

**UNIVERSIDAD DE GRANADA**

**Facultad de Ciencias de la Educación**



# Animals

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# ANIMALS

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“A teacher who is attempting to teach without inspiring the pupil with a desire to learn is hammering on cold iron” Horace Mann.

In this Unit I want to show the importance of the **creativity**. As important is create a new topic the students are not familiar as to take a classic topic as “animals” and **reinvent** it.

In their real life they need to develop the knowledge about traditional topics so it is a work for the teacher **adequate** their exercises and materials to the new needs of the students. Teachers have also to imagine and try to develop some exercise that the children will enjoy it and want to do it. That aspect will help us to keep the attention of our students and they will get the finals aims.

Furthermore the unit is organized to help the students to develop their knowledge and their competences **progressively** and based on the level they have already get in the past according to their grade.

The activities, objectives, contents, methodology and the criteria for the evaluation are planned using the Royal Decree and other aspects as the context of the school or the individual characteristics of the students.

**Keywords:** Primary Education, Animals topic, English, creative activities, Unit of work.

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## **1. INTRODUCTION:**

This Unit called “Animals” is for children of the 5<sup>th</sup> year of Primary Education. It will be implemented, approximately, in two weeks and in eight hours of instruction. These children are usually about 10 or 11 years old. The demands and needs in the XXI century have brought changes to the school environment, preparing pupils to live in a more international, multicultural and multilingual world. That is one of the main reasons of this unit because its contents could be used in daily life and in the future of these children.

In this age children have to learn stuff that they can use in their context that why I’ve chosen this term.

## **2. THE SCHOOL SOCIAL CONTEXT:**

With regard to the contextualization, I must say that the teaching task is conditioned by the centre.

With respect to the school centre, this one is situated in a capital of province of about 100000 inhabitants. This capital is dedicated to the primary sector (agriculture) and the service sector and where there is a great immigration rate.

On the one hand, the centre has 25 people among teaching staff and non-academic staff. It has 3 specialist teachers and 4 supply teachers. The teachers’ average age is about 40 years old.

On the other hand, the students are divided in classes with a number of 25 students per class. With respect to the students of the 3<sup>rd</sup> cycle, which are whom my Unit is addresses to, they take the learning more seriously so we can give them more responsibilities; also more cooperative with peers, therefore, they can do more group work.

The school has 2 playgrounds, a library, a language laboratory and one whiteboard per class... Because my Unit is focused on the area of foreign language I have considered to mentioning those characteristics of the school.

### **3. THE STUDENTS' INDIVIDUAL CHARACTERISTICS:**

In Grade 5 of Primary Education, **learners** show specific characteristics (Scott and Ytreberg, 1990):

- They may understand situations more quickly than they understand the language used, so an **implicit approach** (intuitive learning with very few rules) will be adopted;
- Quite often, their understanding comes through hands and eyes and ears, so small objects, illustrations and recordings will be fundamental resources;
- They sometimes have a **short attention and concentration span**, so classroom activities cannot be too long;
- Young students love to **play**, and learn best when they are enjoying themselves, so a variety of games will be included;
- They rely on the **spoken word** as well as the physical world to convey and understand meaning, so most teaching will have an oral orientation;
- They are able to work with others and learn from others (**cooperative leaning**), so some group work and cooperative activities will also be introduced.

Our class has got 25 students which 15 are boys and 10 are girls. The level of the class is A1 according to the Common European Framework references levels and there are three students which have got higher level so we will reinforce and intensify their learning with extra work. Also there are two boys who are hyperactive so they are students with little significant educational needs and our educational answer will be adequate some methodological aspects.

By and large our class as group presents the following learning characteristics:

- Our pupils like learning through play or doing recreational activities.
- They are aware of the benefits of group work in class.
- They don't like read at home.
- They don't need to understand every word of the text to get the main meaning of it.

- It is easy to arouse their curiosity.
- They like to show their work by presentations.

#### **4. CURRICULAR DESIGN:**

##### **4.1 THE COMMON EUROPEAN FRAMEWORK**

**The Common European Framework for Languages** (Council of Europe, 2001) provides a common basis for the elaboration of language syllabuses, curriculum guidelines, textbooks, etc. It describes what language learners have to learn, the *knowledge* and *skills* they have to develop to communicate with a foreign language. On the other hand, language use & learning comprises the actions performed by persons who as social agents develop a range of **COMPETENCES**, both *general* and in particular *communicative language competences*. This takes place in various *contexts*, and under various *constraints* to engage in *language activities* involving *language processes* which involve producing and/or receiving *texts* in relation to *themes* in specific *domains*, activating *strategies* appropriate for carrying out the *tasks* to be accomplished. General competences include:

**1) Declarative knowledge (knowing about something):** It implies the learning of concepts, principles and rules that are stored in the long-term memory in the form of cognitive units. It includes three components:

a) *Knowledge of the world:* communication depends on the models of the world which have been internalised by the people who take part in communication processes. It embraces the locations, institutions and organisations, persons, objects, events, processes and operations in different domains.

b) *Sociocultural knowledge.* This knowledge includes aspects related to:

- *Everyday living:* food, drinks, sports, holidays ...
- *Living conditions:* living standards, housing conditions ...
- *Interpersonal relations:* relation between sexes, family structures ...
- *Value, beliefs and attitudes:* social class, occupational groups ...
- *Body language:* non-verbal communication, paratextual features ...
- *Social conventions:* dressing, punctuality ...
- *Ritual behaviour:* religion, marriage, celebrations ...

c) *Intercultural awareness*. This is defined as “knowledge, awareness and understanding of the relation between the *world of origin* and the world of the *target community*”. It includes an awareness of the regional and social diversity in both “worlds”.

**2. Procedural knowledge**, skills and knowing-how depend on the ability to use the concepts and principles that have been learned in several contexts and situations. It includes:

a) *Practical skills*:

- *Social skills*: everyday living, interpersonal relations, etc.
- *Living skills*: routine actions and daily life
- *Vocational and professional skills*
- *Leisure skills*: arts, crafts, sports, hobbies

b) *Intercultural skills*

- Ability to bring the culture of origin and the foreign culture into relation with each other.
- Cultural sensitivity.
- Capacity to overcome stereotyped relationships, etc.

**3. Attitudinal or existential competence**. The communicative ability also depends on individual personality traits, attitudes, motivations, values, beliefs and cognitive styles (“savoir-être”)

**4. Ability to learn**. This competence enables learners to deal more effectively and independently with new language learning challenges. It includes several components:

a) *Language and communication awareness*. It involves the knowledge and understanding of the sensitivity to language and language use.

b) *General phonetic awareness*, which can be facilitated by the ability to distinguish, perceive and produce unfamiliar sounds.

c) *Study skills*. This is the ability to make effective use of the learning opportunities that the learners encounter.

d) *Heuristic skills*. This is the ability to find, understand and convey new information. For this purpose, the ability to use new technologies may be important.



The Common European Framework also provides six common reference levels for describing learner proficiency. These levels are the following:

- A1 (*breakthrough*): introductory level
- A2 (*waystage*): preintermediate level
- B1 (*threshold*): intermediate level
- B2 (*vantage*): adequate response to situations normally encountered
- C1 (*effective proficiency*): advanced level
- C2 (*mastery*): level achieved by language professionals.

The students who this teaching unit has been designed for usually have an A1 level of reference. So, for the Common European Framework (Council of Europe, 2001), the FL curriculum must develop *general competences and specific communicative language competences* that can be integrated in units of work around these competences:

A) DECLARATIVE KNOWLEDGE: CONCEPTS AND PRINCIPLES. This component includes:

#### **The language syllabus**

It includes: language items (*grammar*), *lexical fields*, *vocabulary*, *phonetics* and *spelling* elements.

#### **The sociolinguistic and pragmatic syllabus**

This includes a) an appropriate understanding and production of utterances and texts in different contexts and situations, and b) the contextual factors: status of participants, purposes of the communication, proper use of communicative functions (or speech acts), attitudes, etc.

These aspects are currently included in the *communicative situations (texts)* presented and exploited in class, which contain a variety of communicative *functions*. The two syllabuses contribute to the development of Block 3 (Knowledge of the language) of the Spanish FL curriculum.

#### **The cultural and intercultural syllabus**

This includes a) the knowledge and appreciation of cultural aspects (customs, social habits, beliefs, attitudes, art forms, etc.) and b) the ability to interact effectively with people from cultures that we recognize as different from our own. This syllabus contributes to the development of Block 4 (Socio-cultural aspects and intercultural awareness) of the Spanish FL curriculum

B) PROCEDURAL KNOWLEDGE: PROCEDURES AND SKILLS

### **The procedural syllabus**

This comprises the actions, techniques and **skills** which are considered necessary to learn and use the foreign language. This competence implies the use of the student's declarative knowledge. Procedures and skills cannot be developed completely in one unit, they have to be repeated and exploited *cyclically* along the whole programme and in the coming years, so they must be repeated in a systematic way. This component will be developed in four blocks. The development of Block 1 (Listening, speaking and spoken interaction) and Block 2 (Reading and writing) of the Spanish FL curriculum must be included in this section.

#### **C) ATTITUDINAL AND EXISTENTIAL COMPETENCE**

Special attention must also be paid to the development of the students' **attitudes** and values in relation to the language programme, the learning process, the language which is being taught and learned, etc. This is called existential competence, or "savoir-être".

#### **D) LEARNING TO LEARN (LEARNING SKILLS)**

For the Council of Europe (2001), the ability to learn has several components: language and communication awareness, general phonetic skills, study skills, heuristic skills, metacognition (personal control of learning process), etc.

## **4.2 THE SPANISH CURRICULUM FOR PRIMARY EDUCATION:**

### **4.2.1 CONTRIBUTION OF THE DEVELOPMENT OF BASIC COMPETENCES**

Based on the eight European *Key Competences for Life Long Learning*, LOE (2006) establishes its own eight "basic competences". That is, the FL curriculum should also include other curricular contents and activities in order to develop the eight following basic competences:

a) The *Competence in linguistic communication*, referred to the use of the language as a tool for the oral and written communication in Spanish language as well as in a foreign language.

b) The Competence of *mathematical reasoning*, understood as the ability to use numbers and basic operations.

c) The Competence in the knowledge and interaction with the physical and *natural world*.

d) *Digital Competence* and treatment of the information, understood as the ability to search, obtain, process and communicate the information turning it into knowledge.

e) *Social and civic Competence*, through which the individual is taught how to live in society, understand the social reality of the world where we live and implement the democratic citizenship.

f) *Cultural and artistic Competence*, which means appreciating, understanding and valuing different cultural and artistic manifestations critically, using them as an enjoyment and personal enrichment source.

g) Competence and attitudes to keep *learning through life* in an autonomous way.

h) Competence for the *autonomy* and personal initiative, that includes the possibility to choose from a personal point of view and a critical approach.

#### **4.2.2 FL OBJECTIVES FOR PRIMARY EDUCATION:**

Obviously, our lesson planning has to be designed so that it contributes to the achievement of the **objectives** established by the Spanish Ministry of Education for Primary Education. These, in turn, are based on the general objectives established by Royal Decree 1513/2006 developed in *Orden ECI/2220/2007*. These objectives establish that the students must achieve the following capacities and skills:

1. To **listen** and understand messages in varied verbal interactions using information transmitted for the completion of specific and diverse tasks related to students' experience;

2. To express oneself and **interact orally** in simple, familiar, everyday situations, using verbal and non-verbal procedures and adopting a respectful and cooperative attitude;

3. To **write** diverse texts with varied purposes on topics previously seen in the classroom with the help of models;

4. To **read** diverse texts related to students' experience and interests, extracting general and specific information;

5. To learn to use all available resources including **new technologies** with progressive autonomy in order to obtain information and communicate in the foreign language;

6. To appreciate the foreign language and languages in general as a means of communication and understanding between people from diverse countries and **cultures** and as an instrument for learning different contents;

7. To show a receptive attitude and confidence in their own **learning** capacity and in the use of the foreign language;

8. To use the previous knowledge and experiences for a more rapid, efficient and **autonomous** acquisition of the foreign language;

9. To identify elements related to **phonetics**, rhythm, accent and intonation as well as linguistic **structures** and **lexical** aspects of the foreign language and use them as basic elements of communication.

#### **4.2.3 FL CONTENTS:**

Within the previous four content blocks, it is recommended that language learning moves away from traditional concept-based approaches to a more procedural, task-based approach. In Primary Education there is a concern for the progressive improvement of oral and written skills in real-life situations as well as the development of student autonomy and ability to overcome difficulties in the language. There is also a highlighting of the need to use ICTs not only as a resource for obtaining information, but also as a means to produce and present student's work and as a tool to communicate with students from other countries. **Contents** are grouped into four blocks (Madrid and Hughes, 2011: 431-436):

##### ***Block 1. Listening, speaking and oral interaction***

This block includes the following:

- Listening and comprehension of brief oral messages related to the classroom activities: instructions, questions, comments, dialogues.

- Anticipation of the general content of what is to be listened, getting some help from verbal and not verbal elements.

- Extraction of specific information within oral messages which deal with daily and predictable matters, such as: numbers, prices, schedules, names or places, presented in different mediums.

- Use of basic strategies of understanding oral messages: use of the verbal and non-verbal context and of the previous knowledge about the situation.

- Production of short oral messages with a logic structure and suitable pronunciation.

- Participation in brief and simple conversations in the classroom, and in simulations related to personal experiences and interests.

- Use of suitable answers to the required information by the teacher and students in classroom activities.

- Development of strategies to overcome communication breaks, making use of verbal and non-verbal elements to communicate themselves orally, working in couples and in groups: repetition, demand and explanation, among other examples.

### ***Block 2. Reading and writing***

These contents include the following:

- Understanding basic instructions for the proper resolution of activities.

- General understanding and identification of specific information within adapted authentic and simple texts, on paper or digital format. These texts will use a variety of suitable topics to their age, and will be related to the contents of other subjects in the curriculum.

- Initiative to read, with certain autonomy, suitable texts for their age, interests and competence level.

- Use of basic reading strategies for a better understanding: identification of the topic in a text, with the help of textual and non-textual elements, use of the previous knowledge, inference of the meaning from the context, by comparing words or from similar sentences in the languages they already know.

- Recognition of some of the distinctives and conventions of the written language and its differences with the oral one.

Development of the written expression in a guided way, as for example, completing or modifying sentences and simple paragraphs.

- Composition of short texts with basic elements of cohesion, with varied communicative intentions, take some models as a reference and using the most elementary strategies in the process of writing compositions (planning, text building and revision).

- Use of the basic rules of spelling and punctuation, as well as recognition of their importance in the written communication Interest in taking care of the presentation of the written texts in paper and digital formats.

**Block 3. Language Knowledge / Awareness (linguistic knowledge and reflection on language)**

This block includes the following:

- Identification of basic and usual morphological elements in the use of the language: noun, verb, adjective, adverb, preposition, etc.

- Identification and use of common expressions, simple idioms and suitable lexicon, related to concrete and daily contexts, as well as to the content of other subjects in the curriculum.

- Use of structures and basic functions related to the most predictable everyday situations. Recognition and production of basic patterns of rhythm, intonation and stress of words and sentences.

- Reflection on the learning process: applications of basic strategies to organize, acquire, remember and use lexicon.

- Progressive use of learning resources, such as: dictionaries, reference books, libraries or ICTs. Guided reflection on the use and meaning of proper grammatical forms with different communicative intentions.

- Initiation in self-evaluation and self-correction strategies for oral and written productions. Acceptance of the error as a part of the learning process, providing a positive attitude to overcome it.

- Organization of the personal work as a strategy to progress in the learning process. Interest in taking advantage of the learning opportunities created in and outside the context of the classroom.

- Active participation in group exercises and works.

- Self-confidence and initiative to express in public and in a written way.

**Block 4. Socio-cultural aspects and intercultural awareness**

These contents include the following:

- Recognition and valuation of the foreign language as a communicative instrument either in and outside the classroom, or with people from other cultures.

- Identification of customs and features that characterize the everyday life of other countries and cultures where this language is spoken.

- Use of suitable polite formulas in social exchanges.

- Knowledge of some historical and geographical features of the countries where the foreign language is used, obtaining the information by different means (among them, Internet and ICTs). Interest and initiative when taking part in communicative exchanges with speakers or foreign language learners, using paper or digital means.

- Awareness of the personal enrichment represented by the relationship with people coming from other cultures.

#### **4.2.4 METHODOLOGY:**

Our methodological guideline is based on the following principles:

- To start from the situation of the student
- To facilitate the construction of meaningful learning
- The teacher as mediator of the teaching-learning process
- To create motive learning situations

Traditionally schools have emphasised the development of logical intelligence and linguistic intelligence. Multiple Intelligences is a psychological and educational theory developed by psychologist **Howard Gardner** which suggests that an array of different kinds of intelligence exists in human beings. Basing his work on neuro-anatomy, psychological evolution and intercultural studies, he devised seven intelligences (1983), adding two more later (1999).

- a) Linguistic intelligence.
- b) Logical/mathematical intelligence.
- c) Visual/spatial intelligence.
- d) Musical intelligence.
- e) Interpersonal intelligence.
- f) Intrapersonal intelligence.
- g) Kinaesthetic intelligence.
- h) Environmental intelligence.
- i) Existential intelligence.

There are six central methodologies proposed in the revised curriculum. These are summarised as follows:

- 1. Talk and discussion:** This is a central learning strategy in every curriculum area. Much learning takes place through the interaction of language and experience. Ideas, emotions and reactions can be explored through increasingly complex language which helps the child to clarify and interpret experience and acquire new concepts. (Silverman, 2001).
- 2. Active learning:** The child should be an active agent in his or her own learning. The curriculum is designed to provide opportunities for active engagement in a wide range of learning experiences. Children are encouraged to respond in a variety of ways to particular content and teaching strategies. The teacher needs to identify particular stages of development and to choose a sequence of activities that will be most effective in advancing the child's learning. This is the principle of guided activity and discovery learning. (Mazur, 1996).
- 3. Collaborative learning:** Children are stimulated by hearing the ideas and opinions of others and by reacting to them. Collaborative work exposes children to the perceptions that others may have of a problem or a situation. This interaction will help broaden and deepen individual children's understanding the act of co-operating with others facilitates the child's social and personal development and fosters an appreciation of the benefits of working cooperatively. (Barkley, 2005).
- 4. Problem solving:** Higher order thinking skills, such as summarising, analysing and making inferences and deductions, are developed through problem solving. Tasks such as observation, collating and evaluating evidence and identifying essential information help children to make informed judgements. Discovery learning most notably takes place in problem solving situations where the learner draws on his/her own experience and prior knowledge to discover the truths that are to be learned. (Eberle, 1996).



5. **Skills through content:** The ability to transfer learning is a central feature of the curriculum. Each curricular area addresses the development of abilities and skills, which the child will be able to apply in dealing with problems that are unfamiliar. The child's ability to apply what s/he has learned to a variety of situations is a good indicator of the effectiveness of that learning.
  
6. **Using the environment:** First-hand experience that actively engages the child with the immediate environment and with those who live in it is the most effective basis for learning. The experience begins in the home and continues to expand, as the child grows, from the immediate environment to the school and beyond. First-hand experience of different aspects of the curriculum outside the classroom adds to the relevance and effectiveness of children's learning.

Some areas of the curriculum, such as English, lend themselves to many or all of the above methods. Others, such as PE are more limited in the range of approaches used. It is interesting that directed teaching is only mentioned in the PE and Science subjects. Guided discovery is suggested in the following areas, PE, Science, Geography, Music and Visual Arts. The curriculum identifies 'linkage' as the use of chapter integration n within a particular subject area, for example, when teaching 'living things', integrating it with the strand on 'environmental awareness'. (Walsh, 2005)

#### **4.2.5 EVALUATION CRITERIA:**

The evaluation is a basic element in the learning-teaching process, because when we evaluate something, we are giving value to the several aspects which are founded in the educational task. This is a good way to improve and control this process.

We must take into account if the teaching-learning process corresponds to the criteria established to know and value what students have had to learn in order to consider they have overcome satisfactorily our area in this year.

The official *assessment criteria* recommended by the education authorities will be followed (*Orden ECI/2220/2007*, julio 12). The following techniques will be used for evaluation:

1. Understand general and specific information, the main idea and the most relevant details of oral texts issued in situations of interpersonal communication or by media, on topics that do not require specialized knowledge.

2. Participate in conversations and simulations using appropriate strategies to initiate, maintain and end the communication, producing a speech that is understandable and appropriate to the characteristics of the situation and the communicative intention.

3. Understand general and specific information from various authentic and adapted written texts, with different extension, identifying data, opinions, arguments, implicit information and communicative intention of the author.

4. Write with some autonomy a variety of texts with a logical structure, using the basic conventions of each genre, vocabulary appropriate for the context, and the elements of coherence and cohesion needed, so that they are easily understandable to the reader.

5. Consciously use of the knowledge acquired on the linguistic system of the foreign language in different contexts of communication, as a tool for self-correction and self-assessment of their own oral and written productions in order to understand to productions of others.

6. Identify, use and explain learning strategies used, give examples of other possible strategies and decide on the most appropriate for the specific learning purpose.

7. Use the ICTs with some autonomy in order to look for information, produce texts from models, send and receive emails and establish oral and written personal relations, showing interest in their use.

8. Identify and describe the most relevant cultural aspects of the countries where the foreign language is spoken and establish some relations between the most significant features of the customs, uses, attitudes and values of the society whose language is studied and their own and show respect towards them.

9. To participate in conversations and role-play using appropriate strategies to initiate, maintain and end conversations, producing comprehensible discourse and adapting to the characteristics of the situation and communicative intent

## 5. LESSON PLAN:

### 5.1 UNIT OBJECTIVES, CONTENTS AND EVALUATION CRITERIA:

<b>ACTIVITIES</b>	<b>OBJECTIVES</b>	<b>CONTENTS (Concepts and procedures)</b>	<b>EVALUATION CRITERIA</b>
<b>WHO AM I?</b>	To know some useful vocabulary that they can use in their daily life (Animal vocabulary).	Specific lexis about domestic and wild animals. Plural of substantives (regular and irregular)	Use strategies for learning to learn as looking for words in the dictionary; How good or bad is their group work...
<b>ANIMALS QUESTIONS!</b>	Learn some formulation of questions and answers related to worked grammatical structures	Questions using do as auxiliary. Descriptive adjectives. Doing questions using verb to be.	Use correctly some formulation of questions and answers.
<b>FROG AND FISH STORY</b>	To understand general and specific information in written texts	Revision of reading strategies (skimming, scanning). Reading comprehension.	Read and understand the gist of the text and some specific information in simple texts.
<b>MY FAVOURITE ANIMAL</b>	To produce written texts which are simple and brief, in the foreign language, in real or simulated communicative situations.	Production of written messages (Descriptive text).	Write meaningful sentences and short texts in everyday school situations and from models with a specific purpose.
<b>PRESENTATIONS</b>	To use the role using the knowledge students already know.	Basic communicative functions: descriptions	Participate in guided oral interactions on familiar topics.
<b>GO TO THE ZOO!</b>	To understand and use the linguistic and non-linguistic elements that takes part in usual situations of social interaction.	Lexis related to animals. Audition and comprehension of songs.	Interest to use the English language in daily situations in class.

## **SOME ATTITUDINAL CONTENTS:**

- Respect and interest for learning English.
- Commitment to work in pairs and in groups.
- Enjoyment in listening songs in English.
- Pleasure to express their own experiences in English.
- Uninhibited participation in dramatizations and role-plays.

### **5.2 ATTENTION TO DIVERSITY:**

The attention to the diversity is the best way to get the integration of all students in the classroom, which is so necessary to their social integration.

In our class we have got two different groups of diversity. The first one is formed by two boys who are hyperactive and the second one is about two students who have higher level than the rest of the class.

For the first case we will do:

-To propose the use of strategies and techniques which promote the students' direct experience, reflection and expression to motivate our student otherwise he can easily lose his attention.

-To introduce in a planned way the use of techniques which encourage the help among students making the students with special needs participate actively. One of the techniques that are probably less used in the classroom is the pair work. This kind of technique is an important tool for students with special needs. Here it is required the role of the teacher as a mediator in the learning process.

For the second case we will reinforce their learning process through extra-task. They will work in class as the rest of the group and we propose extra homework for them. Also if they finish their activities too early they will be able to help their classmates who need more time and because of this extra activity these children can review their knowledge through the explication.

### **5.3 MATERIALS AND RESOURCES:**

The materials and resources will help us to achieve our goals and with which the students develop the learning process.

We will use:

- Computers
- Information and communication technologies
- Dictionaries
- Whiteboard
- Notebooks
- Pen, pencils, marking pens...
- Flashcards
- Fields trips
- CD players

### **5.4 ACTIVITIES AND DIDACTIC SGGESTION:**

These activities point out the practice, the interaction between teacher-students, and the criteria followed to use the didactic resources...

In order to work, each teacher of the 5<sup>th</sup> year course points out some criteria to take into account when we set out the activities. Among them, we can work:

- The activities must be related with the student's possibilities.
- The teaching-learning activities must be related with the students' real life.
- We must use several types of activities, because this is the best way to work the attention to the diversity.

#### **Session 1: Who I am?**

Warm-up:

This session is based on a card method. The teacher will have an orientation role.

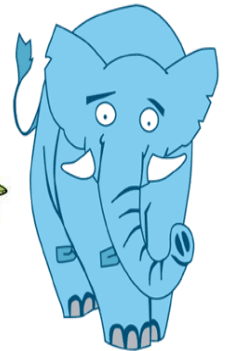
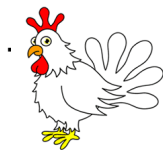
It is an activity to evaluate the previous knowledge because it gives to the teacher the necessary information to know what the students know about a specific topic. The use of this activity pretends to introduce to the student in the topic that why It is also an introduction-motivation activity. It is a **vocabulary** activity.

Development:

The teacher gives some animals pictures to the students and the animal's words separated. They form groups of 5 and each group have to unite each animal with his correct name. They will work in group and if they do not know the name they can use dictionaries. On the blackboard will appear how to form plural names so they are able to consult if it appears some plurals names.

Also they have to distinguish between domestic animals and wild animals so they can use their computers if they need help.

TIGER
CROCODILE
CAT
CHICKEN
ELEPHANT
DOG



**-DOMESTIC:**

**-WILD:**

Closing-up:

With this activity teachers will know the initial level of the students in this specific topic. They can also check how students work in a self-governing way.

## Session 2: Animal questions!

### Warm-up:

The teacher gives oral or audiovisual information in order the students assimilate them. After that the students practice to assimilate this information. So that students will develop contents as questions and adjectives (Grammar activity) through an exposition method.

### Development:

Because of the previous session, now the students have cards with the animals and its name. We will explain the meaning of some descriptive adjectives and how is the structure to form questions with the auxiliary do and the verb to be as well. After that they will be able to play a game. The game is by couples and one child have to choose one card and hid it. The other child have to guess which animal is by questions using the adjectives the teacher has already give to the students. Then they change the role.

#### ADJETIVES

Strong

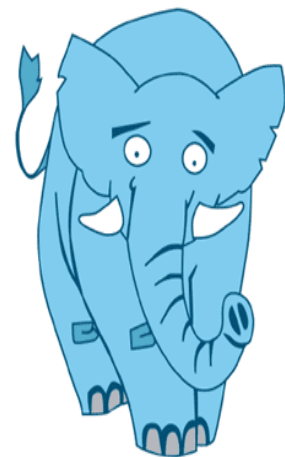
Young

Old

Ugly

Brave

- -Is it young? + No, it isn't.
- -Is it ugly? + Yes, it is.
- -Does it fly? +No, it doesn't.
- -Is it strong? +Yes, it is.



### Closing-up:

With this training children will practice their grammar through playing a game using their speaking. It is an useful activity in which children can put on practice their previous training and knowledge in speaking.

### Session 3: Frog and fish story.

#### Warm-up:

It is a reading comprehension activity. The teacher will be a mediator to help students and in the end of the class the teacher shows the correct answers and the errors and gives the guidelines to follow in order to repair the mistakes.

#### Development:

The students have to read the following story and answer the questions. They can use their dictionary to search some unknown words. After that we will correct the answers together.

**FROG AND FISH:** "I **don't** know why I have to be **green**," said Frog.

"**Every** frog in this pond is **green**," said Fish.

"I am **too green**," Frog said. "I **don't want** to be so **green**."

"It is **good** to be **green**," Fish said, "if you are a frog."

Frog looked **around**. "I **don't** know how I **got** so **green**."

Fish looked **around**. "I see **four** other frogs in this pond, Frog. They are **green**. They are **pretty** frogs. So are you, Frog."

Frog put her little webby hands on her face. "I **don't know about** that, Fish. Maybe I would be pretty if I **put** on a **red** suit."

Fish laughed. "**Where** would you get a **red** suit **from**, Frog?"

Frog sighed. "**Any** color would be better. Maybe if I **got** a blue suit I would look nice. Or maybe I would like a yellow suit."



Fish smiled. "I think you might **want** to **take** it off when you wanted to **jump** somewhere. I think a suit might be **too** uncomfortable."

Frog sighed again. "Well, then, Fish, what will I look **good** in? What will be comfortable, too?"

Fish smiled again. "How **about** your own **pretty green** skin, Frog? **Take** a look at yourself in the water. Look at your **pretty** self."

Frog looked. "I **don't** look **too** bad, Fish," said Frog with a smile.

"You look **good**, Frog," Fish said.

"I will **take** your advice," Frog said.

"**Green** is **good** for a frog." **THE END.**



Comprehension questions:

- At the beginning, is the frog happy or sad? Why?
- What does the fish say?
- What does the frog want to put on?
- Finally, what does the frog decide?

Closing-up:

Teachers can check students understanding through this activity. Also teachers can ask students to read aloud the text to practice pronunciation.

### **Session 4: My Favourite animal!**

Warm-up:

Students will use the previous vocabulary (Animals names, adjectives), to create their own text so that it is a **writing** activity.

Development:

Children have to describe briefly their favourite animal using the vocabulary that they have already known as animal's names, descriptive adjectives...

Previously the teacher can show some examples of animal's descriptions that could be useful to the children.

Finally the teacher will review each composition.

Closing-up:

It is a consolidation activity to guarantee the new knowledge. It is also an activity to develop the writing process.



#### **My favourite animal**

ID Flora

Look at the rabbit. It has two long ears. It has a small head. It has two big teeth. It has two small eyes. It has a small body. It has short legs. It is white. It is a lovely rabbit. I love rabbits.

#### **My favourite animal**

ID Kitty



My favourite animal is an eagle. The eagle is a wild animal. It has a small head and a short beak. It has two strong wings and it can fly high in the sky. It has very good eyes to find directions. It uses its claws to hunt food like fishes, rabbits and rats.

#### **My favourite animal**

ID Chan Ching Ting

Hello, my name is Alice Chan. It is my pet. It is called Bo Bo. It is a puppy. It is small. The tail is short. The eyes are big and bright. It is brown and black. It is very interesting. Every day I like to play with it. I like it and it is my best friend.



## Session 5: Presentations

### Warm-up:

It is an exposition to consolidate and guarantee the new knowledge. Children will expose their descriptions. It is a **speaking** activity.

### Development:

Children have to explain the description of their favourite animal they have already written to the rest of the class. They can use their papers but they have to explain it orally. Teacher will be able to help students giving them some simply expression to orientated their expositions.

### Closing-up:

Teachers can check how students use English language to express their descriptions. They can also evaluate their pronunciation or fluency.



## Session 6: Go to the Zoo!

### Warm-up:

It is an out of school activity and an activity for evaluation: This sort of activities implements the socialization, the participation, the cooperation, the respect to other opinions and the approval of responsibilities. So they are very important, too. These activities have an important role and are necessary in order to carry out an adequate work. We will evaluate students speaking, listening, reading and writing.



### Development:

Teachers will organize a trip to the Zoo. While we are on the bus we are going to listen a song about animal's descriptions with children can develop aspects as their listening comprehension, pronunciation... In the following link we can find the song:

<http://www.youtube.com/watch?v=CYMclpp9aQ8>

In our visit we are going to try to use English words to refer to the zoo animals, to describe them...

After the trip children are able to use animal vocabulary in a real context. They are also able to listen, understand and reproduce animal songs. So they will get some useful training in listening and speaking.



For checking their writing teacher will ask for a brief description of their favourite zoo animal.

Finally we will propose a list of some animal books for their enjoyment.

-Book of animal poetry.

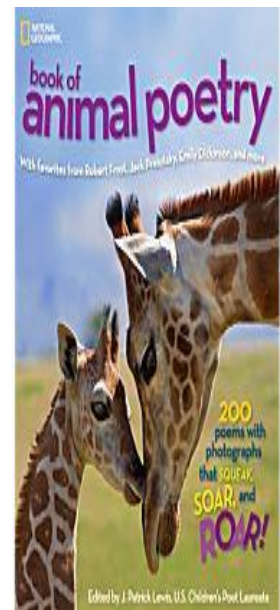
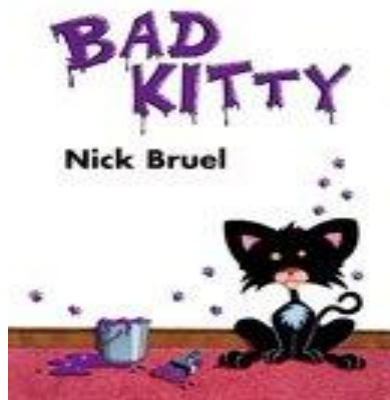
-Baby Bear, Baby Bear, What Do You See?

-The cat on the mat is fat.

-Carl's summer vacation.

-Bad Kitty.

-Pig little.



Closing-up:

Our Unit of work uses a continuous evaluation so that teachers will get notes in every session. This final session will offer us important information about children development in this topic in the four main blocks (speaking, reading, writing and listening).

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