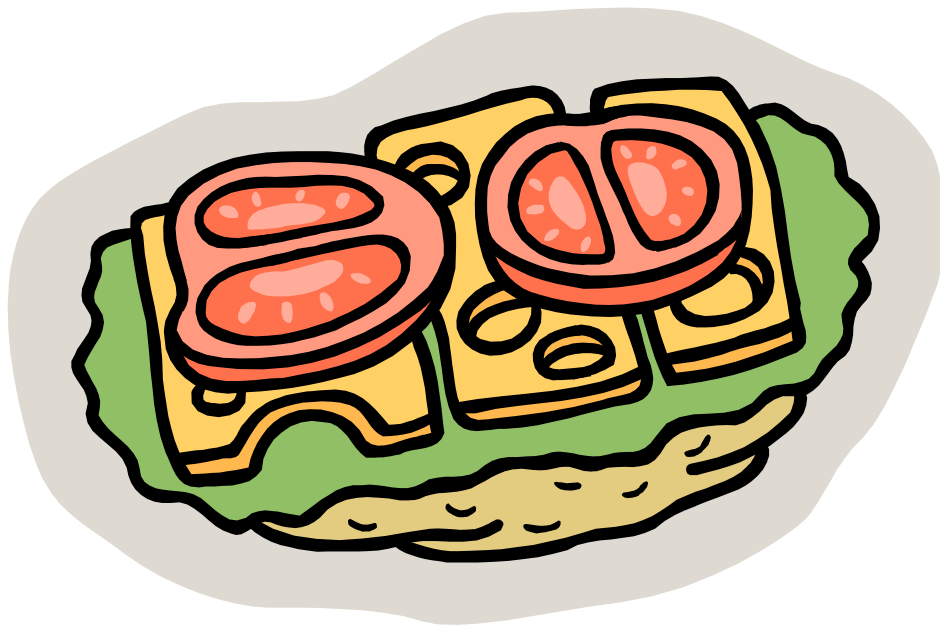


DIDACTIC UNIT :

**I like my sandwich!**



## INDEX

1	GENERAL ASPECTS .....	3
2	JUSTIFICATION .....	3
3	OBJECTIVES.....	6
4	CONTENTS .....	6
5	EVALUATION .....	8
5.1	Teacher's evaluation of the unit .....	8
5.2	Formal assessment.....	11
5.3	Self-assessment.....	12
6	DEVELOPMENT OF THE UNIT LESSON BY LESSON .....	13
	Session 1 out of 5 .....	13
	Session 2 out of 5 .....	15
	Session 3 out of 5 .....	17
	Session 4 out of 5 .....	19
	Session 5 out of 5 .....	21
7	ANNEXES .....	23
7.1	SONGS LYRICS:.....	23
7.2	STORY SCRIPT .....	24
7.3	SPINNERS .....	25

## 1 GENERAL ASPECTS

TITLE: <i>I like my sandwich!</i>	
FORM: 1 <sup>st</sup> level of Primary Education	CYCLE: First cycle
TERM: 2 <sup>nd</sup>	TEMPORALISATION: from to

## 2 JUSTIFICATION

The election of the topic of food for the first level of Primary Education is the result of a process of reflection. These are the conclusions we have come up with:

- Our pupils in the first level of Primary Education are still developing their own personality, including their likes and dislikes. They are still discovering the world and deciding which experiences they like and which they do not. This is exemplified in the case of food: children are still experiencing a variety of flavours, but at the same time they are starting to make clear what they have a taste for or not. Our students are still fond of talking about themselves and their preferences without inhibitions, which will facilitate our job throughout this unit. Hence, we can conclude that our pupils will approach the topic with a previous interest.
- In addition to the curiosity it arouses in our students, we must consider food as one topic that is worth dealing with, since there are many children in our country with weight and cholesterol problems due to an unbalanced diet. By working on food in the English classroom, we want to collaborate to make students aware of those food items that are healthy and those that are not.

Such reflections and the subtopic “healthy diet” can be placed in one of the **transverse themes** connected with this unit: Health Education. Education for Peace (the value of giving and sharing) is also present in the unit, particularly in the story *The Crazy Sandwich*. As we will see in the development of the activities, this unit is linked to **other core areas**: Spanish language (oral knowledge and use of the vocabulary and structures), Knowledge of the Natural and Social and Cultural Environment (types of food, healthy habits).

We will work on this topic at for five sessions of 60 minutes each, which will allow our pupils to get familiar with the vocabulary related with food, as well as the way to express and ask about likes and dislikes. The contents will be worked orally, as it is the oral code that is given relevance in the First Cycle of Primary Education. During the first sessions, the new vocabulary will be presented by means of the story and some listening activities. Later on, these language items will be practiced, going from carefully controlled practice to freer production.

With this unit, we aim at **contributing to the achievement of the following objectives set in our didactic programme:**

Area general objective	Cycle objectives	School year objectives
1. To understand and use with definite purposes global and specific information contained in oral texts related to near and known objects, situations and events.	1. To understand and use with definite purposes global information contained in short and very simple oral texts related to the student's near and known objects, situations and events.	1. To understand global information from short and very simple oral texts related to the student's near and known situations.
2. To use the foreign language orally to communicate both in the habitual classroom activities and in the situations created with this purpose, taking into account the basic rules of interpersonal communication.	2. To use the foreign language orally to communicate with the teacher and other pupils, by means of simple expressions, in the habitual classroom activities and in very clear contexts familiar to the pupil.	2. To use the foreign language orally to communicate with the teacher and other pupils, by means of very simple expressions, in the habitual classroom activities and routines. 3. To perform easy rhymes and songs in English.
3. To produce simple written texts about topics close to the pupils respecting the basic rules of the written code.	3. To produce the written form of isolated words previously worked in class from an explicit model.	- It will be dealt with in the second level.
4. To read understandably simple texts related to the classroom activities, their knowledge of the world and their experiences and interests, in order to gather information, both global and specific, and to be able to use it purposefully.	4. To read comprehensively isolated words and short sentences previously worked.	- It will be dealt with in the second level.

<p>5. To value positively the knowledge of foreign languages as a necessity imposed by the current society, showing an open attitude towards other societies and cultures.</p> <p>10. To be aware of one's own capacity to learn the foreign language, showing an uninhibited attitude towards their own productions and respectful with the other's ones.</p>	<p>5. To appreciate the knowledge of a foreign language and their own capacity to learn it, adopting a respectful attitude towards the foreign culture and the other's productions.</p>	<p>4. To start developing an appreciation for the knowledge of English.</p> <p>5. To develop a sense of curiosity for the English culture, adopting a respectful attitude towards it.</p> <p>6. To appreciate and respect the contributions of others.</p> <p>7. To have a knowledge of one's own progress by means of self-evaluation.</p>
<p>6. To understand and use the linguistic and non-linguistic conventions employed by the foreign language speakers in habitual situations of communication, both orally and in writing.</p>	<p>6. To understand and use some basic linguistic and non-linguistic conventions employed by the foreign language speakers in habitual oral exchanges.</p>	<p>8. To understand and use some basic linguistic conventions employed by the foreign language speakers in oral exchanges familiar to the pupil.</p>
<p>8. To establish relationships among the meaning, the pronunciation and the graphical representation of words and simple sentences in the foreign language, as well as to recognise and use the sounds, rhythm and intonation patterns which have a meaningful function in the communication process.</p>	<p>7. To start recognising the relationship among the meaning, the pronunciation and the spelling of some of the vocabulary familiar to the pupil, as well as to identify and use some intonation and pronunciation patterns.</p>	<p>9. To identify some simple English intonation and pronunciation patterns in very clear contexts (tales, rhymes, songs, etc).</p>

9. To use non-linguistic expressive resources (gestures, body language, diverse sounds, drawings, etc.) in order to try and understand as well as to make oneself understood through the use of the foreign language.	8. To be aware of the role of non-linguistic expressive resources, such as gestures, visual aids or sounds, in order to illustrate and understand oral language and start making use of some of them.	10. To be aware of non-linguistic resources, such as gestures, in order to understand the oral foreign language.
---	---	--

### 3 OBJECTIVES

**Key:**

**CO: Cycle objectives**

**SYO: School Year Objectives**

<u>CO:</u>	<u>SYO:</u>	<u>DIDACTIC OBJECTIVES</u>
1	1	1. To show global understanding of the story.
2	2	2. To identify and name some food items.
2	2	3. To identify and name the characters in this unit.
1, 2	1, 2	4. To ask and answer about likes and dislikes.
1, 2	3	5. To sing the songs <i>Good morning to you</i> , <i>What have I got in my bag?</i> , <i>I like my sandwich</i> song and <i>Time to go now</i> .
2	2	6. To sequence and act out the story of the unit.
5	4	7. To make materials (spinners) to play with them in the classroom.
5	7	8. To use ICT in the learning of English.
5	7	9. to fill in a self-evaluation sheet of the unit.
7	9	10. To distinguish between pairs of phonemes.

### 4 CONTENTS

<b>CONCEPTS</b>			
<b>Basic oral productive language:</b>	Asking about likes and dislikes: <i>Do you like...? Yes, I do / No, I don't.</i>		
<b>Basic oral productive vocabulary:</b>	<table border="1"> <tr> <td><b>New:</b> Food: <i>ice cream, cheese, bread, milk, chicken, chips, eggs, juice.</i></td> <td><b>Recycled:</b> <i>Tomato, apple, banana, pizza, spaghetti.</i></td> </tr> </table>	<b>New:</b> Food: <i>ice cream, cheese, bread, milk, chicken, chips, eggs, juice.</i>	<b>Recycled:</b> <i>Tomato, apple, banana, pizza, spaghetti.</i>
<b>New:</b> Food: <i>ice cream, cheese, bread, milk, chicken, chips, eggs, juice.</i>	<b>Recycled:</b> <i>Tomato, apple, banana, pizza, spaghetti.</i>		
<b>Receptive language:</b>	Expressing likes and dislikes: <i>I like..., I don't like</i>		
<b>Recycled language:</b>	Colours, Parts of the house.		
<b>Phonetic features:</b>	/t/ and /j/		

## PROCEDURES

### **Oral communication:**

- Taking active part in classroom routines.
- Singing and acting out songs.
- Identifying and using the language related to food.
- Listening to and understanding a story.
- Identifying characters.
- Acting out a story.
- Following instructions.
- Asking about other people's likes and dislikes.
- Listening to the story.
- Showing comprehension in TPR procedures.
- Playing games involving listening.
- Dramatising short dialogues and the story.
- Using educational software.
- Elaborating a handcraft to play a game.
- Filling in listening, evaluation and self-evaluation worksheets.

## ATTITUDES

- Active participation and enjoyment in the classroom activities and routines.
- Recognition of the value of using English in class.
- Interest in learning English and cooperating with others in group activities.
- Interest in the importance of keeping a balanced diet.

## SOCIOCULTURAL ASPECTS

- ✓ Respect towards people who speak other languages and have a different culture.
- ✓ Appraisal of the value and use of basic polite expressions in social relations (greeting, saying goodbye, etc.)
- ✓ Awareness of the difference in the times for meals in other cultures.

## TRANSVERSE THEMES

- **Health education:** a healthy diet makes us feel better.
- **Education for peace:** we must be willing to help others.

## 5 EVALUATION

The instruments for evaluation will be the following:

### 5.1 *Teacher's evaluation of the unit*

#### a. Evaluation of objectives

With this grid, we will check, in the elaboration of our Didactic Units, that all the didactic objectives are covered with the activities.

Didactic objectives	Lesson 1 activities	Lesson 2 activities	Lesson 3 activities	Lesson 4 activities	Lesson 5 activities	Lesson 6 activities

**b. Teacher's diary**

The teacher will keep a diary in order to write down comments on the development of each activity, improvements that can be made in the future, or any ideas that occur to him/her while developing the activities. The teacher can use a chart similar to the following one:

<b>UNIT:</b> <i>I like my sandwich!</i>		<b>LESSON:</b> 1 (presentation)	
<b>DATE:</b>		<b>GROUP:</b>	
<b>Activities</b>		<b>Observations/Comments</b>	
1. Hello routines: <ul style="list-style-type: none"> <li>- song</li> <li>- register</li> <li>- weather</li> <li>- birthdays</li> </ul>			
2. Presentation activity: " <i>the magic bag</i> ".			
3. Practice: <i>Bingo</i>			
4. TPR activity with cards.			
5. Goodbye routine			

**c. Evaluation of the unit form**

The following grid will be used at the end of the unit in order to check whether the objectives have been achieved by means of the activities included in the unit:

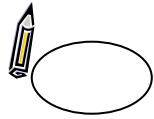
<b>UNIT:</b> <b>1<sup>ST</sup> LEVEL OF PRIMARY EDUCATION</b>	<b>DATES: FROM</b> _____ <b>TO</b> _____
--	--

<b><u>Pupil's name</u></b>																				
<b><u>Assessment criteria</u></b>																				
<b>Oral communication: comprehension</b>																				
Shows understanding of the story																				
Recognises words																				
Distinguishes between individual sounds																				
Responds to classroom language																				
<b>Oral communication: production</b>																				
Responds to questions																				
Participates in speaking activities																				
Participates talking to others																				
Uses English in the classroom																				
Pronounces intelligibly																				
<b>Socio-cultural aspects</b>																				
Shows interest in learning English																				
Show understanding of content linked to other areas of learning.																				
Respects other children in the classroom																				
<b>Other aspects of learning</b>																				
Participates in activities																				
Makes an effort																				
Cooperates with others																				
Pays attention																				
Is able to work independently																				
Feels confident in him/herself																				

<b>KEY</b>				
<b>1 = ALWAYS</b>	<b>2 = OFTEN</b>	<b>3 = SOMETIMES</b>	<b>4 = RARELY</b>	<b>5 = NEVER</b>

## 5.2 Formal assessment

### ➤ Students' evaluation sheet.



(Students must circle the item they hear in each case).

1.				
2.				
3.				
4.				



Students listen and draw a happy/sad face, according to what they hear. (I like/don't like X)


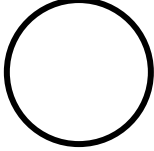

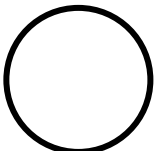

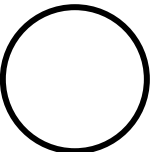

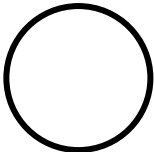

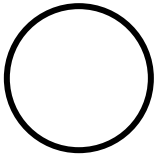

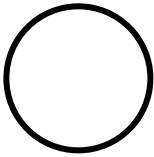

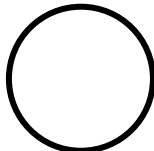

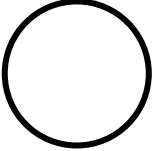

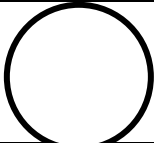

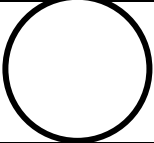
<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>

### 5.3 Self-assessment

✓ Self-assessment sheet.



(Students must draw a happy face if they remember the word and a sad face if they do not.)

## 6 DEVELOPMENT OF THE UNIT LESSON BY LESSON

### Session 1 out of 5

Length: 60 min.

Date: \_\_\_\_\_

### ACTIVITIES TO BE CARRIED OUT

<u>Types of activities</u>		
1. Motivation/routines	3. Development	5. Reinforcement
2. Checking of previous knowledge	4. Evaluation	6. Extension

<u>Types of grouping</u>			
<b>BG:</b> big group	<b>IW:</b> individual work	<b>PW:</b> Pair work	<b>SW:</b> Small group

<u>Activity 1.</u>		<u>Type</u>	<u>Time</u>
<b>Hello routine: Song</b> <i>Good morning to you, girls and boys</i> (see Annex). Next, <b>register, weather</b> (the child in charge sticks the symbol on the poster), and <b>birthday</b> (if it is a child's birthday, we all sing <i>Happy birthday to you</i> ) routines.		<b>1</b>	<b>10'</b>
<b>Didactic resources and materials:</b> Class list, weather cards, birthday poster, birthday cards..			
<b>Teacher's role:</b> Organiser and participant	<b>Pupils' grouping and interaction:</b> Big group.	<b>Skills:</b> L, S, intonation of questions, stress and rhythm.	

<u>Activity 2.</u>		<u>Type</u>	<u>Time</u>
<b>Presentation of new vocabulary: The Magic Bag.</b> Flashcards of food are introduced by taking them out of the <i>Magic Bag</i> and singing the song (see annex). The names of food items are repeated with different intonation, and then open questions (e.g. <i>a banana or a tomato?</i> ) are asked in order to check the assimilation of vocabulary.		<b>2,3</b>	<b>15'</b>
<b>Didactic resources and materials:</b> <i>Magic Bag</i> , flashcards or realia.			
<b>Teacher's role:</b> Organiser, participant and assessor.	<b>Pupils' grouping and interaction:</b> BG, IW	<b>Skills:</b> L, S, intonation of questions, stress and rhythm.	

<b>Activity 3.</b>		<b>Type</b>	<b>Time</b>
<b>Practice:</b> Bingo game. Children play bingo in pairs. More confident students can call out the food items themselves.		<b>2,3</b>	<b>15'</b>
<b>Didactic resources and materials:</b> 13 sets of Bingo cards with 5 pictures of food each. 5 counters per pair. Cards with the pictures of food.			
<b>Teacher's role:</b> Organiser, participant and assessor.	<b>Pupils' grouping and interaction:</b> BG, IW and PW	<b>Skills:</b> L, S, intonation of questions, stress and rhythm.	

<b>Activity 4.</b>		<b>Type</b>	<b>Time</b>
<b>Card game:</b> TPR activity: <b>Jump!</b> Big pictures of food items are laid on the floor. The teacher or, later, a confident student, says: <i>jump on the banana/sandwich...</i> , and the children jump on the corresponding picture.		<b>3,4</b>	<b>15'</b>
<b>Didactic resources and materials:</b> Big pictures of food.			
<b>Teacher's role:</b> Organiser and assessor.	<b>Pupils' grouping and interaction:</b> SG, PW	<b>Skills:</b> L	

<b>Activity 5.</b>		<b>Type</b>	<b>Time</b>
<b>Goodbye routines:</b> Song <i>Time to go now</i> , Jack and Rosie's secret word.		<b>1</b>	<b>5'</b>
<b>Didactic resources and materials:</b>			
<b>Teacher's role:</b> Organiser and participant	<b>Pupils' grouping and interaction:</b> BG. Listen to, sing, act out the song and tidy up.	<b>Skills:</b> L, S, stress and rhythm.	

**Session 2 out of 5**

Length: 60 min.

Date: \_\_\_\_\_

**ACTIVITIES TO BE CARRIED OUT**

Types of activities		
1. Motivation/routines Reinforcement	3. Development	5.
2. Checking of previous knowledge Extension	4. Evaluation	6.

Types of grouping			
<b>BG:</b> big group	<b>IW:</b> individual work	<b>PW:</b> Pair work	<b>SW:</b> Small group

<u>Activity 1.</u>		<u>Type</u>	<u>Time</u>
<b>Hello routine: Song</b> <i>Good morning to you, girls and boys</i> (see Annex). Next, register, weather, and birthday routines.		<b>1</b>	<b>10'</b>
<b>Didactic resources and materials:</b> Class list, weather cards, birthday poster, birthday cards.			
<b>Teacher's role:</b> Organiser and participant	<b>Pupils' grouping and interaction:</b> Big group.	<b>Skills:</b> L, S, intonation of questions, stress and rhythm.	

<u>Activity 2.</u>		<u>Type</u>	<u>Time</u>
<b>Vocabulary presentation: Story</b> <i>The crazy sandwich. (See Annex).</i> The teacher tells the story with the help of the flashcards. The first time, he will not show the last flashcard and ask the students to anticipate the end of the story. The second time, he will show the last story card. The third time, the teacher will encourage the students to repeat or tell (if they remember), the key language in the story ( <i>I like/don't like, food items</i> ).		<b>2, 3</b>	<b>20'</b>
<b>Didactic resources and materials:</b> Flashcards of the story scenes.			
<b>Teacher's role:</b> Organiser, participant and prompter.	<b>Pupils' grouping and interaction:</b> BG	<b>Skills:</b> L, S.	

<u>Activity 3.</u>		<u>Type</u>	<u>Time</u>
<b>Song:</b> <i>I like my sandwich</i> (see Annex). We will illustrate the song with gestures and will change the lyrics with different food items and expressing like or dislike.		<b>3</b>	<b>10'</b>
<b>Didactic resources and materials:</b> Flashcards of food.			
<b>Teacher's role:</b> Organiser, participant and prompter	<b>Pupils' grouping and interaction:</b> BG, SG.	<b>Skills:</b> L, S.	

<b>Activity 4.</b>			<b>Type</b>	<b>Time</b>
<b>Practice:</b> <i>Forehead clothes pegs.</i> The teacher will put a cardboard band with a clothes peg on it, and will pin a food flashcard on it. He must ask: <i>Is it a banana/tomato...?</i> And the children must say yes or no. It can also be played with the question <i>Do you like ...?</i>			<b>3,4</b>	<b>15'</b>
<b>Didactic resources and materials:</b> Cardboard bands with clothes pegs, flashcards of food.				
<b>Teacher's role:</b> Organiser, participant and prompter.	<b>Pupils' grouping and interaction:</b> BG, SG.	<b>Skills:</b> L, S.		

<b>Activity 5.</b>			<b>Type</b>	<b>Time</b>
<b>Goodbye routines:</b> Song <i>Time to go now.</i>			<b>1</b>	<b>5'</b>
<b>Didactic resources and materials:</b>				
<b>Teacher's role:</b> Organiser and participant	<b>Pupils' grouping and interaction:</b> BG. Listen to, sing, act out the song and tidy up.	<b>Skills:</b> L, S, stress and rhythm.		

**Session 3 out of 5**

Length: 60 min.

Date: \_\_\_\_\_

**ACTIVITIES TO BE CARRIED OUT**

Types of activities		
1. Motivation/routines Reinforcement	3. Development	5.
2. Checking of previous knowledge Extension	4. Evaluation	6.

Types of grouping			
<b>BG:</b> big group	<b>IW:</b> individual work	<b>PW:</b> Pair work	<b>SW:</b> Small group

Activity 1.		Type	Time
<b>Hello routine: Song</b> <i>Good morning to you, girls and boys</i> (see Annex). Next, register, weather, and birthday routines.		<b>1</b>	<b>10'</b>
<b>Didactic resources and materials:</b> Class list, weather cards, birthday poster, birthday cards.			
<b>Teacher's role:</b> Organiser and participant	<b>Pupils' grouping and interaction:</b> Big group.	<b>Skills:</b> L, S, intonation of questions, stress and rhythm.	

Activity 2.		Type	Time
<b>Song:</b> <i>I like my sandwich</i> (see Annex). We will illustrate the song with gestures and will change the lyrics with different food items and expressing like or dislike.		<b>3</b>	<b>10'</b>
<b>Didactic resources and materials:</b> Flashcards of food.			
<b>Teacher's role:</b> Organiser, participant and prompter	<b>Pupils' grouping and interaction:</b> BG, SG.	<b>Skills:</b> L, S.	

Activity 3.		Type	Time
<b>Vocabulary revision: Story</b> <i>The crazy sandwich</i> . The teacher revises the story and encourages students to repeat/produce the parts of the story they can remember.		<b>2, 3, 4</b>	<b>10'</b>
<b>Didactic resources and materials:</b> Flashcards of the story scenes.			
<b>Teacher's role:</b> Organiser, participant and prompter.	<b>Pupils' grouping and interaction:</b> IW	<b>Skills:</b> L, S.	

<b>Activity 4.</b>		<b>Type</b>	<b>Time</b>
<b>Listening comprehension worksheet:</b> <i>Listen and circle</i> (see the Evaluation section).		<b>3, 4</b>	<b>10'</b>
<b>Didactic resources and materials:</b> Worksheet, flashcards of food, children's portfolios.			
<b>Teacher's role:</b> Organiser, participant and assessor.	<b>Pupils' grouping and interaction:</b> IW, BG	<b>Skills:</b> L	

<b>Activity 5.</b>		<b>Type</b>	<b>Time</b>
<b>Handcraft:</b> <i>The food spinners</i> (see Annex). The children colour and stick their spinners, in order to have them ready for the next session.		<b>3</b>	<b>10'</b>
<b>Didactic resources and materials:</b> 25 copies of food spinners, stiff cardboard, scissors, glue, pencils.			
<b>Teacher's role:</b> Organiser, participant and assessor.	<b>Pupils' grouping and interaction:</b> IW	<b>Skills:</b> L	

<b>Activity 6.</b>		<b>Type</b>	<b>Time</b>
<b>Goodbye routines:</b> Song <i>Time to go now</i> .		<b>1</b>	<b>5'</b>
<b>Didactic resources and materials:</b>			
<b>Teacher's role:</b> Organiser and participant	<b>Pupils' grouping and interaction:</b> BG. Listen to, sing, act out the song and tidy up.	<b>Skills:</b> L, S, stress and rhythm.	

**Session 4 out of 5**

Length: 60 min.

Date: \_\_\_\_\_

**ACTIVITIES TO BE CARRIED OUT**

Types of activities		
1. Motivation/routines Reinforcement	3. Development	5.
2. Checking of previous knowledge Extension	4. Evaluation	6.

Types of grouping			
<b>BG:</b> big group	<b>IW:</b> individual work	<b>PW:</b> Pair work	<b>SW:</b> Small group

Activity 1.		Type	Time
<b>Hello routine:</b> Song <i>Good morning to you, girls and boys</i> (see Annex). Next, register, weather, and birthday routines.		<b>1</b>	<b>10'</b>
<b>Didactic resources and materials:</b> Class list, weather cards, birthday poster, birthday cards.			
<b>Teacher's role:</b> Organiser and participant	<b>Pupils' grouping and interaction:</b> Big group.	<b>Skills:</b> L, S, intonation of questions, stress and rhythm.	

Activity 2.		Type	Time
<b>Practice:</b> <i>Food spinners</i> . The children work in pairs. They spin their spinners and ask their partner: <i>Do you like X?</i> They must complete the list of food items with happy/sad faces according to the answer.		<b>3, 4</b>	<b>10'</b>
<b>Didactic resources and materials:</b> Food spinners, lists with food items.			
<b>Teacher's role:</b> Organiser, participant and assessor.	<b>Pupils' grouping and interaction:</b> PW	<b>Skills:</b> L, S.	

Activity 3.		Type	Time
<b>Song:</b> <i>I like my sandwich</i> (see Annex). We will illustrate the song with gestures and will change the lyrics with different food items and expressing like or dislike.		<b>3</b>	<b>10'</b>
<b>Didactic resources and materials:</b> Flashcards of food.			
<b>Teacher's role:</b> Organiser, participant and prompter	<b>Pupils' grouping and interaction:</b> BG, SG.	<b>Skills:</b> L, S.	

<b>Activity 4.</b>		<b>Type</b>	<b>Time</b>
<b>Pronunciation practice:</b> <i>Pronunciation chairs.</i> Two chairs are placed in front of the class. A flashcard of already-known vocabulary is laid on each chair. A child comes in front of the class and the teacher pronounces a word. The child must sit on the flashcard showing a word that rhymes with the one the teacher pronounced.		2, 3, 4	10'
<b>Didactic resources and materials:</b> some chairs, flashcards of vocabulary in the unit or other units for revision.			
<b>Teacher's role:</b> Organiser, participant and assessor.	<b>Pupils' grouping and interaction:</b> IW, SG	<b>Skills:</b> L, S, stress and intonation.	

<b>Activity 5.</b>		<b>Type</b>	<b>Time</b>
<b>Vocabulary revision and production:</b> <i>Dramatising the story.</i> The children are given roles and, with the help of the teacher and their classmates, dramatise the story.		3, 4	20'
<b>Didactic resources and materials:</b> Strips with clothes pegs, flashcards of the story, "Medals" with the characters' pictures.			
<b>Teacher's role:</b> Organiser, participant, prompter and assessor.	<b>Pupils' grouping and interaction:</b> SG	<b>Skills:</b> L, S, non-verbal language (mime, gesture), stress and intonation.	

<b>Activity 6.</b>		<b>Type</b>	<b>Time</b>
<b>Goodbye routines:</b> Song <i>Time to go now.</i>		1	5'
<b>Didactic resources and materials:</b>			
<b>Teacher's role:</b> Organiser and participant	<b>Pupils' grouping and interaction:</b> BG. Listen to, sing, act out the song and tidy up.	<b>Skills:</b> L, S, stress and rhythm.	

**Session 5 out of 5**

Length: 60 min.

Date: \_\_\_\_\_

**ACTIVITIES TO BE CARRIED OUT**

Types of activities		
1. Motivation/routines Reinforcement	3. Development	5.
2. Checking of previous knowledge Extension	4. Evaluation	6.

Types of grouping			
<b>BG:</b> big group	<b>IW:</b> individual work	<b>PW:</b> Pair work	<b>SW:</b> Small group

Activity 1.		Type	Time
<b>Hello routine:</b> Song <i>Good morning to you, girls and boys</i> (see Annex). Next, register, weather, and birthday routines.		1	10'
<b>Didactic resources and materials:</b> Class list, weather cards, birthday poster, birthday cards.			
<b>Teacher's role:</b> Organiser and participant	<b>Pupils' grouping and interaction:</b> Big group.	<b>Skills:</b> L, S, intonation of questions, stress and rhythm.	

Activity 2.		Type	Time
<b>Evaluation:</b> Evaluation sheet.		4	15'
<b>Didactic resources and materials:</b> Evaluation sheet number 10			
<b>Teacher's role:</b> Organiser and assessor.	<b>Pupils' grouping and interaction:</b> IW	<b>Skills:</b> L.	

Activity 3.		Type	Time
<b>Evaluation:</b> Self-evaluation sheet.		4	10'
<b>Didactic resources and materials:</b> Self-evaluation sheet number 10.			
<b>Teacher's role:</b> Organiser and assessor.	<b>Pupils' grouping and interaction:</b> IW	<b>Skills:</b> L.	

Activity 4.		Type	Time
<b>Revision:</b> <i>Corner time</i> . The children are divided into small groups and they can revise or play again any activity contained in the unit.		5, 6	20'
<b>Didactic resources and materials:</b> All the materials used in this unit.			
<b>Teacher's role:</b> Organiser, participant, prompter and assessor.	<b>Pupils' grouping and interaction:</b> IW, PW, SG	<b>Skills:</b> L, S.	

<b>Activity 5.</b>		<b>Type</b>	<b>Time</b>
<b>Goodbye routines:</b> Song <i>Time to go now.</i>		<b>1</b>	<b>5'</b>
<b>Didactic resources and materials:</b>			
<b>Teacher's role:</b> Organiser and participant	<b>Pupils' grouping and interaction:</b> BG. Listen to, sing, act out the song and tidy up.	<b>Skills:</b> L, S, stress and rhythm.	

# **7 ANNEXES**

## **7.1 SONGS LYRICS:**

### **Good morning to you girls and boys**

Good morning to you girls and boys,  
Girls and boys, girls and boys  
Good morning to you girls and boys,  
How are you?  
I'm very well today, thank you,  
Very well, very well  
I'm very well today, thank you,  
Very well

### **The weather song (tune: Clementine)**

What's the weather, what's the weather  
What's the weather like today?  
Is it sunny? Is it cloudy?  
Is it snong or raining again?

### **The magic Bag song**

What have I got in my magic bag?  
Magic bag, magic bag  
What have I got in my magic bag?  
El-O-El-O-El-O

### **Time to go now (tune: Frère Jacques)**

Time to go now, time to go now,  
Say goodbye, say goodbye  
Time to go and play now (bis)  
Say goodbye, say goodbye

### **I like my sandwich! (tune: La Cucaracha)**

I like my sandwich, I like my sandwich  
Yes, my sandwich is a treat  
I like my sandwich, I like my sandwich  
That is what I want to eat!  
(Yum, yum, yum, yum)

I like bananas, I like bananas  
Yes, bananas are a treat  
I like bananas, I like bananas  
That is what I want to eat!

*(yum, yum, yum, yum)*

*I don't like lettuce, I don't like lettuce  
No, a lettuce's not a treat  
I don't like lettuce, I don't like lettuce  
That's not what I want to eat!  
(yuck, yuck, yuck, yuck!)*

## **7.2 STORY SCRIPT**

### **The crazy sandwich**

#### **Card 1**

**Ana:** *I'm hungry!*

**Teresa:** *I'm hungry, too!*

**Ana:** *Let's have a sandwich!*

#### **Card 2**

**Ana:** *Mmmmmh! I like chicken in my sandwich*

**Teresa:** *Mmmmmh! I like bananas in my sandwich.*

#### **Card 3**

**Ana:** *I like tomato in my sandwich.*

**Teresa:** *I like chocolate in my sandwich.*

**Ana:** *I like lettuce in my sandwich.*

**Teresa:** *I like spaghetti in my sandwich.*

#### **Card 4**

**Ana:** *Yummy! I like my sandwich! Delicious!*

**Teresa:** *Yuck! I don't like my sandwich! Snif, sniff!*

#### **Card 5**

**Ana:** *Have my sandwich, Teresa!*

**Teresa:** *Thank you.*

#### **Card 6**

**Ana:** *Oh, no, the sandwich! (It falls on the floor and the dog eats it up)*

**Dog:** *Woof, woof! Delicious!*

**Teresa:** *Very good, Dog!*

### **7.3 SPINNERS**

The spinners are made by filling in each section of the hexagon with a picture of the selected vocabulary items. The children will cut it out and stick it on a piece of stiff cardboard. Then they will put a pencil through the middle to get the spinning effect.

