not speak my language. However, I also remember how school was for me a place to learn while enjoying myself. I remember the numerous projects we carried out and how we all immersed ourselves in them. Therefore, since that very moment I knew it: I wanted to be like my English teachers when I grew up.

When I moved to Madrid, I, unfortunately, said goodbye to those English teachers I admired. I came to a school where the English subject was feared and hated and I could not understand why. Little by little I realized how the classes were only dedicated to English grammar and vocabulary; I realized the little interaction and the little protagonism that we as students received in our own learning processes, and I understood why this subject felt so heavy in my classmates. It was at this time that I reaffirmed my decision to become an English teacher when I grew up.

From the first moment I stepped into the school, English became a companion that has always been by my side to open my mind; and as a future teacher, it is my function to make the students feel that company too, and to make them see that English can also be fun and a gateway to an infinity of worlds, roads, cultures and adventures.

About two years ago I met the person I consider my guide, mentor and friend: María. A teacher who appeared during my internships at a school. She opened my eyes and made me see again how much fun it can be to learn through literature. From that moment I met her I decided that I would use story-based learning to teach English when becoming a teacher. María showed me the importance of educating awakening students' attention and interest. For this reason, she defended story-based learning as an essential tool to create that initial spark in children and to involve them in their own learning processes through stories. However, I wanted to go a step further and link that motivation through stories with emotions. Literature is full of them, real emotions with which children can empathize, learn

and get excited at the same time; thus promoting the pleasure of reading, emotional management and knowledge, and above all, the desire to continue learning.

When developing my end-of-degree project, I had these initial ideas really clear: emotions and story-based learning would be the basis of my work's methodology. Regarding my choice of school grade, I chose second year of Primary Education because I believe that in this period students are in a fundamental stage to lay the foundations of this subject and make them solid enough to offer students support in the future.

Through these experiences and decisions, I began to build this end-of-degree project little by little; creating nine didactic units based on stories and having emotions as a common axis. I also decided to introduce an additional motivational axis because I wanted the students to see and be aware of the fact that their learning had a purpose; so I introduced E.T, an alien who would land on Earth in a sudden and unexpected way and would send us a letter asking for our help in order to adapt to our world. In this way, all the learnings acquired throughout the units would be destined to the elaboration of materials destined to our friend E.T in order to undertake this process of help and achieve his adaptation in The Earth.

Overall, I can conclude that throughout all the units a process of experiential and motivating learning is carried out in which the students observe the functionality of it, since all the units are worked in a cross-curricular way with other subjects such as Science, Mathematics or Physical Education.

If you want to start this new extraterrestrial adventure you just have to read the letter that E.T sends us. You can find it below ... Quick, the adventure is about to begin!

Wammng Exoof 2 katynhak,

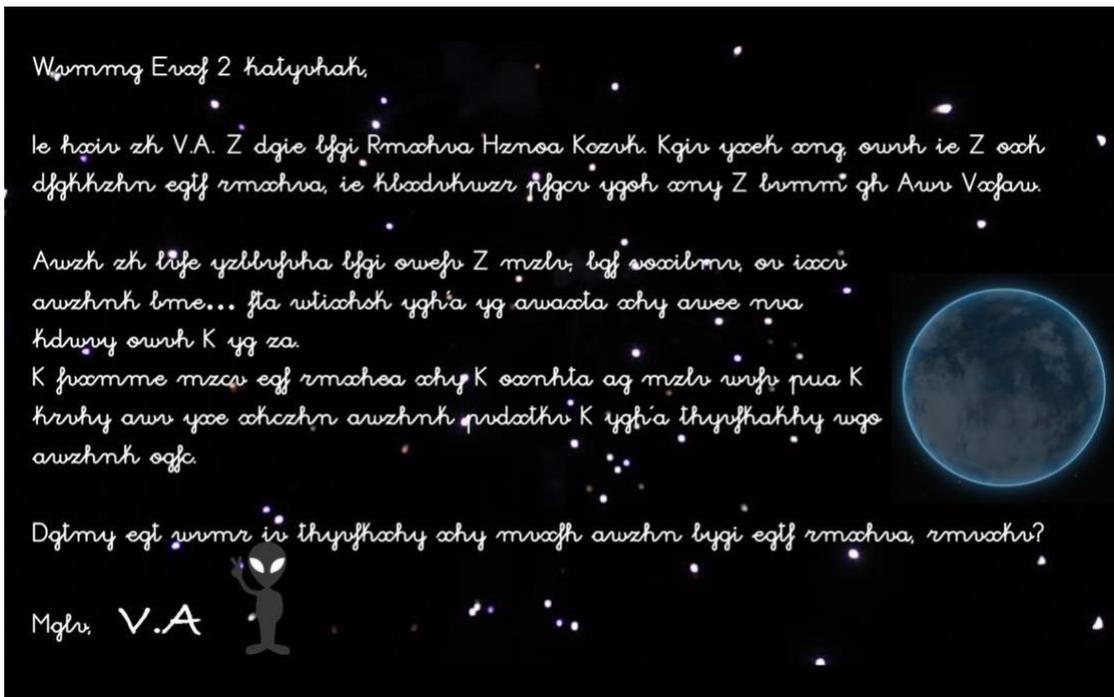
le hain zh V.A. Z dgie lfgi Rmachua Hzmoa Kozvk. Kgin yach aong, owh ie Z ooh dfgkzhzn egf rmachua, ie kbadukuzr pfgcu yqoh aony Z lwmni gh Anu Vafaw.

Anzh zh lufe yzblrvfka lfgi owefu Z mzhv, lqf wocilmvu, ov iacv awzhnh bme... fta wlicohr ygh'a yg awacota achy awee nva kduvy owh K yg za.

K fuxomme mzcu egf rmahea achy K oonhia ag mzhv wsfv pua K krvhy anu yoe akczhn awzhnh qudathv K ygh'a thuyfhakhv wgo awzhnh ogf.

Dgtmy egt wumv iv thuyfhakhv achy mvafh awzhn bygi egf rmachua, rmvachv?

Mghv, **V.A** 



To decrypt this message you must use the following machine. The words you see in the secret message are formed by letters that correspond to the circle outside. In order to know what the message says, you have to look for the letter in the small circle that belongs to the letter in the outside circle. This way, letter "T" in the message will be letter "A" in real life.



Hello Year 2 students,

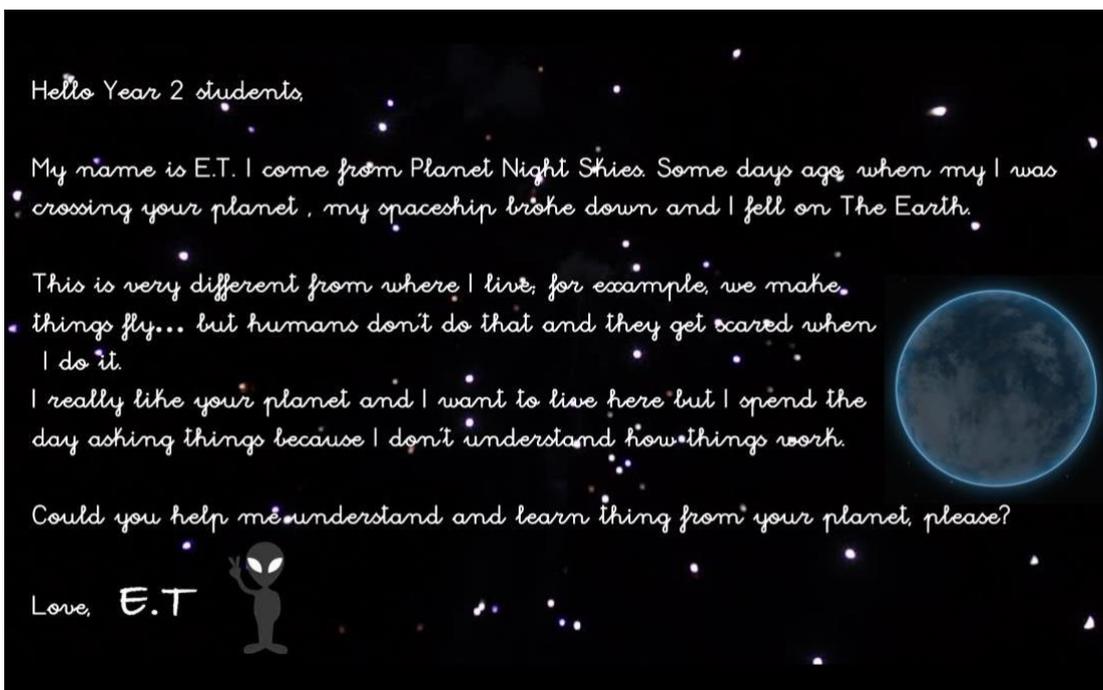
My name is E.T. I come from Planet Night Skies. Some days ago, when my I was crossing your planet, my spaceship broke down and I fell on The Earth.

This is very different from where I live, for example, we make things fly... but humans don't do that and they get scared when I do it.

I really like your planet and I want to live here but I spend the day asking things because I don't understand how things work.

Could you help me understand and learn thing from your planet, please?

Love, **E.T** 



ANNUAL SYLLABUS

2. ANNUAL SYLLABUS

2.1. INTRODUCTION

2.1.1. Theoretical justification

One of the reasons why education systems are regarded as barriers and killers of the development and release of creative potential is that the teaching methods focus on memorization and the importance of acquiring knowledge. However, these outcomes are no longer sufficient because knowledge cannot be sustained by itself as memorization is ephemeral because there is no reasoning or relation between their schemata and the new knowledge acquired; students learn things as if they were watertight compartments. (Shaheen 2010)

Educational systems must therefore consider their criteria, which it is said to be changing, as new movements have appeared to innovate education in which schools are seen as places that encourage creativity, critical thinking and meaningful learning.

It is clear that the real driver of learning is the desire for discovery and passion for the work itself; but, what does learning really mean? Alexander, P.A; Schallert, D.L; and Reynolds, R.E (2009) created a collection of nine principles in order to answer such question. It is for that reason that I can establish a compact and concise personal definition and interpretation of what learning is, based on them.

A crucial characteristic of what it means to learn is that change happens. Learning is both a process and a product which is essential, ubiquitous and inevitable. Indeed, learning is an imperative for humans. Likewise, learning is interactional. *“Being alive means being a learner. Being alive for humans brings with it the inevitability of learning, as well as its necessity.”*(Alexander, P.A; Schallert, D.L; and Reynolds, R.E 2009)

Taking this definition or statement into consideration, it is essential to highlight the principles and approaches that are going to be taken as a reference in the present syllabus.

First of all, we will seek for **meaningful learning** acquisition in our students; that is to say, all the new knowledge that students achieve must be used to make connections with other previously known knowledge, aiding in future understanding and assimilation. To this end, materials and approaches themselves must be meaningful in order to accomplish a creative learning full of relevance for the students (Ausubel, 2000)

In relation to this last idea, **creativity** is given great importance when acquiring a second language. Guilford (1950) describes creativity, which is essential when learning a second language, as an ability to come up with ideas, invent, design, make up and plan, to what Getzels and Jackson (1962) add the capability or competence to take risks and create.

Creativity is essential. In order for education to have a real effect in society it is indispensable that academic procedures have a new way of thinking as well as creativity as an object or aim. Such skill is a way of living life that welcomes and approves originality at the same time that it leads to a journey in which you see the simplest everyday acts as remarkable and extraordinary. According to Runco (2008) creativity allows people find ways around obstacles in order to perceive them as possibilities and find new ways of problem solving so as to adapt to continuous environmental changes. This ability requires passion and commitment, yet many never allow it to be expressed.

On the other hand, a **cognitive-social** conception of learning is accepted and embraced, emphasizing on the theory proposed by Bandura (1963). This author places the social and cognitive factors as the learning core, referring to the success expectations of the students, as well as the ones that both families and teachers assume for them. The concept of self-efficacy also comes into play, understood as the belief that one has about one's own abilities.

The students with whom this syllabus plan works, are considered to be in the third stage of the **cognitive development** proposed by Piaget (Inhelder, 1969), which is known as the concrete operational stage. During such phase, the thought process becomes more rational, mature and adult like.

The child has the ability to develop logical thought rather than intuitive thought about an object, being able to manipulate it. Taking this into consideration, we will motivate students

to discover new concepts by themselves. In the same way, students will be expected to cooperate and work with manipulative resources

Students are expected to learn meaningfully in “First Foreign Language” course, **English**. For that purpose, they will need to be located in the learning core and “make” English by themselves, acquiring the language instead of just learning it. This is why everything worked in this subject, will be founded on the **story-based approach**, as the magical experience of reading or listening to a story are a significant way to promote a meaningful and memorable learning process where a goldmine of language may be learned too.

Throughout the lesson plans, we will work with different reading books¹, which will give the activities presented some meaning, and will create an atmosphere of interest and reflection among the students. Such books will be used to draw the students attention to the new concepts and contents when relating them with the stories and their previous knowledge.

2.1.2. Socio-cultural context

This syllabus is contextualized in a specific social and cultural environment; therefore, it is necessary to know it and delve into the different factors that determine the implementation of such syllabus. In this case, both the Annual Programming and the different unit plans are designed to be implemented in the Bondu² teaching center. It is a bilingual semi-private Catholic school.

It is located in the city center of Madrid, in the district of Chamberí. It is well connected with different transport lines (underground, urban and interurban buses) that connect with several areas of the city. Similarly, the center itself has a parking space for those families who bring their children by car, allowing to stop and park comfortably.

The school has different facilities among which stand out: library, play center, secure wireless wifi connection (around the school and in the different classrooms), first aid kit, cafeteria, sports facilities (gymnasium and football, basketball and volleyball court), chapel,

¹ [See Appendix 1.1](#)

² Educational center fruit of my imagination based on my personal experience in schools where I have done my internships.

meeting rooms, kitchen and dining rooms, playground, theater and amphitheater, laboratories, computer rooms, art and music classrooms, specialized classrooms for students with special educational needs, tatamis or vegetable patch.

As for the classrooms, these are very bright with large picture windows, each of them equipped with tablets and smart boards.

With regard to the school's socio-economic status, this one is middle-high; families are usually graduates with tertiary education. In the different educational stages, there is not a high percentage of foreign students. Nevertheless, the school presents an intercultural programme, welcoming all the ideologies and beliefs from a critical thinking and respecting and learning from their universal values. I also remark the school's inclusion and diversity plan, which adapts to the different learning paces and the peculiarities of all the students, making the spaces, contents and methodologies as flexible as possible for them.

As of today, the school has students in the following educational stages: Infant Education, and Baccaulaureate as private education, and on the other hand, Primary Education and Compulsory Secondary Education as semi-private education. In addition, there is a high wide selection of extracurricular activities offered by the school, having among them an agreement with the British Council, whose teachers come to the school to offer English classes before the lunch break, as the institution is very close to the school.

The school is included in the English Language Program: Bilingual English Development & Assessment (BEDA)³, a flexible program run by Catholic Schools of Madrid and Cambridge English Language Assessment, which effectively helps to improve the teaching of English, always in coherence with the quality of the rest of the teachings and the Educational Project and values the school; so that the teaching of English is strongly reinforced in the different educational stages; as well the Arts Program, whose main objective is to promote and support the different initiatives around art. In addition, one of the main characteristics is that the school works and deeply enhances the emotional development of the students.

Also, in the vicinity of it, there are other facilities that complement those of the educational center, including the following: A public library used by students to study, investigate or

³ <https://www.ecmadrid.org/programas/programa-beda>

read; The Natural Science museum, Sorolla museum and platform 0; and the British Council with which, as mentioned before, the school has an agreement. These establishments are complementary to the teaching-learning process followed by the students

The school belongs to the Escuelas Católicas de Madrid⁴, so one of its main purposes is education in Christian values and evangelization, being religious education compulsory in the different academic stages.

2.1.3. Teaching staff context

The educational center has 160 professionals distributed in the different stages, including the management team, coordinators, teachers and Administration and Service Personnel (PAS).

As for the management team, it is made up of three main principals; the general principal in charge of coordinating all the stages together, another one specifically in charge of both Infant Education and Primary Education, and finally, a third one responsible for Secondary Education and Baccalaureate.

When focusing on Primary Education, we can find two classes per year, having a total of 12 tutors for this stage. The approximate ratio is 25 students per classroom.

On the other hand, it is necessary to emphasize that, besides the Primary Education tutors, there are different didactic departments that work in a coordinated way in order to achieve their main objective, the integral development of students. In this way, we find the following departments:

- The Languages Department, formed by a total of 7 teachers, including three native language assistants. Nevertheless, all English teachers at the school are accredited with a C1 level of English, according to the Common European Framework of Reference for Languages (CEFR).

⁴ Grouping of educational centers duly approved by the ecclesiastical authority as "Catholics".
<https://www.ecmadrid.org>

- The Pastoral Department, whose main objective is to promote Christian values through religious activities and dynamics.
- The Physical Education Department, in charge of the “Copa ACI” tournament celebrated every year as a sports competition between schools which belong to the foundation.
- Both the Arts Department and the Music Department, which work cooperatively for the development of these areas.
- The Orientation Department formed by specialists in Speech and language therapy, in Therapeutic Pedagogy (PT), psychologists, and psychopedagogues.

It is imperative to highlight the plans and projects that are developed in the school.

First of all, the Student Assistants Project stands out among them, based on mediation and having as an aim the conflict resolution and the prevention of bullying, selecting four students of each class with specific characteristics. Secondly, the Social Commitment Project, through which the school works with different institutions and NGOs participating the students in specific activities throughout the school year: Social Dining Room of the Charity Sisters in Martinez Campos, RAIS Foundation, the PEACE Messengers, Los Alamos Nursing Home, CEDIA (Cáritas Home), the Betesda Foundation, etc. Finally, we find the Ágora Project of oratory and debate, in which students begin to work from 5th grade of Primary Education, attending and participating on debates with other schools from 1st of ESO.

The in-service training for teachers is essential in the school. This is why once a month, teachers receive training courses. Some of the last topics and offered courses to teachers are prevention and intervention of gender violence in the classroom, emotional intelligence, diversity attention measures for high-capacity students, creative intelligence development through art and cooperative learning.

2.1.4. **Psychoevolutive characteristics of the child of the age for which the proposal is made**

This syllabus is designed for Year 2 of Primary Education, so the age of these children is between seven and eight years old. The characteristics of children of this age are analyzed according to four main dimensions below: cognitive, socio-affective, moral and linguistic. These psychoevolutive characteristics will be taken into account when preparing the activities for the First Foreign Language, English area, assessing how they can affect the students.

- **Cognitive Development**

According to Piaget's (Inhelder, 1969) investigations, seven and eight year-old children are placed in the concrete operational stage. This stage is considered a critical turning point in the child's cognitive development, because it marks the beginning of logical thought. The child is mature enough to use operations (rules) but can only apply logic to physical objects. Therefore, students require contextualized tasks be contextualized and a verbalized and tangible or concrete knowledge in order to allow comprehension.

This stage lasts around seven to eleven years of age; so that Year 2 students start developing this dimension starting from the previous preoperational stage.

- **Socio-affective Development**

Regarding the 7 and 8 year-old students' socio-emotional development, children begin to experience different emotions they must learn to differentiate. They start developing the understanding of emotional ambivalence, that is, to feel contrary feelings in the same situation. Therefore, emotional education will be worked through all unit plans.

At this age, the child starts the path of emotional control, with the role of caregivers in it being essential. Children will search comfort and support in their peers; this is why they begin establishing the first groups, roles and friendship bonds.

According to Hidalgo, V. and Palacios, J. (1991) the importance of relationship between equals in social development is corroborated, since it favours students

learning the reciprocity principle, which is fundamental in social interactions, and enables the acquisition of moral autonomy as well as the development of self-esteem and self-concept.

Therefore, taking such statements into consideration, cooperative learning will be the methodology par excellence, since it favors the democracy and the solidarity in the group and the autonomy in the organization of the own learning (Adell, J, and Sales, A, 1999)

- **Moral Development**

Seven and eight year-old children are positioned in the pre-conventional stage established by Kohlberg (1987). During this stage children do not have a personal code of morality. Instead, their moral code is shaped by adult standards and the consequences of following or breaking the rules. Reasoning is based on the consequences of actions and authority is outside the individual.

With regards to the age that concerns us, they would be placed on a first level called "Obedience and Punishment Orientation", in which children qualify as good everything that implies obedience behavior. Their behavior is characterized by the avoidance of punishment. This is the reason why we will strengthen positive reinforcement to maintain students motivation.

- **Linguistic Development**

It is worth mentioning that, according to Piaget's (Inhelder, 1969) research the child progresses from an egocentric speech that disappears at the age of 7, towards a discourse or social dialogue, in which he/she seeks speech with his peers. Therefore, we will propose activities that involve a dialogue between colleagues and require cooperative behaviors to solve problems in the present syllabus plan.

According to Noam Chomsky's research, children are born with an innate capacity for speech. They are capable of learning and assimilating communicative and linguistic structures. Chomsky (2002) claims that children possess the innate ability to

understand the grammar of language, a skill that they develop through their experiences and learning regardless of their family or cultural context.

During this key period, the comprehension and ability to learn new languages is greater compared to other life stages. Therefore, children who are taught several languages during their childhood will surely be able to acquire correctly the bases of these languages.

It is essential to know that children in this age children may go through a silent period during which English Language Learners avoid speaking English. They may write and well understand what is being said in English, but they will shy away from saying anything in the language they are learning. Krashen, S. D. (1982) establishes that this phase children go through is actually an important part of language learning and performs an important function, as learners are sufficiently acquiring enough language and their participation is not necessary at this stage.

2.2. OBJETIVOS

2.2.1. Objetivos generales de etapa.

Los objetivos son los resultados esperados en los alumnos como consecuencia del proceso E – A: *“Logros que el alumno debe alcanzar al finalizar el proceso educativo, como resultado de las experiencias de enseñanza-aprendizaje intencionalmente planificadas a tal fin.” (Art. 2, RD 126/2014)*

En virtud de lo dispuesto en 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 ciertas capacidades tales como:

*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 respetando y defendiendo los derechos humanos, así como el pluralismo propio de una sociedad democrática.

*b) Desarrollar hábitos de trabajo individual y de equipo, de esfuerzo y responsabilidad en el estudio así como actitudes de confianza en uno 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 en los que se relacionan.

*d) Conocer, comprender y respetar las diferencias culturales y personales, la igualdad de derechos y oportunidades para todas las personas y la no discriminación de personas con discapacidad.

*e) Conocer y utilizar de manera apropiada la lengua castellana, valorando sus posibilidades comunicativas y desarrollar hábitos de lectura como instrumento esencial para el aprendizaje del resto de las áreas.

*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 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, conocer y respetar el cuerpo humano, y utilizar la educación física y el deporte como medios para favorecer el desarrollo personal y social.

*l) Conocer y valorar los animales y plantas 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 el respeto a las normas para evitar accidentes de tráfico.

2.2.2. Objetivos de área y objetivos didácticos en el curso (Primaria)

Los objetivos didácticos del curso de 2º de Educación Primaria han sido enunciados a partir de los criterios de evaluación propuestos en el *Real Decreto 126/21014*, y de los contenidos formulados en el *Decreto 89/2014, de 25 de julio*, establecidos, a su vez, en el apartado 3.3 de la presente programación.

En lo que refiere a los Objetivos didácticos del curso, se encuentran señalados con un asterisco en el apartado 3.2.1

Cada objetivo de área llevará asociadas las Competencias Clave (presentes en el *Decreto 89/2014*) que se desarrollan en el mismo, las cuales serán enumeradas en el apartado 3.5.8 de la presente programación.

1. Comprender mensajes y textos orales sencillos producidos en lengua inglesa con distintos acentos y procedentes de distintos soportes. CC.CC. (1,3,4,6,7)
2. Identificar palabras e ideas clave en conversaciones dirigidas. CC.CC. (1,4,6,7)
3. Identificar y reproducir el sonido y el nombre de las letras del alfabeto. CC.CC. (1,4)

4. Producir expresiones de uso habitual y vocabulario básico con pronunciación, entonación, acentuación y ritmo correcto. CC.CC(1,4,7)
5. Interactuar de manera básica utilizando oraciones sencillas. CC.CC(1,4,5,6,7)
6. Leer, reconocer y comprender palabras y oraciones sencillas y de uso frecuente. CC.CC(1,4,7)
7. Reconocer los signos ortográficos básicos. CC.CC(1,4)
8. Conocer y aplicar estrategias básicas para comprender el sentido general, información esencial o los puntos principales de diversos textos narrativos. CC.CC(1,3,4,5,6,7)
9. Utilizar diversos textos narrativos y recursos variados como fuente de información, disfrute y aprendizaje. CC.CC(1,3,4,5,6,7)
10. Construir textos y oraciones sencillas a partir de modelos. CC.CC(1,4)
11. Manejar y utilizar las mayúsculas y otros signos de puntuación. CC.CC(1,4)
12. Conocer algunas costumbres y tradiciones culturales de los países de habla inglesa. CC.CC(1,3,4,5,6,7)

2.3. CONTENIDOS

2.3.1. Secuenciación de contenidos del currículo oficial de la CAM

Los contenidos son el qué de la enseñanza: *“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)*

Más adelante se muestran los contenidos propios del área de Primera Lengua Extranjera para el segundo curso de Educación Primaria. Se encuentran clasificados en base al Decreto 89/2014 en cuatro bloques principales: B1 Comprensión oral, B2 Expresión oral, B3 Comprensión lectora, B4 Expresión escrita. En relación al bloque adicional “Cultura inglesa”, se trabaja de igual manera en toda la etapa de Educación Primaria según lo establecido en el Decreto. Como consecuencia, dicho bloque estará presente en las distintas unidades didácticas de la presente programación de forma transversal.

De igual manera, se presenta en el Decreto 89/2014 un bloque independiente a los cinco anteriores con los contenidos sintáctico-discursivos.

Por ello, en el [Anexo 1.2](#) se exponen los contenidos divididos en seis bloques y distribuidos en conceptos y procedimientos, puesto que las actitudes no se especifican en el *Decreto 89/2014, de 24 de julio, por el que se establece para la Comunidad de Madrid el Currículo de Educación Primaria*.

De esta manera, los contenidos actitudinales serán precisados en las Unidades Didácticas.

2.3.2. Sequencing of the Unit Plans

La secuenciación de Unidades Didácticas se ha establecido en función de los contenidos estipulados en la Ley y señalados en el apartado 3.3.1 de la presente programación.

La ley educativa vigente propone que *“el enfoque que ha de primar en el tratamiento de la materia ha de ser el comunicativo”* (Anexo I, apartado e, RD 126/2014), por lo que al programar las unidades didácticas, se presentarán contenidos de los distintos bloques de manera que los estudiantes puedan establecer relaciones entre ellos en lugar de trabajarlos de manera compartimentada, desarrollando así la comprensión y producción (expresión e interacción) de textos orales y escritos.

Como consecuencia, en la presente Programación General Anual, se propone ordenar y secuenciar el curso escolar en 9 unidades didácticas, de las cuales se desarrollarán 4 con mayor detalle y 5 de forma abreviada, en las que se trabajarán al menos tres bloques distintos.

Se muestran en el [Anexo 1.3](#) clasificados los contenidos con sus respectivas unidades didácticas y los cuentos que harán de eje motivador e hilo conductor en cada una de ellas. Para señalar el bloque al que pertenece cada contenido, se utilizará la siguiente nomenclatura de colores: **Bloque 1**, **Bloque 2**, **Bloque 3**, **Bloque 4**, **Bloque 5**, **Bloque 6**.

2.4. TEACHING-LEARNING ACTIVITIES

It is essential to make a good selection and preparation of teaching-learning activities, as they are an essential tool in this process. These activities guide the learning, provide

experiences, motivate students and evaluate knowledge and skills. In addition, they provide a concrete basis for conceptual thinking and add meaning to learning.

2.4.1. Activities classification according to different criteria

Learning is not a spectator sport. Students do not learn much just by sitting or memorizing and spitting out answers. Instead, they must talk about what they are learning, write about it and relate it with their own experiences in order to establish connections with their daily lives and make part of themselves what they learn. (Chickering and Gamson 1987, p.3)

Taken such statement into consideration, the typology of activities must be carefully designed in order to achieve the suggested outcomes. Throughout the present syllabus, different activities will be developed and classified according to several criteria.

The first one, is based on the **grouping form**, distinguishing the following types of activities:

- Individual activities: The students will carry out different tasks autonomously such as reading comprehension or listening activities.
- Pair work: Students will mainly work with a partner within the cooperative group to which they belong with activities such as speaking activities.
- Group activities: Cooperative learning will have a great relevance (Adell, J, and Sales, A, 1999) in this syllabus so that different concrete techniques will be put into practice such as: rotating sheet, 1-2-4 or problem solving, among others.
- Whole-class work will also be used when reading the intro books to the units, debating, deciding class rules or resolving conflicts.

The next criteria that classifies the activities is defined by the **teaching-learning process** moment in which we are located. Attending to it we can distinguish the following activities:

- Initial activities: At the beginning of each unit and explanation of new concepts, a brief initial activity will be carried out to assess the students' previous knowledge, activate their schemata and establish the starting point. Also, the proposed activities will catch the attention and interest of the children before they start working on it deeply.

- Procedural activities: Throughout the units, the teacher will create activities that show the students' progress, review the new contents and concepts seen in class and check if they have been understood. This way, continuous evaluations will value the efforts and learning of the students during the whole process.
- Final activities: At the end of each unit, different evaluation activities will be carried out in order to check if the didactic outcomes proposed have been reached or if on the contrary, it is necessary to work more on them.

On the other hand, we will classify the activities according to the **space** criteria used on them. Based on this we can find:

- Classroom or outdoor activities: Depending on the outcomes to achieve, the activities will be carried out inside the classroom (initial reading; reading, listening and speaking activities, etc.) or outdoors (working cooperatively with other classes, in areas such as the library, playground, museums, parks, etc.) in order to complement and enrich the language learning by making connections between different contexts and situations.

From another point of view, we can classify the activities taking into consideration the specific **methodological purpose** pursued in them. As a result we can highlight the following categories:

- Reinforcement activities: Designed to support those students who have a slower pace of learning or who simply need to consolidate the new contents.
- Extension activities: Suggested for faster students who complete the tasks proposed in classroom. These activities will awaken the curiosity of the students by inviting them to continue learning and researching or investigating.

Finally, we can classify the activities according to the **area or subject** which is being worked:

- Interdisciplinary or competential activities: Depending on the areas worked in the unit and its relationship with other subjects.

2.4.2. Activity-types

The main objective of the activities that will be carried out throughout the unit plans will be to encourage linguistic competence in a meaningful way including reading among the year two students.

- **Assemblies:** Every morning, we will sit down in assembly in order to carry out the morning routines. In them we will specify what is today's date, what was yesterday's date and what will be tomorrow's date; what it is the weather like; who has come to class and who has not; what we did the previous day and what we will do today throughout the day; and as it is religious school, we will pray and we will ask and give thanks for something. It will also be a time in which the students will be able to share with the class some event that happened the previous day or something that they want to comment. The assemblies will also be carried out in other activities; as for example when doing the collective readings at the start of the units, debates or conversational circles.
- **Reading activities:** worked in this subject will be founded on the story-based approach. This means, reading will have an essential role throughout the academic year, being an activity that will be practiced frequently, either at the beginning of each unit, through which we will highlight the new concepts and contents; with individual and collective readings or with the emotional activities carried out each week. It is also important to emphasize that our intention is that students see reading as a pleasant activity, not as an extra task; this is why they will be free to choose the books to read (with our supervision) in their homes, class library, when finishing the class work or in the reading time of the week.

There will be a total of four cards⁵: the snail reading level, the library mouse level, the library lion king level and the Paul the owl level. Each child will have a reader card, which will go up in level depending on the books he/she reads. For each book read, a star will be pasted on the card. When the students get to complete the card, they pass on to the next one. After each reading the students will fill a record of it in the reading class book, where they will express their opinions and draw what they liked the most about it. In order to encourage their oral expression and check

⁵ [See Annex 1.4.](#)

the degree of comprehension, children will tell a short summary of the book they have read in class too⁶.

It is also intended to involve the interested families in this activity, them being able to prepare a storytelling with their child and coming to class to tell it followed by a small activity if they wished to.

- Emotional activities: Through each story used at the beginning of the unit, we intend to work on a particular emotion. For this reason, assemblies and conversation circles will be held throughout the unit in which stories will be read and short films will be watched about the corresponding emotion, by creating debates and working on a special notebook of emotions that each of the students will have.
- Dictations: In all units a reflexive dictation will be carried out with the new concepts and key words, enhancing the formative function by favoring the orthographic correction and avoiding the visual fixation of the errors in the words.
- Phonics: Jolly phonics will be worked on in each unit progressively in order to improve and drill the students' pronunciation and reading by learning the connection between the graphemes and the 42 existing phonemes in English. They will be carried out both manipulatively and productively in order to generate a meaningful and mechanical learning at the same time.
- Magic Words corner: There will be a corner in the classroom with a wordwall, papers, colors and various materials. We will paste in it the new words we will learn in each unit accompanied by a drawing in order to work visual memory. In addition, children will be able to add words they have learned at home, seen on the street or learned in their readings.
- Spelling bee contest and *The Alphabet Game*: At the end of each unit, two types of contests will be held with the whole class, in pairs or cooperative groups: spelling bees and *the alphabet game*. These will also be used as an evaluation.
On the one hand, spelling bees will allow students spell the words which have been worked during the unit and in the Magic Words corner. On the other hand,

⁶ Resource inspired by the "Una pizca de educación" blog: <https://unapizcadeeducacion.com/2017/03/20/el-placer-por-la-lectura-es-cosa-de-todos/>

pasapalabra, will allow students create their own definition of the new concepts learned during the unit.

- Bookcrossing and poems: During the second term and as a preparation for the Book day (April 23rd), there will be a project in order to promote reading among students. Each student will bring a book they have already read and will write inside why is this book important for them and to what age it is destined (in this case, year two). Books will be hidden around the school or class, so that students will have to look for them, read them and leave them in the same place they found them or in another place (always informing the teacher first). Another activity will be carried out including the families: they will, if they wish, record a video of themselves with their kids reciting poems or reading aloud short stories, which will be sent to the teacher, posted on the class blog and seen in class.
- Interdisciplinary projects: In certain moments of the unit plans, activities will be developed in which the English area will be simultaneously worked with another Primary Education curriculum subject; as for example, Maths and English when working with the numbers, or Arts and English.
- E.T dynamics⁷: An annual project will be carried out throughout the academic year. The first days of school, we will receive a letter from E.T, an alien, (who will be present in the class in the form of a classroom pet) in which he will ask us for help to teach him things about our world. In this way, all the contents and concepts learned along the unit plans will be destined to the realization of final projects, which will have as an aim to teach E.T new things. Likewise, in order to show him our world, each week a student will take E.T home. The student will be randomly chosen or taking into consideration special situations as a birthday, for example. The chosen student will rotate the classroom globe with his/her eyes closed and will put his finger on it; the country where he/she landed will have be investigated. So, the following week, he/she will explain the data collected in a sheet about the country that he/she has researched together with E.T at home and the activities they have done together.

⁷ [E.T dynamics materials. See Annex 1.5](#)

These activities will be posted on the class blog⁸ in order to integrate families into the their children's learning process.

2.5. METHODOLOGY AND DIDACTIC RESOURCES

2.5.1. Methodological principles

Nowadays learning English is essential because it provides extensive opportunities. Numerous schools are beginning to be bilingual and to observe this subject as something essential. The current trend is to start learning English at preschool or primary level. It is commonly said that the earlier, the better, as starting at an early age allows students acquire the language instead of just learning it. However, it is important to motivate students in the First Foreign Language subject; this is why the **story-based approach** will be used throughout this Annual Programming.

Stories allow learning in a familiar and entertaining way. In other words, stories can be “Crunched” (Contextual, Realistic, Unusual, Natural, Concrete, Human, Easily accepted, and Discovery-oriented) into believable, impressionable, and assimilative learning. (Hakkaladaddi, n.d.⁹)

The familiarity and universality of storytelling and storybooks makes the story-based approach very appealing both to teachers and children. It offers flexibility and a rich source of input and engages students both cognitively and affectively. Storybooks provide teachers with an ideal resource for children with different needs, as all students are able to understand the overall meaning of a story with the support of the teacher and the illustrations. Each child can then respond to the story according to his/her own linguistic and cognitive level. (Ellis & Brewster, 2014)

Storytelling is also one of the most effective ways to introduce new concepts and contents as well as coherent spoken discourse to children. It also offers several benefits for children providing the child with playful sensations, making him/her feel emotions, developing his/her creativity, allowing him/her to progress cognitively by putting him/her in a position

⁸ Class blog link: <https://year2bucketfillers.weebly.com>

⁹ N.d corresponds to “no date”.

to analyze and assess new situations, favoring the incorporation of cultural values or providing valuable knowledge for transversal learning.

This way of seeing the language requires another methodological approach in which we move from the study of the language to the experience of it. For this reason, the methodology we will use throughout the Unit plans in line with the story-based approach mentioned before, will be the **E-S-R-I approach**, a model developed by Professor Sonia de la Roz. These acronyms correspond to the four phases of the model: *Experiencia*, *Señalamiento*, *Reflexión e Incorporación*¹⁰ (Professor Sonia de la Roz, 2016).

- *Experiencia*: the first of the phases, as the name suggests, consists on generating affective and emotional experiences that link the students with the learning contents, making them seem more attractive and as a result, conceiving learning as a more pleasant process. In this first phase, the oral communication between the students and the teacher is essential. Therefore, an appropriate environment should be created in order to allow group conversational interactions take place, which will serve as context and give meaning to each of the following phases. These conversational interactions will be based on an oral or written text from which the contents and concepts will be presented in the *Señalamiento* phase, thus generating an affective and motivational link between the students and the contents that will be worked on in the different Unit plans.
- *Señalamiento*: the second phase consists in extracting and presenting the specific contents and concepts of each Unit plan in an oral interaction between the children and the teacher. At this moment we have to get the students to focus on what we want to work, so that they are invested with the emotions and sensations that were generated in the previous phase.
- *Reflexión*: this phase is essentially metalinguistic. Here, the students will work on the new contents and concepts of the Unit plans accompanied by the teacher, who

¹⁰ Since this method is not published or translated, the method's and phases' names will remain as the original.

will use the necessary resources and materials to favor the students' access to the contents. The students will carry out various activities proposed by the teacher, which will preferably be active, playful and motivating. These activities will help them understand and acquire the new knowledge.

- *Incorporación*: the last phase allows us to decide if we can conclude the didactic intervention and detect possible deficiencies. Therefore, the group will carry out a final project or activity, which will analyze how the students use in a practical way the acquired new knowledge. This activity has a double function: formative and evaluating, since it allows the teacher to integrate the learning and know the functionality of it, that is, how the students use what they have learned to perform tasks that demand the knowledge and communication skills that have been studied through the unit.

This is a very open approach because within each phase we can work through different methodologies such as the story based approach mentioned above or the **cooperative learning**, which will allow to create a positive social interaction in each of the phases between students who will be able to help each other in order to reach together the knowledge intended to be achieved and demonstrated in the *Incorporación* phase.

2.5.2 Students and teachers' function

The student's role throughout the teaching-learning process will be active with the help of the teacher by building his/her own knowledge, observing, discovering, thinking critically, and getting involved in the different proposed activities either individually, in pairs, in his/her cooperative groups or with the whole class.

In cooperative learning, there will be several roles that will rotate so that all students assume all positions and responsibilities:

- Coordinator: knows the tasks that must be carried out and organizes what each team member must do at each moment, verifies that everyone fulfills their task, encourages his/her team to keep working.
- Supervisor: reminds the individual and group works and undone tasks, checks that all his/her teammates bring and note down the tasks, controls the times.

- Environment: supervises the noise level and that everything is clean and tidied up, keeps the group materials, and gives the turn to speak.
- Speaker: represents the group to the rest of the class, answers the questions the teacher asks and asks the group's doubts and questions to the teacher.

The teacher, on the other hand, and according to Montessori, will appear in the classroom as a model for students and as a conscious observer of the space, time and materials available in order to get the best out of each of his/her students. Its essential role will be to guide them and orient their teaching-learning process according to their needs. In addition, he/she will be able to prepare an adequate environment to maximize the child's integral development and will create learning experiences taking into consideration the students' previous knowledge, interests and needs. He/she will also focus the classes in a multidisciplinary way, working as a team with the rest of the members of the educational community including families.

In the E-S-R-I model the students and the teacher are in constant interaction. In general the teacher takes the lead and makes the students participate in the learning process being a guide for them. If we look at each phase we could conclude the following:

- *Experiencia*: the students participate but it is the teacher who guides the conversation and makes the questions through a story.
- *Señalamiento*: the role of the teacher here is essential, he/she points out the new contents and concepts and the students follow what he/she says participating in it.
- *Reflexión*: the essential role is taken by the students, carrying out a series of activities proposed by the teacher.
- *Incorporación*: the students must demonstrate what they have learned and acquired during the unit through an activity or final project in which the new knowledge is evidenced. Therefore, the important role in this phase is the students'.

2.5.3. Material and human resources

In this section we will focus on the different resources we need for the development of the Annual Programming. Therefore, we can divide them into material and human resources:

- **Material resources:** A series of materials are needed in order to allow students to learn meaningfully. Apart from ordinary materials such as paper, pencils or notebooks, we will also need technological resources such as snappets or iPads, a digital whiteboard and internet access to make use of certain internet resources and web pages. At the same time, literary resources such as stories, narratives or riddles are necessary as well as the textbook which will occasionally be used as a support material.

Environmental resources are also included in this section: the vast majority of activities and sessions will be held in the classroom, however, some activities will need other spaces such as the playground or the school library.

- **Human resources:** This section includes those people who, in one way or another, support the students' learning: the English teacher, an assistant teacher in case the students' needs require one, a language assistant and year 2 students. It also includes those who participate in the students' educational process but are not part of the teaching staff: families, secretaries, the kitchen staff, the cleaning staff, the extracurricular activities teachers, the maintenance team or the playground caretakers.

2.5.4. ICT resources

Our school seeks to update itself and adapt to the different changes posed by society. This is the reason why, in addition to material and human resources, we also refer to technological resources; taking also into consideration the fact that we are teaching "digital natives". We will, this way, promote the proper and responsible use of information and communication technologies through its use in several occasions and activities.

Within this type of resources we find two large groups:

- **Hardware:** all those technological supports that help generate meaningful learning experiences, as for example snappets or iPads, digital whiteboards and computers.
- **Software:** are all those programs and virtual media that complement and significantly enrich the teaching-learning process. As for example StoryJumper, Youtube, blogs or Kahoot.

2.5.5. Space and time resources. Routines

Both space and time are the main elements to have a good planning. In relation to the spaces, the classroom will be divided into various corners¹¹ based on the different activities carried out through the academic year in the different subjects. This way we can find:

- Magic Words corner: In this corner we will find a board or cork board, color papers and color pencils. It will be designed for children to hang on the new words and concepts they learn throughout the units, accompanied by a drawing in order to create word walls to encourage visual memory. We will also have in this corner the *Alphabet game*¹² materials for the contest carried out at the end of each unit or term.
- The dreams corner: This will be the star corner of the classroom. It will be decorated by the students, since it will be their small library and special corner in which they should feel comfortable. We will have a carpet, cushions, stuffed animals and a shelf in which students will be able to leave their shoes, since in this corner we will feel at home and we can take off our shoes. In addition, there will be a series of stories and narrative resources, including the reading class book and Mr. Bucket (protagonist of the class) in which students will be able to leave the feelings and emotions lived and felt throughout the week, either anonymously or with their name on it to read and comment them on Friday at the end of the day.
- Explorers cave corner: This corner will be provided with iPads and snappets, as well as with a series of manipulative materials, plants or a globe to carry out scientific researches.
- Creative aliens: In this corner students can hang their drawings and works of art, being equipped with numerous materials such as brushes, paintings, papers, fabrics or costumes to unleash their imagination. We will also find here our class pet: E.T who will visit a student's house every week, writing together in the Class journal what they have done together and investigating about a certain country, as explained in section 3.4.2.

¹¹ See Annex 1.6: Class map.

¹² Competition in which there is a wheel with all the letters of the alphabet. The teacher or classmates must define words that correspond to each letter, while the person with the wheel must guess the name of those words.

Similarly, as specified in section 3.4.1. students will also use school spaces such as the library or playground.

In relation to time, we refer not only to the sessions, but also to the different schedules, established routines and content distribution throughout the school year. According to the current educational law, a total of four hours are assigned to the subject of First Foreign Language in bilingual schools in the 2017/2018 calendar¹³. The distribution of the nine Unit plans throughout the course is presented in [Annex 1.8](#). These nine Unit plans will be developed following the time table presented in [Annex 1.9](#).

2.5.6. Students' grouping

As mentioned previously, the students' will work in different heterogeneous cooperative groups. The role of the teacher is especially relevant at this point, since he/she will be in charge of structuring the interdependence among the students so that high-quality relationships take place between them, creating situations that favor the learning. The class will be arranged in six cooperative groups of four students each. The distribution, designed by the classroom tutor, will be carried out according to the needs and learning rhythms of each of the students. During the first days of school, a trial period will be established in order to check if these groups work correctly. They will remain unmovable throughout the first trimester except for specific situations that may require changes. In the second and third trimesters the groups will change, so that the students work and collaborate with different classmates throughout the school year. As indicated in section 3.5.2, each student will assume a role that will rotate throughout the term.

Each group must choose and design a name for it, filling in a card that will be placed in a visible place in the classroom. Most of the activities will be carried out using these cooperative groups in order to generate and develop a meaningful learning based on teamwork and interdependence, as well as a series of values such as dialogue, coexistence or solidarity, as well as the competitiveness between groups focused in a positive way.

¹³ [See Annex 1.7: 2017/2018 academic calendar.](#)

2.5.7. Connection of the methodology with the key competences, outcomes and contents

The key competences outline the knowledge, skills and behavior that students need to develop in order to achieve their full potential and become responsible and autonomous long life learners: *“Capacidades para aplicar de forma integrada los contenidos propios de cada enseñanza y etapa educativa, con el fin de lograr la realización adecuada de actividades y la resolución eficaz de problemas complejos.”* (Art.2, RD126/2014)

Under the provisions of *Artículo 5 de la Orden ECD/65/2015, de 21 de enero*, all areas must participate in the development of the various competences, and activities must be planned to integrate more than one key competence. This is why the First Foreign Language area will work closely with the rest of the subjects in the curriculum.

Each of the key competences are developed below specifying the activities that will favor its progressive acquisition.

- Competence in linguistic communication: the students will be constituted as communicative agents being able to receive and understand a message and produce it properly. To this effect, they will be able to express themselves both orally and written in the different proposed activities. They will have to be able to communicate, share experiences and dialogue with their classmates, expressing their arguments and respecting different points of view. This key competence is developed when students learn to identify the meaning, sounds and rhythms of words and phrases through songs, chants, conversations or stories. It is also developed when doing speaking, writing, listening and reading comprehension activities, or even when working with Jolly phonics, as well as when doing the morning routines or the emotional activities.
- Competence in mathematics, science and technology: this competence is developed in a number of ways through the different Unit plans as technological resources will be constantly used in various activities. It will also be worked through problem solving projects or activities, when learning the numbers or working with simple charts, diagrams or graphic organizers and through the various investigations that will be carried out in the Explorers cave corner, as several unit plans work interdisciplinary with Science.

- Digital competence: digital resources (both Hardware and Software) are tools that will be used in all Unit plans and sessions to support the students' learning. The class blog will also serve as a home-school link by allowing the students to work independently outside the classroom and to review what has been done at class. Videos, web pages, reinforcement and extension activities are some examples of how this competence will be developed among the students.
- Learning to learn: this competence will allow students become more independent and reflective learners. The acquisition of personal autonomy, bringing up solutions to conflicts that have occurred, and the organization and distribution of work, are the basis of this competence. Students must be motivated to learn which will be developed through evaluation activities such as The Word game and spelling bee contest, through the Magic Words corner, and even through group activities such as gymkhanas, bingos or specific workshops.
- Social and civic competences: developing the ability to understand how somebody else is feeling and knowing how to respond to it is an essential outcome in the present Annual Programming. Emotional education will be worked every week through stories, short films or dialogues and conversation circles, as well as through the use of our Dreams corner. Cooperative work will also be essential when developing such key competence.
- Sense of initiative and entrepreneurship: this competence will be worked and developed through the various cooperative and individual projects that will be posed at the end of each unit or term. Also, the capacity to adapt to the assigned role is their cooperative group and the fulfillment of their tasks helps to developed such competence.
- Cultural awareness and expression: students are introduced to the English culture through various lessons or activities in each unit. It will also be developed in specific dates such as Halloween or Thanksgiving and through the different native stories used to introduced each unit, songs poems or even craft activities.

In [Annex 1.10](#) there is an attached chart that shows the established connections between the key competences mentioned above and the contents and outcomes that are to be developed through each of the Unit plans.

2.6. DIVERSITY ATTENTION MEASURES

From the regulations' point of view, diversity attention measures are understood as all educational actions which respond to different abilities, rhythms and learning styles, motivations and interests, social, ethnic, immigration or health situations our students may have (*Art. 9, RD 126/2014*). This means that when we talk about diversity attention measures, we refer to each and every one of the needs that our students may present in order to promote and favor a more inclusive school and classroom.

Such inclusive education implies that all children of a given community must learn together regardless of their personal, social or cultural conditions, including those with a disability. It is a school model in which there are no "entry requirements" or selection or discrimination mechanisms of any kind, in order to make effective the educational rights by offering equal opportunities and participation.

Attention to diversity is specified in three types of measures in almost all the Autonomous Communities: the general attention measures, the ordinary measures and the extraordinary ones.

2.6.1. General attention measures for all students

The general attention measures are those that are developed so that everyone can find an answer. These measures respond, as its name suggests, to a more general context of the school: *"En esta etapa se pondrá especial énfasis en la atención a la diversidad del alumnado, en la atención individualizada, en la prevención de las dificultades de aprendizaje y en la puesta en práctica de mecanismos de refuerzo tan pronto como se detecten estas dificultades."* (*Art. 9, RD 126/2014*)

With regard to the statement mentioned above, the educational intervention must consider as essential the students' diversity, guaranteeing the development of each of the students through personalized attention according to their needs. This is why it is intended to normalize and include all students with needs in order to promote equality and personal autonomy.

When referring to the school's staff, we highlight the selection of suitable teachers according to the school's ideals and values as well as the in-service training for them in subjects that respond to the educational needs they observe in class. We also highlight the adapted school spaces to the various possible needs, as well as the coexistence rules that are included in the Internal Regime Regulation of the school.

In the First Foreign Language area, the contents and outcomes will be balanced (procedural, attitudinal and conceptual). In addition, the cooperative learning methodology, as mentioned in section 3.5.1, will be the key element in the development of the Unit plans in order to favor positive interdependence and the performance of roles and tasks by establishing heterogeneous groups, taking as a reference at all times the students' needs, as well as their learning rhythms. Also, throughout the Unit plans the most common errors or difficulties in the different blocks of contents will be taken into account before planning any activities.

2.6.2. Ordinary measures: Educational support needs

These ordinary measures are generated to give support to students who present some type of difficulty either punctual or permanent.

Specifically, in Year 2 we can find two students with specific educational needs. A student with Asperger syndrome and another with ADHD (Attention deficit hyperactivity disorder).

As for the student with Asperger syndrome¹⁴, he presents difficulties in social communication, not language itself. Likewise, he has difficulties in managing and differentiating his own and others emotions, showing little sensitivity to the people and objects that surround him. Therefore, throughout the course we will work the emotions in each of the unit plans, so that he can begin to distinguish and recognize them in himself as well as in his classmates. On the other hand, five colored monsters will be stuck on the wall, which will represent a basic emotion: fear, anger, sadness, happiness and calmness. Each student will have a clothes peg with his/her picture on it and will have to place it in the monster that defines his/her current mood. In this way, we intend that this student learns to

¹⁴ [See Annex 1.11 for materials.](#)

identify his own emotions and those of their classmates, increasing his sensitivity or understanding for others.

In the line of emotions, we will start by offering him a self-regulating thermometer, working with the emotional management in a visual way, asking him in what degree of the thermometer he finds himself. When he locates himself in the higher degrees, instead of reacting aggressively we will practice to sit down alone in a corner, with his hands under his legs breathing deeply. In specific moments, we will work these situations with the thermometer through role playing.

On the other hand, this student presents his cognitive capacity and intelligence preserved, and has facilities in the English language; nevertheless, he needs visual support in to understand abstract terms, therefore, we will use create a picture dictionary with new words. In order to include him in the class, he will not be the only one creating such dictionary; all of the students will elaborate one. This student will be able to start working on it in the classroom with the help of the teacher and as he progresses, he will be able to continue working on it at home with the help of his parents. Since the phonics are also very abstract terms, we will also elaborate a pictogram notebook to work them with him.

Finally, since he needs a temporary organization, we will carry out the routines of the morning in a systematic way so that he knows who has come to class and who hasn't and we will present a calendar of what will be done throughout the day. Also, in front of him, will have a space-time panel of the class schedule with a drawing that will represent him. In this schedule he will find the different subjects and organization of the day with the image of the different teachers. He will have to move his drawing during the day. In addition, the organization by corners will also allow a good adaptation of the classroom for his needs.

Finally, as for the student with ADHD¹⁵, he shows certain difficulties to concentrate on activities that require a lot of attention. Also, he feels the need to move often, which sometimes is accompanied by aggressive behavior towards his classmates. Therefore, some ordinary attention measures include being in charge of the errands in order to facilitate exits

¹⁵ [See Annex 1.12 for materials.](#)

outside the classroom; he is allowed to leave the class in his high nervousness states and go down to the playground to run and relax; there is also a lectern in the classroom in case he needs to carry out the tasks standing up; he will also have more time when carrying out the final unit tasks or projects; and finally, he will also have a series of steps to follow when he arrives and leaves the classroom stuck on his table as he sometimes forgets things or sits down with his coat and backpack on; as well as some class rules such as not shouting, raising his hand or respecting others speaking time.

These described students should also receive ordinary adaptations such as reinforcement or adapted activities, time programming, methodological resources and support staff. This is why there will be envelopes or folders with reinforcement or extension activities in the Explorers' cave corner, being all students free to complete them if they wish; except for those students whom the teacher considers necessary to give these activities based on certain evidence, as in the case of the student with ADHD.

2.6.3. Extraordinary measures: Curricular adaptations

The student with ADHD described above presents curricular adaptations at a significant level, affecting at least one of the elements of the curriculum: outcomes, contents, competences, methodology and evaluation. Likewise, a series of minimum requirements will be established adapted for him. The school has also the possibility of putting a specialist in the classroom to work with the corresponding student and collaborate with the class tutor, something that will be used with the student with Asperger syndrome, who will also go sometimes out of class to work with the Pedagogical Therapist (P.T)

2.7. COMPLEMENTARY AND EXTRACURRICULAR ACTIVITIES

The school offers a series of educational experiences and essential learning situations. Within these experiences we can distinguish between:

- Complementary activities: those that take place during official hours and are part of the educational process of the school. For example scheduled excursions such as school farm, zoo, a museum, a park, etc.
- Extracurricular activities: these are the educational proposals outside school hours and are voluntary. For example: sports, linguistic, artistic-cultural activities, etc.

As extracurricular activities carried out inside the school but outside school hours, we can highlight the British Council with whom the school has an agreement. The majority of Year 2 students attend this extra-curricular session held in the classroom before the lunch break.

As for the complementary activities some such as an excursion to the zoo and the “You are the story”¹⁶ company theatre; family, special festivity or food workshops stand out.

2.7.1. Out-of-class activities

Different excursions or trips will be carried out throughout the school year, as well as activities and dynamics outside the classroom. All of them have been selected to cover and complement the contents and outcomes of the units. Among them we can find the following, according to the academic school calendar ([Annex 1.3](#)) and the chart presented in section 3.5.5:

First term

- Halloween workshop (Unit plan 2)
- Thanksgiving and Christmas workshop (Unit plan 3)
- Creating a theater (Unit plan 3)

Second term

- Visit to the zoo (Unit plan 4)
- Families workshop (Unit plan 5)
- Photography contest (Unit plan 6)

Third term

- Masterchef (Unit plan 7)
- St. Patrick’s day workshop (Unit plan 7)
- “You are the story” company theater (Unit plan 8)
- English Gymkhana (Unit plan 9)
- English Immersion day (Unit plan 9)

¹⁶ Website: <http://youarethestory.es>

2.7.2. Extensive reading program

Reading is a source of information, pleasure and learning that reinforces the integral development of students allowing them to start learning autonomously and so, acquire the reading habit. In order for this to happen, a Reader Plan is created to encourage reading comprehension among students, stirring up their reading interest and awakening their imagination, creativity and ability to learn through a series of activities (Extensive reading, n.d.)

The main outcomes that are intended to be achieved by students through the Reader Plan are the following:

- Students will be able to develop their reading habit.
- Students will be able to comprehend different types of written texts.
- Students will be able to use complementary textbook resources such as dictionaries, newspapers, ICT or stories.
- Students will be able to develop a reflective and critical attitude and thinking.
- Students will be able to understand the importance of reading as a mean to search information and as a pleasure and learning source.
- Students will be able to develop key competences such as linguistic communication, learning to learn, information processing, digital competence and cultural and artistic competence.
- Students will be able to develop strategies to improve their reading and writing skills.

In order to achieve such outcomes we can highlight two reader plans or libraries:

- **School library**

- Importance: The library is an essential teaching and learning source that opens thousands of doors to information, knowledge and pleasure. It is a space that encourages reading or even a place in which to share, escape from reality, reflect and enjoy. Therefore, the school library promotes culture, art and literature, motivates students to acquire the reading habit and also encourages imagination and empowers socialization among individuals.

- Use and organization: The school library will fulfill the decisions made about it by the teaching and school's management staff. For this reason, the library will be a space decorated in an attractive way with book sentences written on the walls to encourage reflection among students. Not only books will be located here but also documentaries, magazines, comics and other literary sources. Books will be ordered taking into consideration the type of source it is (this means, for example, stories on one side, comics on another), the genre, the age to which they are addressed and also, alphabetically in order to facilitate the search.

The school library will be open to all students, being them able to access it either alone or with the company of a teacher, as each pupil will have a library card to take books.

It is also important to remark the main activity that will be carried out through the academic year within all grades: the traveling library. There will be a plastic box outside of every class in the school. Inside of it there will be several plastic covers for each of the class students with books inside and a sheet where to say how much they liked the story. Books will rotate every week between same grade classes so that all students can read all books which will be handed out and brought back from home every Monday.

- Activities: Each month an activity that integrates all students will be carried out by the school library. Such activities are classified in a chart in [Annex 1.14](#).

- **Classroom library**

- Organization: The classroom library will be located in our Dreams corner. It will be decorated by the students since it will be their special corner where they should feel comfortable. We will have a carpet, cushions, stuffed animals and a shelf or wardrobe where students will be able to leave their shoes during reading sessions, since in this corner we will feel like at home being able to take them off; therefore, we will ask the students to bring to the classroom shoes with which they feel comfortable (slippers, socks ...).

In addition, there will be a series of narrative resources, including our special Mr. Bucket, our reading cards and reading class book with their stories record. This reading corner or classroom library will be used at the beginning of every Unit Plan, when doing storytellings throughout the weeks, on Fridays when working with Mr. Bucket and our emotions, and when they finish an activity before the time that has been proposed for it.

-Activities:

- Storytelling at the beginning of each unit: Each unit will be started through a story that will be read in the Dreams corner. We will start working on new concepts and contents through these stories.
- Reading cards and reading class book: Students will be free to choose the books they want to read throughout the school year (books or stories that will be previously supervised by the teacher). The minimum number of books they will have to read will be three by term. After each reading they do they will have to complete a record of it in the reading class book so that other students can see if they would like to read those books too. Every time they read a book they will get a star in their cards, going onto higher reading card levels everytime they read. There will be special diversity attention measures to those students who require it when working with the reading card levels.
- Students will have one mandatory book in the school year: *Pirate school: Just a bit of wind* by Jeremy Strong (2002). We will read this book out loud in class all together and create a conversation circle or debate in order to evaluate the reading of this book.
- Emotions: Every unit an emotion will be worked through a storytelling. After reading it we will make conversation circles in order to express our opinions, experiences or feelings about it. These activities include Mr. Bucket, as students will be able to leave their feelings and week experiences inside of it either anonymously or with their names on it to comment them on Friday in an assembly.
- Creating a book: We will all together invent a book through the Storyjumper webpage.

- Theater: We will create theaters in some units based on the stories we read at the beginning of each of them.
- Creative writing activities: To encourage creativity, once a month, students will work in their cooperative groups and different images will be given to each of the teams. Based on these images, each group will have to create a story and each week, one of the groups will present their creation to the rest of the classmates. We will also carry out other creative writing workshops either from songs, melodies or from manipulative resources such as sand or paint.
- Recipes: We will complete a recipe book when carrying out our Masterchef workshop in unit 7.
- Class journal: Each week one of the students will take E.T home and will write in the class journal what they have done together and details about the country they have investigated.
- Classroom Reader Plan and its diversity attention measures: With this reading plan, we intend to encourage reading, not a competition between students to see who reads more or who passes the levels of the reading cards faster. This is the reason why those students who have more difficulties or special educational needs will be able to read anything, not only books or stories; whether they read recipes with their parents, children's magazines or whatever catches their attention in order not to frustrate them by creating a rejection for reading

2.7.3. Connection with the Unit Plans' development

We have already discussed the complementary activities that will be carried out and in which unit they will be developed in section 3.7.1. All of them, together with the classroom reader plan, contribute to the outcomes' achievement, provoke learning experiences and allow the teaching-learning process to be meaningful for students.

Nevertheless, we attach a chart with a calendar for the complementary activities and its connection with the Unit plans in [Annex 1.13](#)

2.8. TUTORIAL ACTION PLAN AND COLLABORATION WITH FAMILIES

The tutorial action is a set of educational actions that contribute to the development and enhancement of students' basic skills, guiding them to achieve maturity and autonomy and helping them to make decisions according to their needs, interests and abilities. It is a process in which the teacher accompanies each student in his/her education and a time in which the tutor must know his/her students better as well as their needs; it is a moment to create a good classroom climate and resolve conflicts.

A good tutor is the one who is responsible for guiding a group of students, both individually and collectively. It is with whom the parents are in contact with and who coordinates the activities carried out in the classroom. That is, he/she is the one who knows best his/her group of students and the best person, therefore, to guide them. A tutor must be a reference, a role model, someone to whom the students can turn to both personally and academically, someone who manages to keep the class together and resolves conflicts. In conclusion, someone empathetic, understanding and competent (Gordillo, 1996)

Taking all the former into account, we can deduce the importance of the tutorial action and the figure of the tutor in the integral development of students. This is why the tutorial action outcomes, the interviews and collaboration with families, and the activities or classroom group meetings are listed below.

2.8.1. Tutorial action outcomes

The tutorial action stops being outside the teaching function and becomes the axis of the educational activity. This is why the tutorial action outcomes attend two major levels: students and families (Professor Juan Tomás Asenjo, 2015).

The tutorial action outcomes aimed at **students** are the following:

- To coordinate the evaluation process, advise and guide.
- To monitor the students both academically and socially in order to offer an answer to the existing difficulties or needs.
- To contribute to the personalization and individualization of the teaching-learning process.

- To facilitate their integration in the classroom group and school dynamics.

Regarding the tutorial action with **families**, the outcomes are the next:

- To involve parents in support, learning and socialization activities.
- To inform, advise and train or instruct families in those aspects that affect their children's education.
- To encourage collaboration between families and the school by making them part of their children's learning process.
- To facilitate a smooth communication with families.

2.8.2. Family-school collaboration mutual tasks

Taking such outcomes into account, a set of tasks involving a close family-school collaboration have been created. The attendance of parents or guardians is required at the different meetings established or programmed with the tutor; there will be an initial group interview with families at the beginning of the school year and other ones during the other two semesters. Also, there will be at least one interview per term with each family, unless more meetings are required due to specific situations.

Regarding the First Foreign Language area, we will ask families to get involved in the subject in order to encourage or motivate the learning of this subject. Besides, we will explain the importance of reading during the school year, from which the dynamics and new concepts and contents will emerge, inviting families to read their children stories in English or to accompany or guide them in the voluntary readings students will have to carry out independently throughout the academic year to advance in the reading card levels. Similarly, they will be asked for their collaboration in activities such as storytelling, in which they will be able to prepare a storytelling with their children and come to tell it to the rest of the classmates; and in workshops such as the family workshop, the photography contest or the English immersion day.

Finally, families will also be invited to contribute in different activities established by the school such as Christmas performances, cultural trips or excursions or workshops.

2.8.3. Interviews and individualized office hours

Communication between parents or guardians and teachers through the interview is the best method available for the mutual exchange of ideas and information about the student-child's educational process. The interview not only can be carried out with the families but also with the students themselves in order to get to know their emotions, feelings or personal and academic frustrations to adjust the tutorial action.

Regarding the interviews conducted with the parents of the students, a series of purposes should be taken into account such as knowing and understanding each other, exchanging information about the student, jointly developing an educational action plan and guiding them in their children's education.

In order to achieve such outcomes or purposes, several interviews will be held with the large group of families at the beginning of the school year and during the two other terms. In addition, an interview per term will be organized with each family, existing also the opportunity, as mentioned in the previous section 3.8.2, to establish more interviews in case the parents ask for it or in specific situations. At first, it will be the teacher who will make contact with the families through the students' school agenda or email, trying to adapt his/her schedule to theirs. These meetings or interviews will take place in a reserved space or class in the school which will provide an intimacy and comfortable atmosphere to allow dialogue.

When having an interview with the family of a student with educational needs, the school counselor will also participate. Nevertheless he/she will leave before the end of the meeting in case families want to comment something private to the teacher-tutor.

On the other hand, there will also be small individual interviews with each of the students throughout the academic year. As dealing with small students, interviews or conversations must come up naturally; this is why interviews will be attempted to arise spontaneously or at specific moments in which the students have some type of conflict or problem. Communication with students is essential as it is very important that they express their feelings and thoughts.

2.8.4. Classroom group meetings

As mentioned throughout this section 3.8, a group interview with families will be held at the beginning of the school year in order to maintain a first contact with them, explain the functioning of the methodology and activities that will be carried out in the classroom; the need and importance of accompanying their children in reading, since it will be an essential skill to develop; or the materials that will be used as well as the different corners in the classroom.

During the following two terms, group meetings or interviews with families will also be held to discuss the progress, concerns or opinions about the classroom, school or teaching-learning process in order to keep in touch with families and encourage their involvement in the educational process of their children.

The sessions, interviews or group meetings with students will be carried out every Friday when working with Mr.Bucket, when working with specific emotions through stories or in case there is a class conflict or problem that needs to be dealt with.

2.9. LEARNING-TEACHING PROCESS EVALUATION

Evaluation is one of the most important elements of the curriculum, since it offers quality to the entire teaching-learning process. The school learning evaluation refers to the systematic and continuous process through which the degree to which learning outcomes are being achieved is determined; In addition, it allows us to closely follow the learning path of each student showing us their difficulties or needs, as well as their knowledge and previous ideas.

The evaluation has a primary function in the teaching-learning process. In addition to a process, we must see the evaluation as a space for reflection, since it affects not only the learning processes of the students, but also the teaching processes developed by the teachers and the curricular projects of the school.

If, as a result of the evaluation, we discover that the outcomes are being achieved to a much lesser degree than expected or that they are not being achieved at all, a review of the plans, of the activities that are being carried out, of the attitude of the teacher and students, and

of the outcomes that are intended to be achieved will immediately arise. All this movement will result in an adaptation that will strengthen the teaching-learning process.

2.9.1. Evaluation criteria and learning standards

The evaluation criteria define the competences and knowledge that the student must achieve in each of the subjects throughout their teaching-learning process: *“son 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”* (Art. 2, RD 126/2014)

On the other hand, in the same legislative document the learning standards are specified as specifications of the evaluation criteria, which allow to define the learning outcomes based on each school subject. They have to be measurable, observable and evaluable, facilitating the design of tests and evaluations: *“son especificaciones de los criterios de evaluación que permiten definir los resultados de aprendizaje, y que concretan lo que el alumno debe saber, comprender y saber hacer en cada asignatura; deben ser observables, medibles y evaluables y permitir graduar el rendimiento o logro alcanzado”* (Art. 2, RD 126/2014)

A breakdown of the evaluation criteria and the learning standards for each of the nine teaching units will be presented in the development of each of them, defined according to the outcomes and contents specified in sections 3.2 and 3.3. The evaluation criteria and learning standards divided per content blocks is shown in [Annex 1.15](#).

2.9.2. Assessment strategies, techniques and tools. Evaluation moments.

The evaluation of the learning process tries to analyze and verify the degree of acquisition of the outcomes, as well as to observe that the students develop some of the competences that the teacher expects them to reach with such process. Therefore, this evaluation is going to be carried out in various "moments", which are specified in different types of evaluation: initial or diagnostic, continuous or formative and final or summative; each of them will provide different and necessary information in order to reflect and make decisions about the teaching-learning process.

The different evaluation moments with the corresponding assessment strategies, techniques and tools that would be carried out in each of them are listed below:

- **Initial or diagnostic evaluation:** This type of evaluation takes place at the beginning of the academic year and of the unit plans. It provides information about the starting point of the students in order to adapt the programming to their needs. Such information deals with various aspects, among others: previous knowledge and experiences, motivations or interests of the students. Initial activities will be carried out as **thinking routines, brainstorming**, dynamics like "**folio giratorio**" or **oral and comprehension activities**.
- **Continuous or formative evaluation:** This evaluation is not a specific-moment-evaluation, but a series of systematic actions that allow the teacher to assess the changes produced in students and observe in detail how their learning process is being developed, performing the necessary readjustments. Likewise, it makes possible the detection of difficulties and the discovery of the strong points of each the students. This evaluation takes place during the activities and the everyday teaching process in each of the unit plans. Some of the techniques that will be carried out are the following: **observation, kahoots** (online test answered through a device), **daily activities** (reading and comprehension, listening or oral activities, worksheets, dynamics), **one minute paper** (brief test done at the end of a session to see what students have learned in it in order to expand or reinforce it in the next session).
- **Final or summative evaluation:** It is intended to be more formative, and at the same time continuous, since it allows the teacher to rescue the concepts that haven't been understood or internalized. It is necessary a summative evaluation at the end of the process to detect if the students have reached or not the general and didactic outcomes and the competences established by the teacher. This will be verified through various instruments, techniques or tools such as **contests** such as **Spelling bees** or **The Alphabet Game** mentioned in section 3.4.2 to evaluate vocabulary or grammar; and final projects, in which the different skills will be integrated (reading, speaking, listening, writing), at the end of each unit plan in which certain requirements established by the teacher will have to be applied either individually or in groups in order to check the degree of acquisition of new concepts and concepts.

UNIT PLANS

3. UNIT PLANS

We can find the didactic units below, both developed and not developed. The former being units 2, 3, 4, 8 and 9 in which methodology is not presented; and the latter being units 1, 5, 6 and 7 entirely developed and corresponding each of the terms.

UNIT 1. "BUCKET FILLERS"

Year 2 Primary Education

Subject: First Foreign Language, English

Temporalization: 15 sessions (09/22/2017 – 10/17/2017)

RATIONALE OF THE DIDACTIC UNIT THEME

This unit plan will be used as an initial contact so that students can consolidate the contents of the previous year, activating their schemata and thus, progressively increase the difficulty level in subsequent units.

The story *Have you filled a bucket today* (McCloud & Messing, 2016) will be used as a common thread throughout all the units, working with its main character Mr. Bucket. *The color monster* (Llenas, 2015) will also be used in order to begin to work with the students' emotions; something essential during the school year. The contents and concepts to work with during this unit plan will be obtained from both stories.

Finally, it is important to highlight the cross-curricular work that will be held with the Science subject when working with the seasons and the weather. The students, in relation to such contents, will carry out a final project at the end of the Unit plan.

OUTCOMES, MINIMUM REQUIRED¹ AND KEY COMPETENCES

1. To understand simple oral messages and texts produced in English with various accents and from different supports. CC.CC. (1,3,4,6,7) (M.R)
2. To identify and reproduce the sound and name of the letters of the alphabet. CC.CC. (1,4) (M.R)

¹ The Minimum Required will be indicated with the "M.R" nomenclature from now on.

3. To identify key words and ideas in directed conversations. CC.CC. (1,4,6,7) (M.R)
4. To interact in a basic way using simple sentences. CC.CC (1,4,5,6,7) (M.R)
5. To read, recognize and understand simple words and sentences often used. CC.CC (1,4,7) (M.R)
6. To know and apply basic strategies to understand the general gist of various texts. CC.CC (1,3,4,5,6,7) (M.R)
7. To build up texts and simple sentences from models. CC.CC (1,4) (M.R)
8. To use and distinguish the Wh- questions. CC.CC (1,4) (M.R)
9. To remind, identify and put into practice basic vocabulary: colors, days of the week, months, emotions, seasons and weather. CC.CC (1,4) (M.R)

LEARNING OUTCOMES AND TARGET LEXIS

Some of the learning outcomes that are to be achieved with the development of this Unit plan are the following:

1. Students will be able to identify and use the target language Wh- questions in different contexts as well as in controlled oral exchanges. (Speaking outcome)
2. Students will be able to identify and reproduce the sound and name of the alphabet letters. (Lexis outcome)
3. Students will be able to understand, correctly pronounce and use the target lexis (colors, days of the week, months, emotions, seasons and weather.) (Lexis outcome)
4. Students will be able to use the target language and lexis when presenting the final “Seasons and Weather” project to their classmates. (Speaking outcome)
5. Students will be able to use aural and reading comprehension techniques in order to understand the overall gist of a text. (Reading and comprehension outcome)
6. Students will be able to write basic vocabulary and simple sentences as well as to follow a direct writing . (Writing outcome)
7. Students will be able to understand messages and simple oral texts produced in English with different accents and from different supports. (Listening outcome)

As for the target lexis worked throughout this Unit plan, it is listed below:

ADJECTIVES	NOUNS	ADVERBS
<ul style="list-style-type: none"> - Colors (adj.) - Weather: cloudy, windy, sunny, rainy, hot, warm, cold, cool (adj.) - Emotions: sad, calm, angry, happy, fearful (adj.) 	<ul style="list-style-type: none"> - Days of the week (n) - Months (n) - Seasons (n) 	<ul style="list-style-type: none"> - Wh- questions (adv.)

CONTENTS

Conceptual

- Vocabulario básico (colors, alphabet, days of the week, months, seasons, weather, emotions)
- Interrogación: Wh- questions.
- Sonidos característicos en lengua inglesa. El sonido y nombre de las letras del alfabeto.

Procedural

- Introducción a la literatura infantil y diálogos en lengua inglesa a través de cuentos como *Have you filled a bucket today?* (McCloud & Messing, 2016); y *The color monster* (Llenas, 2015).
- Escritura dirigida de vocabulario básico y oraciones sencillas por medio de dictados reflexivos.
- Uso de diccionarios de imágenes y de las tecnologías de la información y la comunicación a la hora de elaborar nuestros propios diccionarios de imágenes o buscar información acerca del mundo a través de la dinámica de E.T.
- Manejo de cuentos, cómics y otros textos narrativos con alto contenido visual con los cuentos trabajados al inicio de la unidad y los propiamente elegidos en la biblioteca de centro, desarrollando estrategias propias de apoyo a la lectura.

Behavioral

- Aceptación de la diversidad de opiniones sobre un mismo tema.
- Respeto al turno de palabra y escucha activa.
- Muestras de empatía, respeto, comprensión y ayuda ante las emociones ajenas.

EVALUATION

The evaluation will be continuous and based on the tasks that students will carry out throughout the unit plan; on the daily notes taken down about their participation and attitude in the classroom, on the comprehension of the readings done at home; and finally, on the Final Project carried out at the end of the unit which will be evaluated through a checklist or rubric. Some of the evaluation criteria are the following:

- Understand what it is communicated in simple habitual transactions both in "listening" and "speaking" activities and in group readings. (Bloque 1. Oral Comprehension)
- Know and use a limited repertoire of high frequency oral vocabulary, as well as the vocabulary established for the unit both in oral activities and in classroom dynamics. (Bloque 2. Oral Expression)
- Identify the theme and the general meaning of the texts presented through the reading activities or the stories themselves ("Have you filled a bucket today?", "The color monster") applying personal comprehension strategies. (Bloque 3. Reading Comprehension)
- Build simple and short texts based on simple sentences and the vocabulary established for the unit. (Bloque 4. Written Expression)
- Follow a directed writing as, for example, reflective dictations. (Bloque 4. Written Expression)
- Identify and reproduce the sound and name of the letters of the alphabet.
- Use the vocabulary and language that has been established for the didactic unit when creating and presenting the final project "Seasons and Weather".
- Identify and use "Wh-questions" in different contexts.
- Work and solve problems and activities proposed in the classroom both individually and cooperatively.

METHODOLOGY

Since the ESRI model is used throughout the sessions (except for sessions 7, 8 and 9, which are a general review), a chart is shown below with the sessions assigned to each of the phases of the model to facilitate its understanding:

EXPERIENCIA	SEÑALAMIENTO	REFLEXIÓN	INCORPORACIÓN
Sessions 1, 2, 10	Sessions 3, 4, 5, 11, 12	Sessions 3, 4, 5, 11, 12	Sessions 6, 13, 14, 15

All necessary materials are detailed in [annex 2.1.](#), in different sections that will be specified in each session.

Session 1: 09/22/2017 - [\(See Annex 2.1.1 for Session 1 materials\)](#)²

In this session, a first contact will be made with the story *Have you filled a bucket today?* (McCloud & Messing, 2016). We will show and read the cover of the story to our students in an assembly and in a conversational circle. Next, we will ask them if they know what a bucket is and we will introduce Mr. Bucket to clarify the meaning. Then, we will ask them "What do you see in the picture? What do you think is happening on the cover?"

Likewise, we will ask the students a series of questions in order to work on keywords that may be complex: "Is the bucket of the picture full or empty?" (for this question we will use Mr. Bucket showing him full of things inside him while we say "full" and empty while saying "empty"); "Are they filling the other person's bucket, or are they emptying it?" (We will also use Mr. Bucket to show these actions) "Do they look happy or do they look sad?".

We will paste in our Magic Words corner the words fill, empty and full accompanied by drawings or pictures.

Once this dialogue is done, we will read the back cover of the book to the students and ask them to draw a new cover for the book: an empty bucket and a full bucket; people filling buckets or emptying them. This way we will highlight the importance of illustrations as a source of complementary information to the text.

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Session 2: 09/25/2017 - ([See Annex 2.1.2 for Session 2 materials](#))³

Going back to the drawings students made the previous day and, looking to the original cover of the book, pupils will share their drawings and say why they have drawn that.

Next, we will proceed to read the story in assembly in the Dreams corner. After the reading, several questions will be asked to the students: "What happened in the story? What is a bucket filler? And a bucket emptier? What things do you think you can do to fill other people's buckets? When do you think you have filled someone's bucket? And have you ever emptied someone's bucket accidentally? " We will afterwards put them a short movie to reflect about it and think if the main character is a bucket filler or emptier: <https://youtu.be/5fCBtUtvYk8> (Pixar, 2017)

After this dialogue, the students will return to their seats. Each one will be given a small bucket (cardboard glass) that they will decorate as they wish. These small buckets will be stucked on the wall under each students' photographs. It will be explained to them that during the course these will be buckets that they will have to fill during the week, writing nice things to their classmates or cheering them up when they are sad. When Friday arrives, all buckets will have to have notes inside. If they see an empty Bucket during the week they will have the responsibility to write something in order to fill it.

Session 3: 09/26/2017 - ([See Annex 2.1.3 for Session 3 materials](#))⁴

We will recall the story read the day before in class and we will resume a series of questions pointing out the Wh- (Who, What, When, Where, Why) questions. After pointing out these words, which will be pasted on the board with flashcards, the following song will be put to the students: <https://www.youtube.com/watch?v=vXWK1-L41f0> (Scratch Garden, 2013)

This way, we will explain what each Wh- question refers to, placing an image below each flashcard: "Who" is a person, "What" is a thing or an action, "Why" is the reason why something happened, "When" is a time, "Where" is a place. After doing so, there will be five more pictures on the board. We will ask where such pictures must be located and ask some students to paste them where they belong to.

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⁴ Page number: 193

Then, students will remain in their cooperative groups except for the sixth group, whose team members will be divided into the other groups. Each group will have to create five cards with the five Wh- questions accompanied by a drawing. These cards will be pasted afterwards on the Magic Words corner.

Session 4: 09/27/2017 - ([See Annex 2.1.4 for Session 4 materials](#))⁵

This sesión will start with a review of the Wh- questions, followed by a listening and a speaking activity.

We will start with the listening: the teacher will read several sentences and the students will have a worksheet with questions and multiple choice answers. The listening will be done twice.

Afterwards, an information gap speaking will be done in pairs: each person will have a card that will have to be completed by making wh-questions to the partner. The teacher will monitor the classroom. After this in-pairs-speaking, students will present to the rest of the classmates the notes they have taken about their partner during the information gap activity.

During this activity, the teacher will monitor the class taking notes about the mistakes students make either on pronunciation or language. In order to let the conversation flow, the teacher will give a general feedback to students, writing down the mistakes on the board and explaining them or carrying out choral drills.

Session 5: 09/28/2017 - ([See Annex 2.1.5 for Session 5 materials](#))⁶

We will start by showing the students the reading worksheet and reading the title: "*My new shoes.*" We will ask the students what they think the text will be about. Next, we will ask if someone is wearing new shoes today or if he/she has recently bought some and how are these or what he/she uses them for, thus activating their schemata.

⁵ Page number: 193

⁶ Page number: 195

Next, we will point out to two words that can be complex: "size" and "shoelace"; asking the students if someone knows what these words mean. In case no one knows the meaning we will try to find out from the context and then put it in common.

After this introduction, students will proceed to read the text and answer their questions individually. Then, they will compare their answers with their partner and later with their cooperative group. Finally, the answers will be compared with the large group; carrying out the 1-2-4 technique.

To finish, the students will draw on a piece of paper a shoe and describe it as in the reading: size, why they like it, who bought it or what color it is and afterwards, volunteers will present it to the rest of the class.

Session 6: 10/02/2017 - [\(See Annex 2.1.6 for Session 6 materials\)](#)⁷

As a review, we will start by making a board game. Each group will have its own board with chips. Students should be able to answer correctly the questions in the boxes in which they fall in order to advance. The student who gets the highest score when throwing the dice will start moving, the second to move will be the second with the highest score when rolling the dice and so on.

To finish, a small Kahoot will be made individually in which there will be different questions and they will have to choose which Wh- question to use. At the end of the class, the answers and mistakes that may have been committed will be observed and commented in order to give feedback and resolve doubts.

Finally, the E.T. dynamic will be carried out for the first time. The teacher will randomly choose a student to take E.T for a week. Since this will be the first time that the dynamic is performed, Spain will be the country the student will have to investigate about at home, so that E.T. learns something about us. This information will be presented next week, when another student will be chosen to take E.T and investigate about a new country.

⁷ Page number:196

Session 7: 10/03/2017 - ([See Annex 2.1.7 for Session 7 materials](#))⁸

This session will be devoted to review the alphabet. We will start by playing a song with which students will have to sing along: <https://youtu.be/36IBDpTRVNE> (Have Fun Teaching, 2010)

Afterwards, the teacher will have a series of flashcards with the letters of the alphabet written on them, both in capital letters and in lowercase letters. This way, the teacher will be raising flashcards with letters and the students will have to say in unison what letter is being shown. At the end, other flashcards will be shown, this time with words written on them; students should raise their hands to spell such words out loud.

Finally, we will go to the playground, gym or tatami. Once there, the teacher will randomly divide the students into four groups. They will have to line up, ready to do a relay race: there will be plenty of cards scattered on the floor with letters on them. The teacher will show the groups a written word that they will have to memorize. Then, the teacher will keep the word and each group of students will have to go out, in turns, to find the letters that make up that word previously shown to get it formed. The winner will be the group that manages to be the first to form the word and spell it correctly.

Session 8: 10/04/2017 - ([See Annex 2.1.8 for Session 8 materials](#))⁹

We will start the session telling students *"Today is..."* using whatever day of the week it is and sticking a flashcard with the word on the whiteboard. The teacher will ask *"What day was yesterday?"* Students will have to raise their hands to answer. Whoever answers the question, will stick the flashcard on the whiteboard. The same will be done with *"What day will be tomorrow?"* We will tell them that they go to school on Monday, Tuesday, Wednesday, Thursday and Friday; and that Saturday and Sunday are part of the weekends. Then, choral drills will be made: the teacher will read a day of the week and students will have to repeat.

We will then ask students true or false questions about their school schedule. For example:
You have Science on Tuesdays. True or False? You go to school on Sundays. True or False?

⁸ Page number:197

⁹ Page number: 197

Afterwards, we will tell students “Today is *whatever day of the week of whatever month*” pointing the month on a calendar and sticking a flashcard with the word on the board. Then, we will ask if anyone knows in what month is their birthday (meanwhile we will drill pronunciation). Finally, as did with the days of the week, choral drills will be made: the teacher will read a month and students will have to repeat.

To end the session, we will do a small dictation: we will hand out a worksheet with a small calendar in it. The teacher will say the directions. For example: *paint in green all Fridays of October or paint in red all Mondays of June.*

Session 9: 10/05/2017 - ([See Annex 2.1.9 for Session 9 materials](#))¹⁰

We will begin by reviewing the previous session asking the students what day of the week is today of what month. Next, we will ask if they know what season are we in, and what is the weather like.

Next, we will paste four photographs on the board, one from each season. We will ask the students what season is each photograph and volunteers will paste the corresponding flashcard below the corresponding image. Next, volunteers will also paste the appropriate the symbols of each season (leaves, sun, flowers or snowflakes) as well as the weather that accompanies the stations followed by the flashcard with the corresponding word (snowy, cold, windy, rainy, hot, sunny, warm, cool). Finally, we will ask the students if they know, more or less, in what month each season is and we will also place the corresponding flashcards below.

To finish, students will have to draw their favorite season of the year on a sheet and describe it by following the clues on the board. Students will be able to present their drawings to the rest of their classmates.

¹⁰ Page number:198

Session 10: 10/06/2017

This session will begin with the E.T. dynamic. The student who took our colleague home, will present his research about our country and will tell us how well he/she spent the weekend with him. A new student will be chosen to visit a new country and take E.T home. After having presented the investigation, we will give delayed feedback to the student in order to let the conversation flow, as linguistic mistakes are not as important in this task as the efforts he/she makes to communicate.

The rest of the session will be dedicated to individual reading in the Dreams corner. Each student will choose a story or book to read in English, either from the library or brought from home.

Session 11: 10/09/2017 - [\(See Annex 2.1.11 for Session 11 materials\)¹¹](#)

We will get comfortable in the Dreams corner and we will present the story *The Color Monster* (Llenas, 2015). We will read the title to the students and ask what they think the book will be about and what will happen. We will also observe the drawing of the cover and we will talk about which colors appear and which ones they also know.

Then, we will read the back cover and explain to the students that these are the main emotions: sadness, anger, happiness, fear and calm.

Later, we will proceed to read the story to the students. At the end, we will ask them what happened in the book, what monster did they like the most, and to describe and share moments in which they may have felt happy, sad, angry, calmed or afraid. We will ask what is the new emotion that comes out at the end of the story too.

In addition, the teacher will have prepared five giant color monsters of and will have pasted them on the wall. He/she will give each student a clip with their picture on it and ask them to place their clip on the monster that describes their current emotion.

Finally, having six monsters: happiness, sadness, fear, calm, anger and love; Each cooperative group will draw a monster and write next to it the name of the corresponding emotion in order to place the drawings in the Magic Words corner.

¹¹ Page number: 198

Session 12: 10/10/2017 - ([See Annex 2.1.12 for Session 12 materials](#))¹²

To begin, we will review what was seen through the story the day before: colors and emotions. After a small dialogue, each group will be given the face of an emoticon and a wooden stick. They will have to color the emoticon according to the color that corresponds the emotion: angry-red, happy-yellow, calm-green, in love-pink, sad-blue and scared-black.

Once the emoticons are painted, they will stick the wooden stick to them creating small posters; the teacher will pick them up and distribute them again randomly, so that in each group we can find all emotions.

Finally, the teacher will tell students a story accompanied by images on the digital board. Each time the students hear the name of the emotion of their poster, they should raise it; that is, if they hear "angry", those with the red sign should raise it; if they hear "fearful", those with the black sign, must raise theirs, and so on.

Session 13: 10/11/2017 - ([See Annex 2.1.13 for Session 13 materials](#))¹³

In this session a reflective dictation will be carried out. First, the dictation will be read to the students and the new and complex words will be reminded by reviewing their writing and spelling. Second, the dictation will begin. Third, the dictation will be repeated and then students will exchange their dictations with their partner. Then, the teacher will copy the dictation on the board, reviewing the keywords. Students will round the mistakes that their classmates may have made with a color pencil. Afterwards, the most frequent errors will be shared in order to review them together.

Finally, students will repeat their mistakes three times in the notebook and will write a sentence with those words. To finish, they will accompany the dictation with a drawing.

¹² Page number:201

¹³ Page number: 202

Sessions 14 and 15: 10/16/2017 - 10/17/2017 - ([See Annex 2.1.14 for Session 14 materials](#))¹⁴

Students will elaborate a final project in their cooperative groups during two sessions. Each group will create a season poster, repeating two seasons, as there are six cooperative groups. They will have to draw a landscape with different colors and materials and write on the poster what colors are used, what season it is, what is the weather like, when does the season take place and what emotions such season transmits to them. This way, everything worked during the unit will be captured. This poster will be presented to the rest of the class and hung in the corridor. Also, with the parents' consent, they will be taken a series of photographs and videos in order to send them to our colleague E.T and thus help him to learn.

This final project will be evaluated through a checklist or rubric presented in Annex 2.1.14. The feedback will be delayed as it is essential that the conversation or presentation flows; the efforts that students make to communicate are of great importance.

After all groups have presented their final projects, we will individually talk with each group so that they can see the checklist or rubric the teacher has completed. The teacher will complete a checklist for each group and individual student in order to have both group and individual marks. We will also carry out a short interview with the groups so that they know their feedbacks and they tell the teacher how the group work was.

CURRICULAR MATERIALS AND OTHER DIDACTIC RESOURCES

RESOURCES	
MATERIAL RESOURCES	Didactic resources: <i>Have you filled a bucket today</i> (McCloud & Messing, 2016) and <i>The color monster</i> (Llenas, 2015) story. Reading, Speaking and Listening worksheets, flashcards and songs.
	Material resources: smartboard, whiteboard, colors, papers, glue, cardboards and photographs.
	Spacial resources: classroom and playground, gym or tatami.

¹⁴ Page number:202

HUMAN RESOURCES	Human resources: English teacher and assistant teacher in case specific students need it.
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DIVERSITY ATTENTION MEASURES

As expressed in the Annual programming, the school has diversity attention measures to respond to the different needs, rhythms and learning styles of all students:

- Ordinary measures: In this first didactic unit there will be certain adaptations depending on the needs that arise in the classroom. On the one hand, we will have reinforcement and support activities that students will be able to use or take home in case they need it. An assistant will be available in the classroom if necessary, working in a multisensory manner on the alphabet or offering support in more complex activities. In addition, students will be able to take home adapted materials or activities that will then be collected and worked with the teacher.

For those students with a higher learning speed or rhythm, there will be expansion activities such as higher-level readings or even adapted materials to expand contents or vocabulary or to investigate specific topics.

- Extraordinary measures: As mentioned previously, those students with a slower learning speed or rhythm, such as the student with ADHD, will have a support teacher in the classroom if necessary, as well as adapted activities. When doing the dictation, they will be allowed to write the words they hear and understand instead of the whole text; and the offered readings may be adapted to a lower level. Also, the student with ADHD will have a lectern in case he prefers to perform standing tasks.

For the student with Asperger syndrome, we will start elaborating the picture dictionary with the new vocabulary, and we will start working with the self-regulating thermometer.

OTHER ELEMENTS THAT MIGHT BE EXPLICITLY INCLUDED**a. Complementary and extracurricular activities**

Three complementary activities stand out: the E.T dynamic carried out once a week; a session to work the alphabet developed in the gym, playground or tatami; and a session, which belongs to the reading plan, dedicated to individual reading in the Dreams corner.

b. Reading development and Ethics

The reading and values have a strong importance throughout all the units, since the latter are always fomented through the former.

In this first unit plan, two stories are worked: *Have you filled a bucket today* (McCloud & Messing, 2016) and *The color monster* (Llenas, 2015), stories through which different values are worked, emotions are known and new concepts and contents are pointed out.

In addition, throughout this unit, activities which work on reading and its understanding are also carried out, as in session 5.

c. ICT fostering

Throughout the unit, students can use in different moments the tablets. Likewise, the Internet connection and the digital board are used several times to play songs to the students.

UNIT 2. "SQUASH SQUEEZE"

Year 2 Primary Education

Subject: First Foreign Language, English

Temporalization: 15 sessions (10/18/2017 – 11/10/2017)

RATIONALE OF THE DIDACTIC UNIT THEME

In this unit plan the aim is to teach new concepts and contents, unlike unit plan 1, which was used as an introduction and general review of the previous year.

This way, two stories will be used: *A squash and a squeeze* (Donaldson & Scheffler, 2017) and *The little old lady who was not afraid of anything* (Williams, 2011) to work with grammatical structures such as "can" and "have got to"; introduce vocabulary related to the parts of the house and Halloween; and start working with phonics, in this case with the first group: s, a, t, i, p, m. Also, the last story mentioned, will be used to work the emotion of fear, taking advantage of Halloween and the workshop that will be held about it on October 31st.

Finally, it is important to highlight that this unit will have a strong cross-curricular work with the subject of Arts, as a final project will be developed by cooperative groups to create a small and simple model of a house.

OUTCOMES, MINIMUM REQUIRED AND KEY COMPETENCES

1. To identify key words and ideas in directed conversations. CC.CC. (1,4,6,7) (M.R)
2. To produce habitual expressions and basic vocabulary with correct pronunciation, intonation, accent and rhythm. CC.CC (1,4,7)
3. To interact in a basic way using simple sentences. CC.CC (1,4,5,6,7) (M.R)
4. To read, recognize and understand simple words and sentences often used. CC.CC (1,4,7) (M.R)
5. To know and apply basic strategies to understand the general gist of various texts. CC.CC (1,3,4,5,6,7) (M.R)
6. To use several texts and resources as a source of information, enjoyment and learning. CC.CC (1,3,4,5,6,7)
7. To build up texts and simple sentences from models. CC.CC (1,4) (M.R)

8. To know some customs and cultural traditions of english-speaking countries. CC.CC (1,3,4,5,6,7)
9. To use affirmative and negative grammatical structures as well as the modality expression: permission, capacity and obligation. CC.CC (1, 4) (M.R)
10. To know the parts of a house. CC.CC (1, 4) (M.R)
11. To learn the vocabulary related to Halloween. CC.CC (1, 4)
12. To know, work and apply the first group of phonics: s,a,t,i,p,m. CC.CC(1,4,7)

CONTENTS

Conceptual

- Costumbres y tradiciones culturales de los países de habla inglesa.
- Vocabulario básico (partes de la casa y Halloween)
- Interrogación: Wh- questions
- Afirmación: affirmative sentences; Yes (+tag).
- Negación: negative sentences with not, no (Adj.).
- Expresión de la modalidad: capacidad (can); permiso (can); obligación (have [got]to; imperative).
- Fonética: s,a,t,i,p,m.

Procedural

- Canciones, diálogos y debates.
- Introducción a la literatura infantil en lengua inglesa.
- Escritura dirigida de vocabulario básico y oraciones sencillas.
- Uso de diccionarios de imágenes y de las tecnologías de la información y la comunicación.
- Lectura, deletreo y comprensión de palabras de uso frecuente y oraciones y textos muy sencillos.
- Lectura de palabras y oraciones sencillas.
- Manejo de cuentos, cómics y otros textos narrativos con alto contenido visual.
- Estrategias de apoyo a la lectura.
- Conocimiento de aspectos fonéticos diferentes de la lengua inglesa.
- Uso de rutinas, canciones, rimas y retahílas.
- Uso de oraciones sencillas para el intercambio de información básica.

- Comprensión de textos orales breves procedentes de distintos soportes audiovisuales e informáticos.

Behavioral

- Superación y trabajo del miedo, incertidumbre o fracaso. de la diversidad de opiniones sobre un mismo tema.
- Reflexión y expresión de las propias emociones y las ajenas.
- Trabajo en equipo valorando el esfuerzo individual y colectivo para la consecución de objetivos.

EVALUATION CRITERIA

- Understand what it is communicated in simple habitual transactions both in "listening" and "speaking" activities and in group readings. (Bloque 1. Oral Comprehension)
- Identify and understand the overall gist and specific vocabulary for its context and through the stories worked in the unit: *A squash and a squeeze* (Donaldson & Scheffler, 2017) and *The little old lady who was not afraid of anything* (Williams, 2011) (Bloque 1. Oral Comprehension)
- Know and use a limited repertoire of high frequency oral vocabulary, as well as the vocabulary established for the unit (parts of the house, Halloween, affirmative and negative sentences and modal verbs) both in oral activities and in classroom dynamics. (Bloque 2. Oral Expression)
- Imitate a limited repertoire of sound patterns and apply them in the pronunciation of words and oral exchanges: *group 1 of phonics (s,a,t,i,p,m)* (Bloque 2. Oral Expression)
- Identify the theme and the general meaning of the texts presented through the reading activities or the stories themselves (*A squash and a squeeze* (Donaldson & Scheffler, 2017) and *The little old lady who was not afraid of anything* (Williams, 2011)) applying personal comprehension strategies. (Bloque 3. Reading Comprehension)
- Build simple and short texts based on simple sentences and the vocabulary established for the unit. (Bloque 4. Written Expression)
- Follow a directed writing as, for example, reflective dictations. (Bloque 4. Written Expression)

- Use the vocabulary and language that has been established for the didactic unit when creating and presenting the final project *"Build your house"*.
- Identify and use the target language established for the unit in different contexts (affirmative and negative grammatical structures, modality expression: permission, capacity and obligation; and parts of the house.)
- Work and solve problems and activities proposed in the classroom both individually and cooperatively.

UNIT 3. "BODY BIRDS"**Year 2** Primary Education**Subject:** First Foreign Language, English**Temporalization:** 15 sessions (11/13/2017 – 12/04/2017)**RATIONALE OF THE DIDACTIC UNIT THEME**

In this didactic unit, as in the rest, two stories will be told, being in this case the following:

There is a bird on your head (Willems, 2016) and *The invisible boy* (Ludwig & Barton, 2013).

Through them the grammatical structure "There is, There are" as well as the affirmative and the negative form; the vocabulary related to the body parts and Christmas, taking advantage of the workshop that will be held in this unit in relation to such festivity; and the second group of phonics: ck, e, h, r, m, d, are intended to be worked. Also, the emotion that will be worked through the unit will be sadness and friendship.

In addition to the Christmas workshop, another one will be developed in relation to Thanksgiving and a play will be created in the classroom, which will be represented to the rest of the school.

In addition, it is important to remark the cross-curricular work of this unit with the subject of Science and Physical Education to work the body and its expression, creating a final project titled "Human body model".

OUTCOMES, MINIMUM REQUIRED AND KEY COMPETENCES

1. To identify key words and ideas in directed conversations. CC.CC. (1,4,6,7) (M.R)
2. To produce habitual expressions and basic vocabulary with correct pronunciation, intonation, accent and rhythm. CC.CC (1,4,7)
3. To interact in a basic way using simple sentences. CC.CC (1,4,5,6,7) (M.R)
4. To read, recognize and understand simple words and sentences often used. CC.CC (1,4,7) (M.R)
5. To know and apply basic strategies to understand the general gist of various texts. CC.CC (1,3,4,5,6,7) (M.R)
6. To use several texts and resources as a source of information, enjoyment and learning. CC.CC (1,3,4,5,6,7)
7. To build up texts and simple sentences from models. CC.CC (1,4) (M.R)

8. To know some customs and cultural traditions of english-speaking countries. CC.CC (1,3,4,5,6,7)
9. To know the parts of the body and the vocabulary related to Christmas. CC.CC (1,4) (M.R)
10. To know and apply the existence expression “there is, there are” as well as the negation and affirmation. CC.CC (1,4) (M.R)
11. To know, work and apply the second group of phonics: ck, e,h,r,m,d. CC.CC (1,4,7)

CONTENTS

Conceptual

- Vocabulario básico (body parts and Christmas)
- Identificación y localización de los principales huesos, músculos y articulaciones.
- Expresión de la existencia (to be; there is/there are)
- Afirmación: affirmative sentences; Yes (+tag) y negación: negative sentences with not, no (Adj.)
- Costumbres y tradiciones culturales de los países de habla inglesa.
- Fonética: ck, e, h, r, m, d.

Procedural

- Canciones, diálogos y debates.
- Introducción a la literatura infantil en lengua inglesa.
- Escritura dirigida de vocabulario básico y oraciones sencillas.
- Uso de diccionarios de imágenes y de las tecnologías de la información y la comunicación.
- Lectura, deletreo y comprensión de palabras de uso frecuente y oraciones y textos muy sencillos.
- Manejo de cuentos, cómics y otros textos narrativos con alto contenido visual y estrategias de apoyo a la lectura.
- Uso de oraciones sencillas para el intercambio de información básica.
- Comprensión de textos orales breves procedentes de distintos soportes audiovisuales e informáticos.

Behavioral

- Utilización del pensamiento creativo en el análisis de problemas y el planteamiento de propuestas de actuación.
- Respeto y aceptación por las cualidades y diferencias personales.
- Identificación y valoración de diferentes maneras de ser y pensar a la hora de trabajar en equipo.

EVALUATION CRITERIA

- Understand what it is communicated in simple habitual transactions both in "listening" and "speaking" activities and in group readings. (Bloque 1. Oral Comprehension)
- Identify and understand the overall gist and specific vocabulary for its context and through the stories worked in the unit: *There is a bird on your head* (Willems, 2016) and *The invisible boy* (Ludwig & Barton, 2013) (Bloque 1. Oral Comprehension)
- Know and use a limited repertoire of high frequency oral vocabulary, as well as the vocabulary established for the unit (body parts and Christmas vocabulary, affirmative and negative sentences and the verb to be) both in oral activities and in classroom dynamics. (Bloque 2. Oral Expression)
- Imitate a limited repertoire of sound patterns and apply them in the pronunciation of words and oral exchanges: *group 2 of phonics* (ck, e, h, r, m, d) (Bloque 2. Oral Expression)
- Identify the theme and the general meaning of the texts presented through the reading activities or the stories themselves (*There is a bird on your head* (Willems, 2016) and *The invisible boy* (Ludwig & Barton, 2013) applying personal comprehension strategies. (Bloque 3. Reading Comprehension)
- Build simple and short texts based on simple sentences and the vocabulary established for the unit. (Bloque 4. Written Expression)
- Follow a directed writing as, for example, reflective dictations. (Bloque 4. Written Expression)
- Use the vocabulary and language that has been established for the didactic unit when creating and presenting the final project "*Human body model*".

- Identify and use the target language established for the unit in different contexts (body parts and Christmas vocabulary, affirmative and negative sentences and the verb to be)
- Work and solve problems and activities proposed in the classroom both individually and cooperatively.

UNIT 4. "ROAR"**Year 2** Primary Education**Subject:** First Foreign Language, English**Temporalization:** 14 sessions (01/08/2018 – 01/25/2018)**RATIONALE OF THE DIDACTIC UNIT THEME**

In this didactic unit two stories will be told: *And Tango makes three* (Richardson & Parnell, 2015) through which the grammatical structure "There is, there are" is intended to be worked, as well as the prepositions of place (on, in, under, next to, behind, in front of, between); the affirmative and negative sentences; the wh-questions; and finally, vocabulary related to Animals, taking advantage of the trip that will be made to the Zoo; and also, the story *When I'm feeling angry* (Moroney, 2018) through which anger will be worked.

For this reason, there will be a cross-curricular project with Natural Science, creating this way, a final project titled "Saving the animals" in which students will have to investigate to create, in groups of four, an environment to protect a specific animal. In addition, the third group of phonics: ai, j, oa, ie, ee, or will be taught.

OUTCOMES, MINIMUM REQUIRED AND KEY COMPETENCES

1. To understand simple oral texts and messages produced in English with different accents and from different supports. CC.CC. (1,3,4,6,7) (M.R)
2. To identify key words and ideas in directed conversations. CC.CC. (1,4,6,7) (M.R)
3. To produce habitual expressions and basic vocabulary with correct pronunciation, intonation, accent and rhythm. CC.CC (1,4,7)
4. To interact in a basic way using simple sentences. CC.CC (1,4,5,6,7) (M.R)
5. To read, recognize and understand simple words and sentences often used. CC.CC (1,4,7) (M.R)
6. To know and apply basic strategies to understand the general gist of various texts. CC.CC (1,3,4,5,6,7) (M.R)
7. To use several texts and resources as a source of information, enjoyment and learning. CC.CC (1,3,4,5,6,7)
8. To build up texts and simple sentences from models. CC.CC (1,4) (M.R)
9. To use capital letters and other punctuation marks. CC.CC (1,4) (M.R)

10. To know some customs and cultural traditions of english-speaking countries. CC.CC (1,3,4,5,6,7)
11. To know basic vocabulary related to animals. CC. (1,4) (M.R)
12. To know and apply the existence expression “there is, there are” as well as the negation and affirmation. CC.CC (1,4) (M.R)
13. To know and apply the space expression in different contexts (on, in, under, next to, behind, in front of, between) CC.CC (1,4) (M.R)
14. To know, work and apply the third group of phonics: g, o, u, l, f, b. CC.CC(1,4,7)

CONTENTS

Conceptual

- Vocabulario básico (Animals)
- Características generales de los distintos grupos de animales vertebrados: mamíferos, aves, reptiles, anfibios y peces; e invertebrados.
- Características básicas de los ecosistemas de algunos animales.
- Expresión del espacio: prepositions and adverbs of location, position; y expresión de la existencia (to be; there is/there are)
- Afirmación: affirmative sentences; Yes (+tag); y negación: negative sentences with not, no (Adj.)
- Interrogación: Wh- questions.
- Fonética: g, o, u, l, f, b.

Procedural

- Canciones, diálogos y debates.
- Introducción a la literatura infantil en lengua inglesa.
- Escritura dirigida de vocabulario básico y oraciones sencillas y lectura de las mismas.
- Uso de diccionarios de imágenes y de las tecnologías de la información y la comunicación y manejo de cuentos, cómics y otros textos narrativos con alto contenido visual.
- Cuidado en la presentación de los textos, y uso de mayúsculas y otros signos de puntuación en los mismos.
- Lectura, deletreo y comprensión de palabras de uso frecuente y oraciones y textos muy sencillos.

- Reconocimiento y lectura de palabras que comparten un patrón común.
- Estrategias de apoyo a la lectura.
- Emisión de palabras y mensajes breves con pronunciación, entonación, acentuación y ritmo correctos.
- Utilización de expresiones de uso habitual dentro del aula.
- Uso de oraciones sencillas para el intercambio de información básica.
- Comprensión de textos orales breves procedentes de distintos soportes audiovisuales e informáticos.
- Comprensión de mensajes orales sencillos con distintos acentos e identificación y comprensión de palabras clave e ideas principales en conversaciones dirigidas.

Behavioral

- Respeto, cuidado y preocupación por los seres vivos y sus ecosistemas.
- Respeto y muestras de interés hacia los interlocutores.
- Interacción con empatía y uso de diferentes habilidades sociales.

EVALUATION CRITERIA

- Understand what it is communicated in simple habitual transactions both in "listening" and "speaking" activities and in group readings. (Bloque 1. Oral Comprehension)
- Identify and understand the overall gist and specific vocabulary for its context and through the stories worked in the unit: *And Tango makes three* (Richardson & Parnell, 2015) and *When I'm feeling angry* (Moroney, 2018) (Bloque 1. Oral Comprehension)
- Know and use a limited repertoire of high frequency oral vocabulary, as well as the vocabulary established for the unit (animals vocabulary, affirmative and negative sentences, the verb to be and place prepositions (on, in, under, next to, behind, in front of, between)) both in oral activities and in classroom dynamics. (Bloque 2. Oral Expression)
- Imitate a limited repertoire of sound patterns and apply them in the pronunciation of words and oral exchanges: *group 3 of phonics* (g, o, u, l, f, b) (Bloque 2. Oral Expression)

- Identify the theme and the general meaning of the texts presented through the reading activities or the stories themselves (*And Tango makes three* (Richardson & Parnell, 2015) and *When I'm feeling angry* (Moroney, 2018) aplicando estrategias personales de comprensión. (Bloque 3. Written Comprehension)
- Build simple and short texts based on simple sentences and the vocabulary established for the unit. (Bloque 4. Written Expression)
- Follow a directed writing as, for example, reflective dictations. (Bloque 4. Written Expression)
- Use the vocabulary and language that has been established for the didactic unit when creating and presenting the final project "*Saving the animals*".
- Identify and use the target language established for the unit in different contexts (animals vocabulary, affirmative and negative sentences, the verb to be and place prepositions (on, in, under, next to, behind, in front of, between))
- Work and solve problems and activities proposed in the classroom both individually and cooperatively.

UNIT 5. "DIFFERENCES MAKE US UNIQUE"**Year 2** Primary Education**Subject:** First Foreign Language, English**Temporalization:** 14 sessions (01/26/2018 - 02/14/2018)**RATIONALE OF THE DIDACTIC UNIT THEME**

In this didactic unit, two stories will be told: on the one hand, *The smartest giant in town* (Donaldson & Scheffler, 2017) will be used to introduce new concepts and contents such as specific vocabulary (personal characteristics and clothes); the verb to have (I've got); and the grammatical structure "There is, there are". On the other hand, *Families are different* (Pellegrini, 1991) will be used to teach the value of respect and to show the students how different can be each of the families. Also, the fourth group of phonics will be worked: ai, j, oa, ie, ee, or.

Finally, the unit provides occasions for cross-curricular work with two subjects: Science, so that they learn about the continents, as we probably have in class students that come from other parts of the world; and Spanish, so that they also learn how to describe their families and themselves in their mother tongue. These descriptions will be put into practice in the final project, named "Differences make us unique", in which volunteer families will participate and each student will have to draw his/her family and describe it to the rest of the class.

OUTCOMES, MINIMUM REQUIRED AND KEY COMPETENCES

1. To understand simple oral messages and texts produced in English with various accents and from different supports. CC.CC. (1,3,4,6,7) (M.R)
2. To identify key words and ideas in directed conversations. CC.CC. (1,4,6,7) (M.R)
3. To produce habitual expressions and basic vocabulary with correct pronunciation, accent, intonation and rhythm. CC.CC (1,4,7)
4. To interact in a basic way using simple sentences. CC.CC (1,4,5,6,7) (M.R)
5. To read, recognize and understand simple words and sentences often used. CC.CC (1,4,7) (M.R)
6. To know and apply basic strategies to understand the general gist of various texts. CC.CC (1,3,4,5,6,7) (M.R)

7. To use various texts and resources as a source of information, enjoyment and learning. CC.CC (1,3,4,5,6,7)
8. To build up texts and simple sentences from models. CC.CC (1,4) (M.R)
9. To manage and use capital letters and other punctuation marks. CC.CC (1,4) (M.R)
10. To know some cultural customs and traditions from English-speaking countries. CC.CC (1,3,4,5,6,7)
11. To know and use basic vocabulary related to clothes and personal characteristics (tall, short, black skin, white skin, blue eyes, etc.) CC. (1,4) (M.R)
12. To know and apply the existence expression: there is, there are, so as the negation and affirmation. CC.CC (1,4) (M.R)
13. To know and apply the verb to have in different contexts. CC.CC (1,4) (M.R)
14. To know, work and apply the fourth phonetical group: ai, j, oa, ie, ee, or. CC.CC (1,4,7)
15. To locate the five continents on a map as well as various specific countries worked in class. CC.CC (1,4,5) (M.R)
16. To describe people alluding to physical features and clothing both in English and in their mother tongue. CC.CC (1,4,5) (M.R)

LEARNING OUTCOMES AND TARGET LEXIS

Some of the learning outcomes that are to be achieved with the development of this Unit plan are the following:

1. Students will be able to use the target language (personal characteristics, clothes, countries, verb to have, “there is, there are”, “I come from...”) in different contexts as well as in controlled oral exchanges. (Speaking outcome)
2. Students will be able to use the target language and lexis when creating and presenting the final “Differences make us unique” project to their classmates. (Speaking outcome)
3. Students will be able to understand, correctly pronounce and use the target lexis (personal characteristics, clothes, countries) (Lexis outcome)
4. Students will be able to use aural and reading comprehension techniques in order to understand the overall gist of a text. (Reading and comprehension outcome)

5. Students will be able to write basic vocabulary and simple sentences as well as to follow a direct writing . (Writing outcome)
6. Students will be able to understand messages and simple oral texts produced in English with different accents and from different supports. (Listening outcome)
7. Students will be able to imitate and apply the sound of the fourth group of phonics (ai, j, oa, ie, ee, or) in the pronunciation of words in oral exchanges

As for the target lexis worked throughout this Unit plan, it is listed below:

ADJECTIVES	NOUNS	GRAMMATICAL STRUCTURES
- Personal features (adj.): tall, short, long hair, short hair brown hair, red hair, black hair, blonde hair, blue/brown/black/green eyes.	- Continents (n) - Clothes (n): T-shirt, trousers, skirt, dress, jacket, coat, shoes, hat, gloves, scarf, jumper. - Countries (n): <i>depending on the students' origins.</i>	- To have (v) - There is/ There are - She/He/I come from...

CONTENTS

Conceptual

- Vocabulario básico (Clothes, descriptions, continents)
- Expresión de la existencia (to be; there is/there are) y de la posesión: I have got (I've got); preposición of.
- Conocimiento de aspectos fonéticos diferentes de la lengua inglesa a través de palabras y oraciones sencillas: ai, i, oa, ie, ee, or.
- Costumbres y tradiciones culturales de los países de habla inglesa.

Procedural

- Canciones, diálogos y debates.
- Introducción a la literatura infantil en lengua inglesa: manejo de cuentos, cómics y otros textos narrativos con alto contenido visual y estrategias de apoyo a la lectura: el contexto visual, conocimiento previo del tema.
- Escritura dirigida de vocabulario básico, oraciones sencillas y textos siguiendo

modelos.

- Uso de diccionarios de imágenes y de las tecnologías de la información y la comunicación.
- Cuidado en la presentación de los textos y uso de mayúsculas y otros signos de puntuación en los mismos.
- Cuidado en la presentación de los textos y uso de mayúsculas y otros signos de puntuación en los mismos.
- Lectura, deletreo y comprensión de palabras de uso frecuente y oraciones y textos muy sencillos.
- Reconocimiento y lectura de palabras que comparten un patrón común.
- Emisión de palabras y mensajes breves con pronunciación, entonación, acentuación y ritmo correctos.
- Utilización de expresiones de uso habitual dentro del aula para el intercambio de información básica.
- Comprensión de mensajes orales sencillos y breves procedentes de distintos soportes audiovisuales e informáticos y con diversos acentos.
- Identificación y comprensión de palabras clave e ideas principales en conversaciones dirigidas.

Behavioral

- Colaboración en proyectos grupales escuchando activamente, demostrando interés por las otras personas y ayudando a que sigan motivadas para expresarse.
- Uso de la comunicación verbal en relación con la no verbal en exposiciones orales y debates.
- Expresa sus sentimientos, necesidades y derechos a la vez que respeta a los de los demás en las actividades cooperativas.

EVALUATION

The evaluation will be continuous and based on the tasks that students will carry out throughout the unit plan; on the daily notes taken down about their participation and attitude in the classroom, on the comprehension of the readings done at home; and finally, on the Final Project carried out at the end of the unit which will be evaluated through a checklist or rubric. Some of the evaluation criteria are the following:

- Understand what is being communicated in simple habitual transactions both in "listening" and "speaking" activities and in group readings. (Bloque 1. Oral Comprehension)
- Know and use a limited repertoire of high frequency oral vocabulary, as well as the vocabulary established for the unit (clothes, personal characteristics, continents, countries) both in oral activities and in classroom dynamics. (Bloque 2. Oral Expression)
- Identify the theme and the general meaning of the texts presented through the reading activities or the stories themselves (*The smartest giant in town* (Donaldson & Scheffler, 2017) and *Families are different* (Pellegrini, 1991)) applying personal comprehension strategies. (Bloque 3. Reading Comprehension)
- Build simple and short texts based on simple sentences and the vocabulary established for the unit. (Bloque 4. Written Expression)
- Follow a directed writing as, for example, reflective dictations. (Bloque 4. Written Expression)
- Use the vocabulary and language that has been established for the didactic unit when creating and presenting the final project "Differences make us unique".
- Identify and use the grammatical structures proposed for the unit (To have, "There is/ There are", "She/He/I come from...") in different contexts.
- Imitate a limited repertoire of sound patterns and apply those sounds in the pronunciation of words in oral exchanges: group 4 of phonics (ai, j, oa, ie, ee, or)
- Work and solve problems and activities proposed in the classroom both individually and cooperatively.

METHODOLOGY

Since the ESRI model is used throughout the sessions (except for sessions 5 and 6, which are dynamics apart), a chart is shown below with the sessions assigned to each of the phases of the model to facilitate its understanding:

EXPERIENCIA	SEÑALAMIENTO	REFLEXIÓN	INCORPORACIÓN
Sessions 1, 2, 7	Sessions 1, 2, 7, 8, 9, 10	Sessions 3, 8, 9, 10, 11	Sessions 4, 12, 13, 14

All necessary materials are detailed in [annex 2.2.](#), in different sections that will be specified in each session.

Session 1: 01/26/2018 - ([See Annex 2.2.1 for Session 1 materials](#))¹⁵

In this session, a first contact will be made with the story *The smartest giant in town* (Donaldson & Scheffler, 2017). We will sit down in the Dreams corner in assembly and we will show the front cover of the book to the students as well as two pictures of the main character. Afterwards, we will ask the students several questions: ¿Do you know what “smart” means? And “scruffy”? (We will show two pictures of the giant and tell them that in picture A he is scruffy, while in picture B, he is smart; asking them to guess the meaning of the words, and afterwards, pasting the word on the picture.) Then we will keep asking questions: What can you see in the pictures? What do you think it’s happening? What animals can you see? (Recast with “there is, there are”) What do you think is the name of the giant? Is he a nice and bucket filler giant; or a bad and bucket emptier giant?

Then, we will read the back cover of the book and ask the students: what clothes is the giant wearing? Do you want us to see the clothes inside Mr.Bucket? (Mr. Bucket will have inside pictures of clothes (shoes, socks, jacket, trousers, T-shirt, belt, dress and scarf.) Students will have to try and explain the clothes the giant is wearing in picture A and B; when they are right, we will recast the students so that they say and pronounce correctly the word in unison. The student who guessed the word will paste the picture on the board. Once all the clothes have been taken out from Mr.Bucket, we will take out flashcards with the words written down, students will have to read them outloud carrying out choral drills. Selected students will paste the flashcard under the correspondent picture on the board.

Finally, students will have to fill a worksheet with the different clothes and its names, colouring them to put them in the Magic Words corner and to create at the same time, their picture dictionary.

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Session 2: 01/29/2018 - ([See Annex 2.2.2 for Session 2 materials](#))¹⁶

Going back to the last session, we will recall the vocabulary we learned. We will show the students the pictures we used in the last session and they will have to say the name of the clothes outloud.

Then, we will read the story *The smartest giant in town* (Donaldson & Scheffler, 2017) in assembly in the Dreams corner. Once the story has been read, we will ask several questions to the students: What happened in the story? What was the name of the giant? Was he a nice giant? Can we remember some of the clothes he gave to the animals?

Finally, we will make a circle and put a big map in the it. This map will have a road and there will be the animals of the story in different parts of it. Students will have to raise their hands and match the animals with the clothes the giant gave to each of them.

Session 3: 01/30/2018 - ([See Annex 2.2.3 for Session 3 materials](#))¹⁷

This session will be carried out in the playground. We will first sit down in a circle on the floor to explain the activity: we will work in our cooperative groups; this way, we will have six groups. Each group will have a leader who will read the cards. The group must always stay together and give the card to the leader and listen to him/her while he/she reads. The activity will be the following: every group will be given a card. They will have to follow the directions of the card. The cards will guide the group to places where pieces of clothes will be hidden. The group will have to take only ONE clothing item in each place. Once students have collected the clothes they will go back to where we would be sitting down during the explanation. There, we will wait for all the groups to come and each group will present to the rest the clothes they have taken. They will put them in an envelope and give it to the teacher who will keep them for an activity for the next session.

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Session 4: 01/31/2018 - ([See Annex 2.2.4 for Session 4 materials](#))¹⁸

Students will sit down in their cooperative groups. The teacher will give the group the envelope they filled in with clothes during the last session, a big A3 paper with a big E.T drawn on it, glue and colors.

Students will have to dress up E.T with the clothes they will have in the envelope and write next to them their names. In case they want to put E.T more clothes they will be able to color and draw them. They will be able to paint E.T the way they want to too.

Finally, they will present their E.T to the rest of the class. Through this activity, we pretend to promote accuracy; this is why we will carry out delayed feedback in order to let the conversation flow. Linguistic mistakes are not important here, but the efforts students make to communicate and explain the rest of the classmates what they have created.

Session 5: 02/01/2018 - ([See Annex 2.2.5 for Session 5 materials](#))¹⁹

When we arrive to class, we will paste on the board six flashcards with the fourth group of phonics and play the students a song: <https://youtu.be/LBy7lIKlgqY> (Jolly Academy, 2013) pointing the phonic that sound in each part of the song. Then, we will ask students to repeat after the teacher while making a gesture for each of the phonics. Then, the teacher will show the students some flashcards with words and will ask the students to read the word out loud (recasting and drilling if necessary). Selected students will come out and paste the word under the phonic it belongs to.

After this dynamic, we will give each student a mini whiteboard with a marker. The teacher will read out loud some words and students will have to write the correspondent phonic down, and in the second phase, they will have to write the entire word down trying to use the correct phonic and put the whiteboard up as fast as they can (the teacher will look at the mini boards to see the mistakes that must be corrected).

Finally, each group will have several cards: a card with phonics and card with pictures. In their cooperative groups they will play the memory game matching the picture with its phonic. During the game, in case we have a language assistant, each student will go out of

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class one by one to read small texts with these phonics. In case there is no assistant or auxiliar teacher, the English teacher will ask the students to come to her/his desk to read.

Session 6: 02/02/2018

This session will begin with the E.T. dynamic. The student who took our colleague home, will present his research about our country and will tell us how well he/she spent the weekend with him. A new student will be chosen to visit a new country and take E.T home. After having presented the investigation, we will give delayed feedback to the student in order to let the conversation flow, as linguistic mistakes are not as important in this task as the efforts he/she makes to communicate.

The rest of the session will be dedicated to individual reading in the Dreams corner or the school library. Each student will choose a story or book to read in English, either from the library or brought from home.

Session 7: 02/05/2018 - [\(See Annex 2.2.7 for Session 7 materials\)](#)²⁰

In this session we will sit down in assembly in the Dreams corner and we will make a first contact with the story *Families are different* (Pellegrini, 1991). We will show the students the front cover and ask them what they see in the picture, Do they look the same? Is the color of the little girl the same color of the mother? Where do you think the girls come from? Do your families look like this one? The teacher will talk about his/her own family "Mine, for example, has a Dad, a Mum, a dog and me! I haven't got any brothers or sisters. And I'm from Barcelona, not from Madrid!" What about you? Do you have brothers or sisters? Where do you or your parents come from? (Recast with "I have" and "I/We/He/she come(s) from...")

At the beginning of the unit we will have asked to the families for a picture of them to put it in class. In this moment, we will turn on the digital whiteboard and put pictures of the students' families. We will talk about them so that students can introduce their families to the rest of the class. Here we will use flashcards they will paste next to each member: Dad, Mum, Cat, Dog, Sister, Brother, Grandmother, Grandfather, and Me. We will also try to

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describe them briefly: short/long hair; hair color; skin color; eyes color, short/tall (this words will be pasted on the board so that they can see them in order to use them if they want) They also be able to say where they come from in case they are not from Madrid or Spain.

Session 8: 02/06/2018 - [\(See Annex 2.2.8 for Session 8 materials\)²¹](#)

We will recall the vocabulary we learned during the last session, choosing two or three students to be described using the target language: short/tall/hair color/eyes color/clothes wearing, etc.

After this dynamic we will sit down in the Dreams corner and start reading our story. Once the story has been read we will ask the students the following questions: What happens in the story? Do you think all families are the same? Do you think looking one way or another or having more brothers, sisters, or even parents is better? We must remark here the value of respect and diversity to students in order to show them that differences make us unique.

Session 9: 02/07/2018 - [\(See Annex 2.2.9 for Session 9 materials\)²²](#)

We will start the session by playing the following song to the students: <https://youtu.be/K6DSMZ8b3LE> (Hopscotch, 2017). While listening to the song we will have a big map and we will be pointing to each continent. We will listen to the song twice. Afterwards we will ask volunteer students to point each of the continents on the map hung on the board.

Then, we will open Google Maps on the digital board and show the world to the students. First, we will show them the continents; then, we will show them where Spain is in the map; third, we will show the school in the map; finally, if we have students from other countries or cities we will ask them to come with us and look for their country so that all students can see the places in the map. In order to look up a place they will have to use the sentence "I come from..."

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Once finished this activity, we will sit down in our seats and the teacher will hand out to each student a map of the world. The teacher will give directions to the students making a coloring dictation”, for example: color Africa in yellow /color Europe in red.

Session 10: 02/08/2018 - [\(See Annex 2.2.10 for Session 10 materials\)](#)²³

We will start the session by handing out a small text worksheet to each student. These text will have several questions they will have to answer after reading the text in order to carry out a reading comprehension activity. They will firstly do it alone, then in pairs, afterwards they will compare their answers with the rest of the members of their cooperative group; and finally, we will put it in common with the large group, carrying out the 1-2-4 technique.

Once this reading activity has been done, we will divide each cooperative group in pairs. Each member will have a blank paper, colors and a picture with a different person in it. This picture will be a secret, they will not be able to show it to their classmate. The students who has picture A will start: they will have to describe the person in the picture using the language that has been learned. The other person will have to draw it on the blank paper following the directions of his/her classmate. Once they finished describing and drawing they will compare to see and check if they did it correctly; and it will be picture B’s turn to describe, carrying out an information gap or picture dictation and putting into practice their listening skills.

During this activity, the teacher will monitor the class taking notes about the mistakes students make either on pronunciation or language. In order to let the conversation flow, the teacher will give a general feedback to students, writing down the mistakes on the board and explaining them or carrying out choral drills.

Session 11: 02/09/2018 - [\(See Annex 2.2.11 for Session 11 materials\)](#)²⁴

In this session students will play in their cooperative groups (dividing each group in pairs) to “Who’s who?” game in order to practice productive skills (speaking). This game will have the pictures of the students on it, pictures that will have been asked to the families. In pairs,

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students will have to pick up a student without the other pair seeing it. The other pair will have to make questions to guess who the chosen student is. They will have to use the vocabulary that has been learned using these sentences (which will be pasted on the board): Does he/she have.....? // Is it a boy/girl? // Yes/ No he/she hasn't/has.

After having remembered the target language, each student will have to write down a description of a classmate. This description will be a secret as at the end, volunteer students will read it outloud so that the rest can guess who he/she is describing. In order to write this description down, we will show them in the digital board an example of what they must do and we will give each student a writing frame in order to follow an outline.

Session 12: 02/12/2018 - [\(See Annex 2.2.12 for Session 12 materials\)](#)²⁵

In this session a reflective dictation will be carried out. First, the dictation will be read to the students and the new and complex words will be reminded by reviewing their writing and spelling. Second, the dictation will begin. Third, the dictation will be repeated and then students will exchange their dictations with their partner. Then, the teacher will copy the dictation on the board, reviewing the keywords. Students will circle the mistakes that their classmates may have made with a color pencil. Afterwards, the most frequent errors will be shared in order to review them together.

Finally, students will repeat their mistakes three times in the notebook and will write a sentence with those words. To finish, they will accompany the dictation with a drawing.

Sessions 13 and 14: 02/13/2018 - 02/14/2018 - [\(See Annex 2.2.13 for Session 13 materials\)](#)²⁶

Students will elaborate a final project during these two last sessions. Volunteer families will come in order to help during the project. Students will be recorded (with the families' consent) and the videos will be sent to the families.

Each student will have to draw his/her family and describe it, following a model that will be shown on the digital board during the first session.

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Finally, during the second session, students will present their drawings and descriptions to the rest of the class.

This final project will be evaluated through a checklist or rubric presented in [Annex 2.2.14](#). The feedback will be delayed as it is essential that the conversation or presentation flows; the efforts that students make to communicate are of great importance.

After all groups have presented their final projects, we will individually talk with each group so that they can see the checklist or rubric the teacher has completed. The teacher will complete a checklist for each group and individual student in order to have both group and individual marks. We will also carry out a short interview with the groups so that they know their feedbacks and they tell the teacher how the group work was.

CURRICULAR MATERIALS AND OTHER DIDACTIC RESOURCES

RESOURCES	
MATERIAL RESOURCES	Didactic resources: <i>The smartest giant in town</i> (Donaldson & Scheffler, 2017) and <i>Families are different</i> (Pellegrini, 1991). Reading, Speaking and Listening worksheets, who is who game, flashcards and songs.
	Material resources: smartboard, whiteboard, colors, papers, glue, cardboards and photographs.
	Spacial resources: classroom, school library and playground.
HUMAN RESOURCES	Human resources: English teacher and auxiliar teacher in case specific students need it, and volunteer families for the final workshop.

DIVERSITY ATTENTION MEASURES

As expressed in the Annual programming, the school has diversity attention measures to respond to the different needs, rhythms and learning styles of all students:

- Ordinary measures: There will be certain adaptations depending on the needs that arise in the classroom. On the one hand, we will have reinforcement and support activities that students will be able to use or take home in case they need it. An

assistant teacher will be available in the classroom if necessary, working in a multisensory manner the phonics or offering support in more complex activities. In addition, students will be able to take home adapted materials or activities that will then be collected and worked with the teacher.

For those students with a higher learning speed or rhythm, there will be expansion activities such as higher-level readings or even adapted materials to expand contents or vocabulary or to investigate specific topics.

- Extraordinary measures: those students with a slower learning speed or rhythm, such as the student with ADHD, will have a support teacher in the classroom if necessary, as well as adapted activities. When doing the dictation, they will be allowed to write the words they hear and understand instead of the whole text; and the offered readings may be adapted to a lower level. Also, the student with ADHD will have a lectern in case he prefers to perform standing tasks.

For the student with Asperger syndrome, we will keep elaborating the picture dictionary with the new vocabulary; we will work the phonics through a pictogram notebook (either with the teacher or with an assistant teacher and at home), and we will keep working in specific moments with the self-regulating thermometer and the emotional monsters in class.

OTHER ELEMENTS THAT MIGHT BE EXPLICITLY INCLUDED

a. Complementary and extracurricular activities

Three complementary activities stand out: the E.T dynamic carried out once a week in all units; a session developed in the playground to work with the clothes vocabulary; and a session, which belongs to the reading plan, dedicated to individual reading in the school library.

b. Reading development and Ethics

The reading and values have a strong importance throughout all the units, since the latter are always fomented through the former.

In this unit plan, two stories are worked: *The smartest giant in town* (Donaldson & Scheffler, 2017) and *Families are different* (Pellegrini, 1991), stories through which different values such as respect and diversity are explained, emotions are known and new concepts and contents are pointed out.

In addition, throughout this unit, activities which work on reading and its understanding are also carried out, as in session 10.

c. ICT fostering

Throughout the unit, students can use in different moments the tablets. Likewise, the Internet connection and the digital board are used several times to play songs and show maps or writing models to the students.

UNIT 6. "DOTS"**Year 2** Primary Education**Subject:** First Foreign Language, English**Temporalization:** 14 sessions (02/19/2018 - 03/08/2018)**RATIONALE OF THE DIDACTIC UNIT THEME**

This unit plan will entirely be worked in a cross-curricular way with Maths. This way, two stories will be told throughout the unit: on the one hand *Press here* (Tullet & Franceschelli, 2016) through which contents such as ordinal and cardinal numbers; Wh-questions; quantity expression (There is, there are); laterality (left, right); seriation, odd and even numbers, and cardinal points will be worked. On the other hand *The rainbow fish* (Pfister & James, 1992) will allow to review such concepts mentioned before as well as to work the importance of sharing. Also, the fifth group of phonics will be worked: z, w, ng, v, oo, oo.

As mentioned before, these unit will work together with the Maths subject, creating a final project titled "Photo contest" in which students will have to go around school with a tablet or iPad taking photos to objects or things related to maths and the new contents learned. This project will be carried out in cooperative groups and students will become photographers who will present their collection.

OUTCOMES, MINIMUM REQUIRED AND KEY COMPETENCES

1. To understand simple oral messages and texts produced in English with various accents and from different supports. CC.CC. (1,3,4,6,7) (M.R)
2. To identify key words and ideas in directed conversations. CC.CC. (1,4,6,7) (M.R)
3. To produce habitual expressions and basic vocabulary with correct pronunciation, accent, intonation and rhythm. CC.CC (1,4,7)
4. To interact in a basic way using simple sentences. CC.CC (1,4,5,6,7) (M.R)
5. To read, recognize and understand simple words and sentences often used. CC.CC (1,4,7) (M.R)
6. To know and apply basic strategies to understand the general gist of various texts. CC.CC (1,3,4,5,6,7) (M.R)
7. To use various texts and resources as a source of information, enjoyment and learning. CC.CC (1,3,4,5,6,7)

8. To build up texts and simple sentences from models. CC.CC (1,4) (M.R)
9. To manage and use capital letters and other punctuation marks. CC.CC (1,4) (M.R)
10. To know some cultural customs and traditions from English-speaking countries. CC.CC (1,3,4,5,6,7)
11. To know and use quantity expressions in different contexts (singular/plural; cardinal numbers up to one hundred; ordinal numbers up to ten.) CC. (1,2, 4) (M.R)
12. To know and apply the existence expression: there is, there are, so as the negation and affirmation. CC.CC (1,4) (M.R)
13. To know and apply the Wh- questions in different contexts. CC.CC (1,4) (M.R)
14. To know, work and apply the fifth phonetical group: z. w, ng, v, oo. CC.CC (1,4,7)
15. To read and write, both in numbers and letters, cardinal numbers up to 100. CC.CC (1,2,4,) (M.R)
16. To order a list of 4 or 5 numbers smaller than 100. CC.CC (1,4,5) (M.R)
17. To know the concepts “left” and “right”, “odd number” and “even number”, as well as the cardinal points (north, east, west, south) and put them into practice in different activities. CC.CC (1,2,4) (M.R)

LEARNING OUTCOMES AND TARGET LEXIS

Some of the learning outcomes that are to be achieved with the development of this Unit plan are the following:

1. Students will be able to use the target language (“odd number” and “even number”; singular/plural; cardinal numbers up to one hundred; ordinal numbers up to ten; left/right; cardinal points) in different contexts as well as in controlled oral exchanges. (Speaking outcome)
2. Students will be able to use the target language and lexis when creating and presenting the final “Photography contest” project to their classmates. (Speaking outcome)
3. Students will be able to understand, correctly pronounce and use the target lexis (“odd number” and “even number”; singular/plural; cardinal numbers up to one hundred; ordinal numbers up to ten; left/right; cardinal points) (Lexis outcome)
4. Students will be able to use aural and reading comprehension techniques in order to understand the overall gist of a text. (Reading and comprehension outcome)

5. Students will be able to write basic vocabulary and simple sentences as well as to follow a direct writing . (Writing outcome)
6. Students will be able to understand messages and simple oral texts, such as the group readings or listening activities, produced in English with different accents and from different supports. (Listening outcome)
7. Students will be able to imitate and apply the sound of the fourth group of phonics (z, w, ng, v, 00, oo) in the pronunciation of words in oral exchanges

As for the target lexis worked throughout this Unit plan, it is listed below:

ADJECTIVES	NOUNS	GRAMMATICAL STRUCTURES
- First ten ordinal numbers (first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth) (adj.) - “odd number” and “even number” (adj.)	- Cardinal numbers up to one hundred. (n) - Left, right (n) - Cardinal points (n) (north, south, east, west)	- Wh- questions - There is/there are

CONTENTS

Conceptual

- Vocabulario básico (numbers, cardinal points, laterality (left, right), “odd number” and “even number”)
- Expresión de la cantidad: singular/plural; cardinal numbers up to two digits; ordinal numbers up to one digit.
- Interrogación: Wh- questions.
- Conocimiento de aspectos fonéticos diferentes de la lengua inglesa a través de palabras y oraciones sencillas: z, w, ng, v, 00, oo.
- Costumbres y tradiciones culturales de los países de habla inglesa.

Procedural

- Lectura y escritura, tanto con cifras como con letras, de números menores que 100.
- Ordenación de una lista de 4 o 5 números menores que 100.
- Utilización de los diez primeros números ordinales.

- Canciones, diálogos y debates.
- Introducción a la literatura infantil en lengua inglesa.
- Escritura dirigida de vocabulario básico y oraciones sencillas y textos siguiendo modelos.
- Uso de diccionarios de imágenes y de las tecnologías de la información y la comunicación: manejo de cuentos, cómics y otros textos narrativos con alto contenido visual y estrategias de apoyo a la lectura: el contexto visual, conocimiento previo del tema.
- Cuidado en la presentación de los textos y uso de mayúsculas y otros signos de puntuación en los mismos.
- Lectura, deletreo y comprensión de palabras de uso frecuente y oraciones y textos muy sencillos.
- Reconocimiento y lectura de palabras que comparten un patrón común.
- Emisión de palabras y mensajes breves con pronunciación, entonación, acentuación y ritmo correctos.
- Utilización de expresiones de uso habitual dentro del aula para el intercambio de información básica.
- Comprensión de textos y mensajes orales breves procedentes de distintos soportes audiovisuales e informáticos y con diversos acentos.
- Identificación y comprensión de palabras clave e ideas principales en conversaciones dirigidas.
- Comprensión de mensajes producidos en lengua inglesa con distintos acento

Behavioral

- Explicación de razones para asumir sus responsabilidades durante la colaboración. Confianza en uno mismo.
- Muestras de respeto y empatía hacia los demás y sus emociones.
- Contribución a la mejora del clima del grupo mostrando actitudes cooperativas y estableciendo relaciones respetuosas.

EVALUATION

The evaluation will be continuous and based on the tasks that students will carry out throughout the unit plan; on the daily notes taken down about their participation and

attitude in the classroom, on the comprehension of the readings done at home; and finally, on the Final Project carried out at the end of the unit, which will be evaluated through both group and individual checklists or rubrics. Some of the evaluation criteria are the following:

- Understand what is communicated in simple habitual transactions both in "listening" and "speaking" activities and in group readings. (Bloque 1. Oral Comprehension)
- Know and use a limited repertoire of high frequency oral vocabulary, as well as the vocabulary established for the unit (singular/plural; cardinal numbers up to one hundred; ordinal numbers up to ten; left/right; cardinal points and "odd number" and "even number") both in oral activities and in classroom dynamics. (Bloque 2. Oral Expression)
- Identify the theme and the general meaning of the texts presented through the reading activities or the stories themselves (*Press here* (Tullet & Franceschelli, 2016) and *The rainbow fish* (Pfister & James, 1992)) personal comprehension strategies. (Bloque 3. Reading Comprehension)
- Build simple and short texts based on simple sentences and the vocabulary established for the unit. (Bloque 4. Written Expression)
- Follow a directed writing as, for example, reflective dictations. (Bloque 4. Written Expression)
- Use the vocabulary and language that has been established for the didactic unit when creating and presenting the final project "Photography contest".
- Identify and use the grammatical structures proposed for the unit (Wh-questions and "There is/ There are") in different contexts.
- Imitate a limited repertoire of sound patterns and apply those sounds in the pronunciation of words in oral exchanges: group 5 of phonics (z, w, ng, v, oo, oo)
- Work and solve problems and activities proposed in the classroom both individually and cooperatively.
- Read and write, both in numbers and letters, cardinal numbers up to 100 and ordinal numbers up to 10th.
- Order a list of 4 or 5 numbers smaller than 100.
- Know the concepts "left" and "right", "odd number" and "even number", as well as the cardinal points (north, east, west, south)

METHODOLOGY

Since the ESRI model is used throughout the sessions (except for sessions 5 and 6, which are dynamics apart), a chart is shown below with the sessions assigned to each of the phases of the model to facilitate its understanding:

EXPERIENCIA	SEÑALAMIENTO	REFLEXIÓN	INCORPORACIÓN
Sessions 1, 2, 7	Sessions 1, 2, 7, 8	Sessions 3, 4, 8, 10, 11	Sessions 9, 12, 13, 14

All necessary materials are detailed [in annex 2.3.](#), in different sections that will be specified in each session.

Session 1: 02/19/2018 - [\(See Annex 2.3.1 for Session 1 materials\)](#)²⁷

In this session, a first contact with the story *Press here* (Tullet & Franceschelli, 2016) will be made. We will sit down in the Dreams corner and will show the students the front cover of the book. We will tell them this book is special as it doesn't tell any specific story: It's about three dots and numbers. We will show the students three coloured dots (yellow, blue and red) and will ask them to say the name of the colour. Second, we will show them a big poster with numbers from 1 to 100 written down on it. We will ask them to count from 1 to 10 all together and then from 10 to 1. Third, we will ask them if they know how to write down number 1; the student who spells it will stick a flashcard with the word under the correspondent number. We will do this flashcard-number dynamic with all numbers from 1 to 20.

Afterwards we will ask if they know what number is 20, pointing at it, and if they know how to spell it, learning how to do so and sticking the flashcard with the word under it. We will do this with all tens (thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred).

Once we know such numbers we will start with the numbers left asking students: What number is this one? (pointing to 20) and this one? (pointing to 1) what if we put both words together? We will keep doing this until 100, and finally, we will count outloud from 1 to 100.

Next, we will ask students a series of questions: How old are you? How many of us are in class? How many chairs are in class?, etc. Then, we will have a bag with coloured dots

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(yellow, blue, red) in it; we will ask students to pick randomly one dot, it won't matter the colour. Once all students have picked a dot we will ask the ones with yellow dots to go to one corner, the ones with a red dot to go to another corner, and the ones with a blue dot to go to another one. We will ask them to count how many people are there in their groups, asking a volunteer from the yellow team to stick a yellow dot in the poster under the number of people they are; doing this with the three teams.

Finally, and remaining in three teams we will give each student a piece of paper. Each student will have to draw as many dots as he/she wants, being always these dots the same colour as their team. Then, they will have to count the dots and put in numbers the number of dots they painted, and afterwards in letters. To finish, students will be able to share their drawings with all the class and these will be pasted on the Magic Words corner.

Session 2: 02/20/2018 - [\(See Annex 2.3.2 for Session 2 materials\)²⁸](#)

Sitting down in the Dreams corner and going back to the last session we will recall what we learned, counting from 1 to 100 with the poster and reminding how some numbers were spelled.

Then, we will read the story. It is important to make students participate during the reading as it encourages interaction, asking students to make actions constantly or making questions.

Finally, going back to our seats, we will put in the screen a coloured dots seriation and we will talk about the different possible ways we can complete it. Then, we will give each student a piece of paper with the beginning of the seriation on it and will ask them to complete it the way they prefer but always following it.

Session 3: 02/21/2018 - [\(See Annex 2.3.3 for Session 3 materials\)²⁹](#)

We will start this session by playing "Bingo". We will give each student a cardboard with numbers from 1 to 100 on it and several chips. The teacher will say numbers outloud and

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students will have to put a chip on the number in case they have it on the cardboard. The first student to complete the cardboard will win.

After the game, we will ask students: In what grade are you? Second? How do you write second? sticking under number 2 in our big poster a flashcard with the word. We will try to guess or say the rest of ordinal numbers from First to Tenth. Sticking beneath them the word. Finally, we will play a song about ordinal numbers to the students: <https://youtu.be/pxi-KjFmfM8> (Bianchi, 2017). After listening the song, we will ask students to bring, if they can and want, a recipe of something following ordinal numbers (We will communicate this task to the families through the school platform)

Session 4: 02/22/2018 - [\(See Annex 2.3.4 for Session 4 materials\)](#)³⁰

In case any student has brought a recipe, we will start the session by reading it. Afterwards, we will go to the gym or tatami. Once there, we will ask students to make pairs; in case a student doesn't have a pair we will ask students why and to count how many of them they are. Then, the teacher will make pairs with that student and ask how many of us are we now and why do we all have pairs. In case all of them have pair we will do it the other way round, asking why doesn't the teacher have any pair. This way we will introduce the concept "odd" and "even" or "pares" and "impares" both in the mother tongue and in L2. We will explain children (with the poster) that those numbers that have a 0, 2, 4, 6, or 8 at the end are "even" numbers or "números pares"; and those numbers that have a 1, 3, 5, 7, or 9 at the end are "odd" numbers or "números impares", giving some examples.

Next, we will ask children to sit down in a row looking at the poster. We will give each student a small round poster which will be red in one side and blue in the other side. When the teacher says an odd or "impar" number, they will have to show the blue part; when the teacher says an even or "par" number, they will show the red part of the poster. In this moment the teacher, or teachers, in case we work with the maths teacher, will say numbers outloud and students will have to raise the poster with the correct colour.

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Finally, after this activity, we will paint or paste a line of tape on the floor and ask students to stand up on that line. We will ask students to raise their right hand and their left hand, their right leg and their left leg. Then, we will explain the activity: when the teacher or teachers say an even or “par” number, students will have to jump to the right very fast; when the teacher or teachers say an odd or “impar” number, students will have to jump to the left of the line very fast; always returning to the line once they jumped and before the teacher says a new number. We would do a trial, and then we would start with the activity, eliminating those students who get confused until only one or two students are left.

Session 5: 02/23/2018 - [\(See Annex 2.3.5 for Session 5 materials\)](#)³¹

When we arrive to class, we will paste on the board six flashcards with the fifth group of phonics and put the students a song: <https://youtu.be/Akpfm0jh2ak> (Jolly Academy, 2013) pointing the phonic that sound in each part of the song. Then, we will ask students to repeat after the teacher while making a gesture for each of the phonics. Then, the teacher will show the students some flashcards with words and will ask the students to read the word outloud (recasting and drilling if necessary). Selected students will come out and paste the word under the phonic it belongs to.

After this dynamic, we will give each student a mini whiteboard with a marker. The teacher will read outloud some words and students will have to write the correspondent phonic down, and in the second phase, they will have to write the entire word down trying to use the correct phonic and put the whiteboard up as fast as they can (the teacher will look at the mini boards to see the mistakes that must be corrected).

Finally, each group will have a “Snakes and ladders” board game. Each student will have a chip and when throwing the dice will have to step on one square. In that square a word with a phonic will be written down and the student will have to pronounce it correctly, if he /she does it correctly throws the dice again (only two times) if he/she does it incorrectly he/she loses the next turn. During the game, in case we have a language assistant, each student will go out of class one by one to read small texts with these phonics. In case there is no

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assistant or auxiliar teacher, the English teacher will ask the students to come to her/his desk to read.

Session 6: 02/26/2018

This session will begin with the E.T. dynamic. The student who took our colleague home, will present his research about our country and will tell us how well he/she spent the weekend with him. A new student will be chosen to visit another country and take E.T home. After having presented the investigation, we will give delayed feedback to the student in order to let the conversation flow, as linguistic mistakes are not as important in this task as the efforts he/she makes to communicate.

The rest of the session will be dedicated to individual reading in the Dreams corner or the school library. Each student will choose a story or book to read in English, either from the library or brought from home.

Session 7: 02/27/2018 - [\(See Annex 2.3.7 for Session 7 materials\)](#)³²

In this session we will sit down in assembly in the Dreams corner and will make a first contact with the story *The rainbow fish* (Pfister & James, 1992). We will show them the front cover of the book as well as the back cover and will ask them several questions: What do you think is going to happen? What does this fish have as something special? (We will here remark the word “scales”) How many shiny scales does the rainbow fish have? How do we spell that number? Is it even or odd?

Then, we will go back to our seats and will give each student a Rainbow fish drawing, they will have to paint the scales using only 4 colors. Once painted, they will have to write down, both in numbers and letters how many scales of each color does the Rainbow fish have, saying also if such number is odd or even (The Rainbow fish has..... scales It is a/an number)

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Session 8: 02/28/2018 - ([See Annex 2.3.8 for Session 8 materials](#))³³

In this session we will start by sitting down in the Dreams corner and remark the words “scale” and “share”. Then, we will start reading the story. After reading it we will ask students several questions: What happened in the story? Where did the Rainbow fish live? Was the Rainbow fish a bucket filler or a bucket emptier at the beginning of the story? And at the end? Did the Rainbow fish want to play with others? What did the other fish want from the Rainbow fish? What did the octopus tell him to do?

Finally, we will ask students to go back to their seats. We will give to each cooperative group a series of sequencing cards about the story; working together they will have to put these cards in order taking into consideration what happened in the story. Finally, we will bring it all together.

Session 9: 03/01/2018 - ([See Annex 2.3.9 for Session 9 materials](#))³⁴

This session will be destined to review and evaluate what was learned during the last sessions. We will give each student a white board and a marker and we will ask them to write several things: first, the teacher will say numbers outloud and the students will have to write the number and how it is written down; then, the teacher will say numbers and they will have to write “odd” or “even”; finally, the teacher will say some words outloud (related to phonics) and students will have to write them down. Every time they finish writing a word down, they will have to raise up their whiteboards.

Finally, we will show students a bag with the game Numicon in it. We will make a sensitive bag game so that students familiarize with the game. We will show them some chips and ask them to say what number is it. Then we will give cooperative group a poster with buildings drawn on it, students will have to fill each building with these chips and write beneath the number with which it is filled the building. At the end, they will present it to the rest of the class.

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After having presented their work, we will give delayed feedback to the students in order to let the conversation flow, as linguistic mistakes are not as important in this task as the efforts they make to communicate.

Session 10: 03/02/2018 - ([See Annex 2.3.10 for Session 10 materials](#))³⁵

We will arrive to class telling students that there is a letter inside Mr. Bucket. We will ask for a volunteer student to take the letter and read it if he/she wants to, or read it between him/her and the teacher if he/she feels more comfortable.

This letter will be from E.T asking us for help to find his spaceship: someone gave him a compass and a map but he doesn't know how to work. We will remark the words "spaceship" and "compass". We will show students a real compass and let them touch it and feel it. We will explain how it works putting a picture in the digital board: there are four Cardinal points: North (pointing N), East (pointing E), West (pointing W) and South (pointing S). We will ask them to stand up and face North, South East and West.

Then, we will give each student a reading and comprehension worksheet to practice directions and the cardinal points before helping E.T. We will ask them to complete the blank spaces from the reading first and draw a line of following what Anna is doing. Then, they will have to answer the questions. We will do this worksheet following the 1-2-4 technique.

Finally, we will put in the digital board the map that E.T gave us, and we will give each student a photo of this map and a piece of paper. They will have to write down a letter for E.T with directions to help him get to his spaceship. They will have to use ordinal numbers and the cardinal points.

After this activity, the teacher will correct the writings will give a general feedback to students, writing down the mistakes on the board and explaining them.

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Session 11: 03/05/2018 - ([See Annex 2.3.11 for Session 11 materials](#))³⁶

We will start this session by showing a picture of E.T next to his spaceship, which will be inside Mr. Bucket. Then, we will review the cardinal points with students showing them a map and asking them where certain places are, and afterwards, we will individually create our own compass.

Finally, we will work listening and speaking skills in pairs: we will give a paper to one member of the pair, and a different one to the other member. Those with paper A will start describing the other student what they have in their paper using “There is/There” are and cardinal points; for example: “*There is a spaceship in the West*”. The other student, helping himself/herself with the compass he/she just created, will draw in the paper what his/her partner is describing. Then they will change roles and the student with picture B will describe his/her paper to his/her partner. Finally, they will compare their papers and we will talk about it with the whole class.

During this activity, the teacher will monitor the class taking notes about the mistakes students make either on pronunciation or language. In order to let the conversation flow, the teacher will give a general feedback to students, writing down the mistakes on the board and explaining them or carrying out choral drills.

Session 12: 03/06/2018 - ([See Annex 2.3.12 for Session 12 materials](#))³⁷

In this session a reflective dictation will be carried out. First, the dictation will be read to the students and the new and complex words will be reminded by reviewing their writing and spelling. Second, the dictation will proceed. Third, the dictation will be repeated and then students will exchange their dictations with their partner. Then, the teacher will copy the dictation on the board, reviewing the keywords. Students will round the mistakes that their classmates may have made with a color pencil. Afterwards, the most frequent errors will be shared in order to review them together.

Finally, students will repeat their mistakes three times in the notebook and will write a sentence with those words. To finish, they will accompany the dictation with a drawing.

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Sessions 13 and 14: 03/07/2018 - 03/08/2018 - [\(See Annex 2.3.13 for Session 13 materials\)](#)³⁸

These two sessions will be destined to work on the final project “Photography contest”. Students will become photographers. They will work in their cooperative teams and each group will have tablets or iPads for each member of the team. They will have to go quietly over the corridors taking photographs to objects or things related to maths and the vocabulary we had worked during the unit. Afterwards we will all go down to the playground to keep taking photos. Those who misuse the material will have it removed and will not participate in the final project.

In the second session, each group will present their photographs, explaining what is in it to the rest of the class.

This final project will be evaluated through a checklist or rubric presented in Annex 2.3.13. The feedback will be delayed as it is essential that the conversation or presentation flows; the efforts that students make to communicate are of great importance.

After all groups have presented their final projects, we will individually talk with each group so that they can see the checklist or rubric the teacher has completed. The teacher will complete a checklist for each group and individual student in order to have both group and individual marks. We will also carry out a short interview with the groups so that they know their feedbacks and they tell the teacher how the group work was.

CURRICULAR MATERIALS AND OTHER DIDACTIC RESOURCES

RESOURCES	
MATERIAL RESOURCES	Didactic resources: <i>Press here</i> (Tullet & Franceschelli, 2016) and <i>The rainbow fish</i> (Pfister & James, 1992). Reading, Speaking and Listening worksheets, Bingo, snakes and ladders board game, compass, flashcards and songs.
	Material resources: smartboard, tablets or iPads, whiteboard, colors,

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	papers, glue, cardboards.
	Spatial resources: classroom, school library, tatami or gym and playground.
HUMAN RESOURCES	Human resources: English teacher and auxiliar teacher in case specific students need it, and Maths teacher.

DIVERSITY ATTENTION MEASURES

As expressed in the Annual programming, the school has diversity attention measures to respond to the different needs, rhythms and learning styles of all students:

- Ordinary measures: There will be certain adaptations depending on the needs that arise in the classroom. On the one hand, we will have reinforcement and support activities that students will be able to use or take home in case they need it. An auxiliary teacher will be available in the classroom if necessary, working in a multisensory manner the phonics or offering support in more complex activities. In addition, students will be able to take home adapted materials or activities that will then be collected and worked with the teacher.

For those students with a higher learning speed or rhythm, there will be expansion activities such as higher-level readings or even adapted materials to expand contents or vocabulary or to investigate specific topics.

- Extraordinary measures: those students with a slower learning speed or rhythm, such as the student with ADHD, will have a support teacher in the classroom if necessary, as well as adapted activities. When doing the dictation, they will be allowed to write the words they hear and understand instead of the whole text; and the offered readings may be adapted to a lower level. Also, the student with ADHD will have a lectern in case he prefers to perform standing tasks.

For the student with Asperger syndrome, we will keep elaborating the picture dictionary with the new vocabulary; we will work the phonics through a pictogram

notebook (either with the teacher or with an auxiliary or assistant teacher and at home), and we will keep working in specific moments with the self-regulating thermometer and the emotional monsters in class.

OTHER ELEMENTS THAT MIGHT BE EXPLICITLY INCLUDED

a. Complementary and extracurricular activities

Three complementary activities stand out: the E.T dynamic carried out once a week in all units; a session carried out in the gym or tatami to develop laterality and work with odd and even numbers ;and a session, which belongs to the reading plan, dedicated to individual reading in the school library.

b. Reading development and Ethics

The reading and values have a strong importance throughout all the units, since the latter are always fomented through the former.

In this unit plan, two stories are worked: *Press here* (Tullet & Franceschelli, 2016) and *The rainbow fish* (Pfister & James, 1992), stories through which different values, such as respect and the importance of sharing are worked, emotions are known and new concepts and contents are pointed out.

In addition, throughout this unit, activities which work on reading and its understanding are also carried out, as in session 10.

c. ICT fostering

Throughout the unit, students can use the tablets in different moments . Likewise, the Internet connection and the digital board are used several times to play songs and show maps or writing models to the students. iPads will be used during the two last sessions of the unit destined to create the final project “Photographycontest”.

UNIT 7. "MASTER CHEFS"

Year 2 Primary Education

Subject: First Foreign Language, English

Temporalization: 15 sessions (04/03/2018 - 04/23/2018)

RATIONALE OF THE DIDACTIC UNIT THEME

In this unit plan two stories will be told: *I will never not ever eat a tomato* (Child, 2000) and *A taste of the moon* (Grejniec, 2013). Through these stories new concepts and concepts will be worked; such as vocabulary related to food; the verb to like in affirmative and negative sentences; the quantity expression (many, some, any, a little); and the importance of cooperative work and helping others as an emotional work. The sixth group of phonics will also be worked (y, x, ch, sh, th, th)

Students will carry out a final project named "Master Chefs" in which they will become famous chefs and will record themselves explaining the steps to make a recipe. It is also important to remark that one session will be destined to work Saint Patrick's da and two sessions will be worked in a cross-curricular way with Science, as the food pyramid will be worked.

OUTCOMES, MINIMUM REQUIRED AND KEY COMPETENCES

1. To understand simple oral messages and texts produced in English with various accents and from different supports. CC.CC. (1,3,4,6,7) (M.R)
2. To identify key words and ideas in directed conversations. CC.CC. (1,4,6,7) (M.R)
3. To produce habitual expressions and basic vocabulary with correct pronunciation, accent, intonation and rhythm. CC.CC (1,4,7)
4. To interact in a basic way using simple sentences. CC.CC (1,4,5,6,7) (M.R)
5. To read, recognize and understand simple words and sentences often used. CC.CC (1,4,7) (M.R)
6. To know and apply basic strategies to understand the general gist of various texts. CC.CC (1,3,4,5,6,7) (M.R)
7. To use various texts and resources as a source of information, enjoyment and learning. CC.CC (1,3,4,5,6,7)
8. To build up texts and simple sentences from models. CC.CC (1,4) (M.R)

9. To manage and use capital letters and other punctuation marks. CC.CC (1,4) (M.R)
10. To know some cultural customs and traditions from English-speaking countries.
CC.CC (1,3,4,5,6,7)
11. To know and use quantity expressions in different contexts (many, some, any, a little.) CC. (1,2, 4) (M.R)
12. To use the target language (expression “I like” both affirmatively and negatively; vocabulary related to food) in different contexts and controlled oral exchanges.
CC.CC (1,4)
13. To know and apply the Wh- questions in different contexts. CC.CC (1,4) (M.R)
14. To know, work and apply the sixth phonetical group: y,x,ch,sh,th,th. CC.CC (1,4,7)
15. To know the frequency of consumption of the different food groups in order to maintain a balanced diet. CC.CC (1,4,5,6)
16. To acquire basic knowledge about the food pyramid. CC.CC (1,4,5,6)

LEARNING OUTCOMES AND TARGET LEXIS

Some of the learning outcomes that are to be achieved with the development of this Unit plan are the following:

1. Students will be able to use the target language (“I like/I don’t like”, quantity expression (many, some, any, a little); and vocabulary related to food) in different contexts as well as in controlled oral exchanges. (Speaking outcome)
2. Students will be able to use the target language and lexis when creating and presenting the final “Master Chefs” project to their classmates. (Speaking outcome)
3. Students will be able to understand, correctly pronounce and use the target lexis (“I like/I don’t like”, quantity expression (many, some, any, a little); and vocabulary related to food) (Lexis outcome)
4. Students will be able to use aural and reading comprehension techniques in order to understand the overall gist of a text. (Reading and comprehension outcome)
5. Students will be able to write basic vocabulary and simple sentences related to likes and dislikes as well as to follow a direct writing . (Writing outcome)
6. Students will be able to understand messages and simple oral texts produced in English with different accents and from different supports. (Listening outcome)

7. Students will be able to imitate and apply the sound of the fourth group of phonics (y, x, ch, sh, th, th) in the pronunciation of words in oral exchanges.
8. Students will be able to acquire basic knowledge about the food pyramid.

As for the target lexis worked throughout this Unit plan, it is listed below:

ADJECTIVES	NOUNS	GRAMMATICAL STRUCTURES
- some - any - many - a little - healthy - unhealthy	- Food vocabulary (yogurt, apple, banana, pear, bread, pasta, pizza, hamburger, meat, fish, tomato, green beans, peas, potato, sweets, carrot, mushrooms, eggs, sausages, oranges, cheese, rice)	- I like/ I don't like

CONTENTS

Conceptual

- Vocabulario básico (food)
- Expresión de gustos y preferencias: I like/I don't like..
- Expresión de cantidad (many, some, any, a little)
- Conocimiento de aspectos fonéticos diferentes de la lengua inglesa a través de palabras y oraciones sencillas.
- Costumbres y tradiciones culturales de los países de habla inglesa.
- Fonética: y, x, ch, sh, th, th.
- Cross-curricular content: Pirámide alimenticia

Procedural

- Canciones, diálogos y debates.
- Introducción a la literatura infantil en lengua inglesa: manejo de cuentos, cómics y otros textos narrativos con alto contenido visual y estrategias de apoyo a la lectura: el contexto visual, conocimiento previo del tema.
- Escritura dirigida de vocabulario básico y oraciones sencillas.
- Uso de diccionarios de imágenes y de las tecnologías de la información y la comunicación.

- Cuidado en la presentación de los textos y uso de mayúsculas y otros signos de puntuación.
- Escritura de textos sencillos siguiendo modelos, de vocabulario básico y oraciones sencillas.
- Lectura, deletreo y comprensión de palabras de uso frecuente y oraciones y textos muy sencillos.
- Reconocimiento y lectura de palabras que comparten un patrón común.
- Emisión de palabras y mensajes breves con pronunciación, entonación, acentuación y ritmo correctos.
- Utilización de expresiones de uso habitual dentro del aula para el intercambio de información básica.
- Comprensión de textos orales breves procedentes de distintos soportes audiovisuales e informáticos y con diversos acentos.
- Identificación y comprensión de palabras clave e ideas principales en conversaciones dirigidas.

Behavioral

- Resolución problemas en colaboración, poniendo de manifiesto una actitud abierta hacia los demás y compartiendo puntos de vista y sentimientos.
- Analiza las emociones, sentimientos, posibles pensamientos y puntos de vista de las partes en conflicto
- Comprende, interpreta y acepta opiniones diferentes a las propias.

EVALUATION

The evaluation will be continuous and based on the tasks that students will carry out throughout the unit plan; on the daily notes taken down about their participation and attitude in the classroom, on the comprehension of the readings done at home; and finally, on the Final Project carried out at the end of the unit, which will be evaluated through a group and individual rubric. Some of the evaluation criteria are the following:

- Understand what is communicated in simple habitual transactions both in "listening" and "speaking" activities and in group readings. (Bloque 1. Oral Comprehension)
- Know and use a limited repertoire of high frequency oral vocabulary, as well as the vocabulary established for the unit ("I like/I don't like", quantity expression (many,

some, any, a little); and vocabulary related to food) both in oral activities and in classroom dynamics. (Bloque 2. Oral Expression)

- Identify the theme and the general meaning of the texts presented through the reading activities or the stories themselves (*I will never not ever eat a tomato* (Child, 2000) and *A taste of the moon* (Grejniec, 2013)) personal comprehension strategies. (Bloque 3. Reading Comprehension)
- Build simple and short texts based on simple sentences and the vocabulary established for the unit. (Bloque 4. Written Expression)
- Follow a directed writing as, for example, reflective dictations. (Bloque 4. Written Expression)
- Use the vocabulary and language that has been established for the didactic unit when creating and presenting the final project “Master Chefs”.
- Identify and use the grammatical structures proposed for the unit (“I like/I don’t like”) in different contexts.
- Acquire basic knowledge about the food pyramid.
- Imitate a limited repertoire of sound patterns and apply those sounds in the pronunciation of words in oral exchanges: group 6 of phonics(y,x,ch,sh,th,th)
- Work and solve problems and activities proposed in the classroom both individually and cooperatively.

METHODOLOGY

Since the ESRI model is used throughout the sessions (except for sessions which are dynamics apart), a chart is shown below with the sessions assigned to each of the phases of the model to facilitate its understanding:

EXPERIENCIA	SEÑALAMIENTO	REFLEXIÓN	INCORPORACIÓN
Sessions 1, 2, 10, 11	Sessions 1, 2, 3, 10, 11	Sessions 3, 4, 5, 6	Sessions 4, 5, 6, 12, 13, 14, 15

All necessary materials are detailed in [annex 2.4.](#), in different sections that will be specified in each session.

Session 1: 04/03/2018 - ([See Annex 2.4.1 for Session 1 materials](#))³⁹

In this session a first contact with the story *I will never not ever eat a tomato* (Child, 2000) will be made sitting down in the Dreams corner. We will show students the front cover of the book and ask them several questions: What can you see in the picture? What do you think is this story about? What food is this one in the picture? Do you think she likes tomatoes? Do you think she likes many things or that she is a fussy eater? Do you know what fussy is? (Explain meaning and show flashcard) What about you? Do you like tomatoes? I do! I like tomatoes! And you? And what food don't you like? For example, I don't like green beans. And you? (Recast with I like or I don't like)

Then, we will show a picture of all the food the girl of the story doesn't like. We will interact with the students and ask them if they like that food or not while making choral drills and reading aloud the food. We will also show pictures in flashcards of the food and paste them on the board. Afterwards, we will show students the written form making choral drills while reading them aloud. Students will have to paste the word under the correspondent picture. Then, we will classify this food into healthy and unhealthy.

Finally, students will go back to our seats and we will give each student a piece of paper. They will have to divide the paper in two parts and draw a food they like in one part and a food they don't like in the other part. During this unit plan two flashcards with "I like" and "I don't like" will be pasted on the board or wall to remind their use.

Session 2: 04/04/2018- ([See Annex 2.4.2 for Session 2 materials](#))⁴⁰

Sitting down in the Dreams corner and going back to the last session we will recall what we learned: names of the food, healthy and unhealthy and "I like/I don't like". We will put in common the drawings we made last session, sharing the food we like and the one we don't. Then, we will read the story. It is important to interact with students during the story, so when a food is mentioned, we will show the flashcards with the pictures of food used in session 1 so that students try to say the names of it. Once the story has been read we will

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ask several questions to the students: What happened in the story? How many types of food that appeared in the story can you remember? Is Lola a fussy eater?

Finally, we will ask students to create their own picture dictionary with the words we have learned, some of which will be pasted on the Magic Words corner.

Session 3: 04/05/2018- [\(See Annex 2.4.3 for Session 3 materials\)](#)⁴¹

In this session, when students get to class they will find several foods on the board and a pyramid divided into five parts. We will classify again the food in the board into healthy and unhealthy all together. Then, we will explain that the pyramid needs to be completed: the part in the bottom belongs to the food that it is healthy and very important to eat everyday; and the top part is for the food that we can eat sometimes and once in a while. After this explanation, we will give each cooperative group a picture of a pyramid and an envelope with pictures of food inside. They will have to think and try to guess where every food belongs to in the pyramid. Once they finished, we will put it in common and complete the pyramid on the board all together; and then, we will compare it with a pyramid that was already done, talking about the types of food and servings and highlighting the words “fast food”, “once in a while” and “servings”.

To finish, students will create in their cooperative groups a food pyramid using plasticine and they will present it to the rest of the class. This session will be carried out, if possible with the Science teacher, as well as the following session. After having presented their work, we will give delayed feedback to the students in order to let the conversation flow, as linguistic mistakes are not as important in this task as the efforts they make to communicate.

Session 4: 04/06/2018- [\(See Annex 2.4.4 for Session 4 materials\)](#)⁴²

We will start this session in class, reviewing what we learned during last session about the food pyramid: what type of food goes into what part of the pyramid, the servings needed and the name of the food.

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Once all has been reviewed, we will go to the playground or gym to do an activity with the science teacher.

Students will make six lines with their cooperative groups. There will be several food pictures scattered around a limited space. Each cooperative group will have a blank food pyramid. In turns, they will have to run and take one picture in order to fill their pyramid with all the essential types of foods: The first student will run and take one food and will go back with his/her team, putting the food he/she has taken in the correspondent place in the pyramid. Then it will be the next students' turn, until the pictures have run out.

Finally, students will put in common their pyramids and talk about what they are missing and what they have in it; we will also put in common which of those foods they like and which ones they don't.

Sessions 5 and 6: 04/09/2018 - 04/10/2018- [\(See Annex 2.4.5 for Session 5 materials\)⁴³](#)

During these sessions we will work on poverty. First, when students arrive to class they will see plates on their desks which will be covered. We will ask student not to touch the plates and we will talk about what food they may find when they uncover the plate. Then, when uncovering some of them will see nothing, the plate will be empty, while others will have a picture with a lot of food. We will ask students what they think about that and if they think it is fair. We will explain that some people and children from their age have nothing or little to eat. Next, a Christmas letter from a child in poverty with nothing to eat will be shown on the digital board. Once we have done the activity and the letter has been read we will put in common our ideas and feeling about what we have seen and read. Next, we will think, taking into account the new vocabulary we have learned and the food pyramid, what types of food do these children need. Finally, we will create a small poster we will give to other classes in order to prepare a food collection campaign. All the food that is recollected will be donated to a NGO's food bank.

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Session 7: 04/11/2018- [\(See Annex 2.4.7 for Session 7 materials\)](#)⁴⁴

When we arrive to class, we will paste on the board six flashcards with the sixth group of phonics and put the students a song: <https://youtu.be/iSXePpP79k4> (Jolly Academy, 2013) pointing the phonic that sound in each part of the song. Then, we will ask students to repeat after the teacher while making a gesture for each of the phonics. Then, the teacher will show the students some flashcards with words and will ask the students to read the word outloud (recasting and drilling if necessary). Selected students will come out and paste the word under the phonic it belongs to.

After this task, we will give each student a mini whiteboard with a marker. The teacher will read outloud some words and students will have to write the correspondent phonic down, and in the second phase, they will have to write the entire word down trying to use the correct phonic and put the whiteboard up as fast as they can (the teacher will look at the mini boards to see the mistakes that must be corrected).

Finally, each group will have several cards: card with phonics and card with pictures. In their cooperative groups they will play the memory game matching the picture with its phonic. During the game, in case we have a language assistant, each student will go out of class one by one to read small texts with these phonics. In case there is no assistant or auxiliar teacher, the English teacher will ask the students to come to her/his desk to read..

Session 8: 04/12/2018

This session will begin with the E.T. dynamic. The student who took our colleague home, will present his research about our country and will tell us how well he/she spent the weekend with him. A new student will be chosen to visit another country and take E.T home. After having presented the investigation, we will give delayed feedback to the student in order to let the conversation flow, as linguistic mistakes are not as important in this task as the efforts he/she makes to communicate.

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The rest of the session will be dedicated to individual reading in the Dreams corner or the school library. Each student will choose a story or book to read in English, either from the library or brought from home.

Session 9: 04/13/2018- [\(See Annex 2.4.8 for Session 9 materials\)](#)⁴⁵

In this session we will sit down in assembly in the Dreams corner and will make a first contact with the story *A taste of the moon* (Grejniec, 2013). We will show them the front cover of the book as well as the back cover and will ask them several questions: What can you see in the picture? What do think is going to happen? We will also show students the measurement poster included with the book and will ask students what animals can they see, what to they think they are doing, and what do they think is their favorite food (Recast if necessary with “The (name of the animal) likes...”)

Finally, we will remark the words “salty”, “sweet” and “acid”, asking students to guess the meaning. We will show pictures of food and they will to shout out “salty”, “sweet” or “acid” depending on the food shown. Then, we will show them some cards in order to play the intruder game where they will have to say as fast as they can what food is the intruder.

Session 10: 04/16/2018- [\(See Annex 2.4.10 for Session 10 materials\)](#)⁴⁶

In this session we will start by sitting down in the Dreams corner and looking at the measurement poster and remembering what food did each animal like and what each animal measured. Then, we will start reading the story. After the reading, we will ask several questions: What happened in the story? What did the animals do? Who went first? Which one is your favorite animal? What happened with the fish? The last question will be: What would the moon taste like for you? After answering such question we will stand up and see there is a moon hanging on the ceiling. It will be a piñata.

After picking up what is in the piñata we will go back to our seats and give each student a piece of paper they will have to fill drawing one of the animals, how much they measure (measuring themselves in turns with the help of the teacher) and their favorite food.

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Session 11: 04/17/2018- [\(See Annex 2.4.11 for Session 11 materials\)](#)⁴⁷

We will start this session by showing students a letter from E.T inside Mr. Bucket; in the letter, E.T will have written a recipe of his favorite dish and asking students to send him recipes of other dishes. This way, students will work in pairs. We will give each pair of students various pictures of food. They will have to make a dish for their partner; however, they must know what food they like and what food they don't like in order to make it. Students will have to talk between themselves asking questions such as Do you like...?

During this activity, the teacher will monitor the class taking notes about the mistakes students make either on pronunciation or language. In order to let the conversation flow, the teacher will give a general feedback to students, writing down the mistakes on the board and explaining them or carrying out choral drills.

Once they have selected the food their partner likes, they will draw the dish in a piece of paper establishing the ingredients of it. Next, they will have to write a recipe about that dish individually following the example shown at the beginning of the class and using a writing frame, in order to send the recipes to E.T.

Session 12: 04/18/2018 - [\(See Annex 2.4.12 for Session 12 materials\)](#)⁴⁸

When beginning the session, there will be another letter from E.T inside mr. Bucket. He will say thank you in the letter and also, will say how much his two friends. Susan and Tom liked the recipes; he will remark what food do Susan and Tom like and dislike. This way, the teacher will be the one who will read Susan and Tom's likes and dislikes in order to carry out a listening activity. Each student will have a drawing with a picture of Susan and Tom with two bubbles each. Students will have to write down in one bubble what Susan likes and in another one, what Susan dislikes, writing down the whole sentence "Susan likes.... /Susan doesn't like..." The same will be done with Tom.

Finally, we will give each student a reading comprehension worksheet to work with the 1-2-4 technique.

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Session 13: 04/19/2018- [\(See Annex 2.4.13 for Session 13 materials\)⁴⁹](#)

In this session a reflective dictation will be carried out. First, the dictation will be read to the students and the new and complex words will be reminded by reviewing their writing and spelling. Second, the dictation will proceed. Third, the dictation will be repeated and then students will exchange their dictations with their partner. Then, the teacher will copy the dictation on the board, reviewing the keywords. Students will round the mistakes that their classmates may have made with a color pencil. Afterwards, the most frequent errors will be shared in order to review them together.

Finally, students will repeat their mistakes three times in the notebook and will write a sentence with those words. To finish, they will accompany the dictation with a drawing.

Sessions 14 and 15: 04/20/2018 - 04/23/2018- [\(See Annex 2.4.14 for Session 14 materials\)⁵⁰](#)

During these sessions, students will work on the final project. First, we will give each cooperative group a shopping list. We will have a corner with a shop stand and pictures of food; students will have to go in order to the shop and pick up the food that appears in their shopping list. Once they have the ingredients, they will have to think of an easy recipe they can make, asking at home or to the teacher for some help. Then, each group will prepare how to record themselves a video in which they prepare the recipe. We will ask for some volunteer families to help in this session in order to record students. Finally, we will all watch the videos created in class. In order for students to create the video we will give them some guidelines: the video must be, as a maximum, two minutes long; and they must follow the structure of a recipe taking into account the food pyramid.

This final project will be evaluated through a checklist or rubric presented in Annex 2.1.14. The feedback will be delayed as it is essential that the conversation or presentation flows; the efforts that students make to communicate are of great importance.

After all groups have presented their final projects, we will individually talk with each group so that they can see the checklist or rubric the teacher has completed. The teacher will complete a checklist for each group and individual student in order to have both group and

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individual marks. We will also carry out a short interview with the groups so that they know their feedbacks and they tell the teacher how the group work was.

CURRICULAR MATERIALS AND OTHER DIDACTIC RESOURCES

RESOURCES	
MATERIAL RESOURCES	Didactic resources: <i>I will never not ever eat a tomato</i> (Child, 2000) and <i>A taste of the moon</i> (Grejniec, 2013). Reading, Speaking and Listening worksheets, flashcards and songs, kahoot.
	Material resources: smartboard, tablets or iPads, whiteboard, colors, papers, glue, cardboards.
	Spacial resources: classroom, school library, tatami or gym and playground.
HUMAN RESOURCES	Human resources: English teacher and auxiliar teacher in case specific students need it, Science teacher and volunteer families.

DIVERSITY ATTENTION MEASURES

As expressed in the Annual programming, the school has diversity attention measures to respond to the different needs, rhythms and learning styles of all students:

- Ordinary measures: There will be certain adaptations depending on the needs that arise in the classroom. On the one hand, we will have reinforcement and support activities that students will be able to use or take home in case they need it. An auxiliary teacher will be available in the classroom if necessary, working in a multisensory manner the phonics or offering support in more complex activities. In addition, students will be able to take home adapted materials or activities that will then be collected and worked with the teacher.

For those students with a higher learning speed or rhythm, there will be expansion activities such as higher-level readings or even adapted materials to expand contents or vocabulary or to investigate specific topics.

- Extraordinary measures: those students with a slower learning speed or rhythm, such as the student with ADHD, will have a support teacher in the classroom if necessary, as well as adapted activities. When doing the dictation, they will be allowed to write the words they hear and understand instead of the whole text; and the offered readings may be adapted to a lower level. Also, the student with ADHD will have a lectern in case he prefers to perform standing tasks.

For the student with Asperger syndrome, we will keep elaborating the picture dictionary with the new vocabulary; we will work the phonics through a pictogram notebook (either with the teacher or with an auxiliary or assistant teacher and at home), and we will keep working in specific moments with the self-regulating thermometer and the emotional monsters in class.

OTHER ELEMENTS THAT MIGHT BE EXPLICITLY INCLUDED

a. Complementary and extracurricular activities

Three complementary activities stand out: the E.T dynamic carried out once a week in all units; a session carried out in the gym or playground to work with the food pyramid ;and a session, which belongs to the reading plan, dedicated to individual reading in the school library.

b. Reading development and Ethics

The reading and values have a strong importance throughout all the units, since the latter are always fomented through the former.

In this unit plan, two stories are worked: *I will never not ever eat a tomato* (Child, 2000) and *A taste of the moon* (Grejniec, 2013), stories through which different values, such as the importance of teamwork and helping others, emotions are known and new concepts and contents are pointed out.

In addition, throughout this unit, activities which work on reading and its understanding are also carried out, as in session.

c. ICT fostering

Throughout the unit, students can use the tablets in different moments. Likewise, the Internet connection and the digital board are used several times to play songs and show maps or writing models to the students. iPads will be used during the two last sessions of the unit destined to create the final project “Master Chefs”.

UNIT 8. "LISTEN BUDDY"**Year 2** Primary Education**Subject:** First Foreign Language, English**Temporalization:** 15 sessions (04/24/2018 – 05/17/2018)**RATIONALE OF THE DIDACTIC UNIT THEME**

As in every didactic unit, two stories will be told. On the one hand, *The five senses* (Sell, 2011) will allow the teacher and students to work the grammatical structure "I like/I don't like"; the present simple; and the vocabulary related to the five senses; taking advantage of the trip that will be done to the theatre company "You are the story". On the other hand, *Off to the park. A book about blindness* (Cheetham, 2014) will allow the teacher and students to work the importance of diversity as an emotion.

For this reason, there will be a cross-curricular work with Science and Arts, creating this way, a final project titled "Not everything is what it seems", in which they will have to create works of art related to each of the senses. In addition, the last group of phonics will be worked: qu, ou, oi, ue, er, ar.

OUTCOMES, MINIMUM REQUIRED AND KEY COMPETENCES

1. To identify key words and ideas in directed conversations. CC.CC. (1,4,6,7) (M.R)
2. To produce habitual expressions and basic vocabulary with correct pronunciation, intonation, accent and rhythm. CC.CC (1,4,7) (M.R)
3. To interact in a basic way using simple sentences. CC.CC (1,4,5,6,7) (M.R)
4. To read, recognize and understand simple words and sentences often used. CC.CC (1,4,7) (M.R)
5. To know and apply basic strategies to understand the general gist of various texts. CC.CC (1,3,4,5,6,7) (M.R)
6. To use several texts and resources as a source of information, enjoyment and learning. CC.CC (1,3,4,5,6,7)
7. To build up texts and simple sentences from models. CC.CC (1,4) (M.R)
8. To know some customs and cultural traditions of english-speaking countries. CC.CC (1,3,4,5,6,7)
9. To know the vocabulary related to the five senses. CC.CC (1,4) (M.R)

10. To know and apply the grammatical expression “I like, I don’t like” as well as the present simple. CC.CC (1,4) (M.R)
11. CTo know, work and apply the seventh group of phonics: qu, ou, oi, ue, er, ar. CC.CC (1,4,7)

CONTENTS

Conceptual

- Vocabulario básico (Five senses)
- Expresión de gustos y preferencias: I like/I don’t like; I like V –ing.
- Expresión de relaciones lógicas: Conjunción (and); disyunción (or).
- Exclamación: exclamatory sentences.

Procedural

- Canciones, diálogos y debates.
- Introducción a la literatura infantil en lengua inglesa: manejo de cuentos, cómics y otros textos narrativos con alto contenido visual; y estrategias de apoyo a la lectura.
- Escritura dirigida de vocabulario básico y oraciones sencillas.
- Uso de diccionarios de imágenes y de las tecnologías de la información y la comunicación.
- Cuidado en la presentación de los textos y uso de mayúsculas y otros signos de puntuación.
- Lectura, deletreo y comprensión de palabras de uso frecuente y oraciones y textos muy sencillos.
- Reconocimiento y lectura de palabras que comparten un patrón común.
- Conocimiento de aspectos fonéticos diferentes de la lengua inglesa.
- Emisión de palabras y mensajes breves con pronunciación, entonación, acentuación y ritmo correctos.
- Utilización de expresiones y oraciones de uso habitual dentro del aula para el intercambio de información básica.
- Comprensión de textos orales breves procedentes de distintos soportes audiovisuales e informáticos y con distintos acentos.
- Identificación y comprensión de palabras clave e ideas principales en conversaciones dirigidas.

Behavioral

- Comprensión, interpretación y aceptación de opiniones diferentes a las propias.
- Análisis de las emociones, sentimientos, posibles pensamientos y puntos de vista de las partes en conflicto.
- Trabajo en equipo favoreciendo la interdependencia positiva y mostrando conductas solidarias.

EVALUATION CRITERIA

- Understand what it is communicated in simple habitual transactions both in "listening" and "speaking" activities and in group readings. (Bloque 1. Oral Comprehension)
- Identify and understand the overall gist and specific vocabulary for its context and through the stories worked in the unit: *The five senses* (Sell, 2011) and *Off to the park. A book about blindness* (Cheetham, 2014) (Bloque 1. Oral Comprehension)
- Know and use a limited repertoire of high frequency oral vocabulary, as well as the vocabulary established for the unit (grammatical structure "I like/I don't like"; the present simple; and the vocabulary related to the five senses) both in oral activities and in classroom dynamics. (Bloque 2. Oral Expression)
- Imitate a limited repertoire of sound patterns and apply them in the pronunciation of words and oral exchanges: *group 7 of phonics* (qu, ou, oi, ue, er, ar) (Bloque 2. Oral Expression)
- Identify the theme and the general meaning of the texts presented through the reading activities or the stories themselves (*The five senses* (Sell, 2011) and *Off to the park. A book about blindness* (Cheetham, 2014)) aplicando estrategias personales de comprensión. (Bloque 3. Written Comprehension)
- Build simple and short texts based on simple sentences and the vocabulary established for the unit. (Bloque 4. Written Expression)
- Follow a directed writing as, for example, reflective dictations. (Bloque 4. Written Expression)
- Use the vocabulary and language that has been established for the didactic unit when creating and presenting the final project "*Not everything is what it seems*".

- Identify and use the target language established for the unit in different contexts ((grammatical structure “I like/I don’t like”; the present simple; and the vocabulary related to the five senses)
- Work and solve problems and activities proposed in the classroom both individually and cooperatively.

UNIT 9. "OLYMPIC ATHLETES"**Year 2** Primary Education**Subject:** First Foreign Language, English**Temporalization:** 15 sessions (05/18/2018 – 07/06/2018)**RATIONALE OF THE DIDACTIC UNIT THEME**

In this last unit, two stories will be told. On the one hand, *The frogs olympics* (Moses & Husband, 2016) which will allow to work the vocabulary related to actions, taking advantage of a Gymkhana that will be done at school; the present simple and continuous; and adverbs of frequency (sometimes, always, often, never and usually). On the other hand, *Giraffes can't dance* (Andreae & Parker-Rees, 2014) will lead to the work of self-esteem and self-concept as an emotion.

For this reason, there will be a cross-curricular work with Physical Education, creating this way, a final project titled "The theatre" in which students will have to create a play using the vocabulary learned. In addition, a final review of the phonics will be done.

OUTCOMES, MINIMUM REQUIRED AND KEY COMPETENCES

1. To identify key words and ideas in directed conversations. CC.CC. (1,4,6,7) (M.R)
2. To produce habitual expressions and basic vocabulary with correct pronunciation, intonation, accent and rhythm. CC.CC (1,4,7) (M.R)
3. To interact in a basic way using simple sentences. CC.CC (1,4,5,6,7) (M.R)
4. To read, recognize and understand simple words and sentences often used. CC.CC (1,4,7) (M.R)
5. To know and apply basic strategies to understand the general gist of various texts. CC.CC (1,3,4,5,6,7) (M.R)
6. To use several texts and resources as a source of information, enjoyment and learning. CC.CC (1,3,4,5,6,7)
7. To build up texts and simple sentences from models. CC.CC (1,4) (M.R)
8. To know some customs and cultural traditions of english-speaking countries. CC.CC (1,3,4,5,6,7)
9. To know the vocabulary related to actions. CC.CC (1,4) (M.R)

10. To know and apply frequency adverbs (sometimes, always, often, never and usually) and the present simple and continuous. CC.CC (1,4) (M.R)
11. To know, work and apply the seven groups of phonics. CC.CC (1,4,7)(M.R)

CONTENTS

Conceptual

- Vocabulario básico (Actions)
- Expresiones temporales: divisions (e.g. summer); indications of time (e.g. now,tomorrow); frequency (e.g. sometimes, on Sundays); prepositions and adverbs of time.
- Expresión del aspecto: puntual (simple tenses); durativo (present continuous); habitual (simple tenses [+Adv. eg. always, everyday]).

Procedural

- Canciones, diálogos y debates.
- Introducción a la literatura infantil en lengua inglesa: manejo de cuentos, cómics y otros textos narrativos con alto contenido visual; y estrategias de apoyo a la lectura.
- Escritura dirigida de vocabulario básico y oraciones sencillas.
- Uso de diccionarios de imágenes y de las tecnologías de la información y la comunicación.
- Cuidado en la presentación de los textos y uso de mayúsculas y otros signos de puntuación.
- Lectura, deletreo y comprensión de palabras de uso frecuente y oraciones y textos muy sencillos.
- Reconocimiento y lectura de palabras que comparten un patrón común.
- Conocimiento de aspectos fonéticos diferentes de la lengua inglesa.
- Emisión de palabras y mensajes breves con pronunciación, entonación, acentuación y ritmo correctos.
- Utilización de expresiones y oraciones de uso habitual dentro del aula para el intercambio de información básica.
- Comprensión de textos orales breves procedentes de distintos soportes audiovisuales e informáticos y con distintos acentos.
- Identificación y comprensión de palabras clave e ideas principales en conversaciones

dirigidas.

Behavioral

- Contribución a la mejora del clima del grupo mostrando actitudes cooperativas y estableciendo relaciones respetuosas.
- Desarrollo de la capacidad de diálogo. Capacidad de ponerse en la situación del otro para comprender sus razones y argumentos.
- Muestras de empatía, respeto, comprensión y ayuda ante las emociones ajenas.

EVALUATION CRITERIA

- Understand what it is communicated in simple habitual transactions both in "listening" and "speaking" activities and in group readings. (Bloque 1. Oral Comprehension)
- Identify and understand the overall gist and specific vocabulary for its context and through the stories worked in the unit: *The frogs olympics* (Moses & Husband, 2016) and *Giraffes can't dance* (Andreae & Parker-Rees, 2014) (Bloque 1. Oral Comprehension)
- Know and use a limited repertoire of high frequency oral vocabulary, as well as the vocabulary established for the unit (vocabulary related to actions, present simple and continuous, adverbs of frequency (sometimes, always, often, never and usually)) both in oral activities and in classroom dynamics. (Bloque 2. Oral Expression)
- Imitate a limited repertoire of sound patterns and apply them in the pronunciation of words and oral exchanges: seven groups of phonics (Bloque 2. Oral Expression)
- Identify the theme and the general meaning of the texts presented through the reading activities or the stories themselves (*The frogs olympics* (Moses & Husband, 2016) and *Giraffes can't dance* (Andreae & Parker-Rees, 2014)) aplicando estrategias personales de comprensión. (Bloque 3. Written Comprehension)
- Build simple and short texts based on simple sentences and the vocabulary established for the unit. (Bloque 4. Written Expression)
- Follow a directed writing as, for example, reflective dictations. (Bloque 4. Written Expression)
- Use the vocabulary and language that has been established for the didactic unit when creating and presenting the final project "*The theatre*".

- Identify and use the target language established for the unit in different contexts (vocabulary related to actions, present simple and continuous, adverbs of frequency (sometimes, always, often, never and usually))
- Work and solve problems and activities proposed in the classroom both individually and cooperatively.

4. CONCLUSIONS

Once finished this end-of-degree project, I can say that it has been a great challenge for me both personally and professionally. I have put in it all my effort, enthusiasm and dedication in order to try to capture in it all that I have absorbed and learned throughout these four years.

All the experiences that I have lived through my time as a student are reflected in this project, taking into account all the events, resources, adventures, difficulties, observations and practices that have caught my attention during these four years as an education-degree-student. I have also borne in mind all the other experiences or practices that didn't work in a classroom and made me think, observe and reflect.

This way, when designing this syllabus, I have established the active methodology, cooperative work, meaningful learning and emotional equality as cornerstones of such, creating an experiential and functional learning in order to make children aware of the fact that all learnings have a purpose.

In the development of this work I have tried to establish the necessary bases to overcome some of the difficulties that are still arising in the schools: to improve the relationship between family and school introducing the latter in the learning of their children and being active agents thereof; connecting subjects instead of working them as watertight compartments without any connection; and above all, carrying out diverse dynamics through English literature; something that I consider very enriching for students, taking as a starting point the imagination and creativity to learn and teach, and encourage, at the same time, the pleasure of reading.

Emotions have also played an essential role throughout this work due to the fact that I have always considered that in order to learn and teach it is essential to move students.

I have also tried to create didactic units and materials that are motivating, dynamic and open to the students' experimentation and creativity in order to develop a series of personal and academic objectives.

The Universidad Pontificia de Comillas has played a very important role since it has been a source of academic and professional values, offering me the necessary tools to feel capable of entering a classroom with total security and to undertake my path as a teacher. Likewise, the internship schools in which I have been able to learn have also meant a great change and source of learning: Dual Language Academy of the Monterey Peninsula, a school in California that opened my eyes to other educational models, culture and different social situations; The IDEO School, which supposed the biggest change of all at a personal and professional level, as I had to face unexpected situations in a constant way, learning to improvise and act quickly as a true teacher; and especially to the Sagrado Corazón de Jesús of Martínez Campos, where I found my greatest personal reference, María Cuadrillero, whom I would like to give special thanks and who taught me from the first moment to love this profession and enjoy and learn from it, by embracing both good times and those more exhausting and hard, lived precisely at her side and through which I have grown emotionally and as a teacher.

In a special way I would also like to thank the effort and dedication of Alfonso López Hernández, my TFG supervisor who has allowed me to connect my ideas, work with constancy and adjust my look towards the importance of English.

All the time and passion that I have devoted to this project has taught me the importance of keeping up to date as a teacher, continuously studying and always opening horizons towards new methodologies and strategies.

I deeply hope to offer my future students the best of me to facilitate their learning and training as people.

“One child, one teacher, one book and one pen can change the world”

– Malala Yousafzai

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ANNEX

6. ANNEX

ANNEX 1. ANNUAL SYLLABUS

ANNEX 1.1. STORIES AND LESSON PLANS CONNECTION

LESSON PLAN	BOOK
1. Bucket Fillers	- <i>Have you filled a bucket today?</i> by Carol McCloud. - <i>The color monster</i> by Anna Llenas.
2. Squash Squeeze	- <i>A squash and a squeeze</i> by Julia Donaldson. - <i>The little old lady who was not afraid of anything</i> by Linda Williams.
3. Body Birds	- <i>There is a bird on your head</i> by Mo Willems. - <i>The invisible boy</i> by Trudy Ludwig.
4. ROAR	- <i>And Tango makes three</i> by Justin Richardson and Peter Parneff. - <i>When I'm feeling angry</i> by Trace Moroney.
5. Differences Make Us Unique	- <i>The smartest giant in town</i> by Julia Donaldson. - <i>Families are different</i> by Nina Pellegrini.
6. Dots	- <i>Press here</i> by Herve Tullet. - <i>The rainbow fish</i> by Marcus Pfister.
7. Master Chefs	- <i>I will never not ever eat a tomato</i> by Lauren Child. - <i>A taste of the moon</i> by Michael Grejniec.
8. Listen Buddy	- <i>The five senses</i> by Krista Sell. - <i>Off to the park. A book about blindness</i> by Stephen Cheetham.
9. Olympic Athletes	- <i>The frogs olympics</i> by Brian Moses. - <i>Giraffes can't dance</i> by Giles Andreae.

Annex 1.1. Lesson plans and books associated to each of them. Source: the author.

ANNEX 1.2 SECUENCIACIÓN DE CONTENIDOS DEL CURRÍCULO OFICIAL DE LA CAM

Bloque 1: Comprensión oral	
Conceptuales	Procedimentales
	<ul style="list-style-type: none"> - Sonidos característicos en lengua inglesa. El sonido y nombre de las letras del alfabeto. - Comprensión de mensajes orales sencillos. - Comprensión de textos orales breves procedentes de distintos soportes audiovisuales e informáticos. - Identificación y comprensión de palabras clave e ideas principales en conversaciones dirigidas. - Comprensión de mensajes producidos en lengua inglesa con distintos acentos.

Bloque 2: Expresión oral	
Conceptuales	Procedimentales
<ul style="list-style-type: none"> - Conocimiento de aspectos fonéticos diferentes de la lengua inglesa a través de palabras y oraciones sencillas. - Vocabulario básico. 	<ul style="list-style-type: none"> - Emisión de palabras y mensajes breves con pronunciación, entonación, acentuación y ritmo correctos. - Uso de rutinas, canciones, rimas y retahílas. - Utilización de expresiones de uso habitual dentro del aula. - Uso de oraciones sencillas para el intercambio de información básica.

Bloque 3: Comprensión lectora	
Conceptuales	Procedimentales
	<ul style="list-style-type: none"> - Reconocimiento y lectura de palabras que comparten

	<p>un patrón común, palabras que rimen y fonemas finales.</p> <ul style="list-style-type: none"> - Lectura, deletreo y comprensión de palabras de uso frecuente y oraciones y textos muy sencillos. - Reconocimiento de los signos ortográficos básicos. - Manejo de cuentos, cómics y otros textos narrativos con alto contenido visual. - Estrategias de apoyo a la lectura: el contexto visual, conocimiento previo del tema. - Lectura de palabras y oraciones sencillas. - Uso de diccionarios de imágenes y de las tecnologías de la información y la comunicación como elemento de consulta y de aprendizaje.
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Bloque 4: Expresión escrita	
Conceptuales	Procedimentales
	<ul style="list-style-type: none"> - Uso de mayúsculas y otros signos de puntuación. - Escritura dirigida de vocabulario básico y oraciones sencillas. - Escritura de textos sencillos siguiendo modelos. - Cuidado en la presentación de los textos. - Uso de diccionarios de imágenes y de las tecnologías de la información y la comunicación.

Bloque 5: Cultura inglesa	
Conceptuales	Procedimentales
- Costumbres y tradiciones culturales de los países de habla inglesa.	<ul style="list-style-type: none"> - Canciones, diálogos y debates. - Introducción a la literatura infantil en

- Historia y personajes de los países de habla inglesa.	lengua inglesa (relatos, poesías, rimas y representaciones teatrales sencillas).
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Bloque 6: Contenidos sintáctico-discursivos	
Conceptuales	Procedimentales
	<ul style="list-style-type: none"> - Expresión de relaciones lógicas: Conjunción (and); disyunción (or). - Afirmación: affirmative sentences; Yes (+tag). - Exclamación: exclamatory sentences (e.g. I love salad!); How + Adj. (e.g. How nice!). - Negación: negative sentences with not, no (Adj.). - Interrogación: Wh- questions: What; Where; How; Who. Aux. verbs in questions: to be; to do. - Expresión del tiempo: presente (simple present). - Expresión del aspecto: puntual (simple tenses); durativo (present continuous); habitual (simple tenses [+Adv. eg. always, everyday]). - Expresión de la modalidad: capacidad (can); permiso (can); obligación (have [got]to; imperative). - Expresión de la existencia (to be; there is/there are); la entidad (nouns and pronouns, articles, demonstratives); la cualidad ((very+)Adj.). - Expresión de la cantidad: singular/plural; cardinal numbers up to two digits; ordinal numbers up to one digit; quantity: many, some, (a) little, more. Degree: very. - Expresión del espacio: prepositions and adverbs of location, position. - Expresiones temporales: divisions (e.g. summer);

indications of time (e.g. now,tomorrow); frequency (e.g. sometimes, on Sundays); prepositions and adverbs of time.

- Expresión del modo: Adv. of manner (e.g. slowly, well).

- Expresión de la posesión: I have got (I've got); preposición of.

- Expresión de gustos y preferencias: I like/I don't like; I like V –ing.

Annex 1.1. Secuenciación de contenidos del currículo oficial de la CAM. Source:

https://www.bocm.es/boletin/CM_Orden_BOCM/2014/07/25/BOCM-20140725-

[1.PDF](#)

ANNEX 1.3. UNIT PLANS SEQUENCING

Unidad didáctica	Contenidos	Cuentos
1. "Bucket fillers" <i>First term.</i>	<p>Concept review. (Vocabulary: Colors, alphabet, days of the week, months, seasons, weather, emotions)</p> <ul style="list-style-type: none"> - Interrogación: Wh- questions - Canciones, diálogos y debates. - Introducción a la literatura infantil en lengua inglesa. - Escritura dirigida de vocabulario básico y oraciones sencillas. - Uso de diccionarios de imágenes y de las tecnologías de la información y la comunicación. - Manejo de cuentos, cómics y otros textos narrativos con alto contenido visual. - Estrategias de apoyo a la lectura. - Vocabulario básico. 	<p><i>Have you filled a bucket today?</i> by Carol McCloud. Illustrated by David Messing.</p> <p>Emotional education: <i>The color monster</i> by Ana Llenas.</p>

	<ul style="list-style-type: none"> - Sonidos característicos en lengua inglesa. - El sonido y nombre de las letras del alfabeto. 	
<p>2. “Squash squeez squash” First term.</p>	<p>(Vocabulary: Parts of a house, Halloween)</p> <ul style="list-style-type: none"> - Expresión de la modalidad: capacidad (can); permiso (can); obligación (have [got]to; imperative). - Interrogación: Wh- questions - Afirmación: affirmative sentences; Yes (+tag). - Negación: negative sentences with not, no (Adj.). - Canciones, diálogos y debates. - Introducción a la literatura infantil en lengua inglesa. - Costumbres y tradiciones culturales de los países de habla inglesa. - Escritura dirigida de vocabulario básico y oraciones sencillas. - Uso de diccionarios de imágenes y de las tecnologías de la información y la comunicación. - Lectura, deletreo y comprensión de palabras de uso frecuente y oraciones y textos muy sencillos. - Lectura de palabras y oraciones sencillas. - Manejo de cuentos, cómics y otros textos narrativos con alto contenido visual. - Estrategias de apoyo a la lectura: el contexto visual, conocimiento previo del tema. 	<p><i>A squash and a squeeze</i> by Julia Donaldson. Illustrated by Axel Scheffler.</p> <p>Emotional education: <i>The little old lady who was not afraid of anything</i> by Linda Williams</p>

	<ul style="list-style-type: none"> -Vocabulario básico. - Conocimiento de aspectos fonéticos diferentes de la lengua inglesa. - Uso de rutinas, canciones, rimas y retahílas. - Uso de oraciones sencillas para el intercambio de información básica. - Comprensión de textos orales breves procedentes de distintos soportes audiovisuales e informáticos. 	
<p>3. “Body birds” <i>First term.</i></p>	<p>(Vocabulary: Body parts and Christmas)</p> <ul style="list-style-type: none"> - Expresión de la existencia (to be; there is/there are) - Afirmación: affirmative sentences; Yes (+tag). - Negación: negative sentences with not, no (Adj.) - Canciones, diálogos y debates. - Introducción a la literatura infantil en lengua inglesa. - Costumbres y tradiciones culturales de los países de habla inglesa. - Escritura dirigida de vocabulario básico y oraciones sencillas. - Uso de diccionarios de imágenes y de las tecnologías de la información y la comunicación. - Lectura, deletreo y comprensión de palabras de uso frecuente y oraciones y textos muy sencillos. - Lectura de palabras y oraciones sencillas. 	<p><i>There is a bird on your head</i> by Mo Willems.</p> <p>Emotional education: <i>The invisible boy</i> by Trudy Ludwig. Illustrated by Patrice Barton.</p>

	<ul style="list-style-type: none"> - Manejo de cuentos, cómics y otros textos narrativos con alto contenido visual. - Estrategias de apoyo a la lectura: el contexto visual, conocimiento previo del tema. - Vocabulario básico. - Conocimiento de aspectos fonéticos diferentes de la lengua inglesa. - Uso de rutinas, canciones, rimas y retahílas. - Uso de oraciones sencillas para el intercambio de información básica. - Comprensión de textos orales breves procedentes de distintos soportes audiovisuales e informáticos. - Comprensión de mensajes orales sencillos. 	
<p>4. “ROAR” <i>Second term.</i></p>	<p>(Vocabulary: Animals)</p> <ul style="list-style-type: none"> - Expresión del espacio: prepositions and adverbs of location, position. - Expresión de la existencia (to be; there is/there are) - Afirmación: affirmative sentences; Yes (+tag). - Negación: negative sentences with not, no (Adj.) - Interrogación: Wh- questions. - Canciones, diálogos y debates. - Introducción a la literatura infantil en lengua inglesa. - Escritura dirigida de vocabulario básico y 	<p><i>And Tango makes three</i> by Justin Richardson and Peter Parneff. Illustrated by Henry Cole.</p> <p>Emotional education: <i>When I'm feeling angry</i> by Trace Moroney</p>

	<p>oraciones sencillas.</p> <ul style="list-style-type: none"> - Uso de diccionarios de imágenes y de las tecnologías de la información y la comunicación. - Cuidado en la presentación de los textos. - Uso de mayúsculas y otros signos de puntuación. - Lectura, deletreo y comprensión de palabras de uso frecuente y oraciones y textos muy sencillos. - Lectura de palabras y oraciones sencillas. - Reconocimiento y lectura de palabras que comparten un patrón común. - Manejo de cuentos, cómics y otros textos narrativos con alto contenido visual. - Estrategias de apoyo a la lectura: el contexto visual, conocimiento previo del tema. - Vocabulario básico. - Conocimiento de aspectos fonéticos diferentes de la lengua inglesa. - Uso de rutinas, canciones, rimas y retahílas. - Emisión de palabras y mensajes breves con pronunciación, entonación, acentuación y ritmo correctos. - Utilización de expresiones de uso habitual dentro del aula. - Uso de oraciones sencillas para el intercambio de información básica. - Comprensión de mensajes orales 	
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	<p>sencillos.</p> <ul style="list-style-type: none"> - Comprensión de textos orales breves procedentes de distintos soportes audiovisuales e informáticos. - Identificación y comprensión de palabras clave e ideas principales en conversaciones dirigidas. - Comprensión de mensajes producidos en lengua inglesa con distintos acentos. 	
<p>5. “Differences Make Us Unique.” <i>Second term.</i></p>	<p>(Vocabulary: Clothes, descriptions, continents)</p> <ul style="list-style-type: none"> - Expresión de la existencia (to be; there is/there are) - Expresión de la posesión: I have got (I’ve got); preposición of. - Canciones, diálogos y debates. - Introducción a la literatura infantil en lengua inglesa. - Costumbres y tradiciones culturales de los países de habla inglesa. - Escritura dirigida de vocabulario básico y oraciones sencillas. - Uso de diccionarios de imágenes y de las tecnologías de la información y la comunicación. - Cuidado en la presentación de los textos. - Uso de mayúsculas y otros signos de puntuación. - Escritura de textos sencillos siguiendo modelos. - Escritura dirigida de vocabulario básico y 	<p><i>The smartest giant in town</i> by Julia Donaldson. Illustrated by Axel Scheffler.</p> <p>Emotional education: <i>Families are different</i> by Nina Pellegrini.</p>

	<p>oraciones sencillas.</p> <ul style="list-style-type: none"> - Uso de diccionarios de imágenes y de las tecnologías de la información y la comunicación. - Cuidado en la presentación de los textos. - Uso de mayúsculas y otros signos de puntuación. - Lectura, deletreo y comprensión de palabras de uso frecuente y oraciones y textos muy sencillos. - Lectura de palabras y oraciones sencillas. - Reconocimiento y lectura de palabras que comparten un patrón común. - Manejo de cuentos, cómics y otros textos narrativos con alto contenido visual. - Estrategias de apoyo a la lectura: el contexto visual, conocimiento previo del tema. - Vocabulario básico. - Conocimiento de aspectos fonéticos diferentes de la lengua inglesa. - Uso de rutinas, canciones, rimas y retahílas. - Emisión de palabras y mensajes breves con pronunciación, entonación, acentuación y ritmo correctos. - Utilización de expresiones de uso habitual dentro del aula. - Uso de oraciones sencillas para el intercambio de información básica. - Comprensión de mensajes orales 	
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	<p>sencillos.</p> <ul style="list-style-type: none"> - Comprensión de textos orales breves procedentes de distintos soportes audiovisuales e informáticos. - Identificación y comprensión de palabras clave e ideas principales en conversaciones dirigidas. - Comprensión de mensajes producidos en lengua inglesa con distintos acento 	
<p>6. “Dots” <i>Second term.</i></p>	<p>(Vocabulary: Numbers)</p> <ul style="list-style-type: none"> - Expresión de la cantidad: singular/plural; cardinal numbers up to two digits; ordinal numbers up to one digit. - Interrogación: Wh- questions. - Canciones, diálogos y debates. - Introducción a la literatura infantil en lengua inglesa. - Costumbres y tradiciones culturales de los países de habla inglesa. - Escritura dirigida de vocabulario básico y oraciones sencillas. - Uso de diccionarios de imágenes y de las tecnologías de la información y la comunicación. - Cuidado en la presentación de los textos. - Uso de mayúsculas y otros signos de puntuación. - Lectura, deletreo y comprensión de palabras de uso frecuente y oraciones y textos muy sencillos. - Lectura de palabras y oraciones sencillas 	<p><i>Press here</i> by Herve Tullet.</p> <p>Emotional education: <i>The Rainbow Fish</i> by Marcus Pfister.</p>

	<ul style="list-style-type: none">- Reconocimiento y lectura de palabras que comparten un patrón común.- Manejo de cuentos, cómics y otros textos narrativos con alto contenido visual.- Estrategias de apoyo a la lectura: el contexto visual, conocimiento previo del tema.- Vocabulario básico.- Conocimiento de aspectos fonéticos diferentes de la lengua inglesa.- Uso de rutinas, canciones, rimas y retahílas.- Emisión de palabras y mensajes breves con pronunciación, entonación, acentuación y ritmo correctos.- Utilización de expresiones de uso habitual dentro del aula.- Uso de oraciones sencillas para el intercambio de información básica.- Comprensión de mensajes orales sencillos.- Comprensión de textos orales breves procedentes de distintos soportes audiovisuales e informáticos.- Identificación y comprensión de palabras clave e ideas principales en conversaciones dirigidas.- Comprensión de mensajes producidos en lengua inglesa con distintos acento	
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<p>7."Masterchefs" Third term.</p>	<p>(Vocabulary: Food)</p> <p>Interrogación: Wh- questions.</p> <ul style="list-style-type: none"> - Quantity: many, some, (a) little, more. Degree: very. - Expresión de gustos y preferencias: I like/I don't like; I like V –ing. - Canciones, diálogos y debates. - Introducción a la literatura infantil en lengua inglesa. - Escritura dirigida de vocabulario básico y oraciones sencillas. - Uso de diccionarios de imágenes y de las tecnologías de la información y la comunicación. - Cuidado en la presentación de los textos. - Uso de mayúsculas y otros signos de puntuación. - Lectura, deletreo y comprensión de palabras de uso frecuente y oraciones y textos muy sencillos. - Lectura de palabras y oraciones sencillas. - Reconocimiento y lectura de palabras que comparten un patrón común. - Manejo de cuentos, cómics y otros textos narrativos con alto contenido visual. - Estrategias de apoyo a la lectura: el contexto visual, conocimiento previo del tema. - Uso de diccionarios de imágenes y de las tecnologías de la información y la comunicación como elemento de consulta 	<p><i>I will never not ever eat a tomato</i> by Lauren Child.</p> <p>Emotional education: <i>A taste of the moon</i> by Michael Grejniec.</p>
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	<p>y de aprendizaje.</p> <ul style="list-style-type: none"> - Vocabulario básico. - Conocimiento de aspectos fonéticos diferentes de la lengua inglesa. - Uso de rutinas, canciones, rimas y retahílas. - Emisión de palabras y mensajes breves con pronunciación, entonación, acentuación y ritmo correctos. - Utilización de expresiones de uso habitual dentro del aula. - Uso de oraciones sencillas para el intercambio de información básica. - Comprensión de mensajes orales sencillos. - Comprensión de textos orales breves procedentes de distintos soportes audiovisuales e informáticos. - Identificación y comprensión de palabras clave e ideas principales en conversaciones dirigidas. - Comprensión de mensajes producidos en lengua inglesa con distintos acento 	
<p>8. “Listen Buddy” <i>Third term.</i></p>	<p>(Vocabulary: Five senses)</p> <ul style="list-style-type: none"> - Expresión de gustos y preferencias: I like/I don't like; I like V –ing. - Expresión de relaciones lógicas: Conjunción (and); disyunción (or). - Exclamación: exclamatory sentences. - Canciones, diálogos y debates. - Introducción a la literatura infantil en 	<p><i>The five senses</i> by Krista Sell</p> <p>Emotional education: <i>Off to the Park!</i> by Stephen Cheetham. (A book about blindness)</p>

	<p>lengua inglesa.</p> <ul style="list-style-type: none">- Escritura dirigida de vocabulario básico y oraciones sencillas.- Uso de diccionarios de imágenes y de las tecnologías de la información y la comunicación.- Cuidado en la presentación de los textos.- Uso de mayúsculas y otros signos de puntuación.- Lectura, deletreo y comprensión de palabras de uso frecuente y oraciones y textos muy sencillos.- Lectura de palabras y oraciones sencillas.- Reconocimiento y lectura de palabras que comparten un patrón común.- Manejo de cuentos, cómics y otros textos narrativos con alto contenido visual.- Estrategias de apoyo a la lectura: el contexto visual, conocimiento previo del tema.- Vocabulario básico.- Conocimiento de aspectos fonéticos diferentes de la lengua inglesa.- Uso de rutinas, canciones, rimas y retahílas.- Emisión de palabras y mensajes breves con pronunciación, entonación, acentuación y ritmo correctos.- Utilización de expresiones de uso habitual dentro del aula.- Uso de oraciones sencillas para el	
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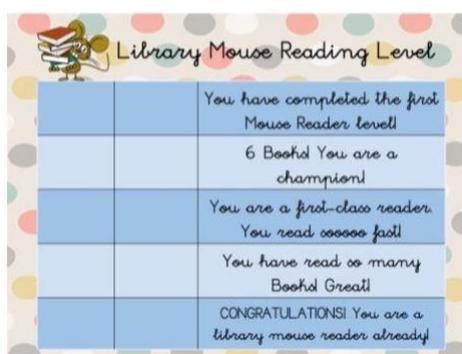
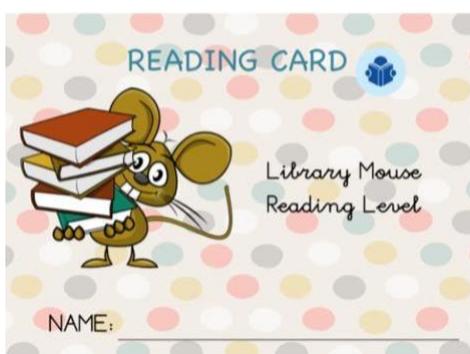
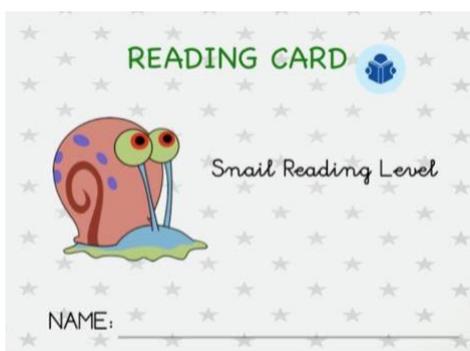
	<p>intercambio de información básica.</p> <ul style="list-style-type: none"> - Sonidos característicos en lengua inglesa. <p>El sonido y nombre de las letras del alfabeto.</p> <ul style="list-style-type: none"> - Comprensión de mensajes orales sencillos. - Comprensión de textos orales breves procedentes de distintos soportes audiovisuales e informáticos. - Identificación y comprensión de palabras clave e ideas principales en conversaciones dirigidas. - Comprensión de mensajes producidos en lengua inglesa con distintos acento 	
<p>9. “Olympic athletes” <i>Third term.</i></p>	<p>(Vocabulary: Actions)</p> <ul style="list-style-type: none"> - Expresiones temporales: divisions (e.g. summer); indications of time (e.g. now,tomorrow); frequency (e.g. sometimes, on Sundays); prepositions and adverbs of time. - Expresión del aspecto: puntual (simple tenses); durativo (present continuous); habitual (simple tenses [+Adv. eg. always, everyday]). - Canciones, diálogos y debates. - Introducción a la literatura infantil en lengua inglesa. - Costumbres y tradiciones culturales de los países de habla inglesa. - Escritura dirigida de vocabulario básico y oraciones sencillas. 	<p><i>The frogs olympics</i> by Brian Moses.</p> <p>Emotional education: <i>Giraffes can't dance</i> by Giles Andreae</p>

	<ul style="list-style-type: none"> - Uso de diccionarios de imágenes y de las tecnologías de la información y la comunicación. - Cuidado en la presentación de los textos. - Uso de mayúsculas y otros signos de puntuación. - Lectura, deletreo y comprensión de palabras de uso frecuente y oraciones y textos muy sencillos. - Lectura de palabras y oraciones sencillas. - Reconocimiento y lectura de palabras que comparten un patrón común. - Manejo de cuentos, cómics y otros textos narrativos con alto contenido visual. - Estrategias de apoyo a la lectura: el contexto visual, conocimiento previo del tema. - Vocabulario básico. - Conocimiento de aspectos fonéticos diferentes de la lengua inglesa. - Uso de rutinas, canciones, rimas y retahílas. - Emisión de palabras y mensajes breves con pronunciación, entonación, acentuación y ritmo correctos. - Utilización de expresiones de uso habitual dentro del aula. - Uso de oraciones sencillas para el intercambio de información básica. - Sonidos característicos en lengua inglesa. El sonido y nombre de las letras del 	
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	<p>alfabeto.</p> <ul style="list-style-type: none"> - Comprensión de mensajes orales sencillos. - Comprensión de textos orales breves procedentes de distintos soportes audiovisuales e informáticos. - Identificación y comprensión de palabras clave e ideas principales en conversaciones dirigidas. - Comprensión de mensajes producidos en lengua inglesa con distintos acento 	
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Annex 1.3. Unit Plans Sequencing. Source: the author.

ANNEX 1.4 READING CARDS





Annex 1.4. Reading cards. Source: the author, based on

<https://unapizcadeeducacion.com/2017/03/20/el-placer-por-la-lectura-es-cosa-de-todos/>

ANNEX 1.5. E.T DYNAMICS.



Annex 1.5. E.T. Class pet.

NAME:

COUNTRY: CAPITAL:

CONTINENT:



FLAG:

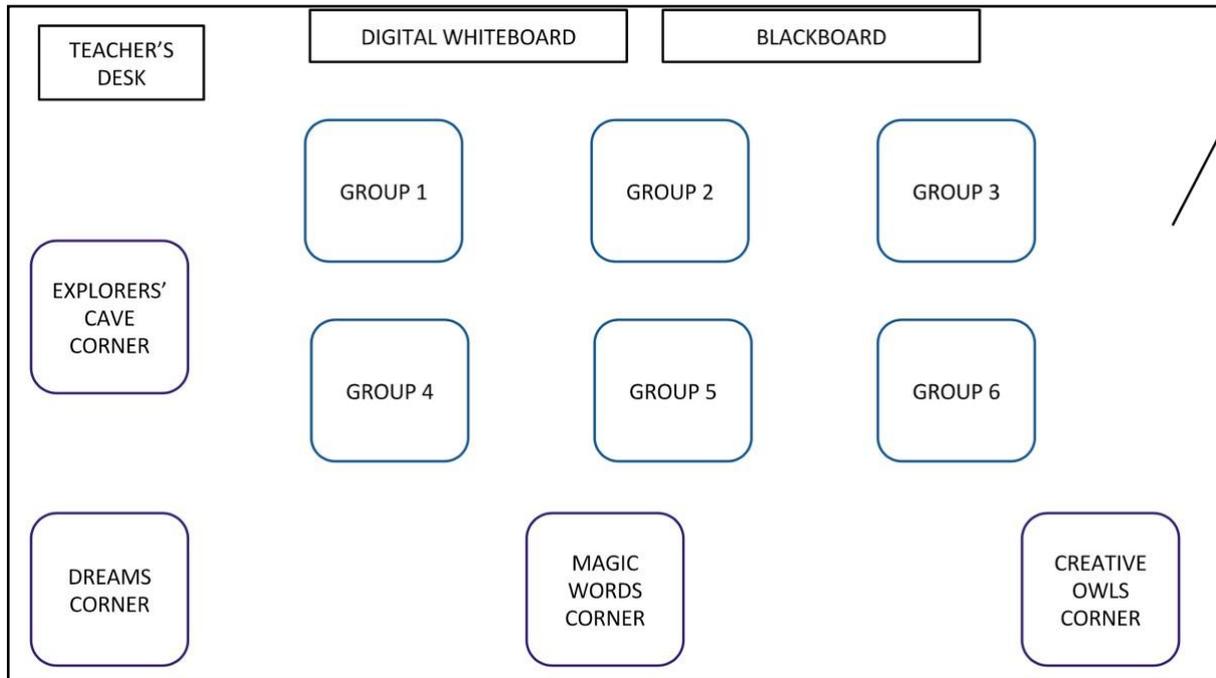
TYPICAL FOOD:

MONEY:

MONUMENTS:

Annex 1.5. E.T world investigation sheets. Source: the author.

ANNEX 1.6 CLASS MAP



Annex 1.6. Class map. Source: the author.

ANNEX 1.7 ACADEMIC SCHOOL CALENDAR



Annex 1.7. Academic and school calendar. Source:

<http://www.educa2.madrid.org/educamadrid/>

ANNEX 1.8 UNIT PLAN DISTRIBUTION

UNIT PLANS	TERM	TIMING
SUBJECT PRESENTATION AND INITIAL EVALUATION 09/08/2017 - 09/21/2017		
UNIT 1	1st	09/22/2017- 10/17/2017
UNIT 2	1st	10/18/2017 - 11/10/2017
UNIT 3	1st	11/13/2017 - 12/04/2017
1st TERM REVIEW 12/11/2017 - 22/12/2017		
UNIT 4	2nd	01/08/2018 - 01/25/2018
UNIT 5	2nd	01/26/2018 - 02/14/2018
UNIT 6	2nd	02/19/2018 - 03/08/2018
2nd TERM REVIEW 03/09/2018 - 03/22/2018		
UNIT 7	3rd	04/03/2018 - 04/23/2018
UNIT 8	3rd	04/24/2018 - 05/17/2018
UNIT 9	3rd	05/18/2018 - 06/07/2018
3rd TERM REVIEW AND END OF THE SCHOOL YEAR 06/08/2018 - 06/22/2018		

Annex 1.8. Unit plan distribution. Source: the author.

ANNEX 1.9. TIMETABLE

HOURS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00-10:00	English	Lengua	English	Lengua	English
10:00-11:00	Mates	English	P.E. - Swimming	English	Lengua
11:00-11:30	BREAK				
11:30-12:30	Natural Science	Mates	Lengua	Social Science	Arts and Crafts
12:30-13:30	EXTRA SCHOOL ACTIVITIES - BRITISH COUNCIL				
13:30-15:15	LUNCH BREAK				
15:15-16:15	Lengua	Religión	Natural Science	Mates	Mates
16:15-17:15	Lengua	Social Science	Mates	Music	P.E.

Annex 1.9. Timetable. Source: the author.

ANNEX 1.10 CONNECTION BETWEEN KEY COMPETENCES, OUTCOMES AND CONTENTS CHART

KEY COMPETENCES	LEARNING OUTCOMES	CONTENTS
Competence in linguistic communication.	1. Comprender mensajes y textos orales sencillos producidos en lengua inglesa con distintos acentos y procedentes de distintos soportes. 2. Identificar palabras e ideas clave en conversaciones dirigidas. 3. Identificar y reproducir	All units of study are worked through this competence entirely: -Bloque 1. Comprensión oral. -Bloque 2. Expresión oral. -Bloque 3: Comprensión lectora. -Bloque 4: Expresión escrita.

	<p>el sonido y el nombre de las letras del alfabeto.</p> <p>4. Producir expresiones de uso habitual y vocabulario básico con pronunciación, entonación, acentuación y ritmo correcto.</p> <p>5. Interactuar de manera básica utilizando oraciones sencillas.</p> <p>6. Leer, reconocer y comprender palabras y oraciones sencillas y de uso frecuente.</p> <p>7. Reconocer los signos ortográficos básicos.</p> <p>8. Conocer y aplicar estrategias básicas para comprender el sentido general, información esencial o los puntos principales de diversos textos narrativos.</p> <p>9. Utilizar diversos textos narrativos y recursos variados como fuente de información, disfrute y aprendizaje.</p> <p>10. Construir textos y oraciones sencillas a partir de modelos.</p>	<p>-Bloque 5: Cultura inglesa.</p> <p>-Bloque 6: Contenidos sintáctico-discursivos.</p>
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	<p>11. Manejar y utilizar las mayúsculas y otros signos de puntuación</p> <p>12. Conocer algunas costumbres y tradiciones culturales de los países de habla inglesa.</p>	
<p>Competence in mathematics, science and technology.</p>		<p>Bloque 3: Comprensión lectora</p> <p>- Uso de diccionarios de imágenes y de las tecnologías de la información y la comunicación como elemento de consulta y de aprendizaje.</p> <p>Bloque 4: Expresión oral</p> <p>- Uso de diccionarios de imágenes y de las tecnologías de la información y la comunicación.</p> <p>Bloque 6: Contenidos sintáctico-discursivos</p> <p>- Expresión de la cantidad: singular/plural; cardinal numbers up to two digits; ordinal numbers up to one digit; quantity: many, some, (a) little, more. Degree: very.</p>

<p>Digital competence.</p>	<p>1. Comprender mensajes y textos orales sencillos producidos en lengua inglesa con distintos acentos y procedentes de distintos soportes.</p> <p>2. Conocer y aplicar estrategias básicas para comprender el sentido general, información esencial o los puntos principales de diversos textos narrativos.</p> <p>3. Utilizar diversos textos narrativos y recursos variados como fuente de información, disfrute y aprendizaje.</p> <p>4. Conocer algunas costumbres y tradiciones culturales de los países de habla inglesa.</p>	<p>All units of study can be worked through this competence entirely using technologies as a support. Nevertheless we can point out specific contents:</p> <p>Bloque 1. Comprensión oral</p> <p>- Comprensión de textos orales breves procedentes de distintos soportes audiovisuales e informáticos.</p> <p>Bloque 2. Expresión oral</p> <p>- Uso de rutinas, canciones, rimas y retahílas.</p> <p>Bloque 3. Comprensión lectora</p> <p>- Uso de diccionarios de imágenes y de las tecnologías de la información y la comunicación como elemento de consulta y de aprendizaje.</p> <p>Bloque 4. Expresión escrita</p> <p>- Uso de diccionarios de imágenes y de las tecnologías de la</p>
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		información y la comunicación.
Learning to learn	<p>1. Comprender mensajes y textos orales sencillos producidos en lengua inglesa con distintos acentos y procedentes de distintos soportes.</p> <p>2. Identificar palabras e ideas clave en conversaciones dirigidas.</p> <p>3. Identificar y reproducir el sonido y el nombre de las letras del alfabeto.</p> <p>4. Producir expresiones de uso habitual y vocabulario básico con pronunciación, entonación, acentuación y ritmo correcto.</p> <p>5. Interactuar de manera básica utilizando oraciones sencillas.</p> <p>6. Leer, reconocer y comprender palabras y oraciones sencillas y de uso frecuente.</p> <p>7. Reconocer los signos ortográficos básicos.</p> <p>8. Conocer y aplicar estrategias básicas para comprender el sentido</p>	<p>All units of study are worked through this competence entirely:</p> <p>-Bloque 1. Comprensión oral.</p> <p>-Bloque 2. Expresión oral.</p> <p>-Bloque 3: Comprensión lectora.</p> <p>-Bloque 4: Expresión escrita.</p> <p>-Bloque 5: Cultura inglesa.</p> <p>-Bloque 6: Contenidos sintáctico-discursivos.</p>

	<p>general, información esencial o los puntos principales de diversos textos narrativos.</p> <p>9. Utilizar diversos textos narrativos y recursos variados como fuente de información, disfrute y aprendizaje.</p> <p>10. Construir textos y oraciones sencillas a partir de modelos.</p> <p>11. Manejar y utilizar las mayúsculas y otros signos de puntuación</p> <p>12. Conocer algunas costumbres y tradiciones culturales de los países de habla inglesa.</p>	
<p>Social and civic competences.</p>	<p>1. Interactuar de manera básica utilizando oraciones sencillas.</p> <p>2. Conocer y aplicar estrategias básicas para comprender el sentido general, información esencial o los puntos principales de diversos textos narrativos.</p> <p>3. Utilizar diversos textos narrativos y recursos</p>	<p>Bloque 5: Cultura inglesa</p> <ul style="list-style-type: none"> - Costumbres y tradiciones culturales de los países de habla inglesa. - Historia y personajes de los países de habla inglesa. - Canciones, diálogos y debates. - Introducción a la literatura infantil en

	<p>variados como fuente de información, disfrute y aprendizaje.</p> <p>4. Conocer algunas costumbres y tradiciones culturales de los países de habla inglesa.</p>	<p>lengua inglesa (relatos, poesías, rimas y representaciones teatrales sencillas).</p>
<p>Sense of initiative and entrepreneurship.</p>	<p>1. Comprender mensajes y textos orales sencillos producidos en lengua inglesa con distintos acentos y procedentes de distintos soportes. Identificar palabras e ideas clave en conversaciones dirigidas.</p> <p>2. Interactuar de manera básica utilizando oraciones sencillas.</p> <p>3. Conocer y aplicar estrategias básicas para comprender el sentido general, información esencial o los puntos principales de diversos textos narrativos.</p> <p>4. Utilizar diversos textos narrativos y recursos variados como fuente de información, disfrute y aprendizaje.</p>	<p>Bloque 1: Comprensión oral</p> <ul style="list-style-type: none"> - Comprensión de mensajes orales sencillos. - Comprensión de textos orales breves procedentes de distintos soportes audiovisuales e informáticos. - Identificación y comprensión de palabras clave e ideas principales en conversaciones dirigidas. - Comprensión de mensajes producidos en lengua inglesa con distintos acentos. <p>Bloque 2: Expresión oral</p> <ul style="list-style-type: none"> - Emisión de palabras y mensajes breves con pronunciación, entonación, acentuación y ritmo correctos.

	<p>5. Conocer algunas costumbres y tradiciones culturales de los países de habla inglesa.</p>	<ul style="list-style-type: none"> - Utilización de expresiones de uso habitual dentro del aula. - Uso de oraciones sencillas para el intercambio de información básica. <p>Bloque 3: Comprensión lectora</p> <ul style="list-style-type: none"> - Estrategias de apoyo a la lectura: el contexto visual, conocimiento previo del tema. - Uso de diccionarios de imágenes y de las tecnologías de la información y la comunicación como elemento de consulta y de aprendizaje.
<p>Cultural awareness and expression.</p>	<ol style="list-style-type: none"> 1. Comprender mensajes y textos orales sencillos producidos en lengua inglesa con distintos acentos y procedentes de distintos soportes. 2. Identificar palabras e ideas clave en conversaciones dirigidas. 3. Producir expresiones de uso habitual y vocabulario 	<p>All units of study are worked through this competence entirely as they are part of the English culture. Nevertheless, the fifth unit of study specifically works on such competence.</p> <p>Bloque 1. Comprensión oral.</p>

	<p>básico con pronunciación, entonación, acentuación y ritmo correcto.</p> <p>4. Interactuar de manera básica utilizando oraciones sencillas.</p> <p>5. Leer, reconocer y comprender palabras y oraciones sencillas y de uso frecuente.</p> <p>6. Conocer y aplicar estrategias básicas para comprender el sentido general, información esencial o los puntos principales de diversos textos narrativos.</p> <p>7. Utilizar diversos textos narrativos y recursos variados como fuente de información, disfrute y aprendizaje.</p> <p>8. Conocer algunas costumbres y tradiciones culturales de los países de habla inglesa.</p>	<p>Bloque 2. Expresión oral.</p> <p>Bloque 3: Comprensión lectora.</p> <p>Bloque 4: Expresión escrita.</p> <p>Bloque 5: Cultura inglesa</p> <ul style="list-style-type: none"> - Costumbres y tradiciones culturales de los países de habla inglesa. - Historia y personajes de los países de habla inglesa. - Canciones, diálogos y debates. - Introducción a la literatura infantil en lengua inglesa (relatos, poesías, rimas y representaciones teatrales sencillas). <p>Bloque 6: Contenidos sintáctico discursivos</p>
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Annex 1.10. Connection between key competences, contents and outcomes chart.

Source: the author.

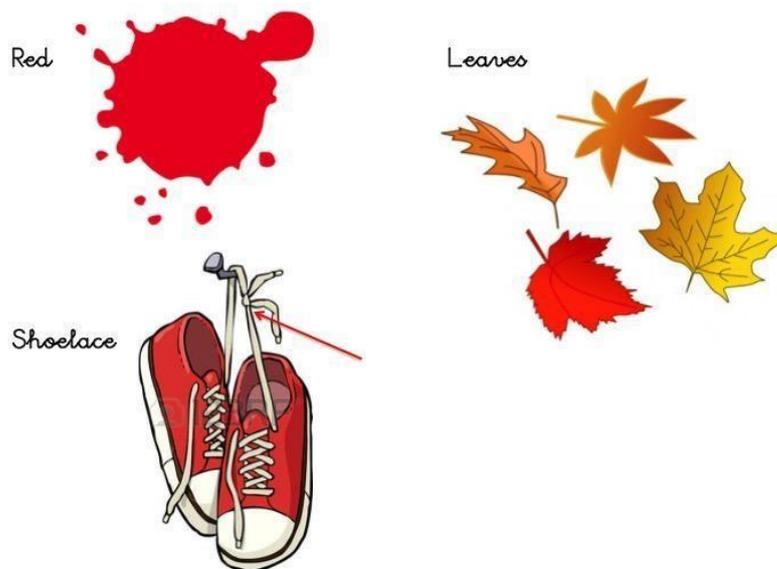
ANNEX 1.11. ASPERGER SYNDROME MATERIALS



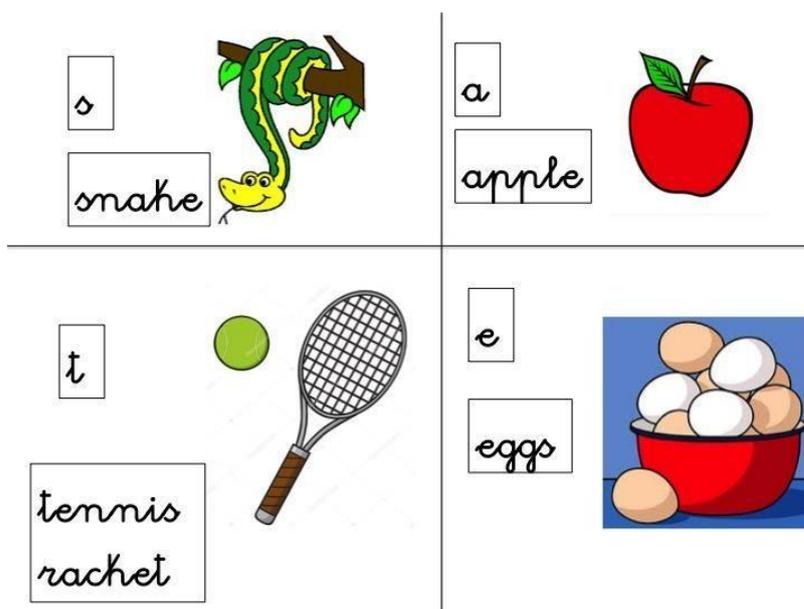
Annex 1.11.1 The emotional monsters. Source: the author. Created during internships at a school.

How do I feel today? / ¿Cómo me siento hoy?		What do I have to do? / ¿Qué debo hacer?
5	 Angry / Enfadado	Sit down in a corner on top of my hands and take 5 deep breaths./ Sentarme en un rincón sobre las manos y respirar hondo.
4	 Upset / Molesto	Talk with the teacher and ask to take a break. / Hablar con la profesora y pedir un descanso.
3	 Sad / Triste	Talk with the teacher and play with the squishy ball./Hablar con la profesora y jugar con la pelota blanda.
2	 Nervous / Nervioso	Sit down and take 5 deep breaths./ Sentarme y respirar hondo cinco veces.
1	 Happy / Contento	Enjoy the feeling and have fun!/Disfrutar la emoción y pasarlo bien!

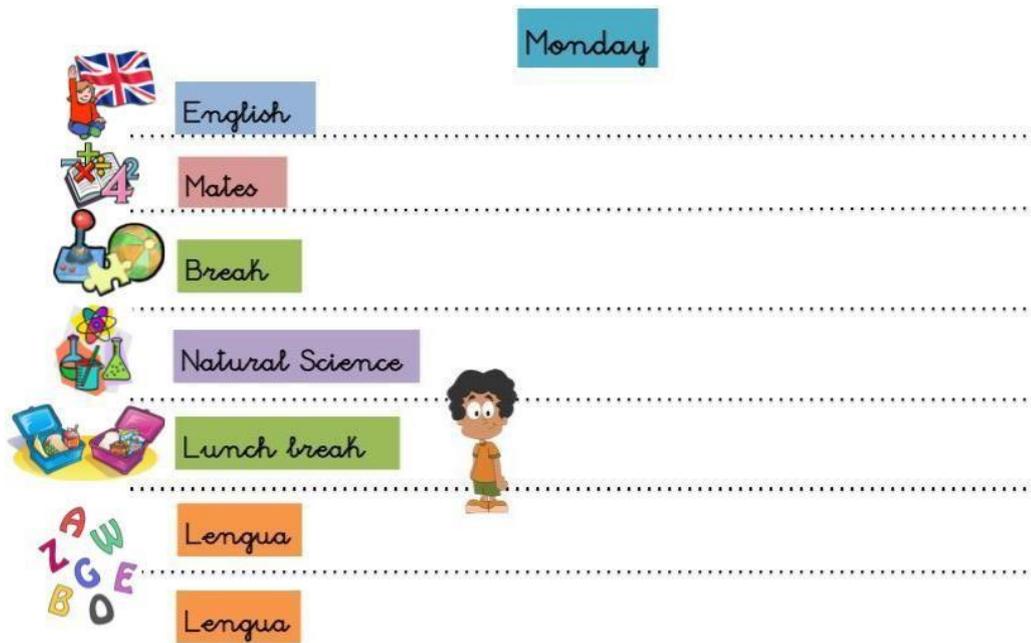
Annex 1.11.2 Self-regulating thermometer. Source: the author based on <http://elsonidodelahierbaelcrecer.blogspot.com.es/2014/04/identificando-situaciones-de-ansiedad.html>



Annex 1.11.3 Picture dictionary. Source: the author.



Annex 1.11.4 Phonics pictogram. Source: the author.



Annex 1.11.5 Space-time panel. Source: the author.

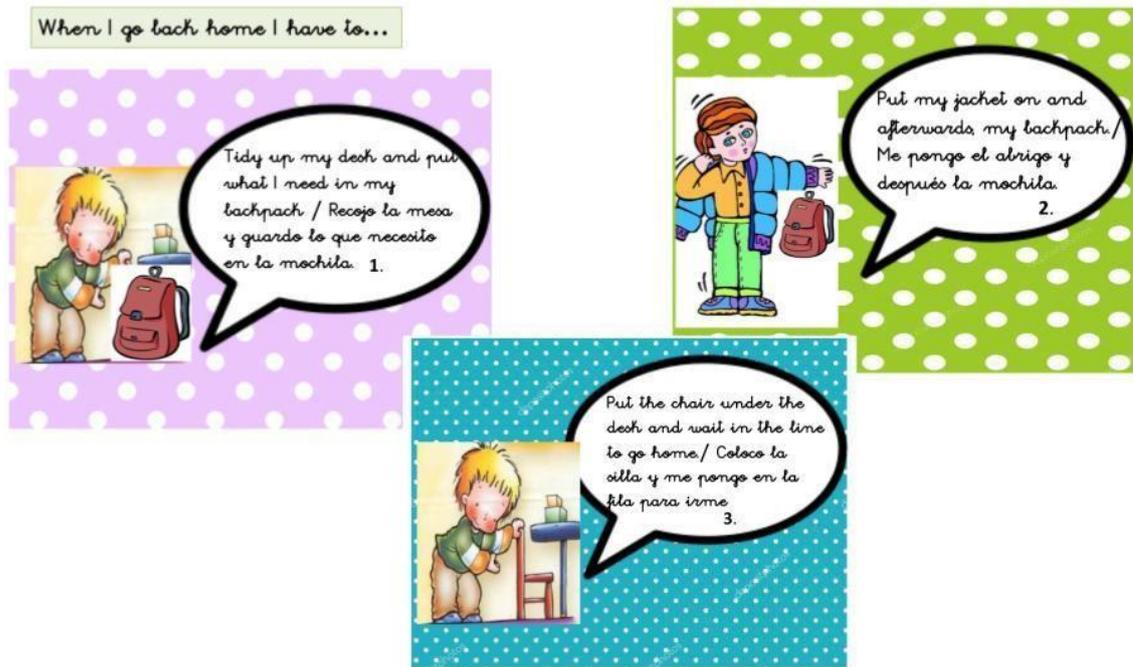
ANNEX 1.12. ADHD MATERIALS

When I get to class I have to

1.

2.

3.



Annex 1.12.1 Steps to follow when arriving and leaving class. Source: the author.





Annex 1.12.2 Class rules. Source: the author.

ANNEX 1.13 COMPLEMENTARY ACTIVITIES CALENDAR

COMPLEMENTARY ACTIVITIES CALENDAR 2017/2018	
DATE	UNIT PLAN/ TRIPS/ FESTIVITIES
<i>FIRST TERM</i>	
09/22/2017 – 10/17/2017	Unit Plan 1 (15 sessions)
09/22/2017	Initial meeting with parents
10/12/2017	Festivity
10/13/2017	Festivity
10/18/2017 – 11/10/2017	Unit Plan 2 (15 sessions)
10/31/2017	Halloween workshop
11/09/2017	Festivity

11/13/2017 – 12/04/2017	Unit Plan 3 (15 sessions)
11/23/2017	Thanksgiving workshop
11/27/2017 – 12/01/2017	Creating a theater
12/22/2017 (During 1 st term review)	Christmas workshop
<i>SECOND TERM</i>	
01/08/2018 – 01/25/2018	Unit Plan 4 (14 sessions)
01/12/2018	Visiting the zoo
01/26/2018 – 02/14/2018	Unit Plan 5 (14 sessions)
02/14/2018	Family workshop
02/19/2018 – 03/08/2018	Unit Plan 6 (14 sessions)
03/06/2018	Photography contest
<i>THIRD TERM</i>	
04/03/2018 – 04/23/2018	Unit Plan 7 (15 sessions)
04/16/2018	St. Patrick's day
04/23/2018	Masterchef
04/24/2018 – 05/17/2018	Unit Plan 8 (15 sessions)
04/30/2018	Festivity
05/01/2018	Festivity
05/02/2018	Festivity
05/11/2018	"You are the story" Company theater

05/18/2018 – 07/06/2018	Unit Plan 9 (15 sessions)
05/25/2018	English Immersion day
06/07/2018	English gymkhana

Annex 1.13. Complementary activities calendar 2017/2018. Source: the author.

ANNEX 1.14. SCHOOL LIBRARY ACTIVITIES

MONTH	ACTIVITY/WORKSHOP
September	Library's opening: Guided library tour and reading of a story by a teacher dressed up as a story character. This will allow them to learn or remember how to get books out of the library. In addition, they will be given an annual pass with which they can visit the library whenever they wish. Finally, this dressed up teacher will read a story to each grade.
October	"Acción poética": Primary Education Students will write "Acción Poética" phrases (chosen by themselves among the examples that the teacher will offer them or that they will have researched) on post-it on the walls of the school.
November	Book-forum: As if it were a cinema, sixth graders will be divided into groups with different selected stories. The cover of these stories will be printed in large format and will be posted at the school. Each student will have to decide which reading session or storytelling they want to attend.
December	Theater week: Each class will prepare a play that will be represent to the rest of the school.
January	Writing contest: Students will be invited to create their own stories, narratives or poems and present them to the school contest with a special prize for the winners.

February	Photographers: students will have to take pictures related with certain academic contents that will be accompanied by a short story that describes them; such as, for example, a man playing an arp in the street, having the arp the shape of a triangle. These pictures will be hung around the school.
March	Book market: A market will be organized. Each grade will have its own stand that will have been previously filled up with books or stories, in good conditions, that students want to pass on, no longer use or want to share. Families will also participate in this activity. There will be some parents and children in charge of each stand. The money collected will be used for a charitable cause.
April	Bookcrossing and poems. Throughout the “Book week”, each student will bring to the school a book or story that they have already read, write inside a note which explains why is this book special, and hide it somewhere in the school. Each grade will paste a different color sticker in their stories to know what books they can read according to their age. Students will be able to pick these books up, read them and return them to their previous place once the reading is finished. Also, in each class, teachers will send emails to parents in which they will be proposed to record themselves with their children reciting a poem or a paragraph from a story. These videos will be watched in the classroom.
May	Who is coming?:We will invite writers and people related to the reading or writing to tell us about their creations.
June	English immersion day: During one day everything done in school will be in English. There will be various activities in such language, games or workshops. Families will be invited to

	come if they wish and create specific workshops for students; actors, storytellers or magicians will also come to school.
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Annex 1.14. School library activities. Source: the author.

ANNEX 1.15. EVALUATION CRITERIA

Bloque 1. Comprensión oral	
Evaluation Criteria	Learning Standards
<ul style="list-style-type: none"> - Conocer y saber aplicar las estrategias básicas más adecuadas para la comprensión del sentido general, la información esencial o los puntos principales del texto. - Identificar aspectos socioculturales y sociolingüísticos básicos, concretos y significativos, sobre vida cotidiana (hábitos, actividades) y convenciones sociales (normas de cortesía), y aplicar los conocimientos adquiridos sobre los mismos a una comprensión adecuada del texto. - Identificar el sentido general y un repertorio limitado de vocabulario y de expresiones en textos orales muy breves y sencillos, con predominio de estructuras simples y léxico de uso muy frecuente, articulados con claridad y muy lentamente y transmitidos de viva voz o por medios técnicos, sobre temas relacionados con las propias experiencias, necesidades e intereses en contextos cotidianos muy predecibles siempre que se cuente con 	<ol style="list-style-type: none"> 1. Entiende lo que se le dice en transacciones habituales sencillas (rutinas diarias, peticiones etc.). 2. Entiende la información esencial en conversaciones breves y muy sencillas en las que participa, que traten sobre temas familiares como, por ejemplo, uno mismo, la familia, la escuela, sus mascotas, descripción muy básica de objetos. 3. Reconoce patrones, rítmicos y de entonación básicos en diferentes contextos comunicativos. 4. Comprende el sentido general y lo esencial de narraciones orales adecuadas a su nivel. 5. Comprende por el contexto dibujos animados con narraciones muy sencillas.

<p>apoyo visual, posibilidad de repetición y con una importante referencia contextual.</p> <ul style="list-style-type: none"> - Distinguir la función comunicativa principal del texto (p. e. una demanda de información, una orden, o un ofrecimiento) y un repertorio limitado de sus exponentes más habituales, así como los patrones discursivos básicos (p. e. inicio y cierre conversacional, o los puntos de una narración esquemática). - Reconocer un repertorio limitado de léxico oral de alta frecuencia relativo a situaciones cotidianas y temas habituales y concretos relacionados con las propias experiencias, necesidades e intereses. - Discriminar patrones sonoros, acentuales, rítmicos y de entonación básicos y reconocer los significados e intenciones comunicativas generales relacionados con los mismos. 	
Bloque 2. Expresión oral	
Evaluation Criteria	Learning Standards
<ul style="list-style-type: none"> - Conocer y saber aplicar las estrategias básicas para producir textos orales monológicos o dialógicos muy breves y sencillos, utilizando, p. e., fórmulas y lenguaje prefabricado o expresiones memorizadas, o apoyando con gestos lo que se quiere expresar. 	<ol style="list-style-type: none"> 1. Reproduce las expresiones del docente o de las grabaciones utilizadas en el aula. 2. Hace presentaciones 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, su

<p>-Conocer aspectos socioculturales y sociolingüísticos básicos, concretos y significativos, y aplicar los conocimientos adquiridos sobre los mismos a una producción oral adecuada al contexto, respetando las convenciones comunicativas más elementales.</p> <p>- Interactuar de manera muy básica, utilizando técnicas muy simples, lingüísticas o no verbales (p. e. gestos o contacto físico) para iniciar, mantener o concluir una breve conversación, cumpliendo la función comunicativa principal del texto (p. e. un saludo, una felicitación, un intercambio de información).</p> <p>- Producir textos orales monológicos o dialógicos muy breves y sencillos, utilizando p. expresiones memorizadas, o apoyando con gestos lo que se quiere expresar.</p> <p>- Participar de forma muy básica en conversaciones muy breves y muy simples que requieran un intercambio directo de información sobre temas que le son muy familiares, utilizando mayoritariamente expresiones y frases aisladas muy sencillas de uso muy frecuente, siendo indispensable la repetición y cooperación del interlocutor para mantener la conversación.</p> <p>- Manejar estructuras sintácticas básicas (p. e. enlazar palabras o grupos de palabras con</p>	<p>familia y su clase; describir brevemente y de manera sencilla el aspecto exterior de un objeto; decir lo que le gusta y no le gusta) usando estructuras muy básicas.</p> <p>3. Dramatiza situaciones cotidianas simples utilizando expresiones muy sencillas (p. e. juego simbólico representando una tienda).</p> <p>4. Respeta las normas que rigen la interacción oral.</p> <p>5. Responde adecuadamente en situaciones de comunicación (saludo, preguntas muy sencillas sobre sí mismo, petición u ofrecimiento de objetos, expresión de lo que le gusta o no, etc.).</p> <p>6. Participa en conversaciones cara a cara o por medios técnicos que permitan ver la cara y gestos del interlocutor, en las que se establece contacto social (saludar y despedirse, presentarse, felicitar a alguien, dar las gracias) y se intercambia información personal (nombre, edad, etc.).</p> <p>7. Conoce y utiliza expresiones relacionadas con las celebraciones familiares o culturales.</p>
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<p>conectores básicos como “y”) aunque se sigan cometiendo errores básicos de manera sistemática.</p> <ul style="list-style-type: none"> - Conocer y utilizar un repertorio limitado de léxico oral de alta frecuencia relativo a situaciones cotidianas y temas habituales y concretos relacionados con los propios intereses, experiencias y necesidades. - Imitar un repertorio muy limitado de patrones sonoros, acentuales, rítmicos y de entonación básicos. 	
Bloque 3. Comprensión lectora	
Evaluation Criteria	Learning Standards
<ul style="list-style-type: none"> - Conocer y saber aplicar las estrategias básicas más adecuadas para la comprensión del sentido general, la información esencial o los puntos principales del texto. - Identificar aspectos socioculturales y sociolingüísticos básicos, concretos y significativos, sobre vida cotidiana (hábitos, actividades), y convenciones sociales (normas de cortesía), y aplicar los conocimientos adquiridos sobre los mismos a una comprensión adecuada del texto. - Identificar el tema y el sentido general en textos, tanto impresos como digitales, muy breves y sencillos, con predominio de estructuras sencillas y léxico de muy alta frecuencia, sobre temas muy conocidos y 	<ol style="list-style-type: none"> 1. Comprende indicaciones e información básica en letreros y carteles habituales en la clase y en colegios. 2. Comprende correspondencia (postales y tarjetas) muy breve y muy sencilla que trate sobre temas familiares como, por ejemplo, uno mismo, la familia, etc. 3. Lee palabras conocidas en el material visual utilizado para las rutinas (calendario, expresiones sobre el tiempo atmosférico) o en los libros de la clase. 4. Formula hipótesis sobre el contenido a partir de las ilustraciones, el título y otros elementos gráficos. 5. Comprende textos escritos relativos a palabras y expresiones trabajadas. 6. Utiliza las Tecnologías de la Información y

<p>cotidianos, siendo indispensable la relectura, algunas aclaraciones y la presencia de un fuerte apoyo visual y contextual.</p> <ul style="list-style-type: none"> - Reconocer los símbolos de uso frecuente e identificar los significados e intenciones comunicativas generales relacionados con los mismos. - Distinguir la función o funciones comunicativas principales del texto (p. e. una felicitación, una demanda de información, o un ofrecimiento) y un repertorio limitado de sus exponentes más habituales, así como los patrones discursivos básicos (p. e. inicio y cierre de una carta, o los puntos de una descripción esquemática). - Reconocer los significados más comunes asociados a las estructuras sintácticas básicas propias de la comunicación escrita (p. e. estructura interrogativa para demandar información). - Reconocer un repertorio limitado de léxico escrito de alta frecuencia relativo a situaciones cotidianas y temas habituales y concretos relacionados con sus experiencias, necesidades e intereses. - Reconocer los signos ortográficos básicos (p. e. punto, coma, interrogación, exclamación). 	<p>la Comunicación para leer.</p>
<p>Bloque 4. Expresión escrita</p>	

Evaluation Criteria	Learning Standards
<ul style="list-style-type: none"> - Conocer y aplicar las estrategias básicas para producir textos escritos muy breves y sencillos, p.e. copiando palabras y frases muy usuales para realizar las funciones comunicativas que se persiguen. - Conocer aspectos socioculturales y sociolingüísticos básicos concretos y significativos y aplicarlos a una producción escrita adecuada al contexto, respetando las normas de cortesía básicas. - Construir textos muy cortos y sencillos, compuestos de frases simples aisladas, para hablar de sí mismo o de su entorno más inmediato, utilizando un repertorio de códigos principalmente icónicos para su función comunicativa. - Manejar estructuras sintácticas básicas (p. e. enlazar palabras o grupos de palabras con conectores básicos como “y”) aunque se sigan cometiendo errores básicos de manera sistemática. - Conocer y utilizar un repertorio limitado de léxico escrito de alta frecuencia relativo a situaciones cotidianas y temas habituales y concretos relacionados con los propios intereses, experiencias y necesidades. - Respetar algunos patrones gráficos y convenciones ortográficas básicas. 	<ol style="list-style-type: none"> 1. Es capaz de construir textos sencillos partiendo de modelos muy estructurados. 2. Redacta postales y otras formas de correspondencia sencilla siguiendo un modelo y utilizando algunas convenciones básicas de inicio y cierre del texto. 3. Completa formularios marcando opciones y completando datos u otro tipo de información personal (p. e. gustos, título de un cuento leído, etc.).

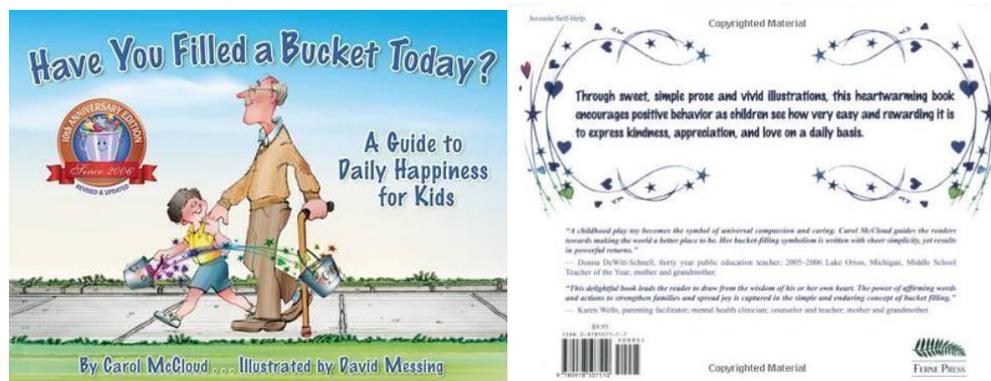
Annex 1.15. Evaluation criteria and learning standards. Source:

<https://www.boe.es/buscar/pdf/2014/BOE-A-2014-2222-consolidado.pdf>.

ANNEX 2. UNIT PLANS

ANNEX 2.1. UNIT PLAN 1 RESOURCES

ANNEX 2.1.1. SESSION 1



Annex 2.1.1. Book cover and back cover. Source:

<https://www.youtube.com/watch?v=p2r9pAd4bE8>

Everybody carries an invisible bucket to hold all their good thoughts and good feelings about themselves.

Having a full bucket makes you feel good about yourself and happy, while having an empty bucket leaves you sad. You can choose to fill a bucket by doing nice things for others or to empty bucket by hurting others.



Annex 2.1.1. Summary read to students when showing them back cover.

Source: the author.

ANNEX 2.1.2. SESSION 2

All day long everyone in the whole wide world walks around carrying an invisible bucket. You can't see it but it's there.

Who carries a bucket?

You have a bucket, each member of your family has a bucket, your grandparents, friends and neighbors all have a bucket. Everyone carries an invisible bucket.

What do we use the bucket for?

Your bucket has only one intention. Its intention is to hold your good thoughts and good feelings about yourself.

When do you fill a bucket?

You fill a bucket when you show love to someone, when you say or do something kind or even when you give someone a smile. That is being a bucket filler.

A bucket filler is a loving person who says or does nice things that make others feel special.

When you make someone feel special you are filling a bucket but you can also empty a bucket and take out some good feelings.

But that will never work. You never fill your own bucket when you empty someone else's.

But, guess what? When you fill someone's bucket you fill your own bucket too. You feel good when you help others feel good.

All day long we are either filling up or dipping into each other's buckets by what we say and what we do. Try to fill a bucket and see what happens.

You can invite the new kid at school to play with you.

You could write a thank-you note to your teacher.

You could tell your grandpa that you like to spend time with him.

There are many ways to fill a bucket. Bucket filling is fun and easy to do. It doesn't matter how young or old you are, it doesn't cost any money, it doesn't take much time.

And remember, when you fill someone else's bucket you fill your own bucket too. When you're a bucket filler, you make your home, your school and your neighborhood better places.

You feel very happy and good when your bucket is full and you feel very sad and lonely when your bucket is empty.

Other people feel the same way too. They're happy when their buckets are full and they're sad when their buckets are empty.

It's great to have a full bucket and this is how it works:

You need other people to fill your bucket and other people need you to fill theirs too.

When do you empty a bucket?

You empty a bucket when you make fun of someone, when you say or do mean things or even when you ignore someone. That is being a bucket emptier.

A bully is a bucket emptier. A bucket emptier says or does mean things that make others feel bad.

Why do people empty buckets?

Many bucket emptiers have an empty bucket and they think they can fill their own bucket by emptying someone else's.

Where or when can we fill a bucket?

You love your mom and dad, why not tell them you love them? You can even tell them why.

Your nice words will fill their buckets right up. A smile is a good clue that you have filled a bucket. If you practice, you'll become a great bucket filler.

Just remember that everyone carries an invisible bucket and think of what you can say or do to fill it.

Here are some ideas for you:

You could smile and say hi to the bus driver. He has a bucket too.

When can I be a bucket filler?

Bucket filling makes everyone feel good too. Why not decide to be a bucket filler today and everyday?

Just start each day by saying to yourself "I'm going to do something to fill someone's bucket today!" And at the end of each day ask yourself "Hmm... did I fill a bucket today?"

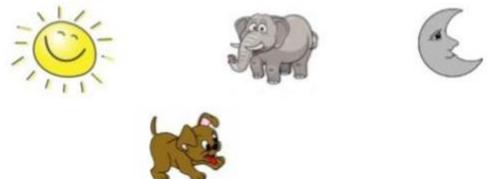
Annex 2.1.2. Story. Source: *Have you filled a bucket today* by Carol McCloud.

ANNEX 2.1.3. SESSION 3

<p><i>Who</i> is a person</p> 	<p><i>What</i> is a thing or an action</p> 	<p><i>When</i> is a time</p> 
<p><i>Where</i> is a place</p> 		<p><i>Why</i> is the reason something happened</p> 

Annex 2.1.3. Wh- whiteboard activity. Source: the author

ANNEX 2.1.4. SESSION 4

<p>1. What does Samuel eat?</p> 	<p>1. Where does Samuel eat?</p> 
<p>2. Who eats an apple?</p> 	<p>2. When does the elephant eat?</p> 

3. Where does Julie put her T-shirt?



3. When does Julie put her T-shirt on the bed?



4. Who landed in the tree?



4. Where did the bird land?



Sentences read by the teacher

1. Samuel eats an apple in the park
2. The elephant eats apples in the morning
3. Every morning Julie puts her T-shirt on the bed.
4. The bird landed in the tree

Annex 2.1.4. Listening activity. Source: the author.

This is my friend

Name:

Address:

Birthday:

Favorite food:

Favorite sport:

Best friend:



Annex 2.1.4. Information gap speaking activity. Source: the author.

ANNEX 2.1.5. SESSION 5Name: **MY NEW SHOES**

I keep my new shoes in a box. My mum gave them to me.

My shoe size is thirty-two.

My mother says that I wear them for the first time today, Saturday.

The color of my shoes is red and they have a yellow shoelace.

I like my shoes very much because they are strong and resistant and I can play football with them.



ANSWER:

Where are my shoes? What is the size of my shoes? When I wear my shoes for the first time? What is the color of my shoes? (Color de picture) What is the color of the shoelace? (Color de picture)

Annex 2.1.5. Reading and comprehension activity. Source: the author.

ANNEX 2.1.6. SESSION 6



Annex 2.1.6. Board game. Source:

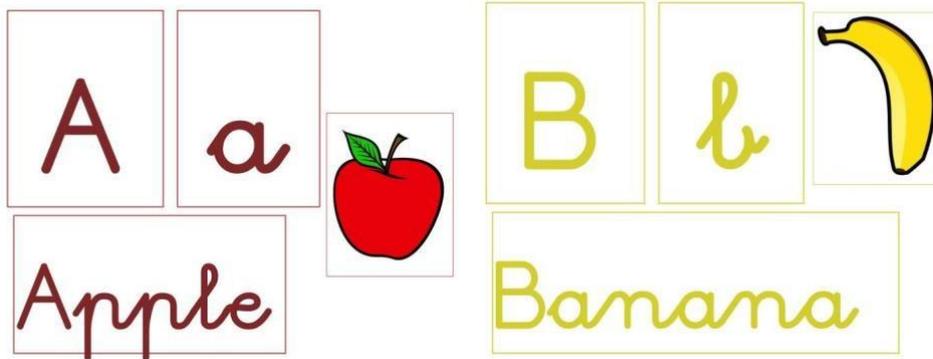
<http://speectimefun.com/back-to-school-wh-game-board/>



Annex 2.1.6. Kahoot. Source: own elaboration. Link:

<https://play.kahoot.it/#/k/a27a380c-5f16-4a2c-aa9e-493a681cc167>

ANNEX 2.1.7. SESSION 7



Annex 2.1.7. Alphabet flashcards. Source: the author.

ANNEX 2.1.8. SESSION 8

January							February							March							April						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7				1	2	3	4	5	6	7	8	9	10	11							1
8	9	10	11	12	13	14	5	6	7	8	9	10	11	12	13	14	15	16	17	18	2	3	4	5	6	7	8
15	16	17	18	19	20	21	12	13	14	15	16	17	18	19	20	21	22	23	24	25	9	10	11	12	13	14	15
22	23	24	25	26	27	28	19	20	21	22	23	24	25	26	27	28	29	30	31	16	17	18	19	20	21	22	
29	30	31	26	27	28								23	24	25	26	27	28	29	30							

May							June							July							August						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
											1	2	3							1							
7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12
14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19
21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26
28	29	30	31	25	26	27	28	29	30	23	24	25	26	27	28	29	30	31	27	28	29	30	31				

September							October							November							December						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
3	4	5	6	7	8	9	1	2	3	4	5	6	7	5	6	7	8	9	10	11	3	4	5	6	7	8	9
10	11	12	13	14	15	16	8	9	10	11	12	13	14	12	13	14	15	16	17	18	10	11	12	13	14	15	16
17	18	19	20	21	22	23	15	16	17	18	19	20	21	19	20	21	22	23	24	25	17	18	19	20	21	22	23
24	25	26	27	28	29	30	22	23	24	25	26	27	28	26	27	28	29	30	24	25	26	27	28	29	30		
							29	30	31													31					

Annex 2.1.8. Calendar for dictation. Source:

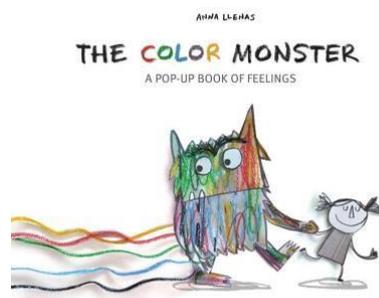
<https://www.calendarlabs.com/view/2017-accounting-period-calendar-4-4-5/757>

ANNEX 2.1.9. SESSION 9



Annex 2.1.9. Seasons photographs. Source: the author.

ANNEX 2.1.11. SESSION 11



Annex 2.1.11. Book cover and back cover. Source: *The color monster* by Anna Llenas

The Color Monster doesn't know what is going on.

He is confused and his feelings are all mixed up.

Will he be able to put them in order: happiness, sadness, anger, fear and calm?



Annex 2.1.11. Summary to read students when showing them back cover.

Source: the author.

This is my friend The Color Monster.

Today he is all mixed-up and very confused. He doesn't know why.

- Look at you! You are all over the place..
- That's because your feelings are mixed and so your colors too.

- I know! Let's put each feeling in a different jar so we can look at it more closely. I can help you if you like.

This is happiness. It shines yellow like the sun and twinkles like the stars.

You feel bright and light. You jump, you laugh, you dance and you want to share that feeling with everyone.

This is sadness. It's gentle like a blue rainy day.
Sadness can make you cry. It can make you feel alone.
But don't worry, if you're sad, I'll hold your hand.

This is anger. It blazes red like fire.
Anger can make you want to stop and Roooooooooooooooooarl,
and shout, "It's not fair!"

This is fear. It's black like the night and hides in shadows like a cat.

Being afraid can make you feel very small and alone. If you are afraid tell me why and we'll walk through the forest together.

This is calm. It's quiet like trees and soft like leaves.
When you're calm you breathe slowly and deeply.
Aaaaaaaahhhhh! You feel at peace.

We have finished! Here are your feelings. Let's look at them together.

But... ¿what is happening now?

Annex 2.1.11. Story. Source: "The color monster" by Anna Llenas.

ANNEX 2.1.12. SESSION 12

Julie and Mat were going to English after school. It was their first day.

Julie was scared because she was very shy. But Mat was very happy he loved English and making new friends.

- Hi! I'm Phil. Your English teacher!
Phil was different, his eyes were different but he was nice.
Julie loved him.

One day, they went to the park and Phil started to do funny things to show them what a tree was.
Suddenly, Mat saw two kids laughing at Phil. Julie and Mat got very angry, and sad at the same time they just wanted to shout.

- Your teacher is strange- they laughed.

Julie was very sad. But she calmed down and told them:

- We are all different, Phil's eyes are different, your hair is different, and you and your friend are different. No one looks the same and that is cool because it makes you unique.

These children stopped laughing, and looked at Phil and how everyone loved him. He was special, and special is unique. They felt sad for laughing at him and frightened because Phil may get angry.

However, Phil just smiled at them and told them to come and play.

Phil was special and made everyone feel special, and that is why he was unique.

Since that day, the kids learned a lesson: everyone is different and everyone looks different. That is the best of all.

Annex 2.1.12. Story. Source: the author.

ANNEX 2.1.13. SESSION 13

My favorite season is summer. It is hot and sunny. There are lots of different colors in summer: green grass, red, yellow and pink flowers and a blue sky.

Summer starts in June and finishes in September. In Summer we are in holidays and I can go to the beach with my friends and family. This makes me feel very happy and calm.

I love summer!

Annex 2.1.13. Reflexive dictation. Source: the author.

ANNEX 2.1.14. SESSION 14 and 15

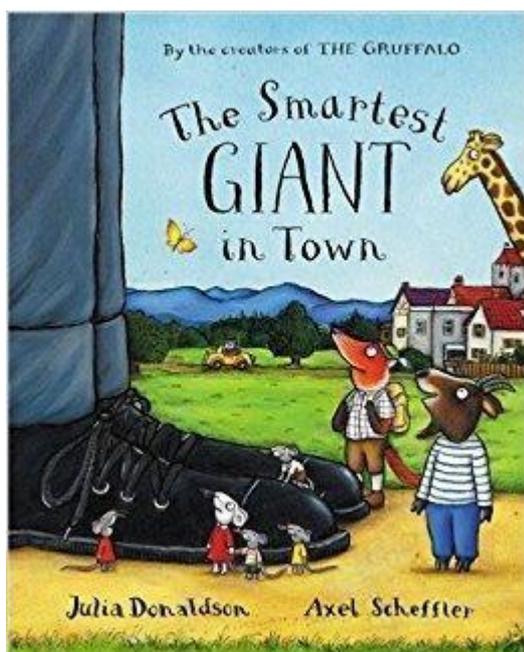
FINAL PROJECT GROUP CHECKLIST: MY FAVORITE SEASON			
GROUP MEMBERS:			
DESCRIPTORS			
Pronunciation: Students pronounce the target language correctly.			
Content: Students understand and use the appropriate vocabulary. Know the names of the seasons and their features, days of the week, months, colors and weather.			
Speaking: Students are able to communicate ideas clearly.			
Project elaboration: The project has been worked worked and shows the main things that were required for the project (drawing of a season, its main features, time of the year (months), and use of colors)			
Preparedness: Students have prepared and rehearsed the presentation.			

FINAL PROJECT INDIVIDUAL CHECKLIST: MY FAVORITE SEASON			
STUDENT:			
DESCRIPTORS	☹️	😐	😊
Pronunciation: The student pronounces the target language correctly.			
Content: The student understands and uses the appropriate vocabulary. Knows the names of the seasons and their features, days of the week, months, colors and weather.			
Speaking: The student is able to communicate ideas clearly.			
Project elaboration: The student has worked hard to create the final project.			
Preparedness: The students has prepared and rehearsed the presentation.			

Annex 2.1.14. Final Project group and individual checklist. Source: the author.

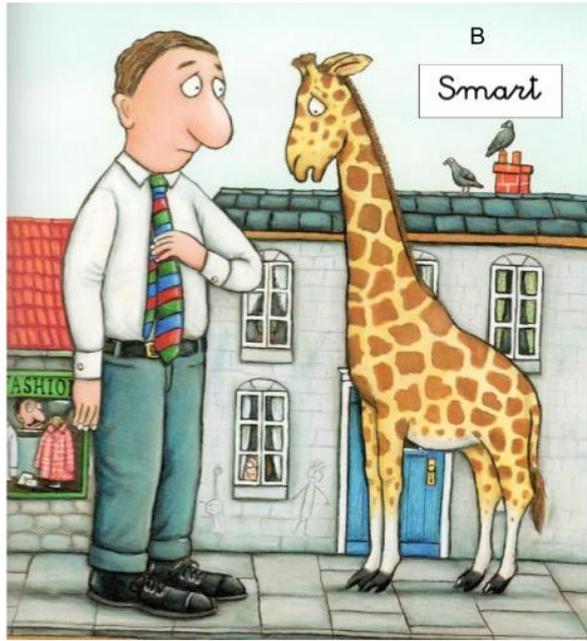
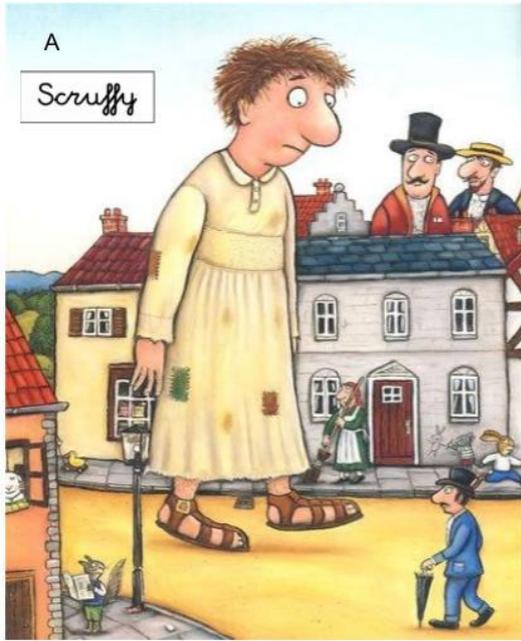
ANNEX 2.2. UNIT PLAN 5 RESOURCES

ANNEX 2.2.1. SESSION 1



Annex 2.2.1. Front cover *The smartest giant in town*. Source:

<https://axelscheffler.com/books-with-julia-donaldson/smartest-giant-in-town>



Annex 2.2.1. Pictures A and B “scruffy” and “smart”. Source:

<https://axelscheffler.com/books-with-julia-donaldson/smartest-giant-in-town>



Annex 2.2.1. Mr. Bucket and flashcards. Source: the author.

Match the words with the pictures

Belt	Dress	T-shirt	Trousers	Scarf	Smart shoes	Jacket	Old shoes	Sox
								
								

Annex 2.2.1. Clothes worksheet. Source: the author.

ANNEX 2.2.2. SESSION 2

George was a giant. The scuffiest giant in town. He always wore the same pair of old brown shoes, the same old jacket.

- I wish I wasn't the scuffiest giant in town... - he said sadly.

But one day George noticed a new shop. It was full of smart clothes, so he bought a smart T-shirt, smart trousers, a smart belt, a smart jacket and a scarf. Oh! a pair of smart socks and a pair of smart shiny shoes.

- Now I'm the smartest giant in town - he said proudly.

George left his old clothes behind in the shop. He was about to go home when he heard someone crying. On the street there was a giraffe who was very sad.

- What's the matter? - asked George.

- It's my neck. It's so long and cold. I wish I had a long warm scarf.

- Don't worry - said George. He took off his scarf and put it around the giraffe's neck.

- Thank you... - said the giraffe.



George went home singing: "I gave my scarf to a giraffe but look me up and down I'm the smartest giant in town. Boom boom boom boom boom boom boom"

George came to a river. On a boat stood a goat who was crying loudly.

- What's the matter? - asked George
- It's my sail - said the goat - it blew away in a storm. I wish I had a strong sail in my boat.
- Don't worry - said George. He took off his new jacket and tied it to the mast of the goat's boat.
- Thank you! - said the goat.

George kept walking singing: "I gave my scarf to a cold giraffe and my jacket to a goat's boat but look me up and down I'm the smartest giant in town. Boom boom boom boom boom boom boom"



George came into a tiny ruined house. Next to it stood a white mouse with his babies. They were all crying.

- What's the matter? - asked George.
- It's our house. It's broken and now we have nowhere to live. I wish I had a nice new house. - said the mouse.
- Don't worry - said George. He took off one of his shoes to the mouse and his family. It made a perfect home for them.
- They were very happy - Thank you! - they said.

George had to hop along the road now, but he didn't mind. He sang: "I gave my scarf to a cold giraffe, my jacket to a goat's boat and my shoe is a house for a little white mouse, but look me up and down I'm the smartest giant in town. Boom boom boom boom boom boom boom"



George came to a camp. Next to a tent there was a fox crying.

- What's the matter? - asked George
- It's my sleeping bag - said the fox - I lost it. I wish I had a warm sleeping bag.
- Don't worry - said George. He took off one of his socks and gave it to the fox.
- Thank you! - said the fox.



George hopped on singing: "I gave my scarf to a cold giraffe, my jacket to a goat's coat, my shoe is a house for a little white mouse, and my sock is a warm sleeping bag for a fox, but look me up and down I'm the smartest giant in town. Boom boom boom boom boom boom boom boom."

George came to a river. Next to it there was a dog crying.

- What's the matter - asked George.
- I need to get across the river but I don't know how to swim - said the dog.
- Don't worry - said George. He gave his new belt and used it as a bridge.



George hopped on singing: "I gave my scarf to a cold giraffe, my jacket to a goat's coat, my shoe is a house for a little white mouse, my sock is a warm sleeping bag for a fox, and my belt is a bridge for a dog, but.... My trousers are falling down and the cold is giant in town."

Suddenly George felt sad and shy and not very smart. He decided to go back to the shop but it was closed.

- Oh, no! cried George as he sat down next to the door and a tear ran down his nose. He felt as sad as all the other animals he met on his way home.



Then, he saw a bag with something familiar. George took a closer look.

- My dress! My lovely dress and old shoes - said George.

He put them on and felt very comfortable. I'm the coolest giant in town, and he danced back home.



Outside his door there was a present next to all the animals he had helped.

- Open the present! - said the animals

George opened the present. Inside there was a beautiful gold crown and a card.

- Look inside the card George! - said the animals

The card said: You gave your scarf to a cold giraffe, your jacket to a goat's boat, your shoe to a mouse family, your sock to a fox and your belt to a dog. Here is a beautiful crown to go with your dress and old shoes. You are the KINDEST giant in town!



Annex 2.2.2. Story *The smartest giant in town*. Source: *The smartest giant in town* Julia Donaldson with the author's adaptations.



Annex 2.2.2. The smartest giant in town map. Source: the author.

ANNEX 2.2.3. SESSION 3

Follow the rules for a gift for you.



The first one is easy
It's in volleyball court

Now that you are here
You are so near

¿What do you put on your neck when it's cold?



Pick up the **BLUE** one
(The colour will change for each team)

Now that you have me
go pick my friend.

Go, run, and take it
It's in the slide



Now that you are here
You are so near

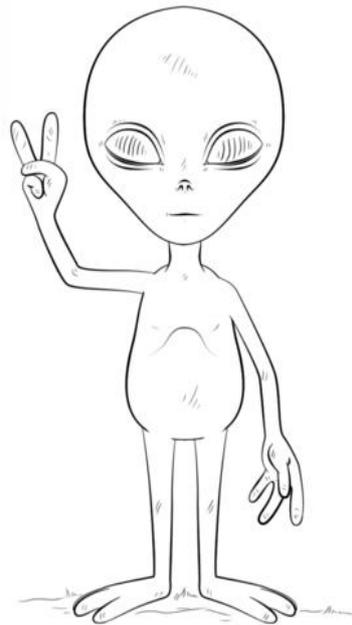
¿What do you put on your feet to run?



Pick up the **RED** ones
(The colour will change for each team)

Annex 2.2.3. Example of Gymkhanas' cards. Source: the author.

ANNEX 2.2.4. SESSION 4



Annex 2.2.4. E.T poster. Source: the author.

ANNEX 2.2.5. SESSION 5



Annex 2.2.5. Phonics. Source: the author.



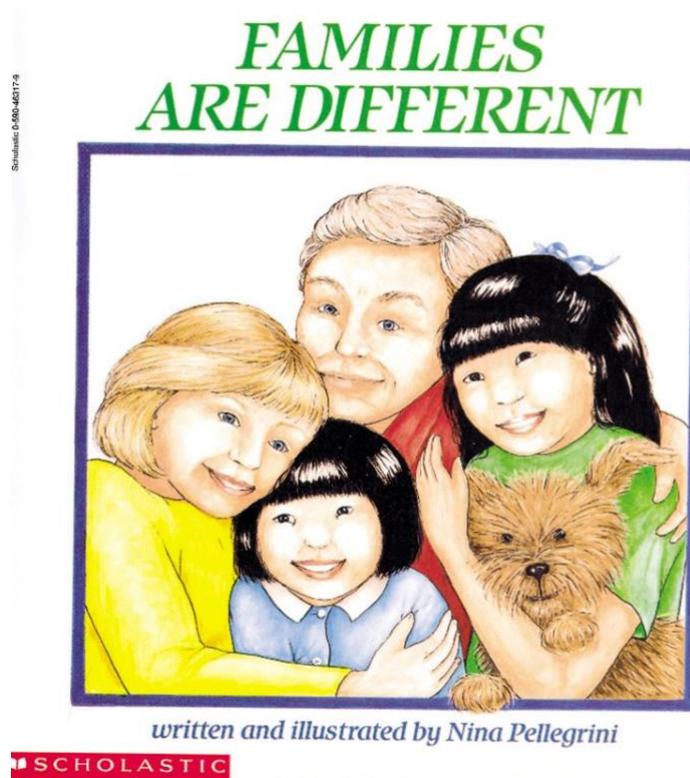
Annex 2.2.5. Memory game example. Source: the author.

On summer, I went to Spain by boat. When I was there it started to rain so I put my favorite jacket on. I suddenly heard a goat crying in a boat.

- What happens? I asked.
- I can't see my pie, the horse took it and hid it in a tree. - said the goat.
- Don't worry! - I said. - I can give you my pie and I also have some juice for you. Don't cry.

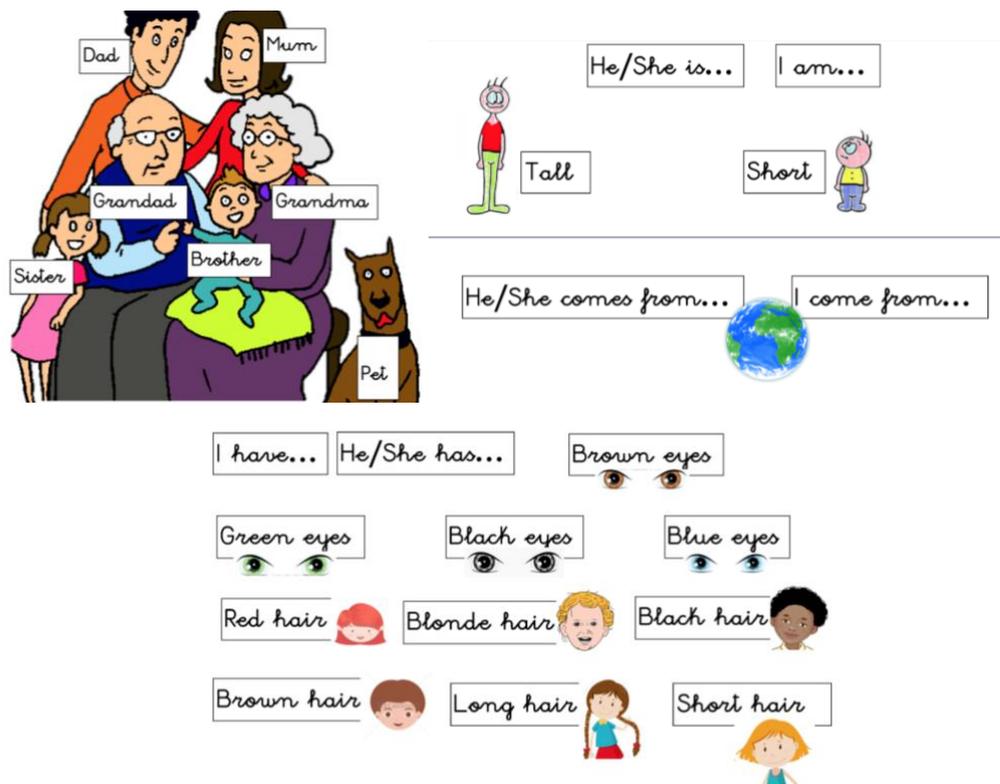
Annex 2.2.5. Phonics text. Source: the author.

ANNEX 2.2.7. SESSION 7



Annex 2.2.7. Families are different cover. Source:

<https://www.amazon.com/Families-Different-Holiday-House-Book/dp/0823408876>



Annex 2.2.7. Flashcards with vocabulary. Source: the author.

ANNEX 2.2.8. SESSION 8

Hello. My name is Nico, actually, Nicola but everyone calls me Nico. I live in America with my family. I have a mum and a dad, a big sister and a dog.

My sister is Angelica, and if you ask me, she is no Angel, she makes me angry sometimes. She is teaching me how to read, but I don't always pay attention. She looks a lot like me: black hair and small black eyes. We are adopted. We come from Korea. Korea is in Asia. Sometimes. We wear our special Korean dress.

Angelica came first and four years later I came. They were waiting for me at the airport, but not my dog.

My dog is Buster. He doesn't look like me, but we sometimes wear the same hairdo. He gives me lots of kisses. I love Buster.

My other best friends are Molly and Anna. We go to class together and play together. We are seven years old. They are very different: Molly has blonde hair and Anna has red hair.

My mum and dad are really old. You have to count more than ten to know how old they are. I give them lots of kisses and love them a lot. They don't look like me. They have blue eyes and blonde hair. That is because I'm adopted. I grew up in someone else's belly but they are the ones who promised me love.

At first, I didn't think it was strange to look different, but sometimes I get sad because Molly and Anna look like their parents. I would hear mothers saying "Oh, your baby looks a lot like you!" That made me feel sad.

Then I talked to my mum. She told me there are different kinds of families. She said they are glued together with a special kind of love: glue love.

So I started looking around and this is what I saw:

One of the kids in my class looks like his dad but not like his mum. He has dark skin and black hair like his father but his mother has white skin and red hair.

One boy has a sister and a mum in his family, but not a dad. And there is a girl who is adopted and has two mums.

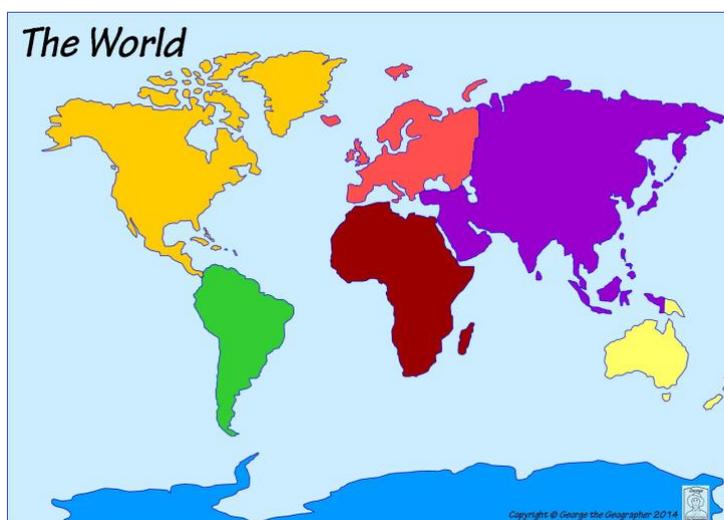
There is also a very big family who look all the same. They are seven. And there is also another family who look all different.

There is a small family of a little girl and her dad. And there is a girl whose parents are divorced, she lives with her mother, her sister and her step-father.

Now I don't think I'm strange. I look like everyone else: different! And my family like all families are together with glue love.

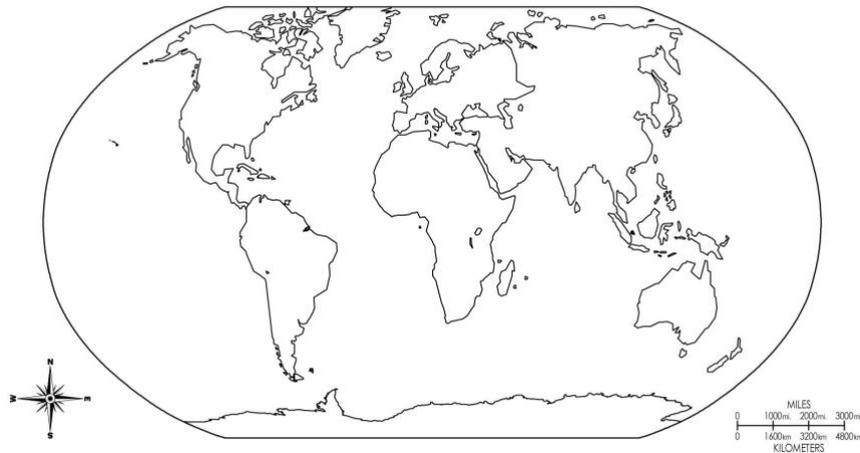
Annex 2.2.8. Story. Source: *Families are different* by Nina Pellegrini book.

ANNEX 2.2.9. SESSION 9



Annex 2.2.9. World map. Source:

<https://www.tuexperto.com/2017/05/12/mapamundi-100-mapas-del-mundo-para-imprimir-y-descargar-gratis/>



Annex 2.2.9. World map for dictation. Source:

<http://www.decolorear.org/dibujar/mapamundi-para-colorear.html>

ANNEX 2.2.10. SESSION 10

Carla and Antonio are brother and sister. They are very happy because Jose, a new friend, is going with them to the zoo. Jose is from Asia and he loves animals.

Carla has got red long hair and blue eyes. She is short. She is wearing to the zoo a red dress, a green jacket, grey socks and green shoes.

Jose has got dark skin, black eyes and short black hair. He is very tall. He is wearing blue trousers, blue shoes and a white T-shirt.

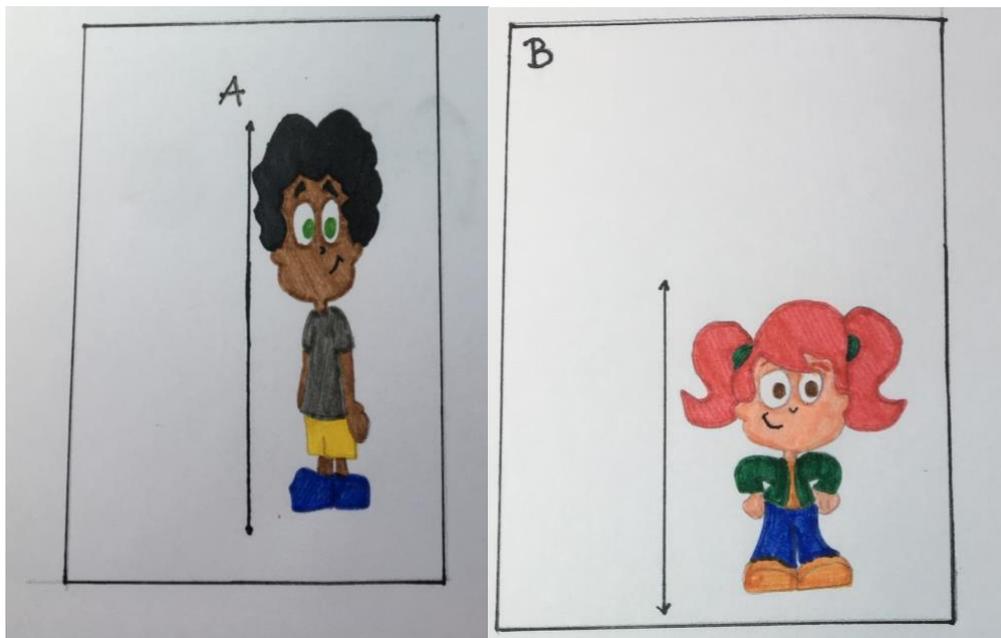
Antonio is short too. He has red short hair and brown eyes. He is wearing a green jacket, a red T-shirt, grey trousers and green shoes.

1. Circle Carla in Green, Jose in blue and Antonio in red. Who is who?



2. Where is Jose from? _____
3. Where are Carla, Antonio and Jose going? _____
4. What color is Carla's and Antonio's hair? _____
5. What is Jose wearing to the zoo? _____

Annex 2.2.10. Reading comprehension worksheet. Source: the author.



Annex 2.2.10. Picture dictation. Source: the author.

ANNEX 2.2.11. SESSION 11



Annex 2.2.11. Who's who game (it would have the students photographs).

Source: <https://www.readytogo.net/smb/threads/board-games.1091398/page-3>

Does he/she have...?

Yes, she/he does.

No, she/he doesn't.

Is it a boy/girl?

Annex 2.2.11. Flashcards. Source: the author.

My friend is a boy

He is wearing a green T-shirt, blue trousers a grey jacket, and blue shoes.

He is tall. He has brown eyes and blonde and short hair.

Who is he?



• My friend is a _____

• _____ is wearing _____

• Eyes/Hair _____



Annex 2.2.11. Model of a description and writing frame. Source: the author.

ANNEX 2.2.12. SESSION 12

My name is Carla, I am from Spain. I live with my mother Ana, my two brothers, Sergio and Alex, and my horse Coco.

I have brown long hair and green eyes. I am short. Sergio and Alex are the same: they have black short hair and green eyes. They are very tall.

Tomorrow, I am going to see my friend Vicky, she is from America. She has dark skin, black eyes and short black hair. We are going to go to the park. I am going to wear a green dress, a grey jacket and grey shoes.

I am very happy and nervous to see Vicky!

Annex 2.2.12. Reflexive dictation. Source: the author.

ANNEX 2.2.13. SESSION 13

Annex 2.2.13. Writing model. Source: the author.

ANNEX 2.2.13. SESSION 13

FINAL PROJECT INDIVIDUAL CHECKLIST: MY FAMILY			
STUDENT:			
DESCRIPTORS			
Pronunciation: The student pronounces the target language correctly.			
Content: The student understands and uses the appropriate vocabulary. Knows the names of the clothes, personal characteristics and continents.			
Speaking: The student is able to communicate ideas clearly and used complete sentences to communicate.			
Project elaboration: The student has worked hard to create the final project.			
Preparedness: The students has prepared and rehearsed the presentation.			

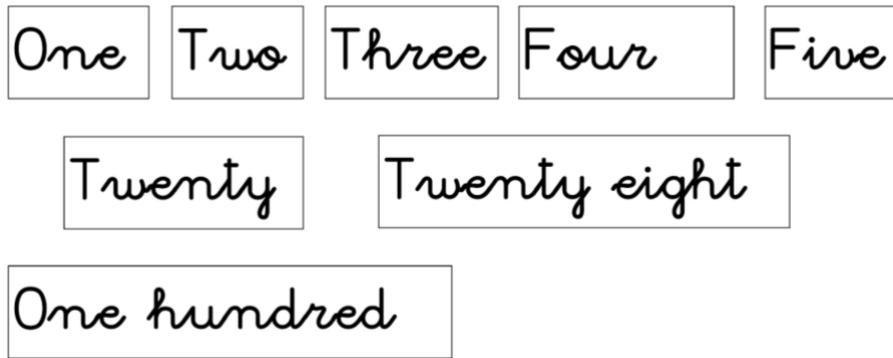
Annex 2.2.13. Final Project individual checklist. Source: the author.

ANNEX 2.3. UNIT PLAN 6 RESOURCES**ANNEX 2.3.1. SESSION 1**

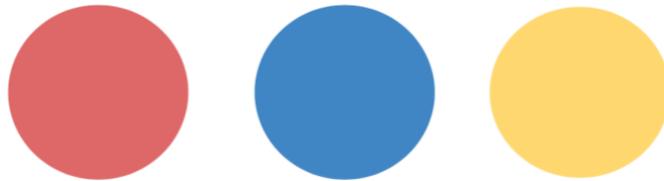
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Annex 2.3.1.Number poster.

Source:<https://www.pinterest.es/pin/637329784737490864/>.

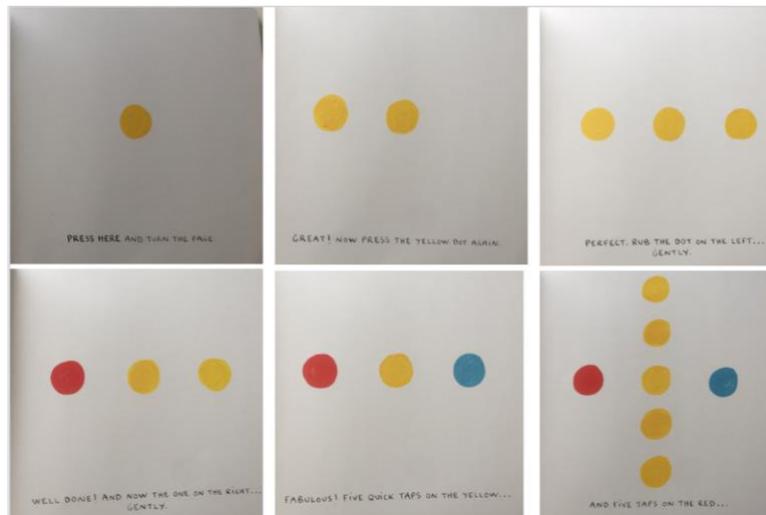


Annex 2.3.1.Flashcards example. Source: the author.



Annex 2.3.1.Colour dots. Source: the author.

ANNEX 2.3.2. SESSION 2





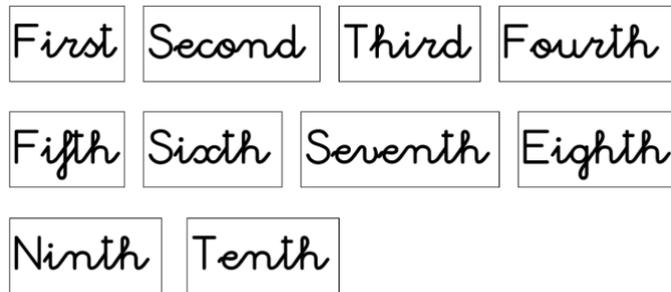


Annex 2.3.2.Story. Source: *Press here* by Hervé Tullet.

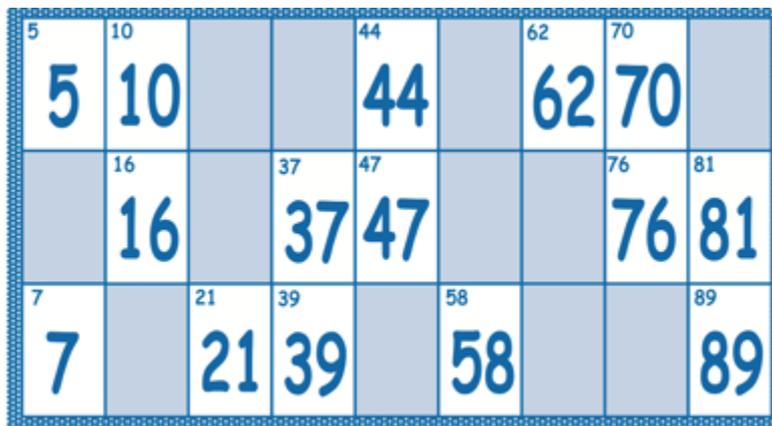


Annex 2.3.2.Seriation. Source: the author.

ANNEX 2.3.3. SESSION 3

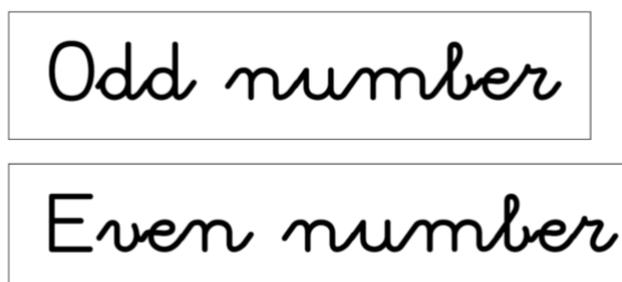


Annex 2.3.3.Flashcards. Source: the author.

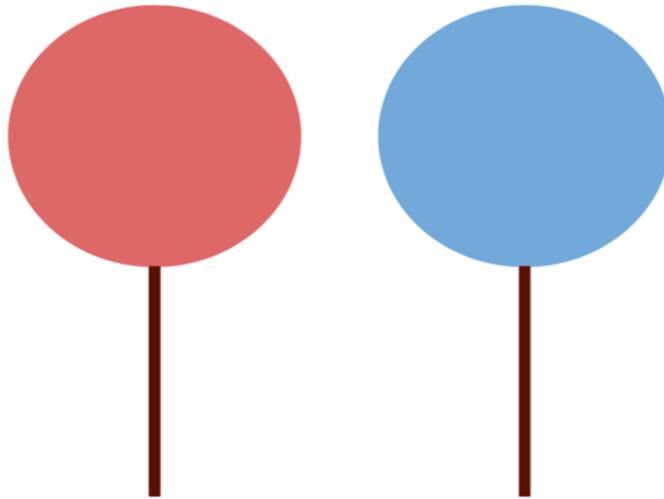


Annex 2.3.3.Bingo board game. Source: the author.

ANNEX 2.3.4. SESSION 4



Annex 2.3.4.Flashcards. Source: the author.

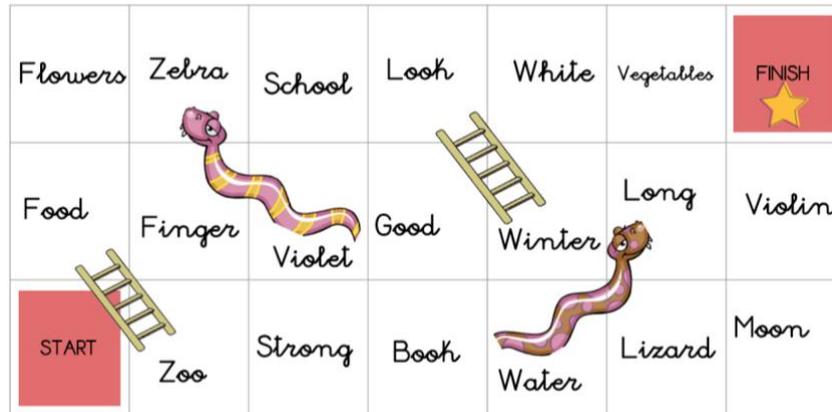


Annex 2.3.4.Round poster. Source: the author.

ANNEX 2.3.5. SESSION 5



Annex 2.3.5.Phonics. Source: the author.



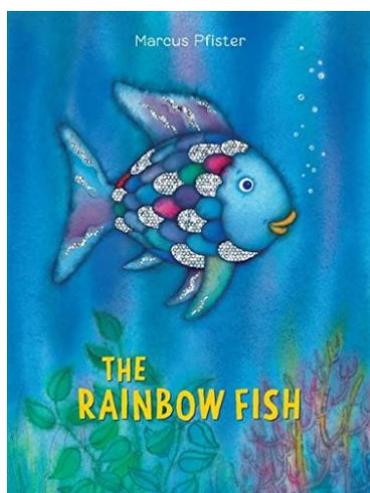
Annex 2.3.5.Snakes and ladders board game. Source: the author.

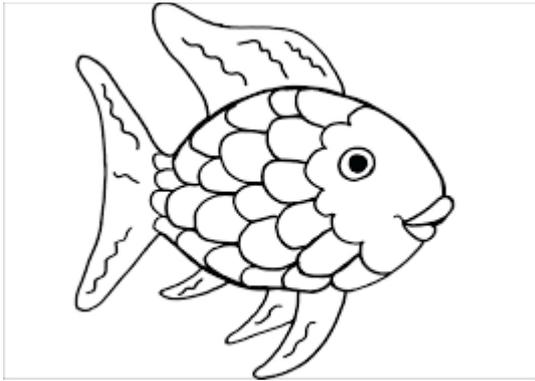
My name is Violet, I have very long hair and I love going to school because I can read lots of books. Today, we are going to the Zoo and we are going to see lots of animals like a zebra or a lizard. We have to take some food to the Zoo, so I will take some vegetables to become a strong girl and some water.

I think I will look for some flowers that look good in the Zoo to give them to the teacher as a present.

Annex 2.3.5.Phonics text. Source: the author.

ANNEX 2.3.7. SESSION 7

Annex 2.2.7. Cover of *The rainbow fish*. Source: *The rainbow fish* by Marcus Pfister.



The Rainbow fish has _____ scales.

It is an _____ number.

Annex 2.2.7. The rainbow fish activity. Source: *the author*.

ANNEX 2.3.8. SESSION 8

A long way out in the deep blue sea there lived a fish.

Not just an ordinary fish, but the most beautiful fish in the entire ocean. His scales were blue and green and purple, with sparkling silver scales among them.

The other fish were amazed at his beauty. They called him Rainbow Fish.

- Come on, Rainbow Fish, - they would call. - Come and play with us -

But the Rainbow Fish would just glide past, proud and silent, letting his scales shimmer.

One day, a little blue fish followed after him.

- Rainbow Fish, - he called, - wait for me! Please give me one of your shiny scales. They are so wonderful, and you have so many.

- You want me to give you one of special scales? Who do you think you are? - cried the Rainbow Fish. - Get away from me!

Shocked, the little blue fish swam away. He was so angry, he told all his friends what had happened. From then on, no one would have anything to do with the Rainbow Fish. They turned away when he swam by.

What good were the dazzling, shimmering scales with no one to admire them? Now he was the loneliest fish in the entire ocean.

One day he poured out his troubles to the starfish.

- I really am beautiful. Why doesn't anybody like me?

- I can't answer that for you, - said the starfish. - But if you go beyond the coral reef to a deep cave you will find the wise octopus. Maybe she can help you.

The Rainbow Fish found the cave. It was very dark inside and he couldn't see anything. Then suddenly two eyes caught him in their glare and the octopus emerged from the darkness.

- I have been waiting for you, - said the octopus with a deep voice. - The waves have told me your story. This is my advice. Give a glittering scale to each of the other fish. You will no longer be the most beautiful fish in the sea, but you will discover how to be happy.

- I can't - the Rainbow Fish started to say, but the octopus had already disappeared into a dark cloud of ink.
- Give away my scales? My beautiful shining scales? Never. How could I ever be happy without them?

Suddenly he felt the light touch of a fin. The little blue fish was back!

- Rainbow Fish, please, don't be angry. I just want one little scale.
- The Rainbow Fish was thinking- Only one very very small shimmering scale, - he thought. Well maybe I wouldn't miss just one.

Carefully the Rainbow Fish pulled out the smallest scale and gave it to the little fish.

- Thank you! Thank you very much! - The little blue fish bubbled playfully, as he tucked the shiny scale in among his blue ones.

A rather peculiar feeling came over the Rainbow Fish. For a long time he watched the little blue fish swim back and forth with his new scale glittering in the water.

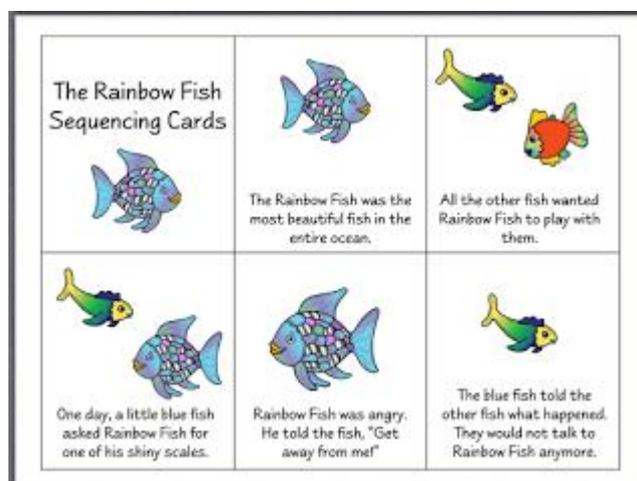
The little blue fish was swimming through the ocean with his scale flashing, so it didn't take long before the Rainbow Fish was surrounded by the other fish. Everyone wanted a glittering scale. The Rainbow Fish shared his scales left and right. And the more he gave away, the more delighted he became. When the water around him filled with glimmering scales, he at last felt at home among the other fish.

Finally the Rainbow Fish had only one shining scale left. His most prized possessions had been given away, yet he was very happy.

- Come on Rainbow Fish, - they called. - Come and play with us!
- Here I come, - said the Rainbow Fish and happy as a oplat, he swam off to join his friends.



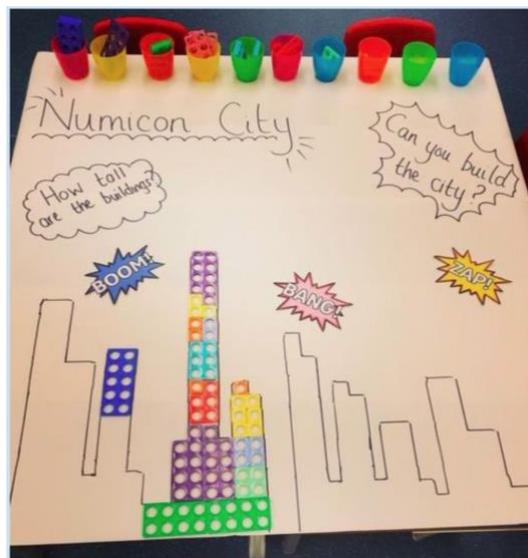
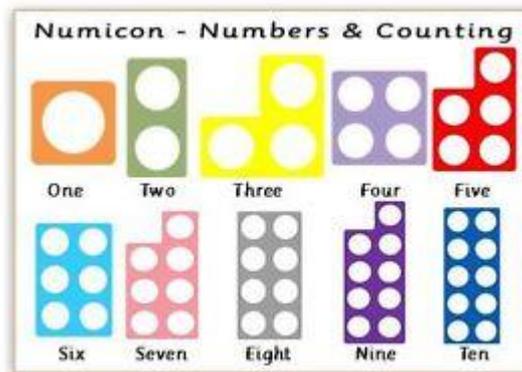
Annex 2.2.8. Story. Source: *The rainbow fish* by Marcus Pfister.



Annex 2.2.8. Sequencing cards model *The rainbow fish* . Source:

<http://whitneyslp.blogspot.com.es/2013/05/the-rainbow-fish.html?m=1>

ANNEX 2.3.9. SESSION 9



Annex 2.2.9. Numicon game and Skyscraper activity. Source:

<http://www.tocamates.com/numicon-numeros-con-todos-los-sentidos/>

ANNEX 2.3.10. SESSION 10

Hello student!

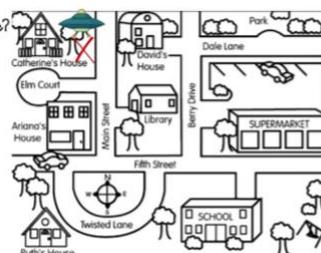
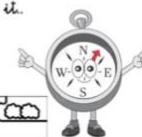
It's me again, E.T and I need some of your help.

When I landed on the Earth I lost my space ship, and now I can't find it. Someone gave an object named "Compass" to look for my spaceship but I don't know how to use it.

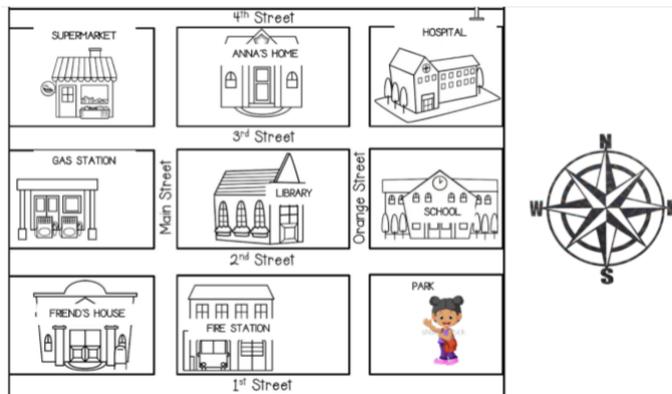
They also gave me a map with directions but I don't know how to follow it.

Could you help me find my space ship, please?

Thank you friend!



Annex 2.2.10. E.T letter. Source: the author.



Anna is playing in the park with some friends. Anna is 11 years old and lives in 3rd Street. Suddenly, she wants to go for a walk. First, she goes out of the park to the **North** and arrives to the _____. Second, she goes **West** and arrives to the _____; this is her favorite place. Third, she goes to the **South** and arrives to the _____. Fourth, she goes to the **West** again arriving to _____; she stays here two hours and plays. Fifth, she goes to the **North** and arrives to the _____. Finally, she goes to the **North** and arrives to the _____.

- Where is Anna now? _____

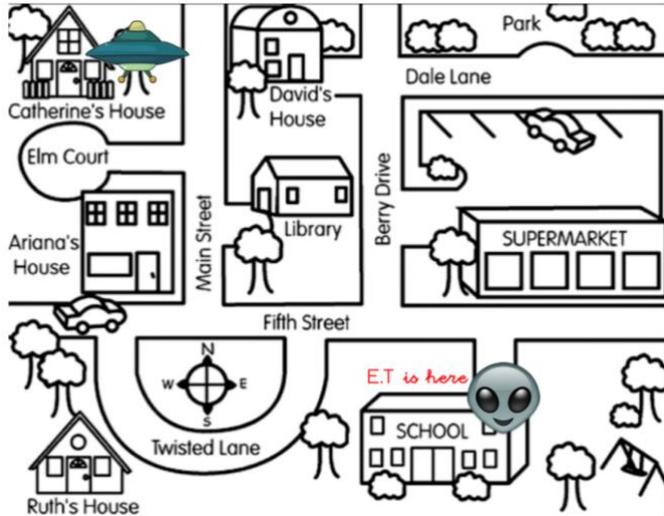
- Where does she have to go to get home? (North, South, East, West) _____

- Where does Anna live? _____

- How old is Anna? (Write it in letters) _____

- What is Anna's favorite place? _____

Annex 2.2.10. Reading and comprehension worksheet. Source: the author.



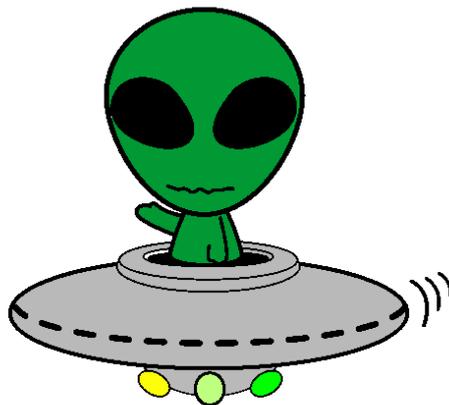
Write directions to help E.T find his spaceship. Use ordinal numbers (First, Second, Third...)

Dear E.T,

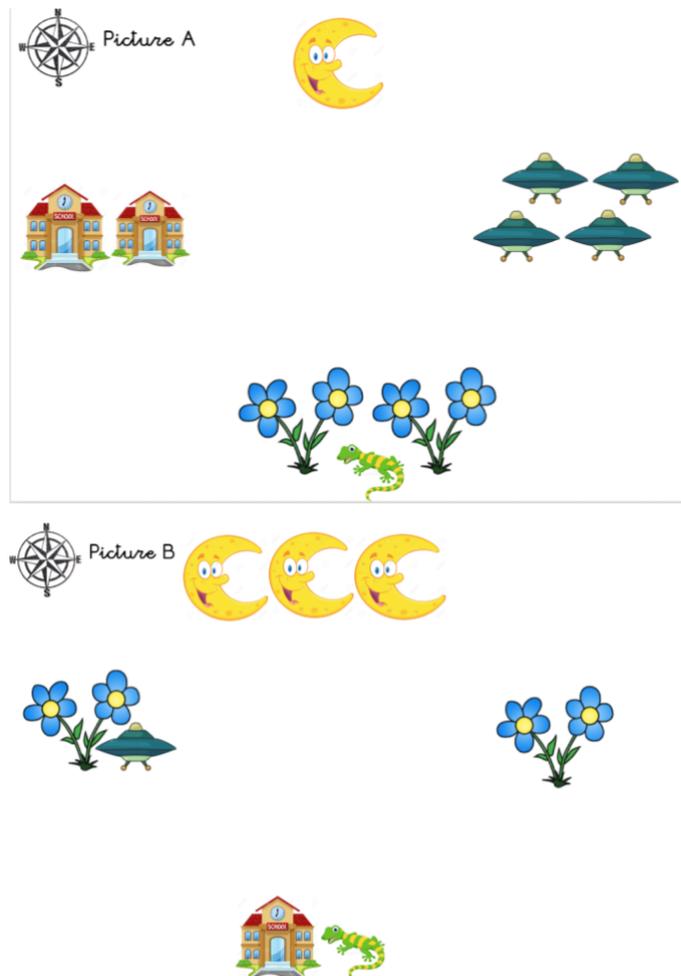
First, you have to

Annex 2.2.10. Map and writing frame. Source: the author.

ANNEX 2.3.11. SESSION 11



Annex 2.2.11. Photograph ET. Source: the author.



Annex 2.2.11. Picture dictation A/B. Source: the author.

ANNEX 2.3.12. SESSION 12

My name is Anna. I am thirty eight years old, which is an even number. My birthday is the fifth of June. I live in the South of Spain. My favorite food are vegetables, my favorite animal is the zebra and my favorite season is winter.

I have eleven brothers and sisters and three dogs. I have one father and one mother, and I have one grandad who is ninety six years old.

Annex 2.2.12. Dictation. Source: the author.

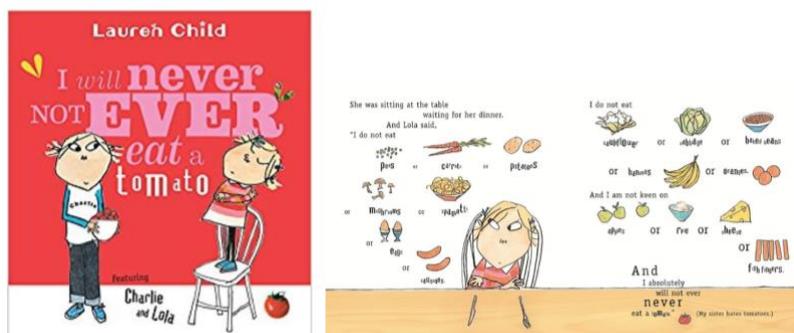
ANNEX 2.3.13. SESSION 13

FINAL PROJECT GROUP CHECKLIST: PHOTOGRAPHY CONTEST			
GROUP MEMBERS:			
DESCRIPTORS			
Pronunciation: Students pronounce the target language correctly with good rhythm and intonation.			
Content: Students understand and use the appropriate vocabulary. Know the ordinal and cardinal numbers, the cardinal points and laterality.			
Speaking: Students are able to communicate ideas clearly, using complex sentences and with fluency.			
Project elaboration: The project has been worked worked and shows the main things that were required for the project (photograph of an object or objects that show mathematical concepts). The content of the project shows originality.			
Preparedness: Students have prepared and rehearsed the presentation.			

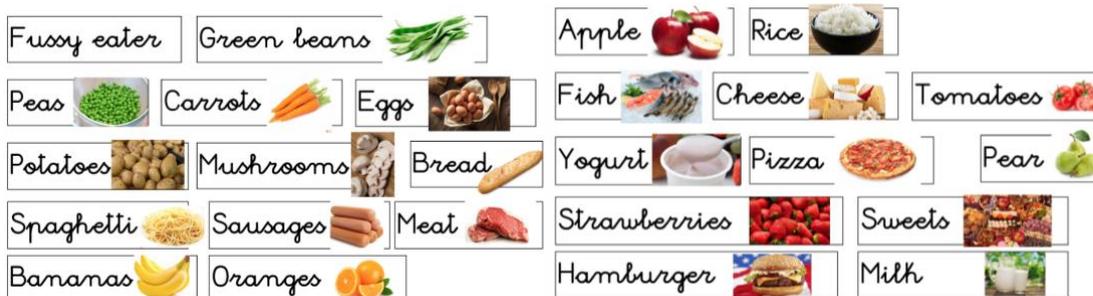
Annex 2.2.13. Final project group checklist. Source: the author.

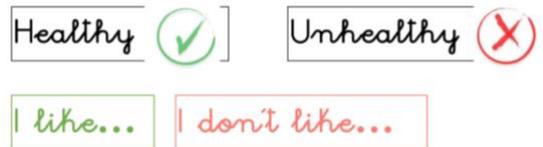
ANNEX 2.4. UNIT PLAN 7 RESOURCES

ANNEX 2.4.1. SESSION 1



Annex 2.4.1. Pictures. Source: *I will never not ever eat a tomato* by Lauren Child.





Annex 2.4.1. Flashcards. Source: the author.

ANNEX 2.4.2. SESSION 2

I have this little sister Lola, she is small and very funny. Sometimes I have to keep an eye on her. Sometimes mum and dad ask me to give her her dinner. This is a hard job because she is a fussy eater.

Lola won't eat carrots, of course. She says carrots are for rabbits. I say: What about peas? Lola says they are too small and too green.

One day I played a good trick on her: she was sitting at the table waiting for her dinner and Lola said:

- I do not eat peas, or carrots or potatoes or mushrooms or spaghetti or eggs or sausages. I do not eat green beans or bread or meat or bananas or oranges. I am not eating any apples or rice or cheese or fish. And I absolutely will never not ever eat a tomato!
- And I said: That is lucky because we are not having any of those things. We are not going to eat any peas or carrots or potatoes or mushrooms or spaghetti or eggs or sausages. There will be no green beans or bread or meat or oranges or bananas. We don't have any apples or rice or cheese or fish and of course, no tomatoes.

- Lola looks at the table - But why are those carrots there Charlie? I said I never eat carrots.
- Oh! Those are not carrots, they are orange sweets from planet Jupiter.
- They just look like carrots to me - Lola said How can't they be carrots?
- I say Carrots don't grow on Jupiter.
- Mmmmm... that is true - says Lola. - Well, I will try one. Hmmm... not bad- She says eating another one.

Then Lola sees some peas:

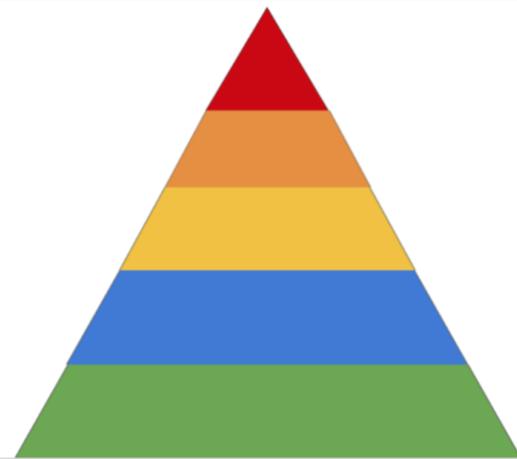
- I don't eat peas - says Lola -
- Oh! They are not peas. They are rain drops made out of green because they are from Greenland.
- But I don't eat green things - Lola says. But if they are green raindrops I will try one or two. Hmmm... they are delicious.

Lola sees the potatoes:

- I will not eat a potato, don't even try!
- Oh! This is not a potato, it's a piece of cloud from Mount Fuji - I say.
- Oh well, in that case... I would love to eat a piece of cloud. But Charlie, that is fish and I am not going to eat fish.
- Oh! This is not fish, it's mermaid food. It comes from a supermarket under the sea. Mermaids eat it all the time. - I say.
- Oh! I love mermaid! I will have one or two - says Lola.
- Charlie, can you give me one of those?
- And I say: "What one of those?" as I can't believe my eyes because she is pointing a tomato.
- Yes, Charlie one of those red moon pieces - says Lola.
- Are you sure? - I ask.
- Of course Charlie! Red moon pieces are my favorite. They are not tomatoes Charlie...

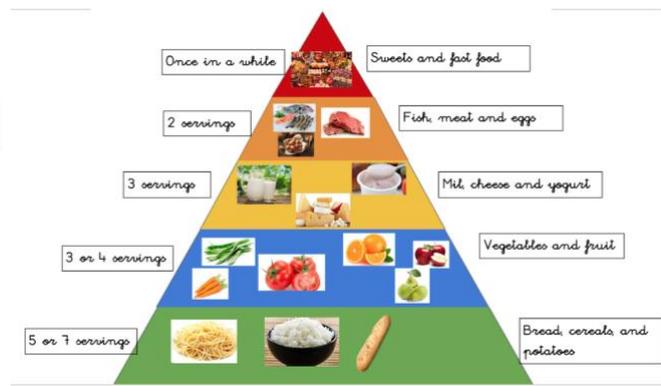
Annex 2.4.2. Story. Source: *I will never not ever eat a tomato* by Lauren Child.

ANNEX 2.4.3. SESSION 3



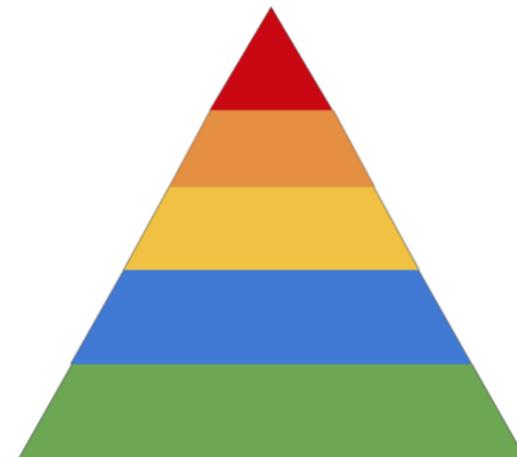
Healthy ✓

Unhealthy ✗



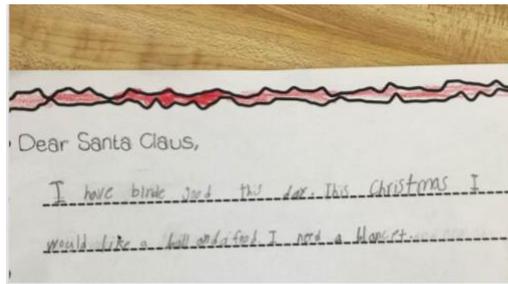
Annex 2.4.3. Materials for the pyramid activity. Source: the author.

ANNEX 2.4.4. SESSION 4



Annex 2.4.4. Materials. Source: the author.

ANNEX 2.4.5. SESSION 5



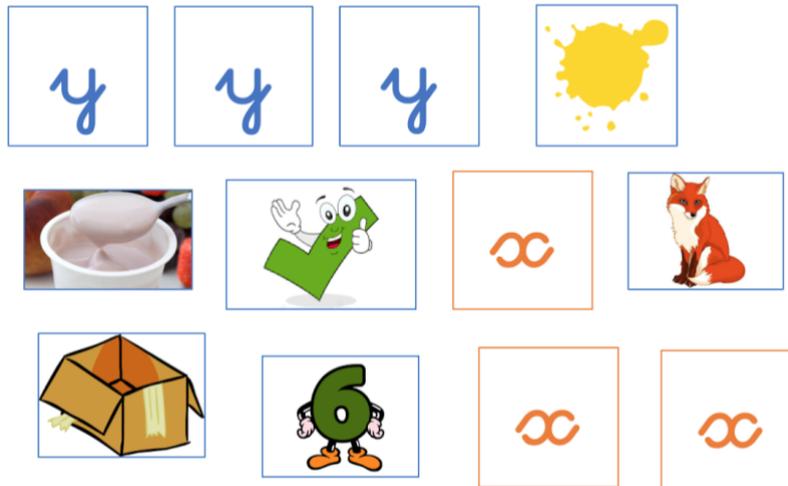
Dear Santa Claus,
I have been good this year. This Christmas I want
food and a blanket.

Annex 2.4.5. Child hunger letter. Source: the author.

ANNEX 2.4.7. SESSION 7

y Yellow 	oo Foo 
Yogurt 	Boo 
Yes 	Six 
ch Chair 	sh Fish 
Cheese 	Dish 
Chocolate 	Shark 
th (voiced)	th (unvoiced)
Month 	Father  Mother 
Three  Think 	Brother 

Annex 2.4.6. Phonics flashcards. Source: the author.

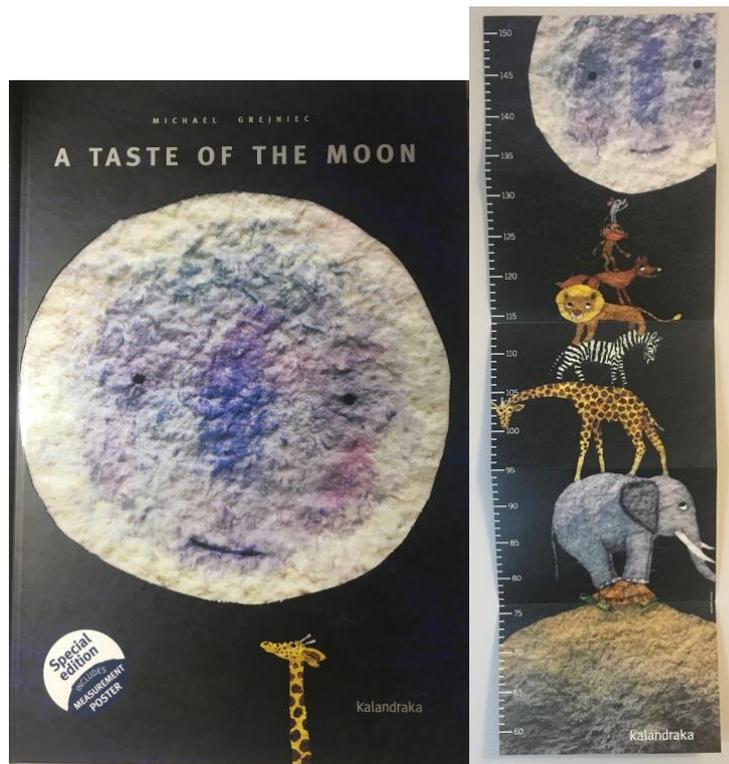


Annex 2.4.6.Memory game. Source: the author.

Every day of *the* month I *think* what *dish* can me, my *brother*, my *father* and my *mother* can eat. We eat *three* times a day. I like *chocolate*, but my *mother* says it is not healthy. I like *cheese* too, but my *father* says it is not a big *dish*. *This* is why today, we are eating *fish* and a *yogurt*.

Annex 2.4.6.Phonics text. Source: the author-

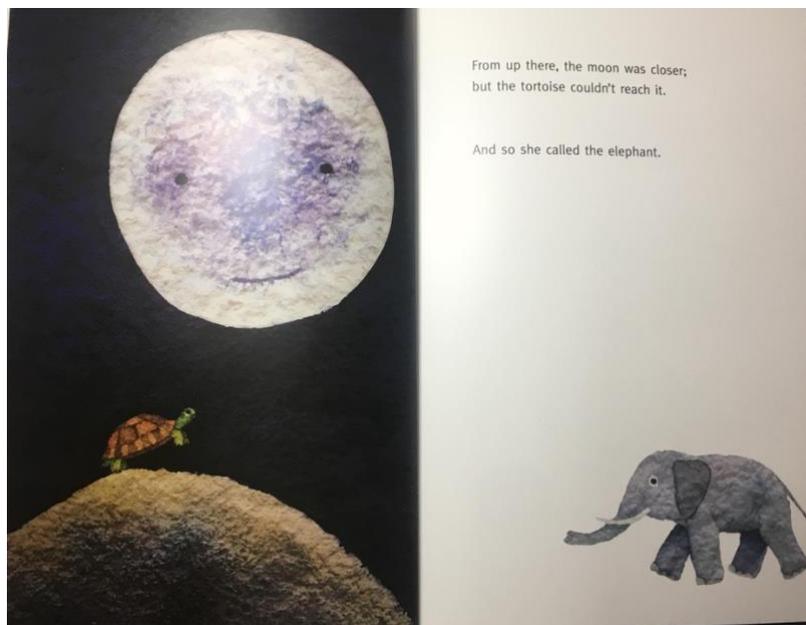
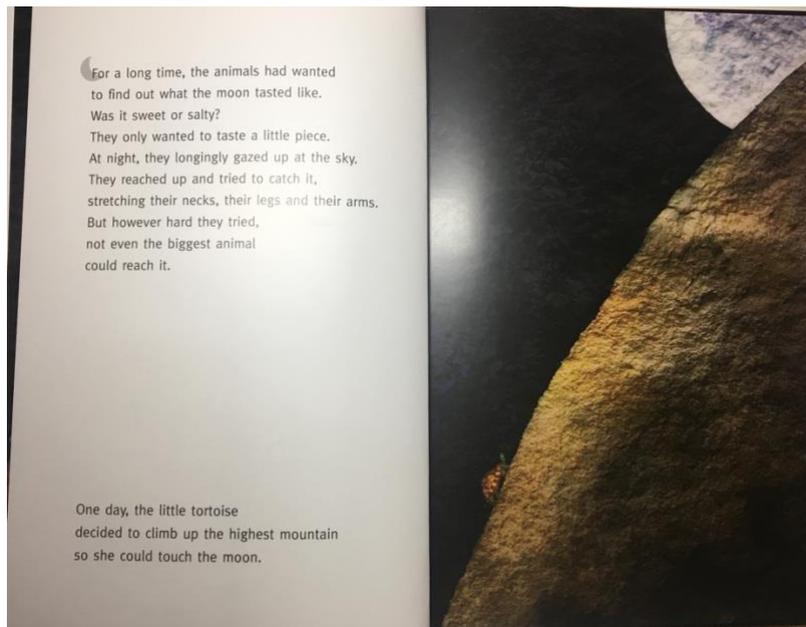
ANNEX 2.4.9. SESSION 9

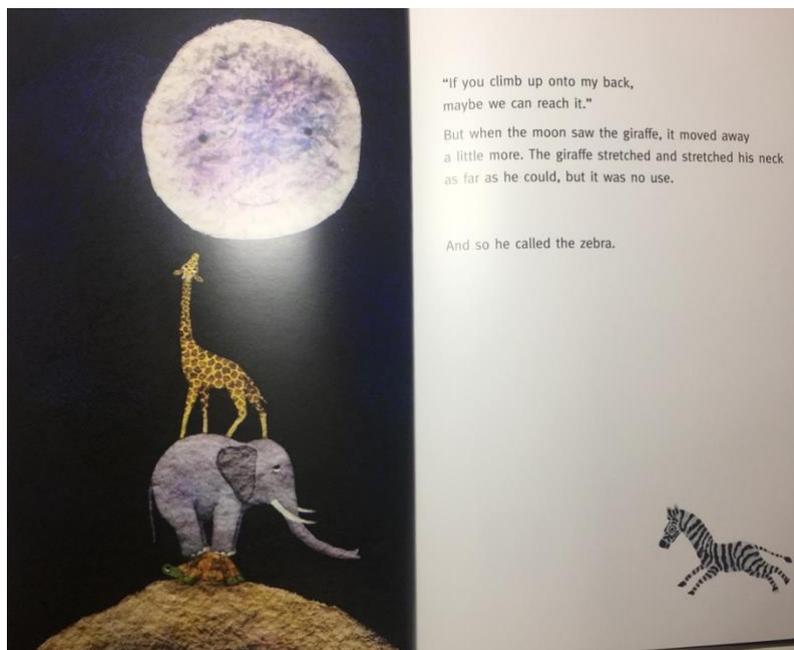
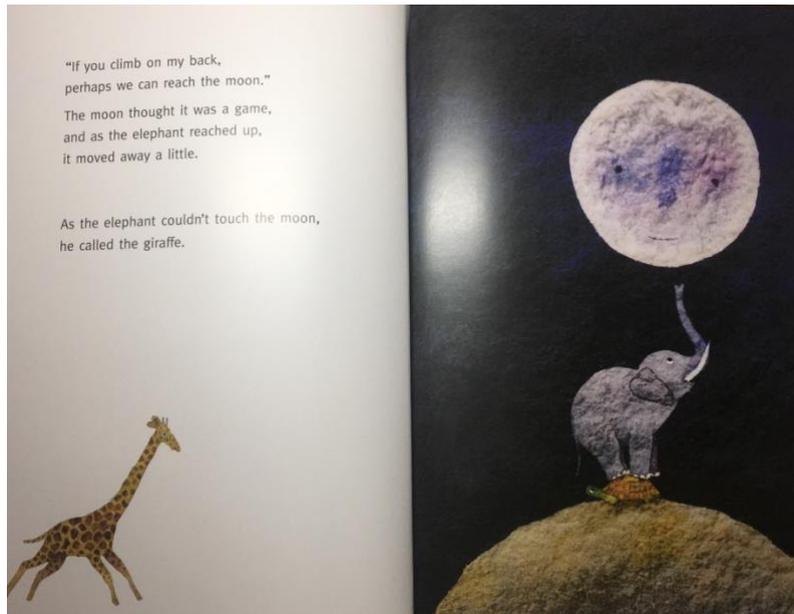


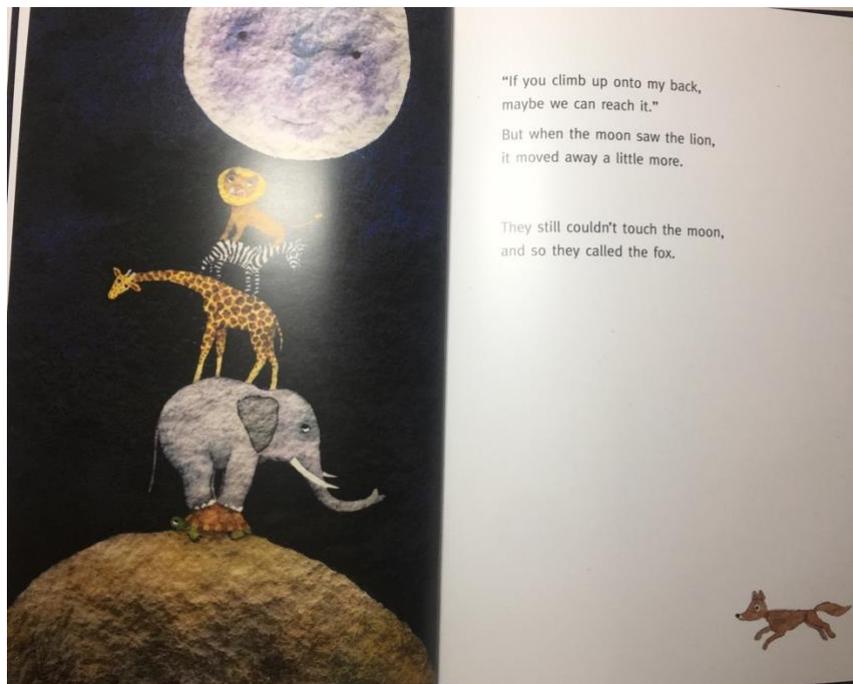
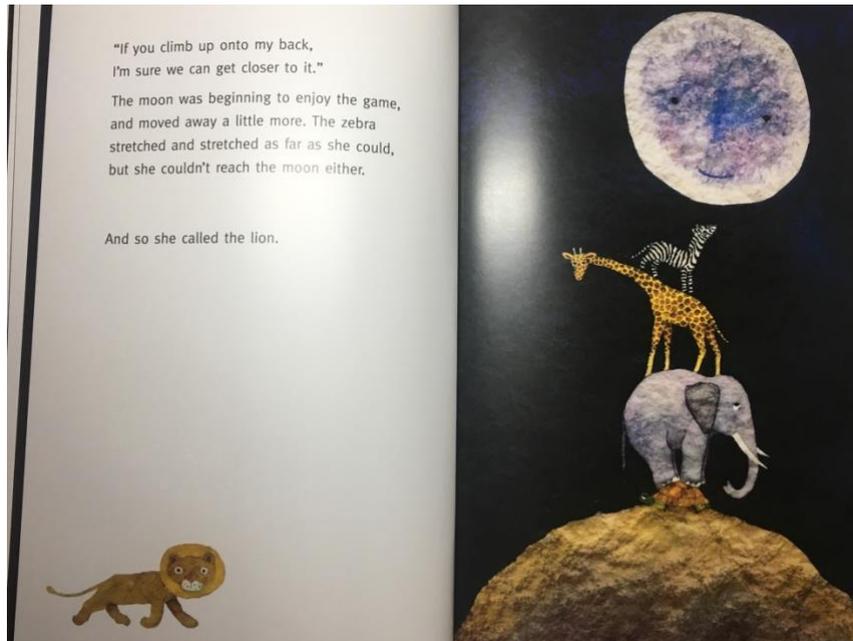
Annex 2.4.9.Cover and measurement poster. Source: *A taste of the moon* by Michael Grejniec.

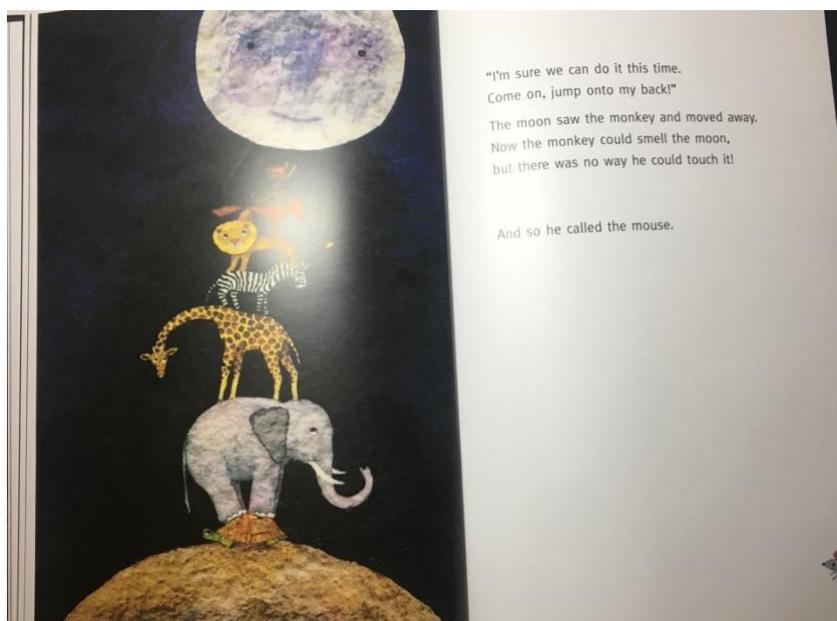
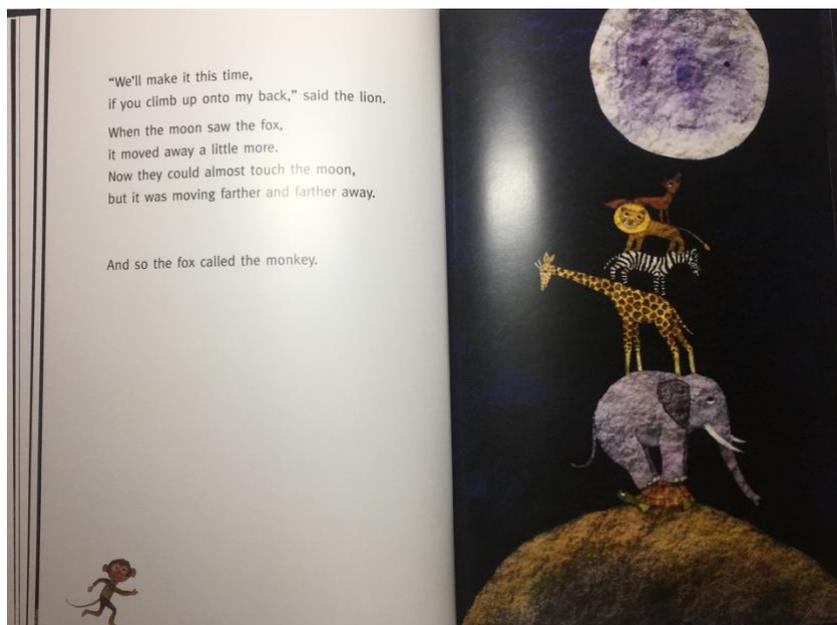


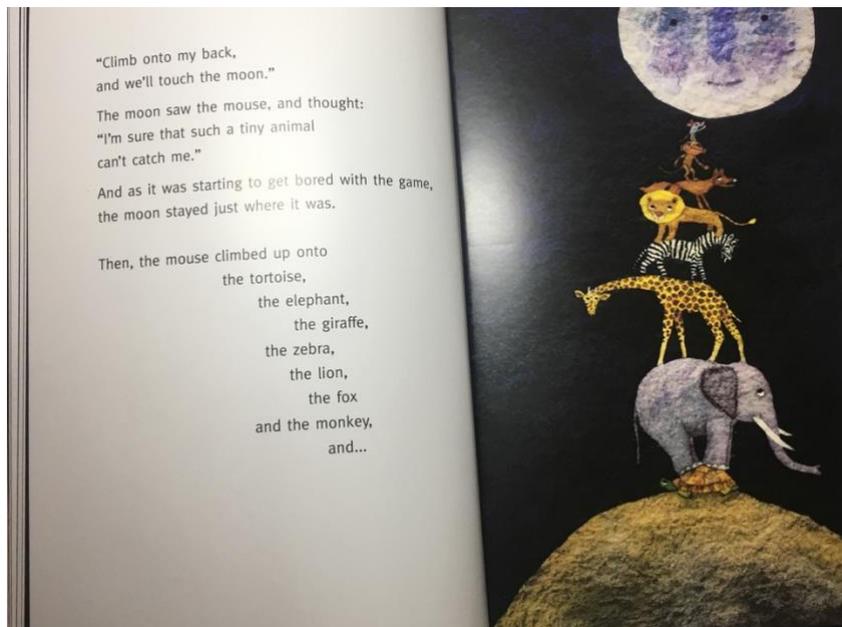
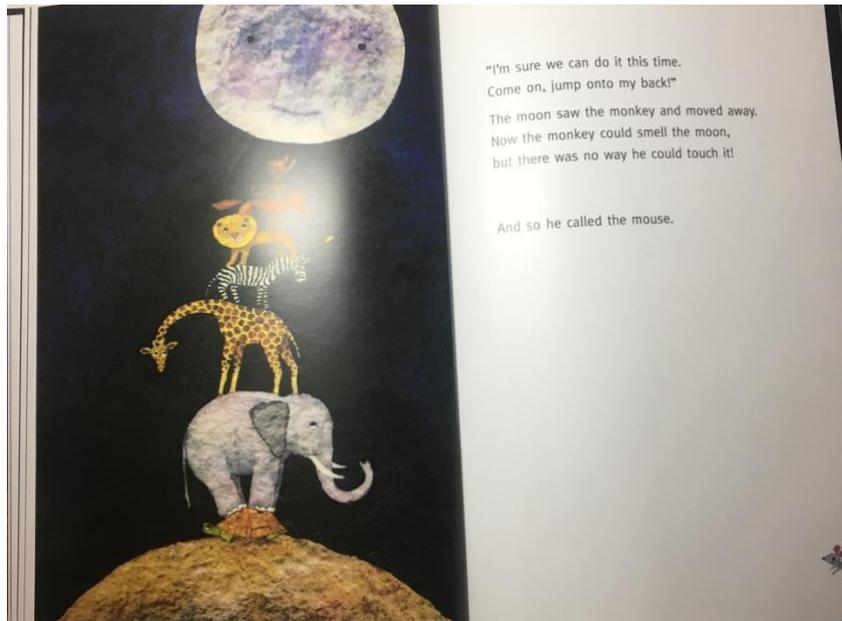
Annex 2.4.9.Flashcards and intruder game. Source: the author.

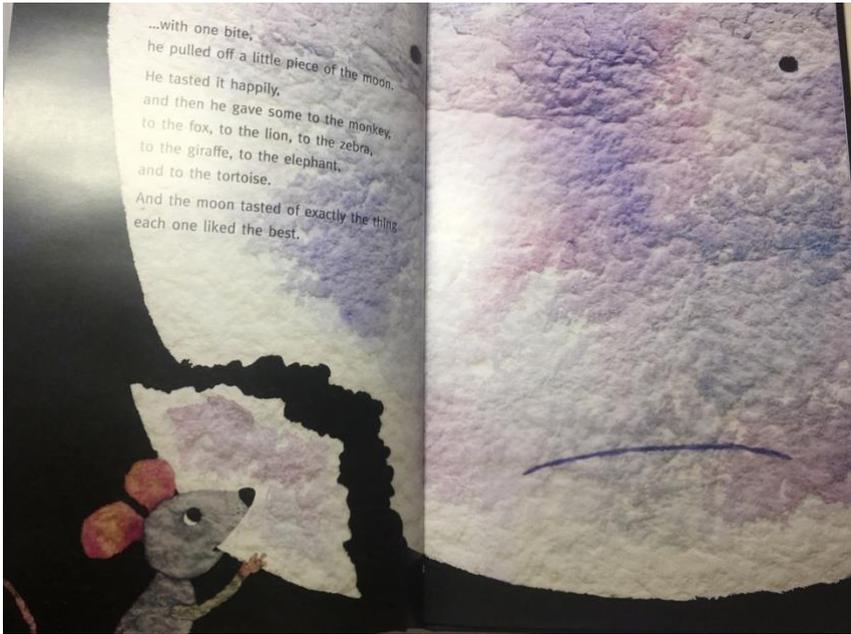
ANNEX 2.4.10. SESSION 10

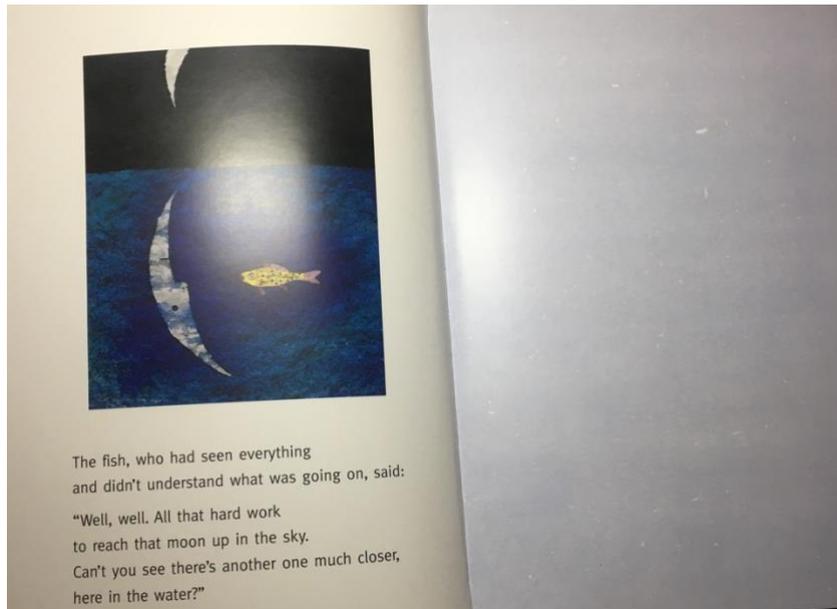








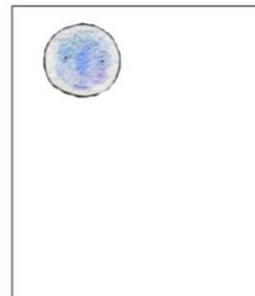




Annex 2.4.10.Story. Source: *A taste of the moon* by Michael Grejniec.

Animal: _____

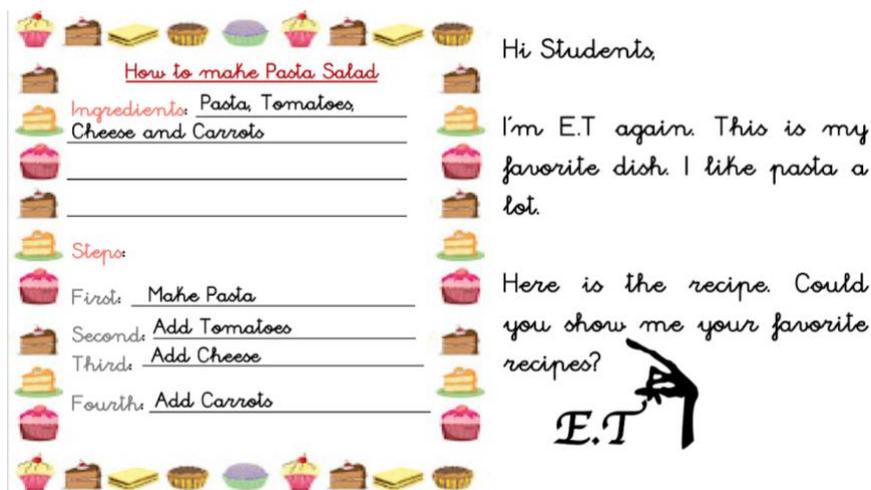
I measure: _____



Taste of the moon (I like) _____

Annex 2.4.10.Worksheet. Source: the author.

ANNEX 2.4.11. SESSION 11



Hi Students,

How to make Pasta Salad

Ingredientis: Pasta, Tomatoes, Cheese and Carrots

Steps:

First: Make Pasta

Second: Add Tomatoes

Third: Add Cheese

Fourth: Add Carrots

I'm E.T again. This is my favorite dish. I like pasta a lot.

Here is the recipe. Could you show me your favorite recipes?

E.T 

Annex 2.4.11.E.T letter. Source: the author.



How to make.....

Ingredientis: _____

Steps: _____

First: _____

Second: _____

Third: _____

Fourth: _____

Annex 2.4.11.Writing frame. Source: the author.

ANNEX 2.4.12. SESSION 12



Hello again Year 2 students

I loved your recipes and my friends Susan and Tom loved them too.

Susan likes green beans and and carrots, but she doesn't like peas. She doesn't like apples either, but she likes strawberries and pears. Tom doesn't like pears or apples or eggs but he likes oranges. He doesn't like milk or fish or yogurts but he likes spaghetti. He is a fussy eater.

E.T 

Annex 2.4.11.Listening. Source: the author.

In China people eat eight or ten or twelve dishes of food. This is because even numbers mean luck. Chinese people like eating rice, fish and long noodles, which are pasta.



In Russia people eat a lot of food. They like beans and potatoes.

In Spain, people eat late and love salty food. They like potatoes, tomatoes, meat and cheese.

In England people like potatoes and sausages.



People are very different in the world, they like different things.

- What food do Russian people like? _____

- Do we all like the same food? _____
- What is the name of the pasta Chinese people eat? _____

- Match the country to the dish



Russia



China



Spain



England

Annex 2.4.11. Reading comprehension worksheet. Source: the author.

ANNEX 2.4.13. SESSION 13

My brother is a fussy eater, he doesn't like tomatoes, or yogurt, or rice, or fish, or meat, or green beans, or peas. He doesn't like salty or sweet dishes. He only likes sweet dishes, but my mother says he can eat small servings of sweets once in a while.

Annex 2.4.13. Reflective dictation. Source: the author.

ANNEX 2.4.14. SESSION 14

FINAL PROJECT GROUP CHECKLIST: MASTERCHEFS			
GROUP MEMBERS:			
DESCRIPTORS			
Pronunciation: Students pronounce the target language correctly with good rhythm and intonation.			
Content: Students show great understanding of the topic and use the appropriate vocabulary. Know the ordinal numbers, and the names of the food.			
Speaking: Students are able to communicate ideas clearly, using complex sentences fluently.			
Project elaboration: The project has been worked on and shows the main things that were required for the project. The content of the project shows originality.			
Preparedness: Students have prepared and rehearsed the presentation.			

Annex 2.4.14.Final Project Checklist. Source: the author.

