

Lesson Plan "Three little pigs"

Level: Class 2 Primary

Timing: 3rd Term

Nº of sessions: 7

Nº of children: 15

1. Justification:

I have chosen this lesson plan because I think it is important for children to know that tales can be told in different languages. Moreover, they can make comparisons between the English and the Spanish versions. Within this lesson plan, children will study different kinds of materials and their differences, as well as animals, colours, numbers... something that they can already find in their daily life.

We will spend seven sessions in order to work all the items I have mentioned before. As the Lesson Plan is created for children who are in Primary 2, we will have 1 hour sessions (2 per week).

This lesson plan is flexible in time, which means that the sessions programmed can vary depending on the children's interests, difficulties...

2. Didactic Aims:

What do I want to get from my students?: once this Lesson Plan is finished, children will be able to: (all of them are related to the Evaluation Criteria established in LOMCE for the area of a Foreign Language for Primary 2)

- 1. Listen, act out and sing songs, rhymes and chants (1.1, 1.2, 1.4, 1.6, 1.7, 2.5)
- 2. Link the oral and written forms of some vocabulary worked during the lesson. (4.1, 4.4, 4.5)
- 3. Understand simple stories. (3.1, 3.4)
- 4. Participate in the reading and the performance of the story in the target language. (2.4, 2.5, 3.2)
- 5. Reproduce sounds and words learned correctly. (2.1, 2.3, 2.5, 2.6, 2.7, 2.8)

These Didactic Aims are also related to the General Objectives from LOMCE, as it is established in the *Real Decreto 126/2014, 28th of Februar, article 7*

DIDACTIC AIMS	GENERAL OBJECTIVES
1	B, F, I
2	D, F
3	F, L
4	B, F
5	F

3. Contents:

This lesson plan is mainly linked to the following Blocks of Contents for Foreign Languages, as established in the ORDEN EDU/519/2014, 20th of June:

- **Oral texts comprehension:** Children will listen "3 little pigs" tale, mainly. Moreover, they will listen to different songs, riddles and chants related to the topic of the unit.

COMPREHENSION STRATEGIES:

- Using basic strategies to help comprehension (listening, non-verbal language, images, IWB...)
- Previous knowledge from pupils
- Adapting the text to the level of the students.

RYTHM AND ENTONATION

- Using rhymes, riddles, songs, cartoons...
- Practicing phonics games

- **Oral texts output:** Children will be able to produce simple and short texts orally, using the new vocabulary and the previous one learned in other LP.

PRODUCTION STRATEGIES

- Understanding the main idea of the speech and its basic structure.
- Using scaffolding, according to the level and previous knowledge of students.
- Asking for help if necessary.

- **Written texts comprehension:** As we are in Primary 2, the texts that will be shown to these students will be short, or even word signs.

COMPREHENSION STRATEGIES

- Previous knowledge.
- Reading different kind of texts (narrative or informative texts)
- Analysing the context and content of the texts.
- Paying attention to the punctuation and meaning of structures.

- **Written texts output.** As this LP is focused on children studying Primary 2, I will focus more on oral production than in written. That's why written

production will be practiced, but having in mind their written production in their mother tongue (I cannot ask for long texts, just simple structures, according to the tale, too).

PRODUCTION STRATEGIES

- Reviewing vocabulary used in the main story and using pupil's previous knowledge.
- Using "pictionaries" or asking for help if necessary.
- Using grammar rules studied and punctuation.

Vocabulary:

I will not make distinctions between passive and active vocabulary, because I do not know what the children are going to learn and I do not want to limit children's capacity. Passive vocabulary can become active at any moment, so all the vocabulary is taken into account as potentially active:

- | | | | | | |
|------|-------|--------|--------|--------|--------|
| -Pig | -Wolf | -Wood | -Brick | -Straw | -House |
| -Man | -Play | -Build | | | |

Linguistic exponents:

- No by the hair of my chinny chin chin!
- Who's afraid of the big bad wolf?
- I'll huff and I'll puff and I will blow the house in!

4. Key Competences:

As you will see during the presentation of the activities, I will contribute, in more or less depth, to the development of the following Key Competences established by LOMCE:

- Linguistic communication competence
- Digital Competence
- Social and civic competence
- Competence in learning how to learn
- Personal autonomy and initiative
- Cultural awareness

5. Methodology:

- I will follow a global approach and target for meaningful learning

- I will take into account the different learning styles (visual spatial, bodily kinaesthetic, musical, interpersonal, intrapersonal, linguistic, logical-mathematical)
- The sessions will be participative, active and dynamic, with meaningful, experimental, oral, manipulative, TPR... activities
- I will help children and adapt activities when necessary
- I will use different materials and resources
- I will correct mistakes when there is misunderstanding.

6. Timing

This Lesson Plan consists of **7 sessions**. Timing will always be open and flexible, as we cannot predict, before hand, the length of the activities planned. More or less, we can count on certain duration, but it will depend on many factors, such as children's mood, weather, time of the school day, if they have had a PE session before, etc. Sessions could be modified depending on the different activities planned in the School PGA, improvised activities that will take place during the year, children's involvement and participation, learning needs and priorities we see as the sessions develop, etc.

Sessions	warm-up act. & daily routines	Reading	Learning activities	Conclusion
1	15 min approx		30 min approx	5 min approx
2	10 -15 min approx		40 min approx	5 min approx
3	5 min approx	30 min	20 min approx	5 min approx
4	10 -15 min approx		40 min approx	5 min approx
5	10 -15 min approx		40 min approx	5 min approx
6	5-10 min approx	30 min	20 min approx	5 min approx
7	10 -15 min approx		40 min approx	5 min approx

7. Evaluation:

Child's evaluation

↻ Evaluation procedures and instruments:

- I will evaluate them daily through direct observation and I will write down my notes in my notebook once the session is finished. Moreover, children can also tell me if somebody has done something right or wrong and I will decide what to do (peer observation). It will also accompany these methods an individual notice board (children will keep it in their English folders) in which my helpers will put stickers depending on the children's behaviour and work, being I who decides what kind of sticker we will put.
- In some activities I will video record them and in another session (in the assembly) we will play it and comment on it.
- The worksheets that they make in the classroom or at home will be also evaluated and I will put a motivational stamp on them depending on the work they make.
- Moreover, I will specially evaluate if children at the end are able to:

- Act out and sing songs, rhymes and chants.
- Link the oral and written forms of some vocabulary worked during the lesson.
- Understand simple stories.
- Make crafts related to the story.
- Participate in the reading and the performance of the story in the target language.
- Use correctly the ICT.
- Reproduce sounds learned correctly.
- If children are involved in the assembly and activities in class.
- Peer observation in the classroom.
- Self-evaluation sheets
- Worksheets and other productions.
- Short oral presentations in class.

I will have in mind the Evaluation Criteria established in LOMCE, as I said before in the headland: 2 Didactic Aims, and the Evaluation Standards, too (which are related to each Evaluation Criteria in LOMCE).

EVALUATION CRITERIA	EVALUATION STANDARDS
1.1 1.2 1.4 1.6 1.7	-Understand simple instructions -Recognise simple intonation patterns -Understand the main information of each message, adapted to his level. -Differentiate the beginning and the end of a simple conversation.
2.1 2.3 2.4 2.5 2.6 2.7 2.8	-Reproduce simple expressions. -Use very simple structures orally. -Follow oral rules -Answer correctly to simple questions -Participate in simple conversations
3.1 3.2 3.4	-Understand simple information written on signs and books. -Use the "Pictionary" to help in his understanding.

4.1	-Write simple structures using the vocabulary studied.
4.4	
4.5	

8. Activities:

Warm up activities:

-These activities will be done at the beginning of each session. It consists in an assembly and daily routines:

We sit down on the floor, the children on their own cushions and I on a little chair with them. The first thing we do is say hello and good morning to everyone.

Secondly, we work with our notice board. I ask them: "What date is it today?" and they respond. Afterwards, two children (the helpers) stand up and pick up labels from a bag in order to put the date correctly on the calendar. This includes: date, day of the week, month, season and weather. My students will stand up and will put the weather wheel which they have made in another lesson, in the correct position, depending on the weather. Then, if it is the first day of the week I choose two helpers (they will hand out the materials such as scissors, glue, crayons, worksheets... when necessary) and I put their faces below the date.

We also do the register by saying "Who's missing?" and afterwards we sing this song:

*"How many Friends are here today?
Here to learn, here to play?
How many friends are here today?
Let us count them"*

Then, I start saying the numbers that each child has got while they have to answer: "It's me!" All these questions and answers are displayed on the wall.

Learning activities:

SESSION 1:

-Warm-up activities: (routines) as it is the first day we will not do any warm up activity, but I will introduce the new lesson. I will show the front of a book and children will have to guess what it is about. Then, I will make questions eliciting information from them and they can also describe what they can see. Once they have an idea about the story, I will tell it in the assembly, using the book.

-Remembering the story: my helpers will distribute the worksheets in which children will have to match the pig with its house and afterwards, colour the pigs with their proper colours (as in the story each pig was wearing a different colour). Then, we will display it all on the wall.

-Order the pictures!: they will work in groups. My helpers will distribute the materials and worksheets in which children will have to cut out the pictures and afterwards, order them as in the story and glue them onto a large piece of construction paper. If they have time they can also colour them. Once they finish, we will check it altogether.

-Tidy up: we will do it every day at the end of the class, singing this song:

*"It is time to clean up now.
Clean up, clean up, we know how.
We can clean up; you will see
Just how clean our room can be"*

SESSION 2:

-Warm-up activities: (routines). We will review the characters of the story through a game: "Pig, pig, wolf!". We are sat down in a circle and a child will touch the head of the rest of children saying: "Pig, pig, pig... wolf!" When he says "Wolf!", the child who is touched will stand up and try to chase up the other child before he sits down with his classmates.

-New vocabulary: we will work with the pocket chart and the expressions that appear in the story. Moreover, I will include here more vocabulary using flashcards to help comprehension.

-Booklet: my helpers will distribute the worksheets in which children, individually, will have to create a book about pigs. They will work on rhymes, words starting with "P", Maths, word search, vocabulary... Once they finish, they will give me the booklets to display them on the wall.

-We're pigs: my helpers will distribute the materials needed: elastic bands, the templates, colours and scissors. Children will have to create their own pig masks, colouring them as they wish and adding any kind of materials and ornaments. If they do not finish, I will ask them to do it at home asking their parents to help them.

-Tidy up song.

SESSION 3:

-Warm-up activities: (routines) Today, according to the Reading Scheme Plan established by LOMCE, we have to spend thirty minutes reading, so I will bring into the classroom some books related to different kind of houses around the world, its materials...

-Materials: I will show the three materials used in the story: bricks, straw and wood using real materials, so children can touch and describe them. I will ask for volunteers to describe them (they can use the books they read before to help themselves) and all the new vocabulary will be written down on the blackboard, as I want my children to make a diagram.

-We are builders: in groups of five we will create the three houses of the story. We will do it on construction paper. Children can paint the houses, use different materials (for instance, I will bring into the classroom wooden sticks, spaghetti, orange felt... that they can use for the different materials houses in the story were made of).

-Tidy up song**SESSION 4:**

-Warm-up activities: (routines) today we are going to work with phonics and we will use vocabulary from other lessons as revision. We will go to the computers' room. Children have some of these exercises in each lesson, so they know what to do in each one. Today we will work with the sounds /i/ and /i:/

-Sound boxes: I will bring into the classroom two plastic boxes in which there are several toys which contain specific sounds (in each box there is a sound). On one side of the boxes I have written down the sounds though children won't be guided by them, but by listening carefully.

Key, peas, cheese, peach, peanut, three, meat, sheep, leaf, bee
Dish, tin, fish, pig, chips, milk, Italy, lips, ship, window, brick.

First, I will present all the toys in there, saying them aloud and making emphasis on the sound to be worked. The rest of the children have to listen carefully because after doing it twice, I will ask for volunteers to come in threes to put the toys in the correct box after listening to them. They will have to discuss in which box it should be.

-Sing with the story: now, each student will be sat in front of a computer and clicking on the link they will see a video of the three little pigs in which there is a popular song: "Who's afraid of the big bad wolf". After watching the video, I will take out the pocket chart and display the word cards of the song, just to link the oral with the written form. Then, I will sing it once and my students will clap and listen carefully, because afterwards, it's their chance to sing it. Then, they will play the video again and when the song is played, children will have to sing it, too, using the masks we did

<http://www.youtube.com/watch?v=VHJOL6DftGg>

-Tidy up song.**SESSION 5:**

-Warm-up activities: (routines) in the assembly, I will explain which will be our next aim: participate in a play in the "End of year show" (as this lesson plan will take place at the end of the course year). We are going to dramatize the story of the "Three little pigs", using the masks and houses we have made before. The characters will be displayed as follows:

-2 moderators	-Narrator: 4 students	-3 little pigs
-3 men	-Mummy and daddy pig	-a wolf

Then, I will give the chance of choosing the characters they prefer, but if there is any problem I will say who's who. Afterwards, I will divide the class in groups, in order to practice the lines that each one has:

-**Mummy and daddy:** "You are too big to live here. You must build your own houses. "Be careful with the big bad wolf!"

-**Men:** "Yes, I will give you some bricks, straw, wood".

-**Little pigs:** "Hello, can you give some straw, wood, bricks please?" "Now the wolf can't catch me" "No, no by the hair of my chinny chin chin, I will not let you come in".

-**Wolf:** "Little pig, little pig, let me come in" "Then I'll huff and I'll puff and I'll blow your house in" "Little pig I'm going to eat you!"

-**Moderators:** they introduce the story and their classmates.

I will display all these expressions on the children's tables and they must have a look at them for a few minutes. Then, I will say one of these sentences aloud and those children who have got it will have to stand up and say it again. I will make it twice and then, I will let my students to practice in their groups.

-**Homework:** I will ask parents to help students memorize the sentences and practice when they have to say them as I will give them the whole story.

-**Tidy up song.**

SESSION 6:

-**Warm-up activities:** (routines) Today, according to the Reading Scheme Plan established by LOMCE, we have to spend thirty minutes reading. I will distribute the layout of the story and children will have to read it and look for the sentences they will have to learn for the play. Then, I will read it aloud and children will have to stop me when they hear a sentence.

Afterwards, we will continue reading as we will dramatize the story.

-**Tidy up song.**

SESSION 7:

It's time for self-evaluation. Each student will take his/her folder and take out the sheet which belongs to the third term. Moreover, they will have to keep all their works (pictures, worksheets...) done in the last sessions. Once they finish, they will leave the folders on my table.

-**Self-evaluation sheets:** my helpers will distribute the sheets that children will have to fill in just by drawing faces (smiling, serious or sad) depending on the activity they have at the left. It is a compilation of some activities done in this term.

Today, we have to continue improving the play, so we will do it in the gym, where the show will take place. We will practice, but this time without papers; just the narrators can have the play in their hands. Moreover, we will review the song of the "Big bad wolf" and it will be the closure of our play.