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Autora: Cristina Cano Antón

Director: Alfonso López Hernández

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LOS CUENTOS COMO HERRAMIENTA DE MEJORA EN EL PROCESO DE ENSEÑANZA-APRENDIZAJE DE LA LENGUA INGLESA DURANTE LA ETAPA DE EDUCACIÓN INFANTIL

- STORIES AS A TOOL TO ENHANCE THE TEACHING-LEARNING PROCESS OF THE ENGLISH LANGUAGE IN INFANT EDUCATION -

Modalidad de TFG: Propuesta de intervención

Etapas educativas: Educación Infantil

Área: lengua extranjera inglés

Autora: Cristina Cano Antón

Director: Alfonso López Hernández

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***People become the stories they hear
and the stories they tell.***

Elie Wiesel

CONTENTS

1. ABBREVIATIONS.....	5
2. ABSTRACT AND KEY WORDS.....	6
3. JUSTIFICATION OF THE TOPIC.....	8
4. INTRODUCTION	9
5. OBJECTIVES	9
6. THEORETICAL FRAMEWORK.....	10
6.1. Definition of storytelling	10
6.2. Criteria to select storybooks	11
6.3. General benefits of storytelling in the EFL classroom	11
6.4. Specific benefits for language development.....	12
6.4.1. Developing language systems.....	12
6.4.2. Developing language skills	12
6.4.3. Teaching content through stories.....	14
6.4.4. Developing intercultural competence	14
7. INTERVENTION PROPOSAL	16
LET'S CREATE OUR OWN STORY!	16
7.1. Presentation of the proposal	16
7.2. Objectives of the proposal	16
7.3. Context	18
7.4. Methodology and resources	18
7.5. Lesson Plans	22
7.5.1. Lesson plan 1.....	22
7.5.2. Lesson plan 2.....	29
7.5.3. Lesson plan 3.....	34

7.5.4.	Lesson plan 4.....	38
7.5.5.	Lesson plan 5.....	43
7.6.	Scheduling	49
7.7.	Assessment.....	50
8.	CONCLUSIONS.....	53
9.	REFERENCES.....	55
10.	ANNEXES	57
10.1.	Annex 1. Microteaching feedback and images.....	57
10.2.	Annex 2. Materials for Pete the cat.....	63
10.3.	Annex 3. Materials for Green eggs and ham.....	70
10.4.	Annex 4. Materials for One fish, two fish, red fish, blue fish	71
10.5.	Annex 5. Materials for We're different, we're the same	72
10.6.	Annex 6. Materials for Circus shapes	75

1. ABBREVIATIONS

In order to make the reading and writing of this project easier, a series of abbreviations have been used to designate long concepts:

- APA (American Psychiatric Association)
- BU (bottom-up processing)
- CLIL (Content and Language Integrated Learning)
- CLT (Communicative Language Teaching)
- TD (top-down processing)
- TEFL (Teaching English as a Foreign Language)
- TPR (Total Physical Response)

2. ABSTRACT AND KEY WORDS

This Final Degree Project consists of an intervention proposal aimed at a classroom of 3rd of Infant Education (5 and 6-year-old students). It focuses on the teaching of the English language through storytelling. It attempts to demonstrate how the teaching-learning process of the English language can be improved in this educational period by teaching contents through stories.

This project comprises many sections, among which two of them stand out: the theoretical framework and the intervention proposal. The proposal consists of five sessions and their corresponding stories from children's literature in English. Each story allows to work on different contents: lexis, grammar and phonology, among others. The activities that have been designed for each session allow us to have an idea of how storytelling would be implemented in the classroom.

The methodology employed is based on different approaches and two different sequences have been taken into account in order to design the sessions. The use of oral skills and asking questions stand out. In addition, some of the resources used are the language assistant and working cooperatively with the families.

The project concludes with a reflection about the proposal. It analyzes whether or not the proposal has met the objectives set and how it could be implemented in educational settings.

Key words: storytelling, children's literature, English, motivation, Infant Education.

RESUMEN Y PALABRAS CLAVE

Este Trabajo de Fin de Grado consiste en una propuesta de intervención dirigida a una clase de 3º de Educación Infantil, es decir, alumnos de 5-6 años. Se centra en la enseñanza del inglés a través del *storytelling*, es decir, pretende mostrar cómo a través de los cuentos se puede mejorar el proceso de enseñanza-aprendizaje de la lengua inglesa durante esta etapa.

El trabajo consta de varios apartados, entre los cuales destacan fundamentalmente dos: el marco teórico y la propuesta de intervención. La propuesta se compone de cinco sesiones, para las que se han elegido cinco cuentos de literatura infantil en lengua inglesa. Cada uno de ellos da pie a trabajar distintos contenidos de inglés: léxico, gramática y fonología entre otros. Las actividades que se han diseñado para cada sesión permiten ver de manera práctica cómo se aplicaría el *storytelling* en el aula.

La metodología utilizada está basada en diferentes enfoques y se han tenido en cuenta dos secuencias diferentes a la hora de estructurar las sesiones. Destacan el uso de las habilidades orales y el planteamiento de preguntas para la construcción del aprendizaje. Además, algunos de los recursos utilizados son la auxiliar de conversación y el trabajo con las familias.

El trabajo finaliza con una reflexión sobre la propuesta, analizando si se han cumplido o no los objetivos marcados y cómo sería su aplicación en el ámbito educativo.

Palabras clave: *storytelling*, literatura infantil, inglés, motivación, Educación Infantil.

3. JUSTIFICATION OF THE TOPIC

There are many reasons why I have chosen the topic of this project, both academic and personal. Among the academic reasons the first is that knowing this language nowadays is really important, as “English is one of the most widely spoken languages in the world” (Ellis and Brewster, 2014). This is why it seems like a good idea to teach it since kindergarten.

Also, working with children’s literature is a nice way to introduce this foreign language as children love stories and books have many advantages. They allow to work on curricular contents such as oral language, literary texts, communication skills and others; literature is a great tool to contribute in students comprehensive training; it helps them develop creativity; it takes part in the learning process of reading a writing; and it also allows students to establish connections between what happen in the stories and their real lives.

As regards personal reasons, I would like to say that I have always loved children’s literature. Even now that I am on my twenty’s I still like spending my time reading some stories from when I was a child. I think they teach very important lessons for life and they are an entertaining way for children to introduce themselves into the learning process of reading and writing.

Also, the first semester of the 4th year of my degree at the university I studied the subject TEFL II. One of the topics we talked about was *Storytelling* and some of the aspects we saw in class were: the difference between read and tell a story, ways to retell a story or advices about what to do after telling a story. We also had the opportunity to plan our own lesson plan and bring it to life in class with our peers, which I really enjoyed.

With this subject I discovered a whole new world. I have never thought of a book as a resource to teach curricular contents, I always saw them as a way to have fun. This is why I wanted to do my final degree project about this topic, to get to know more about *storytelling* and how to implement it in my class in a future, if I end up being an English teacher of course.

4. INTRODUCTION

This project comprises many sections among which two of them stand out: the theoretical framework and the intervention proposal. The theoretical framework explains the concept of *storytelling*, its benefits and how we should take advantage of this resource in order to develop different language systems (lexis, grammar and phonics) and language skills (listening, writing and reading). It also focuses on linking English with other areas of the curriculum and on the intercultural competence.

In turn, the intervention proposal includes the following sections: the context where it will be implemented, its objectives, the methodology used and the lesson plans. They show how, as a result of telling stories in class, later we can do activities with our students that let us work on the aspects mentioned before in a much more motivating way than the traditional way of teaching and without having to force the introduction of new concepts.

The idea with this proposal is to be carried it out in a classroom with non-native English speakers in order to facilitate their learning of this new language.

5. OBJECTIVES

The main objective of this project is to design a proposal in order to improve the teaching-learning process of the English language in Infant Education through the use of stories.

The specific objectives are:

- To discuss storytelling's main characteristics and benefits.
- To create a set of activities that encourage the use of stories in Infant Education classrooms.
- To use stories as a way to obtain results in students on a cognitive and emotional level.

6. THEORETICAL FRAMEWORK

This section starts by providing a working definition of storytelling. It then discusses the criteria to select good storybooks and the benefits of using them in the EFL classroom. Later, it explains more deeply how storytelling helps develop both language systems and language skills. Finally, it suggests ways of teaching content through stories and focuses on the intercultural awareness.

6.1. *Definition of storytelling*

Storytelling is an artform that uses both, words and gestures, to present a story to people who are willing to listen (National Storytelling Network, n.d.). Storytelling is an interactive process, as it involves interaction between the storyteller and the listeners. At the same time, it activates their imagination. Also, stories have to be clear, simple, persuasive and inspiring.

There are two main ways to present a story: telling or reading a story (Gallets, 2005). When telling a story, we do not stop until we finish the book. We can interact with our students but at the end, so they follow the argument. On the other hand, when reading a story, we can stop and interact with our students. We can ask them questions to check their understanding and also show them some pictures or flashcards and talk about them. Also, telling a story needs more preparation than reading. This is because we cannot be looking at the book the whole time, we have to look at the listeners' eyes. Therefore, we have to previously prepare the story at home. Once in class, we can speak spontaneously with a natural intonation and making gestures (Slattery and Willis, 2001).

Some teachers are afraid or not sure about the use of storytelling in their classes. This is for a variety of reasons (Ellis and Brewster, 2014) such as: lack of confidence in their ability to read or tell stories aloud, lack of time to prepare all the work that it involves or a feeling that the content of the books is too childish. It is normal to feel this way, but everyone can become a good storyteller if they practice enough and consider certain techniques. These are explained in the "methodology and resources" section. Just to give a general idea some of them would be: not reading literally what is written on the book, making gestures, doing sandwiching and pointing (Ellis and Brewster, 2014).

6.2. *Criteria to select storybooks*

Stories have a strong educational value, but in order to benefit from this value, the criteria to select the stories must be appropriate. Authors such as Pedro Gallardo and Joaquín León (2008) have identified a number of criteria when selecting books from children's literature:

- Literary quality (text and image): the book must be well written, with a vocabulary that children can understand. It should also contain quality illustrations.
- Formative value: the book has an impact on the child's life path. It raises a situation and makes them reflect about it.
- Attractive for the reader: the topic is interesting to the student. It is necessary to take into account children's tastes, hobbies, experiences or emotions.
- Suitability for the context: age of the students.
- Form (book cover and writing): large print, uppercase and lowercase letters, different types of letters, colorful and eye-catching illustrations, manipulative elements (interactive books) ...

6.3. *General benefits of storytelling in the EFL classroom*

Authors such as Mary Slattery and Jane Willis (2001) have summarized the benefits of storytelling. They say that children love stories, so they are eager to listen to them as they want to know how they finish. They also enjoy looking at their illustrations. Other benefits of storytelling are that they...

- Help develop a positive attitude towards the foreign language.
- Introduce a new language in context.
- Help develop the imagination and creativity.
- Help students link fantasy with the real world and new things to their previous knowledge (in Spanish this is called "intertexto").
- Are inclusive as they cater for different type of learners and intelligences.

6.4. *Specific benefits for language development*

6.4.1. **Developing language systems**

There are five language systems: lexis, grammar, function, phonology and discourse. This section is going to focus on how storytelling helps develop three of these language systems. Regarding lexical competence, storytelling is an essay way to introduce new vocabulary (Ellis and Brewster, 2014). In fact, students can identify vocabulary and expressions easily if they have heard them regularly on stories (International House World Organization, n.d.).

In relation to phonological awareness, stories help children become aware of the rhythm, intonation and pronunciation of language (Slattery and Willis, 2001). Finally, focusing on the grammar competence, storytelling is also an essay way to introduce grammatical expressions (Ellis and Brewster, 2014). In general, students are scared of learning grammar because of the many grammar rules they have to learn and apply to communicate in English (Rajendran, Yoke, Hidayah, Sain, Yusof and Nawari, 2015). Teaching grammar through storytelling shows an improvement in the learning of this system.

6.4.2. **Developing language skills**

When we teach language, we teach both systems and skills. In the previous sections we have discussed how storytelling helps develop language systems. Therefore, this section focuses on the language skills. Our attention is going specially to three of them. Listening and reading, which are receptive skills; and speaking, which is a productive skill.

Stories help develop listening skills as they require students to pay attention to the teacher (Ellis and Brewster, 2014). They contain natural repetitions that allow to the acquisition of certain language items and to the reinforcement of others (Slattery and Willis, 2001). These benefits also include both top-down listening and bottom-up listening (Richards, 2008).

Bottom-up processing (BU) refers to the use of linguistic input as the basis for understanding the message. Comprehension is viewed as a process of decoding the received data ("chunking": words, grammar, punctuation...). The process goes from language to meaning. BU can be developed through the making of activities such as (Slattery and Willis, 2001):

- Listen and Do (TPR): when the students reach physically to verbal stimuli. They imitate what the teacher says or does. It is a way to link language with a movement.
- Listen and Draw: listen to the instructions and make a drawing.
- Listen and Identify: students point to what they hear. When they hear a word, they point to its picture in the story.
- Listen and Perform: act out a story (drama).

Top-down processing (TD) refers to the use of background knowledge (“schemata”) as the basis for understanding the message. Students understand the context in order to understand other factors. The process goes from meaning to language. TD can be developed through the making of activities such as (Ellis and Brewster, 2014):

- Predicting what is going to happen on the story by the title or the book cover.
- Guessing the mood of a person by their voice.
- Guessing the meaning of a word they do not know by the context.

Storytelling also has benefits regarding speaking skills. It provides the opportunity to do in class a social activity where students can share their experiences with their peers and also interact with the teacher (Slattery and Willis, 2001). It encourages active participation and increases the students’ ability to communicate (Ellis and Brewster, 2014). Here there are some examples of different activities that could be done in order to develop speaking skills after or while reading a story:

- Singing songs and saying rhymes.
- Brainstorm and answer questions about the story.
- Vocabulary games: make picture cards for matching games (collect pairs).
- Starting to speak in groups. Make short sentences.

Finally, storytelling also has benefits on reading. It motivates the young students towards reading as they want to understand what happens in the story (Ellis and Brewster, 2014) and they cannot do this by themselves if they do not know how to read.

6.4.3. Teaching content through stories

Stories not only allow to work on specific contents of the English language as we have seen; like language systems and language skills. They also allow to link English with other subject areas across the curriculum (Slattery and Willis, 2001) which is known as CLIL. This is an abbreviation for Content and Language Integrated Learning. It is an educational approach in which subject content (science, PE, arts...) is taught through the medium of a non-native language (Dale and Tanner, 2012). It is not a matter of simply changing the language of instruction. CLIL's potential comes from the synergy of integrating both content and language learning, this is, a dual-focus approach.

6.4.4. Developing intercultural competence

CLIL is based on three pillars and one of them are the 4C's: Content, Cognition, Communication and Culture. In this theoretical framework we are going to focus on the last C, which is Culture (Universidad Pontificia Comillas, 2021).

The intercultural competence is the ability that a person has in order to act in a suitable and flexible way in front of people of other cultures. It implies knowing, understanding and respecting cultural differences between people (Buckingham, 2019). We want our students to develop this competence in order for them to become global citizens. How can we develop this competence in our students? Travelling... But, wouldn't it be wonderful to gain this experience from early childhood? Many of our children and students now have the opportunity to ask, speak and collaborate with foreign people due to the presence of foreign language assistants in the classroom.

Storybooks from the children's literature provide a source of materials in order to show the students the different varieties of English spoken around the world (Ellis and Brewster, 2014). These stories also allow to discover other cultures as they show their authors' environments. Therefore, they provide great opportunities in order to present cultural information and develop intercultural communication (Byram, 1997).

As a conclusion, in this section we have reviewed the main characteristics of storytelling in order to get an idea of this concept and its many benefits in the EFL classroom. Now it is time to move forward to the intervention proposal to see how all this theory would be implemented.

7. INTERVENTION PROPOSAL

LET'S CREATE OUR OWN STORY!

7.1. Presentation of the proposal

The aim of this proposal is to show how stories are not only an object of entertainment, but also an educational tool. They allow to carry out learnings such as teaching how to read, developing creativity and teaching contents from the curriculum. This is why we should take advantage of them in our English classes, since they facilitate our teaching work and allow the acquisition of contents from a much more enjoyable way than the traditional.

This proposal has been planned to be carried out with non-native English speakers, in order to facilitate their understanding and learning of this foreign language. It is aimed at a classroom of 3rd of Infant Education. It consists of five lesson plans with their corresponding activities. Three of them have different language systems as their main focus: lexis, grammar and phonology. The other two intend to teach content through stories (CLIL) and to work on intercultural competence (Culture of CLIL).

7.2. Objectives of the proposal

The main objectives of this proposal are the following:

- To introduce children's literature in English in the classroom in a natural and contextualized way.
- To provide an effective selection of storybooks that will help support the development of students' language skills.
- To develop listening skills and oral production.
- To value other peers' abilities and skills.
- To encourage creativity.

This proposal also seeks to achieve some objectives of the *Decreto 17/2008, de 6 de marzo, del Consejo de Gobierno, por el que se desarrollan para la Comunidad de Madrid las enseñanzas de la Educación Infantil*. These are the general objectives:

- *Iniciarse experimentalmente en el conocimiento oral de una lengua extranjera.*
- *Desarrollar habilidades comunicativas en diferentes lenguajes y formas de expresión.*
- *Desarrollar la creatividad.*

In turn, it is worth noting that this proposal also works on specific objectives from the curriculum:

CONTENT AREA	OBJECTIVES
<p style="text-align: center;"><i>Área 3.</i></p> <p><i>Lenguajes:</i></p> <p><i>Comunicación y representación</i></p>	<ul style="list-style-type: none"> • <i>Iniciarse en el uso oral de una lengua extranjera para comunicarse en actividades dentro del aula, y mostrar interés y disfrute al participar en estos intercambios comunicativos.</i> • <i>Valorar y utilizar la lengua oral como un medio de relación con los demás y de regulación de la convivencia.</i> • <i>Comprender, reproducir y recrear algunos textos literarios y de tradición cultural mostrando actitudes de valoración, disfrute e interés hacia ellos.</i> • <i>Escuchar atentamente la lectura o exposición de textos sencillos para comprender la información y ampliar el vocabulario.</i> • <i>Comprender las intenciones y mensajes de otros niños y adultos, adoptando una actitud positiva hacia la lengua, tanto propia como extranjera.</i>

7.3. *Context*

This proposal has been designed with a variety of schools in mind. Therefore, it can be carried out in any educational center whose teachers are interested in applying this methodology in their classrooms. It is a simple and motivating proposal that allows teachers to introduce English children's literature in the classroom without requiring any extraordinary resources.

Also, this methodology can be used in both bilingual and non-bilingual schools. It is important to make this clear in case someone could think using stories as a daily resource in class could only take place as part of a bilingual program. It is common that in Spain students learn English since kindergarten, so as far as the school management and the English teachers approve it, this methodology could be implemented from the very first year.

7.4. *Methodology and resources*

This section goes from more general to more specific methodologies and resources. First it explains three different approaches that have been taken into account when making this proposal. Also, it takes a look into the Infant Education curriculum to see what it says about the learning of a foreign language in this education period. Then, it focuses on the lessons and on the two specific structures that have been followed in order to plan activities. Last, it discusses some resources like the language assistant or the work with families.

There are mainly three different approaches that need to be highlighted; the first is the Communicative Language Teaching. It is a communicative approach based on language functions and the communicative competence (Canale & Swan, 1980). This competence comprises four other sub competences:

- Grammatical competence: ability to recognize different features of a language (lexical or phonological) and use them in order to interpret and decode words and sentences.
- Sociolinguistic competence: the register we use.
- Strategic competence: strategies to communicate even if we forget or do not know some words in the L2. Some examples are saying it in the L1, use gestures or define it.
- Discourse competence: structure, connectors.

The theory behind CLT is the cognitivist perspective. This theory affirms that students first have to pay attention. Then, basic processes become automatic through practice. This approach appears at the beginning of each lesson plan table, in the section that says "Competences". Here the teacher has to mark what competences is going to work on that lesson in order to make sure he/she is carrying on a communicative activity.

The second approach taken into account is Total Physical Response. This specific approach is related to the discussion provided in section 6.4.2 of the theoretical framework (TD and BU). Here the teacher has an active role where he/she has to guide the class. He/she represents a specific word with a movement. Students also have an active role. They have to imitate what the teacher says and does. The theory behind TPR is the behaviorist perspective. This theory affirms that language is learned by imitation. In the lesson plans this approach appears in the section "Procedures" in the explanation of each activity. The teacher makes gestures when telling the stories. Also, when singing the songs. Or the sticks game. This is a way to link language with a movement.

The third theory is Krashen's theory and comprises five hypotheses. One of them is the input hypothesis. It claims that we need a level of input that is just beyond our reach in order to keep learning. We have to talk to students in English, and books are an excellent resource in order to give a comprehensible input; that is, what students can understand with some support. The theory behind Krashen's Monitor Model (1982) is the innatist perspective. This theory affirms that children are born with universal grammar that helps them learn a second language.

In addition to these approaches, we can also refer to the Infant Education curriculum in order to check what recommendations it makes about the teaching of a foreign language and the classroom methodology that should be followed.

The *Decreto 17/2008, de 6 de marzo, del Consejo de Gobierno, por el que se desarrollan para la Comunidad de Madrid las enseñanzas de la Educación Infantil* (articles 11 and 12) states that foreign language contents can only be taught by teachers who have the demanded specialization (“habilitación”). Moreover, the methodology in this educational period should be based on experiences, activities and games. All these will encourage the acquisition of work habits in the students. In order to apply these methods, there has to be a climate of confidence in the classroom that promotes the self-esteem and integration of all the students.

In order to teach according to these approaches, lessons have been planned following two basic structures. This first structure is specific to storytelling lessons (Universidad Pontificia Comillas, n.d.):

- **Warm-up:** it is a way of introducing the story in a motivating way. Teachers can use songs or objects (like a puppet). They can also dress up as a character of the story.
- **Presentation:** it is mainly the story. Teachers introduce the characters, explain some key words and read or tell the story. They can use pictures to help them.
- **Practice:** this stage is for checking understanding. Teachers can re tell the story making mistakes to see if the students notice them. While retelling the story, they can highlight some key words. They can also ask questions to the students.
- **Consolidation:** it is more difficult than practice, as the aim here is not just understanding. Some of the activities of this stage are re-ordering the story and changing the end, the characters or the context.
- **Round-up:** it is the last stage. Here the students are free to create a project in groups. It could be a poster or a comic. Then, they have to present it to the class. Also, they can perform the story (drama). It is important that they enjoy.

The second structure is characteristic of a listening lesson. However, it is also suitable for our storytelling lessons. This is because actually they are listening lessons too, as students have to listen to the story (Richards, 2008). These are its stages:

- **Pre-listening:** prepares students for top-down and bottom-up processing through activities that activate their prior knowledge. These also allow them to make predictions and review key vocabulary.
- **While-listening:** focuses on comprehension through exercises that require selective listening, gist listening, sequencing, etc.
- **Post-listening:** involves a response to comprehension and students have to give their opinion about a topic.

Finally, there are some resources we may need to use along the proposal. They can help a lot and enrich our work. Some of them are the language assistant (in bilingual schools) and the work with families.

The language assistant has different roles: to help students with pronunciation; to explain deeply some concepts; to reinforce the explanations of the main teacher when needed. In turn, the role of the families is to read some of the stories; to take part in their children's education; to join the class; to bring new stories to the classroom and make suggestions.

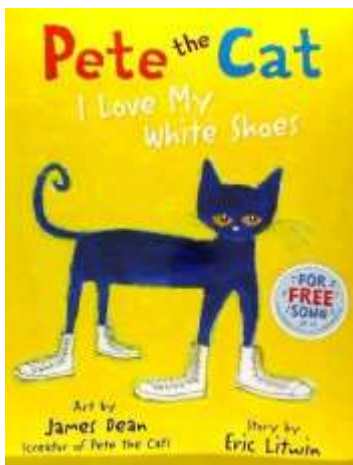
7.5. Lesson Plans

7.5.1. Lesson plan 1

Title of the LP: How many colors!

Focus: Lexis

Book: *Pete the cat: I love my white shoes*



- **Author:** Eric Litwin
- **Illustrator:** James Dean
- **Publisher:** HarperCollins 2008
- **Number of pages:** 36
- **ISBN:** 9781934216514

Plot of the story: Pete the Cat goes walking down the street wearing his brand-new white shoes. Along the way, his shoes change from white to red, blue, brown and wet as he steps in different messes. But no matter what color his shoes turn, Pete is fine and he keeps walking along and singing his song. This is an interactive book as it asks the reader questions about the colors of different objects and foods.

Rationale for choosing it: I used this story in the subject TEFL II in order to plan my storytelling lesson and do its microteaching. This is why I decided to also include it in this final project, because I had the experience of bringing it to life and I received feedback from my classmates. Images from the microteaching and the feedback are on [Annex 1](#).

Another reason is that, in the story, the same structures are repeated every time Pete step in “something”. This makes it is easier for the students to understand and follow the story, as the same sentences are repeated but changing the colors. Also, there are some questions along the story that encourage the students to answer and interact with the storyteller (“What color did it turn his shoes?” and “Did Pete cry?”).

Group	Infant: 5 years old	Time	50 minutes
Title / Topic	Title → <i>Pete the Cat: I Love My White Shoes</i> Topic (aim) → colors	Class	English
FOCUS			
Skills	<input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing		
Systems	<input checked="" type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input checked="" type="checkbox"/> Lexis <input type="checkbox"/> Function <input type="checkbox"/> Discourse		
Competences	<input checked="" type="checkbox"/> Grammatical <input checked="" type="checkbox"/> Socio-linguistic <input type="checkbox"/> Discourse <input type="checkbox"/> Strategic		
Contents	<ul style="list-style-type: none"> - <i>Adquisición de vocabulario básico.</i> - <i>Comprensión de textos sencillos transmitidos oralmente.</i> - <i>Actitud positiva hacia la lengua extranjera.</i> 		
Learning outcomes	Students will be able to: <ul style="list-style-type: none"> - Identify different colors: white, red, blue and brown. - Describe their own drawings. 		
Evaluation criteria	Students: <ul style="list-style-type: none"> - Identify effectively the different colors that appear on the story. - Make short sentences to describe a drawing. 		
Previous knowledge	<ul style="list-style-type: none"> - Know the colors in Spanish. 		

		<ul style="list-style-type: none"> - Be familiar with basic lexis (words and actions in English) for being able to understand the story: <i>cat, shoes, walk, sing, cry...</i> 	
Materials Annex 2	<ul style="list-style-type: none"> - Puppet of a cat - Realia: white shoe - Story: real book or video from YouTube. - Flashcards of the colors. - Sticks of “true” or “false” - Power point presentation - Worksheet for the matching activity - Colors and paper for the drawings - Images of the paintings (museum) 	Spaces	Classroom and museum
PROCEDURES			
Timing	Stage	Activities (Ss=students; T=teacher)	Grouping
1 minute	Warm-up	<p>First, I am going to tell the students that I have a cat as a pet and I will show them a puppet of a cat. Then I will ask them if any of them have a pet at home and what animal is it.</p> <p>After talking about this for a little bit, I will tell them that my cat’s name is Pete and that there is a story he loves me to read it for him called <i>Pete the Cat: I Love My White Shoes</i>. This way, I can introduce the story.</p> <p>At the same time I say the title of the story, I show the students a white shoe (realia).</p>	Whole class
4 minutes	Presentation	<p>Tell the story:</p> <p>We can use the book or project some Power Point slides with the story.</p>	Whole class

		<p>While reading the story, I will be pointing to some objects in the slides (<i>strawberries, puddle or bucket</i>).</p> <p>I will make gestures for representing some words the Ss may not know (<i>step in, pile or wet</i>).</p> <p>This way they will understand the story even if they do not know all the words.</p>	
5 minutes	Practice	<p>Re tell the story:</p> <p>Now I am going to re tell the story focusing on the parts where the colors appear. Every time a color appears, I will show the Ss the corresponding flashcards with the color and the name written below. Before telling them, I will ask them to see if they understood and remember the story.</p> <ul style="list-style-type: none"> - <i>Okay so let's see... when Pete was walking on the street and he stepped in a large pile of strawberries... what color did it turn his shoes?</i> + <i>Red</i> (they should answer, if not, I will tell them the color). - <i>That is right, you see</i> (I show them the flashcard) red, repeat after me. <p>And I stick all the flashcards on the blackboard in the order the colors appear on the story.</p>	Whole class

5 minutes	Practice	<p>Making mistakes (TPR):</p> <p>I will give each student two sticks. The pink says “true” and it has a thumb up. The green says “false” and it has a thumb down.</p> <p>I explain the Ss that I am going to say some sentences. If they are right, they have to raise the pink stick. If they are wrong, they have to raise the green one.</p> <p>After every sentence, they can also explain why they think it is true or false.</p> <p>Example:</p> <p>- T: <i>When Pete stepped in a large pile of blueberries his shoes turned brown.</i></p> <p>+ Ss: raise the “false” stick because the shoes turned blue.</p>	Individual
5 minutes	Consolidation	<p>Re-order the story:</p> <p>I will show the Ss a Power Point slide where I have changed the order in what Pete’s shoes change of color.</p> <p>They have to re order it again as it was in the story: white-red-blue-brown-white.</p>	Whole class
10 minutes	Consolidation	<p>Matching activity:</p> <p>We give each student a worksheet. On the left side of the paper there are some colors and on the right their names. Students have to link each color with its name by drawing a line.</p>	In pairs

		<p>The students have already seen the names of the colors written before on the flashcards. This way it is easier for them to recognize them.</p> <p>Then, we correct the worksheet.</p>	
20 minutes	Round-up	<p>Drawing:</p> <p>Students have to draw a cat on a piece of paper. The cat has 4 legs and 4 shoes, so each student of the group can paint each shoe with their favorite color.</p> <p>Then each group will come to the front and will present their cat to the rest of the classmates.</p>	Groups of 4
Extra: 1 day	Round-up	<p>Trip:</p> <p>As a final activity, after the lesson in class, we will go one day on a trip to the Thyssen-Bornemisza National Museum.</p> <p>The teacher has chosen 3 paintings to show the students. But first, she will explain them what a museum is and in what museum we are.</p> <p>Then, we start our tour showing them the paintings, in each of them we will talk about the following aspects:</p> <ul style="list-style-type: none"> - Colors in the painting 	Whole class

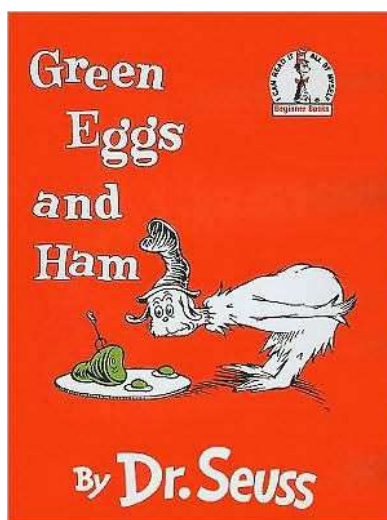
		<ul style="list-style-type: none">- If Ss like it or not... and why- Painter <p>This way we are not only teaching them the colors, but we are doing an activity outside the school in which they can see how famous people paint incredible paintings with the colors they have just learned. And we also introduce them into some artistic culture.</p>	
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7.5.2. Lesson plan 2

Title: Do you like... stories?

Focus: Grammar

Book: *Green eggs and ham*



- **Author:** Theodor Seuss Geisel (Dr. Seuss)
- **Publisher:** Random House 1960
- **Number of pages:** 62
- **ISBN:** 9780008368340

Plot of the story: The book is about Sam-I-Am and his attempt to convince the narrator to eat green eggs and ham. He spends most of the story offering the narrator different places and partners to try the dish with. At the end, the narrator finally eats the eggs... Will he like them or not?

Rationale for choosing it: I discovered this book at University, as we have used it in class sometimes. I have chosen it because I think it is really useful to work on the structure "Do you like...?" very common in Infant Education classes. In addition, this story has many rhymes that allow to work on similar phonology between words. It also repeats the same structure along the story adding new sentences in each new page. This makes it easier for the students to follow it.

Group	Infant: 5 years old		Time	50 minutes
Title / Topic	Title → <i>Green eggs and ham</i> Aim → “Do” as an auxiliary verb		Class	English
FOCUS				
Skills	<input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing			
Systems	<input checked="" type="checkbox"/> Grammar <input checked="" type="checkbox"/> Phonology <input type="checkbox"/> Lexis <input type="checkbox"/> Function <input type="checkbox"/> Discourse			
Competences	<input checked="" type="checkbox"/> Grammatical <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Discourse <input checked="" type="checkbox"/> Strategic			
Contents	<ul style="list-style-type: none"> - <i>Adquisición de vocabulario básico.</i> - <i>Comprensión de textos sencillos transmitidos oralmente.</i> - <i>Actitud positiva hacia la lengua extranjera.</i> 			
Learning outcomes	Students will be able to: <ul style="list-style-type: none"> - Ask and answer questions about likes and dislikes, using "Do you like...?" - Recognize rhymes from the story. 			
Evaluation criteria	Students: <ul style="list-style-type: none"> - Answer questions using <i>Yes, I do</i> or <i>No, I don't</i> - Recognize effectively a pair of words that rhymes. 			
Previous knowledge	<ul style="list-style-type: none"> - Know the names of the food in Spanish and some in English. - Be familiar with basic lexis: <i>eggs, house, mouse, car, boat...</i> 			
Materials Annex 3	<ul style="list-style-type: none"> - Song. - Story: real book or video from YouTube. - Sticks of “Yes I do” or “No I don’t” (thumbs up or down). 		Spaces	Classroom
PROCEDURES				
Timing	Stage	Activities		Grouping
3 minutes	Warm-up	I will play the song “Do you like broccoli...?” to introduce the students to the topic of food and so they listen many times and get used to the question <i>do you like...</i>		Whole class

		Do You Like Broccoli Ice Cream? Super Simple Songs	
5 minutes	Presentation	<p>Introduce characters and key words:</p> <p>Right after listening to the song and just before starting the story, I will explain the students that our main character is Sam (I am).</p>	
6 minutes	Presentation	<p>READ the story:</p> <p>While reading the story, I can point to some objects or animals (<i>box, tree, goat...</i>). I will also make some gestures for representing some words (<i>rain or train</i>).</p> <p>This way they will understand the story even if they do not know all the words.</p>	Whole class
1 minute	Presentation	<p>Predictions:</p> <p>This time, as we are reading the story, we can stop and interact with the students. Once we are close to the end of the story, we can stop and ask them questions such as:</p> <ul style="list-style-type: none"> - <i>So now... what do you think is going to happen?</i> - <i>Will the narrator eat the green eggs and ham or not?</i> - <i>Will he like them?</i> <p>They have to make predictions and try to guess what is going to happen in the story.</p>	

5 minutes	Practice	<p>Re tell the story:</p> <p>Emphasizing the question <i>Do you like...?</i> every time it appears and also some rhymes the teacher may consider interesting and easy for the students (<i>box-fox</i> or <i>mouse-house</i>).</p>	Individual
10 minutes	Consolidation	<p>Change the end:</p> <p>Students have to draw a new ending for the story. Examples:</p> <ul style="list-style-type: none"> - The narrator did not try the green eggs and ham. - The narrator tried the green eggs and ham but he did not like them. - The narrator tried the green eggs and ham and they tasted like chocolate. 	In pairs
5 minutes	Consolidation	<p>Do you like...?</p> <p>I will give each student two sticks. The pink says “Yes, I do” and has a thumb up. The green says “No, I don’t” and has a thumb down.</p> <p>I will explain the Ss that I am going to ask them if they like some food or not. If they like it, they have to raise the pink stick. If they don’t, they have to raise the green one.</p> <p>Examples:</p> <ul style="list-style-type: none"> - T: <i>Do you like chocolate?</i> + Ss: raise the “Yes, I do” stick. 	Whole class

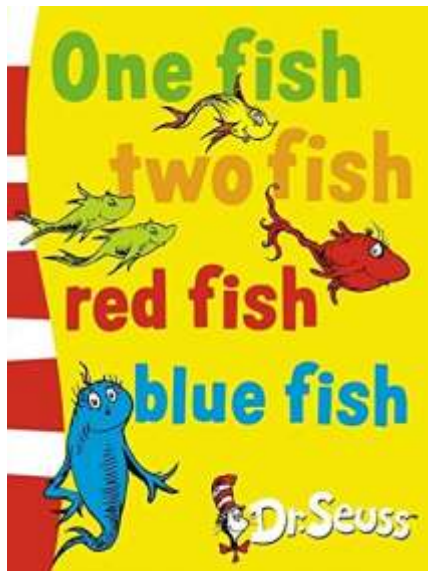
		Every time the students raise their sticks, the teacher will ask them to answer aloud. This way they also practice speaking and get ready for the next activity.	
15 minutes	Round-up	<p>Fluency speaking:</p> <p>After having used and listened to “do” as an auxiliary verb in multiple occasions, students will now be gathered in groups to have a conversation. They have to ask each other what food (or other things) they like.</p> <p>Examples:</p> <p>- <i>Do you like candies?</i> + <i>Yes, I do.</i></p> <p>- <i>Do you like cats?</i> + <i>No, I don't.</i></p>	Groups of 4 people

7.5.3. Lesson plan 3

Title: It's time to rhyme!

Focus: Phonology

Book: *One fish, two fish, red fish, blue fish*



- **Author:** Theodor Seuss Geisel (Dr. Seuss)
- **Publisher:** Random House 1960
- **Number of pages:** 72
- **ISBN:** 9780375833878

Plot of the story: It is a book of simple rhymes aimed at young readers. The story is about a boy and a girl who meet many interesting creatures and people on their adventures.

Rationale for choosing it: I have chosen this story because it has many rhymes that allow to work on similar phonology between words (examples: *run-fun-sun* or *dish-wish-fish*).

Group	Infant: 5 years old		Time	50 minutes
Title / Topic	Title → <i>One fish, two fish, red fish, blue fish.</i> Aim → similar phonology (rhymes)		Class	English
FOCUS				
Skills	<input checked="" type="checkbox"/> Listening <input type="checkbox"/> Speaking <input checked="" type="checkbox"/> Reading <input type="checkbox"/> Writing			
Systems	<input type="checkbox"/> Grammar <input checked="" type="checkbox"/> Phonology <input type="checkbox"/> Lexis <input type="checkbox"/> Function <input type="checkbox"/> Discourse			
Competences	<input checked="" type="checkbox"/> Grammatical <input type="checkbox"/> Socio-linguistic <input checked="" type="checkbox"/> Discourse <input type="checkbox"/> Strategic			
Contents	<ul style="list-style-type: none"> - <i>Expresión oral con buena entonación y pronunciación.</i> - <i>Adquisición de vocabulario básico.</i> - <i>Comprensión de textos sencillos transmitidos oralmente.</i> 			
Learning outcomes	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Identify rhyming words from text. - Recognize that two words that sound similar have the same writing. 			
Evaluation criteria	<p>Students:</p> <ul style="list-style-type: none"> - Match one word with other that sound similar to it. - Pair words by similar writing. 			
Previous knowledge	<ul style="list-style-type: none"> - Recognize rhymes in Spanish. - Be familiar with basic lexis from the story: <i>fish, sad, sun, book, sleep...</i> 			
Materials Annex 4	<ul style="list-style-type: none"> - Story: real book or video from YouTube. If it's too long we can select a part. - Memory cards. 		Spaces	Classroom
PROCEDURES				
Timing	Stage	Activities		Grouping
2 minutes	Pre	<p>We can ask the students questions such as:</p> <ul style="list-style-type: none"> - <i>What does it mean when we say that words rhyme?</i> 		Whole class

		<ul style="list-style-type: none"> - <i>Who can give me some examples of rhyming words? Even if it is in Spanish.</i> - <i>Can words have more than just one rhyme?</i> 	
8 minutes	While	<p>Tell the story:</p> <p>While telling the story, I will be pointing to the parts of the body (<i>feet, hat or sheep</i>).</p> <p>I will also make gestures for representing some words the students may not know (<i>thin, fat, high, low or grow</i>).</p> <p>This way they will understand the story even if they do not know all the words.</p> <p>As the teacher reads, he/she can stop from time to time to make note of the rhyming words.</p>	Whole class
10 minutes	While	<p>Rhymes:</p> <p>We tell the students one word and then three others. From these three, they have to decide which one rhymes with the first.</p> <p>Possible rhymes from the book: car-star, sad-bad-dad, run-sun-fun, house-mouse, cold-old, cook-book, drink-pink, dark-park.</p> <p>Example:</p> <p><i>SUN</i></p> <p><i>CAR – BOOK – FUN</i></p> <p>They have to say that the word that rhymes with “sun” is “fun”. The teacher will pronounce the words for them, so they have to pay attention.</p>	Whole class

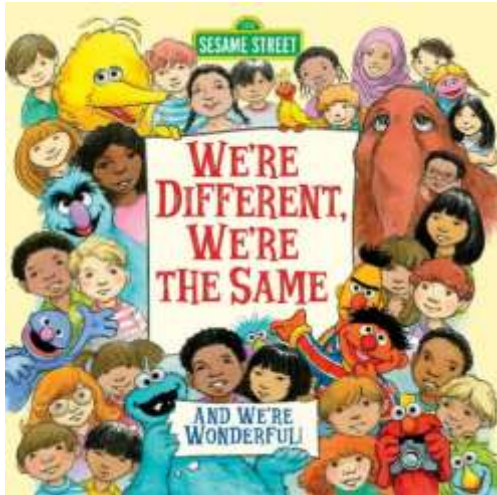
		We also write the words on the blackboard. This way students can see how are written and we can explain them that, in general, when two words sound similar their <u>writing</u> is the same (or similar too).	
15 minutes	Post	<p>Memory:</p> <p>Next, we are going to play memory with the words from the previous exercise. Since the students have had the opportunity to see how these words are written, even if they do not know read in English, they can recognize them. Also, the main letters are in bold so they catch their attention.</p> <p>In addition, the LA can go around the tables and tell them the pronunciation of the words. So, they recognize more easily the rhymes.</p> <p>In pairs, we give the students some cards with different words from the story. They have to match them by their rhymes.</p> <p>Example: <i>PINK – DRINK</i> (ink)</p>	In pairs
15 minutes	Post	<p>Now, students will make short sentences using the rhymes. It is a very controlled speaking with not too many options and giving support with visual aids.</p> <p>Examples:</p> <ul style="list-style-type: none"> - <i>My drink is pink.</i> - <i>The park was dark tonight.</i> 	Whole class

7.5.4. Lesson plan 4

Title: Respect each other!

Focus: Intercultural competence

Book: *We're different, we're the same*



- **Author:** Bobbi Jane Kates
- **Illustrator:** Joe Mathieu
- **Publisher:** Random House Children's Books 1992
- **Number of pages:** 32
- **ISBN:** 978-1-5247-7056-3 (trade)

Plot of the story: This book highlights how people (and puppets) might look different from each other on the outside; they have different noses, hair or skin. But at the end they are all alike on the inside. It also says that this is something to celebrate because these differences are what make the world such fun!

Rationale for choosing it: I have chosen this book because children love Sesame Street. Therefore, they will pay a lot of attention to the story as they already know many of its characters. Also, this story allows teachers to explain an important value to their students that is necessary to work from an early age: that we are all the same and our differences only make us more special.

Group	Infant: 5 years old	Time	50 minutes
Title / Topic	Title → <i>We're different, we're the same</i> Topic → Differences between people	Class	English
FOCUS			
Skills	<input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing		
Systems	<input type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input checked="" type="checkbox"/> Lexis <input type="checkbox"/> Function <input type="checkbox"/> Discourse		
Competences	<input checked="" type="checkbox"/> Grammatical <input checked="" type="checkbox"/> Socio-linguistic <input type="checkbox"/> Discourse <input type="checkbox"/> Strategic		
Contents	<ul style="list-style-type: none"> - <i>Adquisición de vocabulario básico en inglés.</i> - <i>Comprensión de textos sencillos transmitidos oralmente en inglés.</i> - <i>Comprensión de algunas señas que identifican a otras culturas.</i> - <i>Disposición favorable para entablar relaciones respetuosas con niños de otras culturas.</i> 		
Learning outcomes	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Be aware of the differences among them and others. - Differentiate between a good and a bad action. 		
Evaluation criteria	<p>Students:</p> <ul style="list-style-type: none"> - Identify different ways in which people are different. - Know when they are behaving well or not. 		
Previous knowledge	<ul style="list-style-type: none"> - Know the parts of the body in Spanish and most of them in English (<i>nose, hair, mouth or eyes</i>). - Be familiar with basic lexis (words and expressions in English) for being able to understand the story: <i>smile, cold, hot, dance...</i> 		
Materials Annex 5	<ul style="list-style-type: none"> - Song - Wordwall: random selection tool (ICT) - Story: real book or video from YouTube - 2 worksheets 	Spaces	Classroom

		- Materials to make the masks: colors, scissors, glue, paper...	
PROCEDURES			
Timing	Stage	Activities	Grouping
5 minutes	Pre	The teacher plays a song and encourages the students to sing and dance with her. So Many Colors, So Many Shapes Diversity Song The Singing Walrus	Whole class
10 minutes	Pre	Brainstorm: After listening to the song, the teacher asks the students questions such as: <ul style="list-style-type: none"> - <i>What did you see in the video?</i> - <i>How are people different?</i> → Not only physical appearance, also traditions, language, food... - <i>Why do you think I played that song?</i> This way she creates a conversation in the classroom about interculturality. To make sure many students give their opinions, she will use a random selection tool for interaction: Wordwall (ICT resource). The teacher may need to allow the use of Spanish in this activity, so all the students can share. Rueda del azar (Wordwall)	Whole class
3 minutes	While	Tell the story: While telling the story, I will be pointing to objects or parts of the body (<i>skin</i> or <i>bike</i>). I will also make	Whole class

		<p>gestures for representing some words (<i>breathe, sneeze, muscles, blink, wink, stretch, bend, scared or excited</i>).</p> <p>This way they will understand the story even if they do not know all the words.</p>	
5 minutes	While	<p>Matching activity:</p> <p>We give each student a worksheet. On the left side of the paper there are some images from the book and on the right the names of the parts of the body. Students have to link each image with its name by drawing a line.</p> <p>The LA can help them to read the words. Example: <i>- The first word is "noses" (and she points to her nose).</i> <i>In which imagen can we see noses?</i></p> <p>Ejercicio - How Are People Different?</p>	Individual
12 minutes	While	<p>Good or bad?</p> <p>In this new worksheet there are some images of people. Students have to decide if the images represent a good action or a bad action.</p> <p>If it is a good action, they link the image with the happy face (green). If it is a bad action, they link the image with the sad face (red).</p> <p>Once they all have finished, we correct the activity aloud and discuss why those actions are good or bad.</p>	In pairs

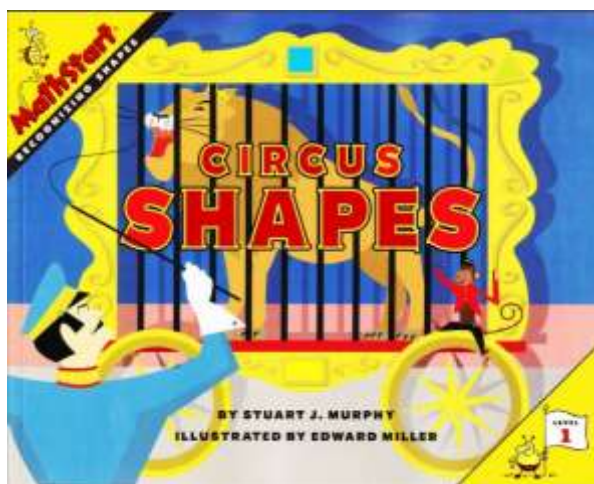
		<u>Ejercicio - Good and bad actions</u>	
15 minutes	Post	<p>Masks:</p> <p>Students are going to create masks. Each mask has to be unique to represent the different people from the world.</p> <p>Examples: someone with black skin, white skin, with glasses, with a turban on the head or with slanted eyes.</p>	Whole class

7.5.5. Lesson plan 5

Title: Who said math couldn't be fun?

Focus: CLIL (mathematics)

Book: *Circus shapes*



- **Author:** Stuart J. Murphy
- **Illustrator:** Edward Miller
- **Publisher:** HarperCollins 1997
- **Number of pages:** 40
- **ISBN:** 9780613074940

Plot of the story: First the elephants make a circle, then the horses make a triangle... Shapes are everywhere in the circus! Can you find all of them? There are squares, rectangles, triangles and circles. Recognizing shapes is the beginning of geometric thinking.

Rationale for choosing it: I wanted to find a story that allows to work on mathematical contents, since it is an area of knowledge that students do not like very much. Maybe if we teach it through stories, we can motivate them a little bit.

I discovered the MathStart web page (<https://www.mathstart.net/>). It offers a variety of books in English to teach mathematical contents. There are three different levels; Infant Education is level 1. I have chosen this story because children like circus and it is something close to their environment.

In the theoretical framework I already explained the concept of CLIL. It consists of teaching content and language at the same time. In this story the content we are focusing on is shapes and the language is English. Therefore, we are going to learn the names of some shapes in English. This content belongs to area 2, block 1 from the curriculum (*Área 2. Conocimiento del entorno – Bloque 1. Medio físico: Elementos, relaciones y medida*). This is, the area of environmental awareness and more specifically mathematics.

Group	Infant: 5 years old	Time	50 minutes
Title / Topic	Title → <i>Circus shapes</i> Topic (aim) → shapes	Class	<u>Mathematics</u>
FOCUS			
Skills	<input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing		
Systems	<input type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input checked="" type="checkbox"/> Lexis <input type="checkbox"/> Function <input type="checkbox"/> Discourse		
Competences	<input checked="" type="checkbox"/> Grammatical <input checked="" type="checkbox"/> Socio-linguistic <input type="checkbox"/> Discourse <input type="checkbox"/> Strategic		
Contents	<p>Content (mathematics):</p> <ul style="list-style-type: none"> - <i>Identificación de formas planas (círculo, cuadrado, rectángulo, triángulo) en elementos del entorno.</i> - <i>Atributos de los objetos: forma.</i> - <i>Comparación y agrupación de objetos en función de un criterio dado.</i> <p>Language:</p> <ul style="list-style-type: none"> - <i>Comprensión de textos sencillos transmitidos oralmente.</i> - <i>Adquisición de vocabulario básico.</i> - <i>Actitud positiva hacia la lengua extranjera.</i> 		
Learning outcomes	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Name the different shapes (circle, square, rectangle and triangle). - Identify shapes in everyday items. - Make sentences with the structure: <i>This is a ... (circle)</i> 		

Evaluation criteria	Students:		
	<ul style="list-style-type: none"> - Name the shapes accurately. - Identify the shapes in their immediate environment effectively. - Make correct sentences with the demanded structure. 		
Previous knowledge	<ul style="list-style-type: none"> - Some names of the shapes in Spanish. - Be familiar with basic lexis in order to understand the story: <i>circus, town, car, elephants, horses, dogs, band...</i> 		
Materials Annex 6	<ul style="list-style-type: none"> - Costume of lion tamer - Story: real book or video from YouTube. - Magnetized shapes of "gomaeva" - True or false sticks - Images from a video - Box of shapes - Colors and paper for the drawings 	Spaces	Classroom and outside
PROCEDURES			
Timing	Stage	Activities	Grouping
2 minutes	Warm-up	<p>I would go to the class dress up as a lion tamer.</p> <p>I can ask the Ss the following questions:</p> <ul style="list-style-type: none"> - <i>Who do think I am?</i> - <i>Where do I work?</i> - <i>Do you like circus?</i> - <i>Have you ever been in one?</i> <p>This way we will end up talking about the circus and I can introduce the story.</p>	Whole class
3 minutes	Presentation	<p>Tell the story:</p> <p>While reading the story, I will be pointing to some characters and objects in the book (<i>ringmaster, stilts, wagon or acrobats</i>).</p>	Whole class

		<p>I will also make gestures for representing some words the students may not know (<i>high, round, corner, short, long or roar</i>).</p> <p>This way they will understand the story even if they do not know all the words.</p>	
5 minutes	Practice	<p>Re tell the story:</p> <p>Now I am going to re tell the story focusing on the parts where the shapes appear.</p> <p>Every time a shape is named, I will show the students the corresponding magnetized shape of “gomaeva”. I will stick them on the blackboard and write their names below to practice the pronunciation with the Ss.</p> <p>Example:</p> <ul style="list-style-type: none"> - <i>Okay so let’s see... what shape did the elephants make?</i> + <i>A circle</i> → They can answer by saying the name of the shape or by doing the shape with their fingers. - <i>That is right, circle, repeat all after me.</i> 	Whole class
5 minutes	Practice	<p>Making mistakes:</p> <p>I will give each student two sticks. The pink says “true” and it has a thumb up. The green says “false” and it has a thumb down.</p> <p>I explain the Ss that I am going to say some sentences. If they are right, they have to raise</p>	Whole class

		<p>the pink stick. If they are wrong, they have to raise the green one.</p> <p>Example:</p> <p>- T: <i>The elephants made a triangle.</i></p> <p>+ Ss: raise the “false” stick because they made a circle.</p>	
5 minutes	Consolidation	<p>Change the context:</p> <p>Students have to think of another context different than the circus where they can find these four shapes. They do not have to write it as they are 5 years old, but they have to share their ideas with the teacher</p> <p>Examples:</p> <ul style="list-style-type: none"> - I can also find these shapes in my room. The hanger is a triangle. - I can also find these shapes in the school. The blackboard is a rectangle. 	Whole class
5 minutes	Consolidation	<p>Where are the shapes?</p> <p>I will show the students some images with the four shapes.</p> <p>In each case I will make the question “Where is the... (<i>specific shape they are asking for</i>)?”.</p> <p>They have to answer by pointing out the correct option.</p> <p>The images are from the video of the song “Shapes are everywhere!”.</p>	Whole class

15 minutes	Consolidation	<p>Box of shapes:</p> <p>I will bring to the class a box full of shapes and I place it on a table in the middle of the class.</p> <p>Each student will come and take one of the shapes. They have to say what shape it is, using the structure: <i>This is a...</i> (shape).</p>	Individual
10 minutes	Round-up	<p>Drawing:</p> <p>Students have to draw a picture in which they include at least once each of the four shapes from the story.</p> <p>Example: circle for a sun, square for a house, triangle for the roof and rectangle for a swimming pool.</p>	In pairs
Extra: 1 day	Round-up	<p>Field trip:</p> <p>As a final activity, after the lesson in class, we will go one day for a walk around the city, like a trip. The aim with this is to find these four shapes all around.</p> <p>Examples: triangle-traffic sign, rectangle-door, square-window and circle-ball.</p> <p>This way we are not only teaching them the shapes, but we are also doing an activity outside the school in which they can see how really shapes are everywhere.</p>	Whole class

7.6. Scheduling

The specific time of each lesson plan and its corresponding activities has already been detailed in the previous tables. Therefore, I will now explain how the sessions will be organized throughout the year. It is important to keep in mind that this planning is tentative. Its application in an Infant Education classroom must be flexible to make sure that it adapts to the students' needs and learning pace.

The *Decreto 17/2008, de 6 de marzo, del Consejo de Gobierno, por el que se desarrollan para la Comunidad de Madrid las enseñanzas de la Educación Infantil* (Article 11) states that the minimum of hours for the teaching of a foreign language in the 3 years of the 2nd cycle of Infant Education is one hour and thirty minutes per week, distributed in two sessions.

According to the curriculum, there should be at least 2 sessions of 45 minutes per week. In my case there are going to be **3 sessions of 50 minutes**. To carry out the proposal I suggest we need **5 weeks**, as there are 5 lesson plans. In this way, we would work on the contents of each story during one week.




In the first session, the teacher will present the story and do the lesson plans that I suggest, as they allow us to introduce the topic. But then, as each story works on different contents, we need to dedicate more days to those. In other words, the stories serve as an introduction, but we do not read one story per day. Instead, we continue working on the contents associated to that specific story for several days. For example, on Monday we read the story and do the Lesson Plan activities that I propose. Then, on Wednesday and Friday, we continue doing activities to develop those contents. And the following week we present a new story with other contents.

These 5 weeks can be scheduled whenever the teacher considers throughout the year. But it is important to remember that, although we work on the contents of each story for one week, they can be taken up again at some point during the course if students need to be reviewed or the teacher wants to reinforce some concepts.

7.7. Assessment

In this section there are some assessment tools that allow the teacher to assess students' performance and also the students to assess themselves. One of the checklists gives the students the opportunity to give feedback on each story. This way the teacher gets to know what they have learnt and if they liked the activities or not.

Self-evaluation checklist: Students have to complete this checklist at the end of each lesson. For each item, they have to decide how they did on the lesson and fill with a cross the corresponding field.

	VERY WELL 	WELL 	NOT BAD 
I listened to the story			
I paid attention to the teacher			
I finished all the activities			
I worked with my classmates			
I made short sentences in English (speaking)			


Formative assessment tools:

- Assemblies with the students to share opinions.
- Active observation and taking notes in the middle of the process.
- Critical thinking: thumbs up, thumbs down. After every activity we can ask students how they feel they are doing.

Analytic rubric: The teacher will use this rubric in order to assess students’ performance after each lesson. The rubric is individual.

NAME OF THE STUDENT:			
CRITERIA	IMPROVE	GOOD	EXCELLENT
Student understands English	Ss have some problems to understand the story and instructions and need help from the LA.	Ss understand most of the story and instructions of the activities.	Ss understand the story and have learnt the English content, whether it is lexical, phonological...
Student does the activities	Ss don't pay attention to the instructions and then don't know how to do the activities.	Ss pay attention to the instructions but have some mistakes in the activities.	Ss pay attention to the instructions and, in general, does every activity right.
Student shares opinions with the group (speaking)	Ss need help in order to say the sentence. They need someone to say the sentence before.	Ss can say the sentence, but the pronunciation is not perfect or there are some grammatical mistakes.	Ss are able to make a sentence with a good pronunciation.
Student works collaboratively with other classmates	Ss do not reach an agreement of who is in charge of each part of the flag.	Ss talk to each other but the result is not perfect.	Ss talk to each other and share the tasks. The final product fulfills the requisites needed.

Feedback to the teacher: Students have to complete this checklist at the end of each lesson. They have to fill the empty gaps with a tick or a cross based on whether they agree with the statements or not. Also, they have to draw their favorite activity.

TITLE OF THE STORY:	
I liked the story	
I understood the story	
I learnt things I didn't know before	
Draw my favorite activity!	

8. CONCLUSIONS

In this section, I will review the process of creation of my Final Degree Project and everything I have learned while carrying it out. I will also mention the difficulties I have found along the way and the strengths and weaknesses of the proposal. Also, if the objectives have been achieved or not and how this proposal is helpful for education.

In the introduction of this project, I mentioned some of the reasons why I had chosen this topic. I said that I have always loved children's literature and that I wanted to know more about storytelling... Now I can say I am a step closer to achieving this goal. I have read much information in order to inquire about storytelling. Also, I had the chance to plan activities based on stories that made me gain experience for my future.

However, it was not an easy road and, on its way, I have found many difficulties. First, the language. I decided to do my final project in English because it is a language that I like; but it was hard some times to translate information or to do paraphrasing. The lack of words or synonyms made it more difficult for me to describe some terms or to explain myself the way I liked it to.

Also, I found information about storytelling in many sources and sometimes I did not know what information to select or how to make the right references. Choosing the stories was also a challenge. I found a lot that were appropriate to introduce children's literature and to work on contents from the Infant Education curriculum. But at the end I had to make a decision taking into account the criteria mentioned in section 5.2 from the theoretical framework.

As a final difficulty I would like to mention the time factor. This was a very harsh semester at the University and sometimes I was overwhelmed with the workload we had. I have the feeling that I should have dedicated more time doing this final project. However, I have to say that I am very proud of the final result.

Despite all these difficulties, the proposal has fulfilled my expectations and there are some strengths I consider worth highlighting. Even though storytelling is a known resource, it is not used enough in the education setting at least in Spain. To change this, this proposal gives a nice overview of how this resource could be also used as an educational tool. Also, the proposal is easy to implement as the activities are very well detailed. Therefore, if another

teacher wants to carry out these lessons, he/she will be able by just reading the lesson plan tables. There are also many annexes that allow to have an idea of how the materials and resources would be. Finally, the theoretical framework is short but clear. It focuses on the main characteristics of storytelling. Also, the paragraphing makes it easier for the reader to focus his attention on one topic at a time.

On the other hand, there are also some weaknesses or areas for improvement I must take into account next time I do a project like this. I have used few articles and references in order to look for information for the theoretical framework due to the lack of time. Also, the writing may not be perfect as I am not used to write in academic English. As a result, it is possible that I have some spelling mistakes.

Regarding the objectives of the proposal, I wanted to introduce children's literature in English in the classroom in a natural and contextualized way; to provide an effective selection of storybooks that help support the development of students' language skills; and to develop listening skills and oral production. I consider that these objectives have been achieved. The five lesson plans are based on stories and thanks to them teachers can introduce the contents in the classroom in a natural way. For example, with *Pete the cat* the teacher can explain the colors. Students can also develop their listening skills, as they have to pay attention to the stories and listen to the teacher's instructions in order to do the activities. In every lesson there are also activities of fluency speaking and others where the students have to answer to some questions. Here they are developing their speaking skills.

Finally, this proposal contributes to the educational setting because teachers can take advantage of these stories and storytelling lessons in their classrooms. They enhance their work and allow the acquisition of contents in an easier and much more motivating way than the traditional one. Therefore, it is necessary to conclude by highlighting the importance of using stories in the Infant Education classroom because books are not only a way of entertainment, but also a powerful educational tool.

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10.ANNEXES

10.1. Annex 1. Microteaching feedback and images

Feedback from my classmates

Name of the student teacher	What did you most like?	Where do you think s/he could improve?	Other comments or suggestions?
Maria Ripoll	Colouring the mask.	Being more active	
Maria Ripol	ordering the story	fluently	
Maria Ripoll	I like the song where we danced	More activities	Great job
Maria Ripoll	The round up was great	Nothing	Good job
Cristina Cano	I like the way she told the story	Everything was right	Very nice
Cristina Cano	LOVE THE WAY SHE TOLD THE STORY	NOTHING	
Cristina Cano	Th story was really good	Nothing	Cristina I loved it
Cristina Cano	I liked that she brings the cat, and that she asked about our pets!	I liked everything	
Cristina Cano Antón	To draw the cat and colour the boots	It was perfect	Great job! Really fun and clear
Maria Ripoll	The animal mask	Maybe movements with the song	
Cristina Cano	How motivating her story was and how she presented it.	When doing the round-up activity maybe choose groups of four instead of 3	
Maria Ripoll	The song at the beginning and the puppets	Only explain the animals that appear on the story	
Lucia Artero	THE JARS	NOTHING	
Cristina Cano	How she told the story	Nothing	

Images of the microteaching

Warm-up





Presentation of the story

Pointing:



Making gestures:



Practice

Re tell the story



Making mistakes



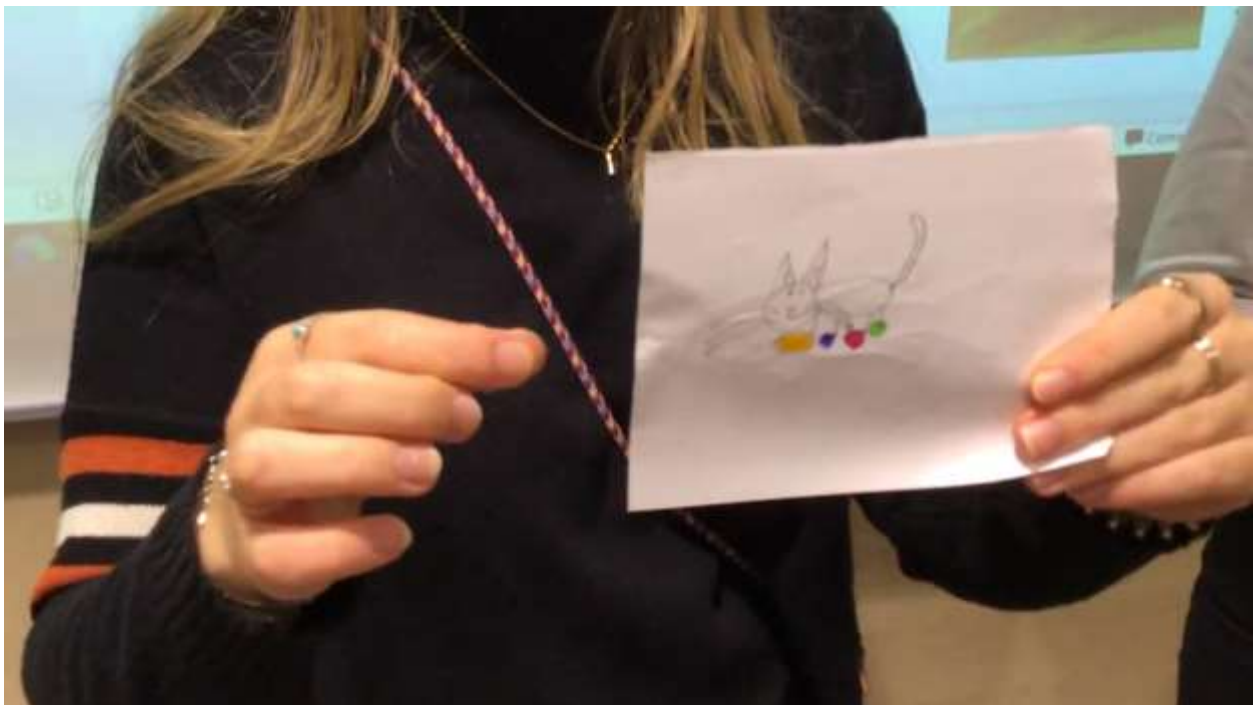
Consolidation

Re order the story



Round-up

Drawing



10.2. Annex 2. Materials for Pete the cat

Puppet



(Mine)

Realia: white shoe



(Mine)

Story:

https://www.youtube.com/watch?v=fj_z6zGQVyM&ab_channel=WhiteBoardEntertainmentStudios

Flashcards

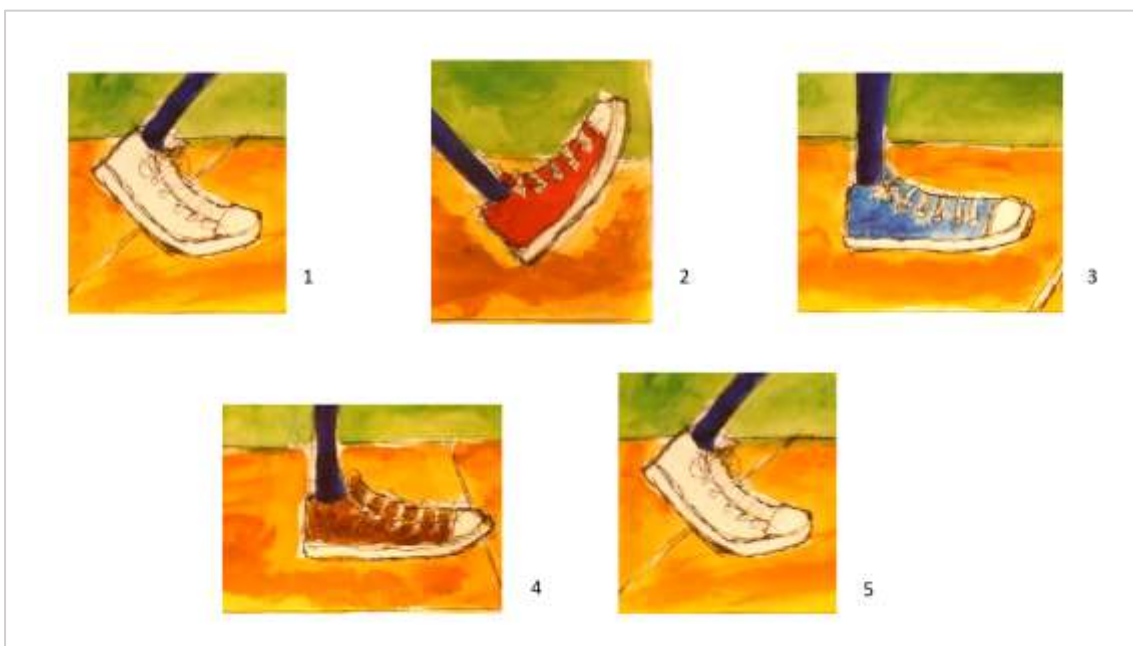


Source: own elaboration

True or False sticks



Source: own elaboration



Source: own elaboration

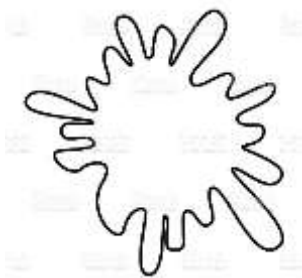
Worksheet



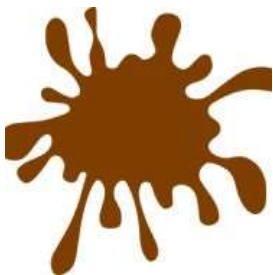
brown



white



blue



red

Source: own elaboration

Paintings chosen



Dream by Franz Marc



Waterloo Bridge by André Derain



Profile at the Window by Pablo Picasso

Source: Google images

10.3. Annex 3. Materials for Green eggs and ham

Song: [Do You Like Broccoli Ice Cream? | Super Simple Songs](#)

Story:

https://www.youtube.com/watch?v=idotPwVJYzs&ab_channel=StorytimewithMissJeannie

Sticks “Yes, I do” / “No, I don’t”



Source: own elaboration

10.4. Annex 4. Materials for One fish, two fish, red fish, blue fish

Story:

https://www.youtube.com/watch?v=ci4sCgS9m_o&t=346s&ab_channel=AlanSmitheeAlanSmithee

Memory cards:

CAR	STAR
SAD	DAD
RUN	SUN
HOUSE	MOUSE
COLD	OLD
COOK	BOOK

DRINK	PINK
DARK	PARK

Source: own elaboration

10.5. *Annex 5. Materials for We're different, we're the same*

Song: [So Many Colors, So Many Shapes | Diversity Song | The Singing Walrus](#)

Random selection tool: [Rueda del azar \(Wordwall\)](#)

Story: <https://www.youtube.com/watch?v=ehrRjxGVuk0>

How Are People Different?

Match each picture to its corresponding word by drawing lines.



noses



hair



body



eyes



skin



mouth

Source: liveworksheets

Worksheet 2: [Ejercicio - Good and bad actions](#)

It's a GOOD ACTION.

It's a BAD ACTION.

LIVWORKSHEETS

Source: *liveworksheets*

10.6. Annex 6. Materials for Circus shapes

Costume of lion tamer:

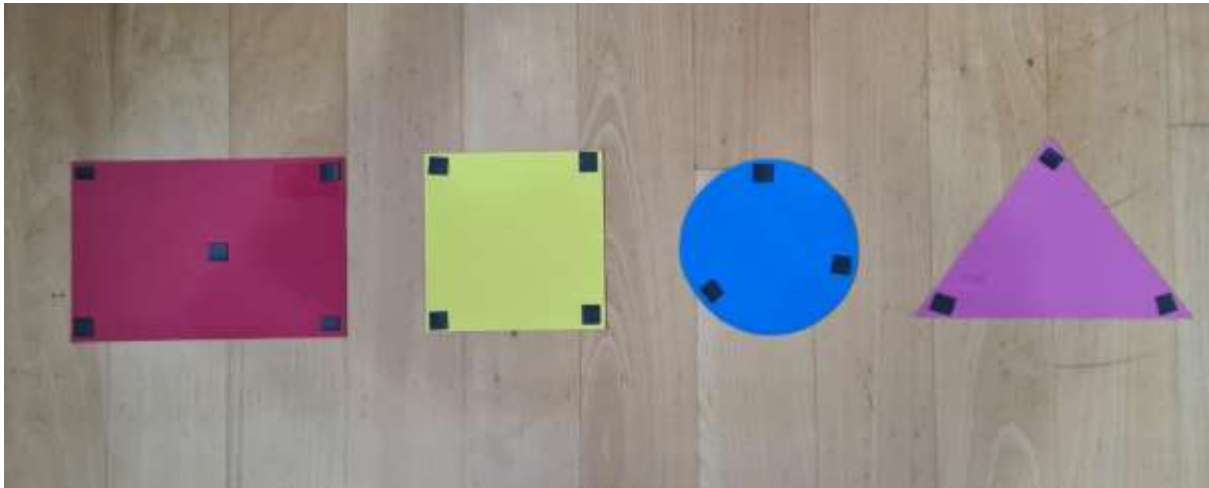


Source: *Pinterest*

<https://www.pinterest.es/pin/353110427040686001/>

Story: https://www.youtube.com/watch?v=Oq7g-EX7e2E&ab_channel=Zest2Teach

Magnetized shapes:



Source: own elaboration

True or False sticks



Source: own elaboration

Questions (images from the video):





Square...
Where's the square?



Triangle...
Where's the triangle?



Rectangle...
Where's the rectangle?

Source: song "Shapes are everywhere"

https://www.youtube.com/watch?v=w6eTDfkvPmo&ab_channel=BouncePatrol-KidsSongs

Box of shapes:





Source: own elaboration