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## **DIDACTIC UNIT: FROM HEAD TO TOE**

**TIMING: 2<sup>nd</sup> TERM**

**Nº SESSIONS: 6**

**3<sup>rd</sup> GRADE**

### **1 JUSTIFICATION**

The book is simple, rhythmical, repetitive and easy to read with beautiful illustrations since young children sometimes tend to look at the print if the text is at the children's reading level or they might look at the pictures only (Weihs, 2006).

Moreover "young children love movement!" (Cunningham & Allington, 2011, p.46). The story invites children to imitate the popular animal movements which help children develop their gross motor, listening, observation and following instruction skills.

It is believed that "young children enjoy chanting" (Cunningham & Allington, 2011, p.40). This book was composed as a chant and as a song to reinforce children's memory about the book they have read. Besides that, the book talks about body parts and animals, which I can build my lesson plans around for extension.

"From Head to Toe" is a wonderful and engaging book. It helps young children not only build their confidence by reading the repeating sentence "I can do it." but it also helps develop independence in reading the text as children can access to different kinds of medium such as song and chant in their own time.

In order to develop this Didactic Unit, I will set 6 different sessions about 50 minutes each one.

## 2 STUDENTS' CHARACTERISTICS

In my classroom, there are twenty five students, among whom we can highlight: **Luis**, a boy who has been diagnosed with attention-deficit/hyperactivity disorder (AD/HD or ADHD) who only needs certain changes referring methodology. And **Irene**, a girl who requires curricular adaptations. The rest of the class is formed of local children, who in spite of their cultural differences don not require any special consideration.

The students are eight years old, and as it is established by Piaget, the children are in the **Concrete Operational Stage**. At the 3<sup>rd</sup> year, the evolutionary development is the next one:

<b>EMOTIONAL DEVELOPMENT</b>	They acquire <u>major autonomy and self-determination</u> . They take the decisions after having "thought". <u>The child's</u> identity is consolidated, acquiring conscience of their possibilities and limitations.
<b>PSICOMOTOR DEVELOPMENT</b>	They have a corporal scheme and they affirm the laterality ( <u>independence of the right with regard to the left</u> )
<b>COGNITIVE DEVELOPMENT</b>	<u>Affirmation stage of "I"</u> . <u>The analytical capacity begins developing</u> .
<b>PERSONALITY DEVELOPMENT</b>	<u>They consolidate progressively their</u> autoconcept and their efficacy, <u>They improve and stabilize the esteem of others</u> . <u>Progressive adaptation to the school</u> .
<b>SOCIAL DEVELOPMENT</b>	<u>They study in depth the interpersonal knowledge</u> <u>and the relationship</u>

## 3 OBJECTIVES

Taking into account the General Stage objectives and the specific objectives for the 3<sup>rd</sup> grade, the students are supposed to acquire the next objectives, which are shown in terms of capacities and identified in colours.

1. To **use** the new technologies in order to communicate in a foreign language.

2. To **transform** previous knowledge and experiences with the aim of learning the new vocabulary and structures related to the wild animals more effective.
3. To **participate** orally in guessing games and songs using verbal and non-verbal procedures.
4. To **write** a letter.
5. To **understand** the importance of respecting the different cultures around the world.
6. To **apply** a respectful and cooperative attitude.

Cognitive- intellectual	Psychomotor	Affective- motivational	Interpersonal relationship	Social Insertion
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### 3.1 RELATION OF THE DIDACTIC UNITS WITH THE GENERAL STAGE OBJECTIVES AND THE KEY COMPETENCES

This Didactic Unit follows the Order EDU/519/2014, 17th of June, by which the Curriculum is established and the evaluation and development of the Primary Education in the Community of Castilla y León is regulated.

GENERAL STAGE	a	b	c	d	e	f	g	h	i	j	k	l	m	n	ñ
OBJECTIVES		*				*		*	*			*	*		
KEY COMPETENCES RELATED TO THE DIDACTIC UNIT				1	2	3	4	5	6	7					
				*	*	*	*	*	*	*					

1. Competence in linguistic communication.
2. Mathematical and basic competence in science and technology.
3. Digital and ICT competence.
4. Learning to learn competence.
5. Social and civic competences.

6. Sense of initiative and entrepreneurial spirit competence.

7. Cultural consciousness and expression.

## 4 CONTENTS

This Didactic Unit is related to the next Block of contents in the Order EDU/519/2014, 17th of June, by which the Curriculum is established and the evaluation and development of the Primary Education in the Community of Castilla y León is regulated.

<b>THIS DIDACTIC UNIT IS RELATED TO THE NEXT BLOCK OF CONTENTS</b>	
<b>Block 1. Listening comprehension</b>	*
<b>Block 2. Oral production: expression and interaction</b>	*
<b>Block 3. Written comprehension</b>	*
<b>Block 4. Written production: expression and interaction</b>	*

### 4.1 DIDACTIC CONTENTS

<b>WINTER TERM (2nd Term)</b>		
<b>UNIT</b>	<b>BLOCKS / CONTENTS</b>	
<b>10. DISCOVERING THE JUNGLE</b>	<b>Block 1: Listening, speaking and oral interaction</b>  - High frequency oral lexicon (reception) related to the parts of the body and the animals.  -Description of animals.  - Recite jingles, tongue twisters, small poems, etc., with appropriate intonation and	

pronunciation.

**Block 2: Reading and writing**

-Initiation in the use of educational computer programmes to read and write simple messages.

-Write texts referring to everyday situations coming to experience from different models of simple texts to transmit information with various communicative intentions.

**Block 3: Language awareness**

-Confidence in one's capacity to learn a foreign language and pleasure for cooperative work.

-Global association of pronunciation, meaning and graphic representation starting from written models.

-Phonics: ɪ / & /i:/ sound: monkey/'mʌŋki/ teeth /ti:θ/

**Block 4: Sociocultural aspects and intercultural awareness**

-Receptive attitude towards people who speak another language and have a different culture from one's own.

➤ **Syntactic-discursive structures**

- Expressions of aspect: Simple tenses.

## 4.2 CROSS-CURRICULAR CONTENTS

According to the art. 10 issued in the Real Decree 126/ 2014, the **cross-curricular elements** are contents that affect all subjects throughout the schooling, with a functional and practical character. They also guarantee vertical and horizontal coherence.

DIDACTIC UNIT	CROSS-CURRICULAR CONTENTS
From head to toe	Endangered animals

## 4.3 CONTENTS FROM OTHER AREAS

In this Didactic Unit, pupils are given the opportunity to transfer English to present content belonging to other curriculum areas.

DIDACTIC UNIT	AREA	ACTIVITY
From head to toe	SCIENCE	Animal habitats

## 4.4 COMMON CONTENTS

Related to the **article 19.5 of the LOE** related to the Pedagogic Principles, through this Didactic Unit, students will develop:

- ✓ Reading comprehension and oral and written expression: Works and their explanation establish the development of these contents.
- ✓ Information and communication technologies: Searching information on Internet, using the digital book of English, using the virtual class (“classroom”) and completing different activities on the computer or tablet, becomes the digital competence development.
- ✓ Education in values. The methodology of this didactic unit is based on the children’s attitudes.

## 5 TEACHING-LEARNING ACTIVITIES

The teaching-learning activities, following the classification established by the Ministry in the resources for the Reform (MEC, 1992), are the next ones:

- **INTRODUCTION AND MOTIVATION ACTIVITIES:** these activities persuade the students in a positive way to start the didactic unit:
  - Speaking activity with sticks, which contains different questions to answer.
- **ACTIVATION OF PREVIOUS KNOWLEDGE:** these activities act like an initial evaluation to adequate the development of the unit to the characteristics of the children.
  - Brainstorming: The teacher will write in the blackboard a word of the topic, and the students have to make a mind map of vocabulary that they know related to it. Then, they should say a sentence including each word.
- **NEW LEARNING ACQUISITION:** Based on the previous knowledge of the students, they will learn new vocabulary and expressions.
  - Listening to a song: students have to find words related to the topic.
  - Watching a video related to the vocabulary of the unit.
- **APPLICATION OF THE KNOWLEDGE TO DIFFERENT CONTEXTS:** It is the intention to give significance to the learning in different contexts.
  - Reading activity: children will say orally if the sentences are right or wrong related to the text.
  - Role-play: children will represent the dialogue.
- **REVIEW OF CONTENTS:** Development and reinforcement of the contents learned previously which allow the achievement of the main highlighted objectives.
  - Match the pictures with the words in the digital whiteboard.
  - Grammar activities: children have to circle the correct option of grammar and then, order the sentences on the digital board.
- **SUMMING-UP ACTIVITIES:** Relation of the contents to have a global perspective of them.
  - Kahoot game: each child will use their tablet as if it is a command, to answer a quiz related to the topic of this unit.

- **REINFORCEMENT ACTIVITY, EXTENSION ACTIVITY AND ADAPTATION ACTIVITY:** These activities attend to the attention to the diversity students, relying not only on the students with any type of difficulty but also on the outstanding students. Adapting the activities to the children’s level and characteristics.
  - Reinforcement activity: Crossword
  - Extension activity: make up a story using the vocabulary of the unit.
  - Adaptation activity: write a simpler letter.
  
- **EVALUATIVE ACTIVITIES:** These activities value the grade of achievement of the marked objectives.
  - Listening: complete the gaps with the vocabulary given.
  - Short reading: put the sentences in order.
  - Write a letter.
  - Short speaking using the vocabulary and structures of the unit.

## 6 METHODOLOGY AND ORGANIZATION

This Didactic Unit is based on the methodological principles of:

- Constructivism Theory
- Communicative Approach
- Learner-centred teaching
- Autonomous work
- Multiple Intelligences
- Cooperative learning method
- Flipped classroom

Related to the organized aspects and the didactic resources, they are identified in the following chart:

<b>GENERAL RESOURCES</b>	Classroom.
<b>TEACHER RESOURCES</b>	Daily programming, evaluation chart, guide book, laptop.
<b>STUDENT RESOURCES</b>	Book, notebook, tablet.
<b>ICT RESOURCES</b>	Tablets, laptops, Interactive white-board, Internet.
<b>OTHER RESOURCES</b>	Dictionaries, posters, literacy book.

## 7 ATTENTION TO THE DIVERSITY

The LOE/ LOMCE and the specific legal framework of Castilla y León, Article 22-26 **Order EDU/519/2014**, establish the child with special educational needs. However, the attention to the diversity is much more, and it deals with all the students who require our attention, and we as teachers have to provide them with a quality principle. Below, all of my students are included:

<b>LUIS</b>	
<u>Description</u>	<p><b>Attention Deficit Hyperactivity Disorder (ADHD)</b>            This child has many different behaviors: Excessive body movement, impulsivity, variability in his answers, distracted attention, limited memory, low self-esteem.</p>
<u>Intervention</u>	<p><b>Preventive measures:</b> design an adequate programme for Luis, taking into account an initial evaluation, personal attitude, organization and positive reinforcement.</p> <p><b>Specific measures:</b> Each 15 minutes Luis has to change the activity because of his short capacity of attention. But he has got a sheet to have a registration of his autocontrol with the purpose of increase his capacity for being focused on a task.</p>
<b>IRENE</b>	
<u>Description</u>	<p><b>Intellectual disability:</b> This girl has got a low self-esteem and a psychic disability showing a curricular gap of two years.</p>
<u>Intervention</u>	<p><b>Preventive measures:</b> I will make an adaptation to the curriculum following her psychopedagogical report and the model of the Significant Curricular Adaptation collected in the Instruction on the 9<sup>th</sup> of July 2015. Furthermore, I will develop educational strategies to facilitate effective interaction with the rest of the students, enhancing the possibilities of group learning.</p> <p><b>Specific measures:</b> To fit the context in which Irene manages, offering a range of stimulus, to give opportunities to practice communication guidelines in her behavior, to maintain a high level of successful activities and to highlight those aspects of the environment which are the key to a particular educational sequence.</p>

### **THE REST OF THE STUDENTS**

The rest of the students learn more or less to the same way. I mean, I will follow the same principles with all the students although sometimes I will make methodological adaptations depending on the characteristics and the situation required. I will also plan tasks to be completed in small groups, I will do extra-curricular activities as trips out of the school and what is going to be very important is the application of the new technologies in all the sessions.

I will also make a distinction in the content levels gathering the different capacities and styles of learning as well as the great variety of interests and motivations.

## **8 SESSION DEVELOPMENT**

SESSION 1	TIME	ACTIVITIES
Warm UP	5'	<b>Daily routine:</b> Good morning! How are you? What day is it today? What's the weather like?
PRESENTATION STAGE	10'	<b>Brainstorming!</b> I will write in the blackboard a word of the topic, in this case "Animals" and the students have to make a mind map of vocabulary that they know related to it. Then, they should say a sentence including each word.
	10'	<b>Listening to a song:</b> students have to find words related to the topic.
	10'	<b>Reading activity:</b> students will match the definitions with key words of the unit.
	10'	<b>ICT 1:</b> match the pictures with the words. <b>ICT 2:</b> find the odd one out. <b>ICT 3:</b> order the words in a sentence.
END UP	5'	<b>Daily routine:</b> password orally related to the animals. Pack up your books, put them away. See you for English on...
SESSION 2	TIME	ACTIVITIES
Warm UP	5'	<b>Daily routine:</b> Good morning! How are you? What day is it today? What's the weather like?
PRACTICE STAGE	5'	<b>Reading the book "From Head to toe":</b> The teacher will read the book using gestures, different voices...
	10'	<b>Role-play:</b> children will represent the story of the book.
	10'	<b>Grammar:</b> Teacher will explain the simple tense as grammar
	5'	<b>Find examples:</b> kids will find examples in the book of the grammar.
	10'	<b>Grammar activities:</b> children have to circle the correct option of grammar and then, order the sentences on the digital board.
END UP	5'	<b>Daily routine:</b> password orally related to the animals and parts of the body. Pack up your books, put them away. See you for English on...

SESSION 3	TIME	ACTIVITIES
Warm UP	5'	<b>Daily routine:</b> Good morning! How are you? What day is it today? What's the weather like?
PRACTICE STAGE	5'	<b>Predicting from a title and a picture</b> (pre-reading): students will predict what the text is about making predictions from a title and the picture given.
	10'	<b>Loud reading</b> (while-reading): students will read a chunk of text aloud related to the description of an animal.
	5'	<b>Silent reading</b> (while-reading): students will read the text again in silent.
	5'	<b>Exercise 1</b> (post-reading): children will say orally if the sentences are right or wrong.
	15'	<b>Exercise 2:</b> Students will read the definitions and find the words in the texts. <b>Phonics:</b> <ul style="list-style-type: none"> <li>- Listen the text while they circle the words in the box which rhyme with the underlined ones in the text.</li> <li>- Find the odd one out.</li> <li>- Say aloud the chant.</li> </ul>
END UP	5'	<b>Daily routine:</b> password orally related to the topic. Pack up your books, put them away. See you for English on...
SESSION 4	TIME	ACTIVITIES
Warm UP	5'	<b>Daily routine:</b> Good morning! How are you? What day is it today? What's the weather like?
PRACTICE STAGE	5'	<b>Speaking</b> (pre-writing): Show a model of informal letter in the digitalboard and ask the students when we write an informal letter.
	10'	<b>Task 1:</b> The students read the letter aloud and then, identify the addresser, the addressee, the context, the purpose.
	10'	<b>Task 2:</b> The teacher will explain the parts of an informal letter, like the date, the greeting, the introduction, the main paragraphs and the conclusion.
	15'	<b>Task 3:</b> Students write their own letter about the story of the book following the steps of the model using an envelope and a stamp and sending it to the post office.
END UP	5'	<b>Daily routine:</b> password orally related to the topic. Pack up your books, put them away. See you for English on...

SESSION 5	TIME	ACTIVITIES
Warm UP	5'	<b>Daily routine:</b> Good morning! How are you? What day is it today? What's the weather like?
PRODUCTION STAGE	25'	<b>CROSS-CURRICULAR + TICS</b> each unit has different activities: cooperative learning.
	15'	<b>Kahoot game:</b> each child will use their tablet as if it is a command, to answer a quiz related to the animals and the parts of the body like a self-evaluation.
END UP	5'	<b>Daily routine:</b> password orally related to the topic. Pack up your books, put them away. See you for English on...
SESSION 6	TIME	ACTIVITIES
Warm UP	5'	<b>Daily routine:</b> Good morning! How are you? What day is it today? What's the weather like?
PRODUCTION STAGE	40'	<b>Test</b>
END UP	5'	<b>Daily routine:</b> password orally related to the animals and the parts of the body. Pack up your books, put them away. See you for English on...

## 9 EVALUATION

### 9.1 EVALUATION CRITERIA

#### **BLOCK 1: LISTENING COMPREHENSION**

- **Knowing** and **applying** of the most basic strategies for the comprehension of meaning, information or main ideas of the text.
- **Identifying** the general meaning, the essential information and the main points in brief, simple, oral texts, with a large number of simple structures
- **Discriminating** basic patterns of sound, stress, rhythm and intonation

#### **BLOCK 2: ORAL PRODUCTION: EXPRESSION AND INTERACTION**

- **Knowing** and **applying** strategies to produce simple monologic or dialogic texts.
- **Interacting** in a very basic way, using very simple linguistic or non-verbal techniques
- **Participating** in conversations with exchange of information on familiar topics, using simple expressions and the cooperation of the interviewer

#### **BLOCK 3: WRITTEN COMPREHENSION**

- **Identifying** the general meaning and specific information in texts.
- **Discerning** the main function or communicative functions of the text.
- **Recognizing** a high frequency oral lexicon related to topics related to the student's experiences.

#### **BLOCK 4: WRITTEN PRODUCTION: EXPRESSION AND INTERACTION**

- **Knowing** and **applying** strategies to produce texts.
- **Knowing** socio-cultural and sociolinguistic aspects and **applying** them to a production appropriately written for the context, respecting the rules of basic courtesy.
- **Producing**, simple texts to talk about the student's own self.
- **Dealing** with basic syntactic structures, although basic errors may still be made in a systematic way.

## 9.2 STUDENT EVALUATION

INDIVIDUAL ASSESSMENT CHART						
ATTITUDES	1	2	3	4	5	NOTES
Material care						
Follow the rules						
Respect to their classmates and teachers						
<b>WORK HABITS</b>						
Cooperation						
Tidy and clean work						
End their work in the class						
<b>SOCIAL SKILLS</b>						
Give real information						
Inclusion in the group						

Numerical scale: 1=never, 2=little/ hardly ever, 3=sometimes, 4=Ok/almost always, 5=very good/ always.

QUALIFICATION INSTRUMENTS	%	EVALUATION CRITERIA
Student's notebook and project resolution	40%	Presentation, content and accurately.
Objective tests mark	40%	To continue the rhythm of the class, to understand what is given, to know basic contents of the subject.
Student's effort, attitude, interest and motivation	20%	Interest to the subject, participation and respect to the students, to the teacher and to the material.

## 9.3 TEACHER EVALUATION

ELEMENTS TO EVALUATE	MARK	NOTES
Objectives adaptation and activities		
Contents achievement		
Relation to other areas		

Key competences achievement		
Weak points of the didactic unit		
Attention to the students with special educational needs.		

(NE= not enough, L= little, OK= good, E= excellent)

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