

Dirty Duck

MATERIAL ELABORADO POR:

Rosa M^a del Blanco Diez.
Fco. Javier Fernández Calle.
Carmen Garcia Tejedor.
Fco. Javier Moreno Robles.
M^a Belen Villahoz Velasco.

Asesorados por:

Nicholas John Cussell.
Natividad Pando Garcia.

JUSTIFICACIÓN.

¿ Por qué un cuento ?

A los niños les encanta escuchar cuentos, y éstos pueden ser el punto de partida para el aprendizaje de una lengua extranjera.

Principalmente son motivadores y divertidos, ejercitan la imaginación y son el punto de unión entre el mundo real y la fantasía.

Además, sus estructuras repetitivas les permiten adquirir ciertos conceptos lingüísticos, reforzarlos e interiorizar estrategias (como la predicción, comparación, planificación, hacer hipótesis...) y actitudes.

OBJETIVOS

1. Comprender la historia y producir rutinas comunicativas incluidas en ella: hello, stand up, sit down, go to the carpet, point to..., touch, stand behind, where's...
2. Predecir y generar hipótesis sobre lo que va a acontecer en la historia.
3. Reforzar la expresión lingüística con las diversas formas de representación (expresión plástica, dramática, corporal y musical) de forma lúdica y motivadora.
4. Respetar y aceptar diferencias desarrollando una sensibilidad hacia las mismas en su medio social y entre sus iguales.

CONTENIDOS

CONCEPTOS

1. Canción, música y ritmo.
2. La imagen como medio de comunicación, aprendizaje y diversión.
3. Posibilidades de expresión corporal.
4. Secuencia de imágenes.
5. Expresión de sentimientos.
6. Comprensión del mensaje a través del lenguaje oral.
7. Rutinas comunicativas.

PROCEDIMIENTOS

1. Verbalización de chants.
2. Cumplimiento de las reglas del juego.
3. Utilización de rutinas comunicativas de forma espontánea y/o guiada.
4. Unión de imágenes diversas relacionadas con la historia.
5. Discriminación de diferencias entre secuencias de imágenes.(SELECTING)
6. Asociación de flashcards con su nombre en inglés.
7. Imitación de movimientos y sonidos animales.
8. Predicción de cualidades de los personajes y situaciones en la historia.
9. Ordenación de las imágenes de la historia.(SEQUENCING)
10. Dramatización de la historia o partes de ella.
11. Juego del escondite.
12. Comprobación de errores. (CHECKING)

ACTITUDES

1. Curiosidad por el desarrollo y desenlace de la historia.
2. Escucha activa de la historia.
3. Valoración de la lengua inglesa como otro instrumento de comunicación.
4. Interés por participar en situaciones comunicativas.
5. Gusto y disfrute por la realización de las actividades.
6. Respeto y aceptación de las diferencias.
7. Iniciativa en la adopción de papeles al representar la historia.

METODOLOGIA.

Partimos de un enfoque comunicativo que pretende que los niños y niñas descubran que el inglés sirve para comunicarse. Intentamos que el aprendizaje se integral, centrado en la comunicación, globalizado y próximo a sus intereses.

La propuesta metodológica que hacemos se basa en las siguientes premisas:

- Comunicación.
- Globalización.
- Aprendizaje integral.
- Socialización.
- Utilización de centros de interés próximos o cercanos.

Es decir, un enfoque globalizado por tareas, donde la tarea final es la comprensión del cuento y, para llegar a ella, hemos diseñado diferentes subtareas, como son: reconocimiento de animales, colores, órdenes sencillas, aprendizaje del "chant", localización en el contexto... todas ellas reflejadas en las diferentes sesiones de trabajo.

Se basa en una historia "Dirty Duck" que se va desarrollando a través de juegos y actividades de:

- Comprensión.
- Discriminación.
- Secuenciación.
- Predicción.

Con la ayuda de un chant y con posibilidades de dramatización.

El papel del/a maestro/a encargado/a de llevar a cabo esta Unidad Didáctica debe favorecer la interacción entre los/as alumnos/as y ser modelo de referencia para la comunicación.

CRITERIOS DE EVALUACIÓN

1. Repiten correctamente alguno de los nombres de los elementos de la historia.
2. Muestran interés por lo que se va a desarrollar durante la sesión.
3. Relacionan a cada animal con su movimiento y sonido.
4. Participan activamente en la búsqueda de Dirty Duck.
5. Interiorizan el ritmo del chant.
6. Son capaces de reproducir parte del chant.
7. Se entusiasman por producir el chant de forma completa.
8. Recuerdan los colores red, blue, yellow, green.
9. Identifican la imagen con el nombre del animal.
10. Reaccionan adecuadamente ante una orden dada.

11. Unen convenientemente el animal con su color.
12. Recuerdan el vocabulario aprendido en sesiones anteriores.
13. Contestan a preguntas sencillas sobre colores, animales y lugares.
14. Secuencian correctamente la historia con ayuda de las flashcards.
15. Predicen algún final para la historia.
16. Descubren qué elemento y/o personaje falta en la escena del cuento que les estamos presentando.
17. Utilizan la estructura adjetivo+nombre de forma espontánea en sus producciones orales.
18. Respetan las normas de los juegos.
19. Son capaces de dramatizar pequeñas escenas del cuento.

DIRTY DUCK.

It's bedtime and Mummy Duck is looking for Dirty Duck.

Mummy Duck: " *Dirty duck, dirty duck,
Where are you?"*

Dirty Duck: " *Quack, quack, quack, quack,
Close to you".*

Mummy runs to the tractor and looks behind the tractor.

Mummy Duck: " *Is Dirty Duck behind the tractor?"*

.....
" *Oh no!, It's Blue Horse!"*

Mummy Duck: " *Blue Horse, Blue Horse, Come with me!"*

Mummy Duck and Blue Horse: " *Dirty duck, dirty duck,
Where are you?"*

Dirty Duck: " *Quack, quack, quack, quack,
Close to you".*

Mummy Duck and Blue Horse run to the gate and look behind the gate.

Mummy Duck: " *Is Dirty Duck behind the gate?"*

.....
" *Oh, no! It's Green Pig!"*
" *Green Pig, Green Pig, Come with me!"*.

Mummy Duck, Blue Horse and Green Pig: " *Dirty duck, dirty duck,
Where are you?"*

Dirty Duck: " *Quack, quack, quack, quack,
Close to you".*

Mummy Duck, Blue Horse and Green Pig run to the bush and look behind the bush.

Mummy Duck: *"Is Dirty Duck behind the bush?"*

.....
"Oh, no, it's Red Chick!"
"Red Chick, Red Chick, Come with me!".

Mummy Duck, Blue Horse, Green Pig and Red Chick:

*" Dirty duck, dirty duck,
Where are you?"*

Dirty Duck: *" Quack, quack, quack, quack,
Close to you"*.

Mummy Duck, Blue Horse, Green Pig and Red Chick, run to the tree and look behind the tree.

Mummy Duck says: *"Is Dirty Duck behind the tree?"*

.....
"Oh, no, it's yellow frog!"
"Yellow frog, yellow frog, come with me!".

Mummy Duck, Blue Horse, Green Pig , Red Chick and Yellow Frog: *" Dirty duck, dirty duck,
Where are you?"*

Dirty Duck: *" Quack, quack, quack, quack,
Close to you"*.

Then..., WHERE IS DIRTY DUCK????

There he is! IN THE POND! Washing himself as it's time to go to bed!!!

Didactic Unit: Dirty Duck

Number Session: 1st

Activity	Activity Description	Material	Time
1. Introduce story and chant	Present the story set to the students and talk about the story. Explain that they need to use the chant "Dirty Duck, Dirty Duck, where are you?"	Story set.	5 minutes.
2. Introduce main characters. Dirty Duck	Show flashcard and repeat the word "Dirty Duck". Hide him around the classroom and look for him. Allow the children to do it a few times.	Flashcard. "Dirty Duck"	10 minutes.
3. Introduce animals.	Present the rest of the animals using the flashcards. Repeat a few times in a different order. Children repeat after the teacher and then they will answer the questions: What animal is it?	Flashcards.	10 minutes.
4. Look for Dirty Duck.	Finish the session looking for "Dirty Duck" using the chant. Everybody repeats the chant with the teacher.		5 minutes.

Number Session: 2nd

Activity	Activity Description	Material	Time
1. Introduce the names of the characters.	Put the flashcards at five places in the classroom. Teddy's train is coming along the line with the wagons. They stop at the places and pick up the flashcard and say the animal's name. Then put them into the wagon.	Flashcards.	5 minutes.
2. We are... (Mime)	Teacher whispers to each pupil which animal they are going to be. They walk and move like each animal and try to find their pairs.		4 minutes.
3. "The animals say". (Sounds).	Sing the song: "The animals say ..." "oink, oink, oink says the pig oink, says the pig oink says the pig oink, oink says the pig who will you be today?"	Animals' song	7 minutes.
4. Game and chant.	One pupil goes out of the classroom with the teacher. In the classroom one pupil is hiding and pupils try to find him/her. (Hide and seek). Chant: Story chant "Dirty Duck, Dirty Duck where are you?"	Chant	14 minutes.

Number Session: 3rd

Activity	Activity Description	Material	Time
1. Colours review	Place the balloons all over the classroom and ask the students (one by one) to touch/point to them, saying a different colour each time.	Red, blue, yellow and green balloons (the numbers depends on the number of students).	5 minutes.
2. Animals review	Show a flashcard and ask the students: Is it a(horse)?. They answer yes/no. Say an animal and the students must mime its movement. Listen to a sound and answer which animal makes it.	Animals flashcards. (without colours) Cassette with animals sound.	10 minutes.
3. Story characters with their real colours.	Hide the flashcards from the students and ask them: "What colour is the frog?". They predict and probably answer: "green". Use a magic word as "abracadabra" and show them the flashcard, saying: No, it's yellow. (Do the same with all the characters) Finish by saying the colour and the animal and showing the flashcard (yellow frog).	Animals flashcards with their real colours in the story.	10 minutes.
4. Look for the hidden duck.	Mummy Duck can't find Dirty Duck yet. Let's help her. Chant.	Mummy Duck flashcard.	5 minutes.

Number Session: 4th

Activity	Activity Description	Material	Time
1. Sit down / stand up. Review colours	One piece of cardboard of each colour set out on the carpet. (You can do this one by one or in a big group): "Sit down on the blue card" . / "Stand up on the yellow card".	Pieces of cardboard of different colours (red, blue, yellow, green).	10 minutes.
2. Review animals. Where's the? Go to the Point to the Touch the	The animals are stuck with bluetack in different places around the classroom. (You can do this one by one or in a big group): "Go to the horse" . / "Go to the chick".	Flashcard (horse, pig, chick, duck, frog). Bluetack	10 minutes.
3. 1 st Matching activity. Join the animal with colour or shape.	Following the teacher's instructions complete the matching activity. You can use different instructions: Use a (red) crayon / Use a pencil Trace with your finger	Photocopy. Crayons. Pencils.	5 minutes.
4. Big group on the carpet. Chant.	Sing and mime altogether on the carpet (very softly/ quite loudly).	Flashcard: Dirty Duck. Mummy Duck.	5 minutes.

Number Session: 5th

Activity	Activity Description	Material	Time
1. Warm up	Greetings to everybody and then to the different animals: Hello Blue Horse or Hello Yellow frog,....	Animals flashcards.	5 minutes.
2. Introduce the different objects of the story.	The teacher presents tractor, gate, bush, tree, house and pond.	Flashcards.	4 minutes.
3. Reinforcement game.	Play with "point to". Places the flashcards in different parts of the classroom, (then changing places).	Flashcards.	4 minutes.
4. Game.	Give out the flashcards to 4 children. Who is a tractor? Who is a gate? Who is a tree? Who is a bush? Who is a house? Who is a pond?.	Flashcards.	3 minutes.
5. Story	The teacher tells the story, using all the flashcards placed around the classroom with the children moving to the corresponding flashcard.	Flashcards.	10 minutes.
6. Chant.	First the teacher sings the chant, then everybody repeat using actions.		5 minutes.

Number Session: 6th

Activity	Activity Description	Material	Time
1. Review objects from the farm.	The teacher places the different flashcards on the wall (tractor, gate, tree, bush, house,pond) and says: "Point to" Guessing game: "What is it?"	Flashcards.	10 minutes.
2. Second matching colour and animals	The teacher gives out the photocopies and explains the task, reviewing colours & animals with the whole class. Then each pupil begins to match the colours to the animals.	One set of photocopies for each pupil.	10 minutes.
3. Introduce "behind".	The teacher begins asking: "Dirty Duck, Dirty Duck Where are you?" . Finally Dirty Duck appears "BEHIND" a table/chair. Every pupil hides behind (something) and the class repeats "..."(name) is behind the "....."(object)	A table/chair. Dirty Duck.	5 minutes.
4. Chant.	All the class repeats the chant.		5 minutes.

Number Session: 7th

Activity	Activity Description	Material	Time
1. Review animals & colours	Use classroom materials to review the colours. Arrange the toy animals around the classroom and ask the students to pick each animal. Using the flashcards ask students: What colour is the horse? Who is it?. Red chick.	Flashcards. Toy animals. Classroom material..	8 minutes.
2. Introduce BEHIND in the story set.	Show story flashcards and repeat "Blue horse is behind the tractor", etc. with each one- Ask students "Where is blue horse?" "Behind the tractor".	Story Flashcard.	10 minutes.
3. 3 rd matching.	Match the animals. An animal is missing.	Worksheet.	8 minutes.
4. Chant.	Look for "Dirty Duck" as in previous sessions using the chant (whole class)		5 minutes.

Number Session: 8th

Activity	Activity Description	Material	Time
1. Which is the following scene. (Review story flashcard).	Give the flashcards to pupils, (these are not in order). Let's try to find which is the first, second ...	Flashcards.	10 minutes.
2. "Dirty Duck story"	Teacher tells the story to the children. Teacher shows the story using the overhead projector and the story is without the last sentence. Pupils predict the end of this tale.	Story cards.	12 minutes.
3. Drawing.	Draw your favourite character and say his/her name.	Paper and crayons.	8 minutes.

Number Session: 9th

Activity	Activity Description	Material	Time
1. Review characters in the story Who is missing?	Show a flashcard of the main scene in which one of the characters is missing. The students look at the scene. Ask them: "who is missing?" They answer the character who is missing (blue horse). (They must say colour & animal). (Repeat the same with several different flashcards).	Story flashcards of the main scene, where each time a character is missing.	10 minutes.
2. Story (without the end)	Tell the story, showing the flashcards, miming the actions, saying the chant ... The students can participate in the story because it is the second day they have listened to it. Don't tell them the end of the story.	Flashcards of the story.	20 minutes.

Number Session: 10th

Activity	Activity Description	Material	Time
1. "Spot the difference".	Sitting at their tables. The teacher asks them what's different? Look at the (who's missing? It's different, make a circle or colour it in ...	Photocopy Crayons Pencils	10 minutes.
2. Story without end	Big group on the carpet, the teacher reads the tale. By now the pupils should ask lots of questions / comment on the story. The teacher should elicit the language aims of the story.	Flashcards (animals & colours)	15 minutes.
3. Introduce Hide and seek.	In the classroom. The teacher hides the animals. Close your eyes / open your eyes / where are you (blue horse)? Animal flashcards in different parts of the classroom.	Animal flashcards.	5 minutes.

Number Session: 11th

Activity	Activity Description	Material	Time
1. Reinforcement.	Hello how are you? Review the characters with flashcards.	Flashcards of the characters.	7 minutes.
2. Game.	Children have to look for the hidden objects / characters from the story.	Flashcard. Places around the classroom.	4 minutes.
3. Story.	Tell the story using the flashcards. The children move to the correct flashcards as the story unfolds.	Flashcards. Story scenes.	6 minutes.
4. Complete Story.	Repeat the story. This time the children follow the story, and at certain moments act out the scenes.		8 minutes.
5. Hide and seek.	Play hide and seek in the classroom.		5 minutes

Number Session:12th

Activity	Activity Description	Material	Time
1. Vocabulary review.	The teacher reviews every scene & flashcard with the class, showing them. The class describes every flashcard and scene.	Flashcards.	10 minutes.
2. Playing hide and seek.	One pupil is hiding each time. The rest of the class say his/her name twice and ask: "Where are you?" The pupils answers: "Quack, quack next to you"	Duckmask.	20 minutes.