

## JUSTIFICACIÓ


Aquesta unitat didàctica va dedicada a alumnes de 5 anys de centres que es troben dins del programa trilingüe. Per a aquests xiquets l'anglès no seria novetat, així justifique, que pot ser hi ha una ampliació de vocabulari. Sense oblidar que s'avaluarà sempre exigint els mínims permessos per la Llei vigent, en aquest moment la L.O.E.

Es pretén, per mig del conte, que els xiquets aprenguen a identificar els diferent membres de la seua família en anglès i ser capaços de descriure certes diferències (números, dimensions, color...) i algunes accions. Tot açò utilitzant un recurs fantàstic per a infantil com és el conte. La lletra del conte és d'un llibre de Sahara Philips i jo sols m'encerrega't de donar-li una altra forma per motivar als xiquets. Per tot açò, aquesta unitat didàctica l'englobaríem dins l'àrea de els llenguatges: comunicació i representació. Intentant que els continguts coordinen amb els que el tutor/a està donant en eixe moment del curs. I també, de vegades, aprofitant el tema d'alguna de les eixides, com a exemple: els animals de granja abans de l'eixida per a que després puguen fer ús del que ja han après.

El conte és el fil conductor de tota la unitat, va en suport informàtic diferent d'un llibre tradicional. Bàsicament per projectar (aconsellable utilitzat una P.D.I) i que el mestre/a el manipule, però quan els xiquets agafen confiança són capaços de manipular-lo, també. A més del conte. Al suport informàtic es pot trobar un guió de la unitat per al mestre/a, flashcards i material per l'alumne.

Sincerament, espere que puga ser un material profitós, com per a mi fou, per tots aquells companys/es que hi vulguen fer ús.

## THE FAMILY FROG

- **GENERAL OBJECTIVE:** LEARNING ENGLISH IN A COMMUNICATIVE WAY USING A STORY.
  - **CHILDREN :** 5 years old
  - **MAIN PROCEDURES**
    - LISTENING TO A STORY
    - PLAYING VOCABULARY GAMES USING
    - ACTING THE STORY USING ROLL-PLAY AND TPR ACTIVITIES
  - **MAIN VOCABULARY**
    - FAMILY: father, mother, baby, sister and brother
    - NUMBERS: 1, 2, 3, 4 and 5
    - SIZES: big, medium, small
    - Extra-vocabulary: jump, pond, hot, wet, frog, green.
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- **FUNCTION STRUCTURES**

- This is mother FROG
- Do you like . . .? Yes/No
- How many frogs can you see? ONE /TWO /THREE...
- What is it? It is a...

- **LESSON PLAN**

SESSION ONE

- The teacher must present the main characters of the story showing the children their flashcards
  - This is mother FROG
- Then, the teacher reads the story carefully to the pupils while he/she shows them the screen's pictures and making sure they understand the main ideas
- After the story, the teacher ask them what they have understood and what they like or dislike
  - Do you like . . .? Yes/No

- Children make a picture about the end of the story. And the best can be hold at the English corner.

The teacher reads and shows the story along the whole unit to start or finish the session.

### SESSION TWO

- The teacher shows and reads the story again to start the lesson, always after the daily routines
- And then the teacher presents the vocabulary of the family members using flashcards on the screen
- Students color a picture of a frog family member and then using it teacher asks to show up or to put it down
- Students play to a memo games.

### SESSION THREE

- The teacher presents the numbers to the class by using flashcards
- Using TPR children work with numbers. Using "Simon says..." , "Please go and touch..." , "Please, bring to me two..." or "point to..."

- Children play with the big plastic dice to guess the numbers and drawing
  - Teacher says "How many sisters you must draw?" Then T throws the dice and show the number. These papers can be used to **assess**
- Children play to a bingo game by groups of four
- The teacher shows and reads the story again to finish the lesson and then bye-bye routines.

#### SESSION FOUR

- The teacher shows and reads the story again to start the lesson, always after the daily routines
- Presenting vocabulary using flashcards ( big/medium/ small)
- Playing the game "Simon says" with plastiline children make balls of different sizes to practice
  - Ex. "Simon says: model a big ball"
- Then, the teacher makes a picture dictation (this can be used to **assess** children's knowledge)
  - Ex. Draw one big ball, draw two small houses . . .
- After that and to finish the lesson, they watch the story again but children must try to remember some information of the story before the teacher says it.

## SESSION FIVE

- Using the unit flashcards children review the vocabulary
- Using (happy/sad)faces they **assess** to their partners
  - What is it? It is a...
- They can play to all the games again and practice the vocabulary . This time, like a big quiz
- By groups of five, children can make role-plays of the story to their partners and teacher.



## ASSESSMENT

The most important technique to assess children is the **observation**

- They enjoy listening to the story
- They recognize the family members
- They enjoy learning vocabulary using games
- They are able to count until number five
- They understand and use vocabulary to talk about different sizes
- They assess to partners correctly using happy and sad faces
- They are able to remember the vocabulary used during the lesson
- They are able to act the story

## THE STORY TO READ

### THE FROG FAMILY

This is a story about Daddy frog,  
Mummy frog, Sister frog, Brother frog  
and Baby frog.

It ( is)was a very hot day, very, very hot.

Daddy frog (goes) went jump, jump, and  
(sit) sat on the leaf in the pond.

Mummy frog (is) was hot very, very hot.

So Daddy frog (says) said " come here!!"

Mummy frog (goes) went jump, jump, and  
(sit) sat on the leaf in the pond.

Sister frog (is) was hot very, very hot.

So Mummy frog (says) said " come here!!"

Sister frog (goes) went jump, jump, and  
(sit) sat on the leaf in the pond.

Brother frog (is) was hot very, very hot.

So Sister frog (says) said " come here!!"

Brother frog (goes) went jump, jump, and  
(sit) sat on the leaf in the pond.

Baby frog (is) was hot very, very hot.

So Brother frog (says) said " come here!!"

Baby frog (goes) went jump, jump, and  
(sit) sat on the leaf in the pond.

And then - SPLASH!!! - they all (fall) fell  
into the water.