ABSTRACT

Our research study is based on the study of songs and games as resources for the teaching and learning of English as a foreign language to young children. Our primordial contribution the cognitive development of kids is to help them communicate ideas through the environment where they live in; therefore, we want to use them to create a fun and interesting environment where preschool they may feel sure to participate in a class through songs and games while trying to develop some abilities and skills.

Preschool-children do not connect logical things because they assimilate things with objects and according Piaget’s theory, cognitive development is connected to the four stages, which we focused the pre-operative stage says that children between two and six years old can associate words and things through symbols. That is why it is important the use of songs and games to improve the children's language learning and help them develop their skills.

Finally, songs and games are used as a great methodology for learning English to help children develop listening and speaking by participating in songs and games in oral communication.

KEYWORDS:

- Cognitive Development
- Pre-operatory stage
- Songs and games
- Pre-school children
- Lessons Plans
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Bibliography
UNIVERSITY OF CUENCA
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ENGLISH AND LITERATURE SCHOOL

“TEACHING ENGLISH TO THREE-TO-FIVE-YEAR-OLD CHILDREN AT ‘CENTRO SOL DE TALENTOS’ PRE-SCHOOL THROUGH SONGS AND GAMES”

PREGRADUATE MONOGRAPH Prior to obtaining the degree of BACHELOR IN ENGLISH LANGUAGE AND LITERATURE

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DIRECTOR: LCDO. RAFAEL ARGUDO VICUÑA

CUENCA – ECUADOR
2010
I want to dedicate this project to my God who gave me life, guided, and let me arrive were I am; I also want to dedicate this work to all my family, especially to my beloved grandparents who have always given me their unconditional support, patience, and comprehension during all my life; to my dear uncle Pablo who was my support and who encouraged me during my studies; finally, to my boyfriend who encouraged me to finish my career.

Verónica
I want to dedicate this Project to my deep loves, my husband Peter and my sons Esteban and Carlos Eduardo, since they supported and understood me with lots of patience and who forgave my absence during the time I studied this course. To my dear parents, because they were the essential strength to finish my career; I thank God for giving me the life and helping in my inhaled dream.

Ximena

“Whoso would be a man must be a nonconformist”

Emerson
ACKNOWLEDGMENT

We are grateful to all the people who helped us during the development of our project, especially to our director Mgst. Lcdo. Rafael Argudo Vicuña, for his patience and the time he spent to guiding and checking our project.
ACKNOWLEDGMENT

“A man is relieved and gay when he has put
his heart into his work and done his best; but
what he has said or done otherwise, shall
give him no peace” Emerson
AUTORSHIP

All the contents of this thesis is

The exclusive responsibility of its authors

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María Verónica Cabrera Carchipulla       Ximena Elizabeth Macancela Pulla
INTRODUCTION

The present project titled “Teaching English to three-to-five-year-old children at ‘Centro Sol de Talentos’ Pre-school through songs and games” has been written with the purpose of giving new ideas to the pre-school teachers on how to improve an English class for little children through songs and games, considering it is important to help students develop their abilities or skills to learn English as a foreign language, while expanding their vocabulary. Children will feel confident by using the foreign language in class.

This project is divided into three chapters; each one of them was worked out carefully with all the information and creativity to offer a useful guide to English Pre-school teachers.

In the first chapter, we refer to the concept of cognitive development and its four stages; we centered on the pre-operative stage and its characteristics and how adaptation, assimilation, accommodation, and equilibrium can help children’s learning. Moreover, it is very important to teach children by using songs and games in order to help them develop their learning process of foreign language in a dynamic way.

In the second chapter, we organize a unit plan and lesson plans to apply in a class which includes some interesting activities, like using games and songs to build up basic vocabulary.
In the third chapter, we develop unit 5 of the textbook Cookie and Friends A, the topic being “Farm animals and pets.” We applied the lesson plans of chapter two. This way we have provided some useful material that includes songs and games that can be used in an English class to motivate children to learn English as a foreign language.
CHAPTER I

TEACHING ENGLISH TO CHILDREN AGED 3-5

1.1 Four stages of development according to Piaget

Piaget identified four stages in cognitive development. The term “stage” means the time during which the person is able to understand some things but not others.

The first stage is a sensory-motor, pre-verbal stage, lasting approximately the first 18 months of life. In this period the infant’s intelligence is demonstrated through motor activities. Physical development allows infants to begin developing new intellectual abilities. Knowledge of the word is limited because they don’t have any experience of the environment yet. During this stage infants develop the practical knowledge which constitutes the basis of later representational knowledge. At the end of this stage toddlers have developed some symbolic abilities.

The second stage is pre-operational, where early intelligences are demonstrated through simple symbols. At this stage pre-school children have the ability to use symbolic thinking that involves the use of short words, images, pictures, and gestures. Their language is going to be developed by using imagination, memory, and motor
skills. At this stage **egocentrism** appears. It is the nature of young children to be egocentric in their thinking because they believe that they are the centre of the universe and everything revolves around them. Pre-school children egocentrism shows in young children’s inability to share their toys and their desire to always be first. It is not a kind of moral selfishness because it involves an early stage of psychological development. Also, **centrism** is presented in this stage. For example, Piaget refers to children’s inability to understand liquid volume. An illustration of centrism would be when mother presents two glasses of milk, the first one in a tall skinny glass and the second one in a short fat glass. The child is going to focus on only one of the dimensions of the glass, so since the milk of the tall skinny glass goes up much higher, the child assumes that there is more milk in that one than in the short fat glass. Another example is with money: a child this age would believe that five pennies is more money than one dime.

The third stage is called **concrete operational** because elementary and early adolescents operate on objects and not yet on verbally expressed hypotheses. They can think logically about objects and events. In this stage intelligence is demonstrated through logic and manipulation of symbols associated to concrete objects. Egocentric thinking is diminished.

Finally, the fourth stage is the **formal or hypothetic-deductive operations**. This occurs when older adolescents and adults can reason on hypotheses and not only on objects. In other words, they can think reasonably about abstract propositions and test hypotheses systematically. In this stage, intelligence is demonstrated through logical use of symbols, abstract concepts, and construction of more complex structures at the level of concrete operations and combinations.
1.1.3 Cognitive development in 3-5 year olds

In Piaget’s theory, the concept of cognition means to communicate ideas and images about new experiences of the environment where children live. They show their intelligence and behavior with motor skills before they can operate with symbols at all. Piaget’s theory of cognitive development covers a period between ages two to six, which is when they learn to use language representing objects by images, little words and drawings. They elaborate symbolic representations to form simple ideas and understand their own world. In this period they do not understand things in certain ways, such as concrete sense and manipulative information. Pre-school children have not completely developed the logic concept of things that older children or adults have. They represent their concepts symbolically, and this is called pre-concepts. For example, pre-concepts occur when pre-school children show the ability to recognize animals, naming these as dogs, rabbits, cats, horses, cows, and so on.

Piaget paid attention to how children of all ages think and how they adapt to the environment according to their behavior, which is controlled through mental organizations called schema. In other words, it is known that infants have certain skills. These skills are simple, and they apply to their environment in such a way that infants gain more knowledge of the world in which they live.

Operating means the mind’s representation of set perceptions, ideas, or actions that go together and that mind’s adaptation of these into its world. It is the process of working something out in your head; for example, little children have to act and try to think out of the real world. Trying to understand the meaning of an operation is to know the development of knowledge. That means the appreciation of our own world and our interpretation of this information according to our necessities. Knowledge is to act on,
modify, transform, and understand the information and finally to construct it because nobody copies the information and interprets it in exactly the same way.

The development of knowledge is a spontaneous process; it is a process which refers to the totality of the structures of knowledge. **Operation** is indispensable of knowledge, so it never works alone because it is always linked to other operations. An operation is an interiorized action which modifies the object of knowledge, and also, it can be in both places that are adding or subtracting information. The work of it is to build up logical structures and to make sense to little children.

Our work is going to focus on the second of the four stages, the **pre-operational** stage, which occurs at the end of the second through the sixth year. Some signs of this stage are: Children think that objects and words can be presented as symbols. They learn through fantasy, creative and dramatic play; they see the world from their point of view, and they find it difficult to focus on more than one thing. Here occurs a psychological function new to this level of development. The development of language is one of the characteristic of this period. Language is represented by objects, images, little words, symbolic functions, and drawings. If a representation were developed in the sensory-motor level in this instant, this information would be reconstructed by the child. Children’s thoughts are influenced by fantasy. They take information and change it in their minds to reach their ideas. The thinking in this stage is egocentric.

In the pre-operatory stage Piaget found that thought works in the mental actions of the pre-school child. It is easy for the child to make mental tasks instead of physical tasks. These children are able to form balanced concepts, mental interpretations and magical beliefs. They understand the procedures for mental actions in objects, but they cannot perform operations yet. Within this pre-operatory thought, there are two sub-stages: The **symbolic function** sub-stage and the **intuitive thought** sub-stage.
The symbolic function sub-stage occurs between two and six years. Children are able to make a design of objects and their language and mental abilities are being developed. But egocentrism and animism are limited. In egocentrism children can not distinguish between their own perception and that of the other person. They live within their own point of view, how they see things and not the actual views of others. Likewise, in animism they believe inanimate objects are capable of actions and have natural qualities. An example could be that a chair is bad because it makes the child fall down and hurt his little arm.

The intuitive thought sub-stage occurs when children are more curious and ask questions. In this stage children have a lot of information, but they are ignorant of how they know it. Within this sub-stage, Piaget shows two concepts which are involved in pre-operative thought: centralization and conservation. In centralization children focus all attention on things that they consider important for them according to their ages. Children in this stage are ignorant of conservation because conservation occurs when something is transformed, and at these ages children don’t understand the process of transformation because it is not clear for them yet. Centralization is working with more emphasis in this sub-stage because conservation will be developed in the children after when they grow up and can apply logical reasoning and solve problems. To sum up, during these two sub-stages children primarily learn through imitation and constructing symbolic images.
1.1.2 Adaptation, Assimilation, Accommodation, and Equilibrium as parts of learning in little children

Constructivism, according to Piaget, is considered as the development of intelligence as an adaptation of children to the environment, since the correct development of this process is going to depend on culture and on social environment where the child is going to grow and live. Piaget’s conceptions of how the cognitive system interacts with the outside world may become clearer if we analyze his concept of adaptation which he called assimilation, accommodation, and equilibrium. Consequently, Piaget worked in these interesting aspects that he considered important for children to adapt to their world.

Assimilation is the process by which a person takes some information or material from the environment into his/her mind and uses it to transform or change it according to his/her thoughts. In other words, it means to apply what somebody already knows and build it up in terms of his/her own point of view; it refers to the process of adapting new information into internal mental structures. The young child who pretends that the bark of a tree is a boat is an example of assimilation because the tree bark to his/her mental concept is a boat and he/she incorporates the object within the entire structure of his/her knowledge of boats.

Accommodation is the process of change made to one’s mind in order to accept something from the environment. Accommodation is a complementary process of adapting the mental structures. A little girl who carefully imitates her father’s gestures is an example of accommodation because she is adapting her gestures to the feature of her father’s behavior. As a result, in any cognitive function assimilation and accommodation are of equal importance and must occur together in an equal way because both factors make a vital contribution to the construction and use of
knowledge. Both processes are used simultaneously and alternately throughout life and always go together. We can’t have one without the other.

On the other hand, equilibrium is based on the perception of the world, where the child establishes a balance of the new ideas found and the concept of the world of how children sees, hears, or feels about the world.

Piaget emphasized equilibrium because adaptation is an equilibrium that has been reached through assimilation and accommodation of information of the environment. This assimilation and accommodation of information is a modification of the mental structures as results of new experiences. The function of intelligence is the process of organization and adaptation through assimilation and accommodation searching for a mental equilibrium. To conclude, equilibrium is an adaptation of assimilation and accommodation.

1.2 Importance of games and songs in children aged 3 – 5

Games are important for people of all ages, and they are especially important in a child’s life. Children’s nature is to play; and they play for instinct, for an inner strength that obligates them to move, manipulate, walk, run, stand up, make sounds, etc. They don’t play because someone tells them to, but they are moved by an inner necessity, the same kind of necessity that makes a cat chase a ball that rolls along the ground, catch the ball and play with it. Children don’t have to be taught how to play because it is an inherent preparatory exercise. It is a mixture of past, present and future. Children enjoy playing, and at the same time playing helps to develop the growth of the mind and the physical movement helps to develop motor skills. Also, playing develops skills, habits, and attitudes that will stay with them throughout their lives. Games are activities that children like to do, and through games children learn to deal with frustrations, to
improve, and to share with others. When playing, children meet other children, make friendship with them, recognize their merit, cooperate, make sacrifices for friends and partners, and learn to respect human rights, respect the rules of a game, win and lose with dignity.

Similarly, songs are the best idea for language learning for children. They love to sing songs, and they will want to sing over and over again. However, teachers find a little problem because many of the songs have too much vocabulary; it is recommended to look for short songs that make simple repetitions for children. Songs are very important in a child’s life because it is a way for them to develop their language and minds. Each song has an interesting story, so it is easy for them to develop their listening skills. Maybe many of the pre-school teachers do not know how and why to apply songs in classes. On the other hand, songs are going to benefit their students, and indeed teachers can find many good reasons for using songs to teach a second language and make classes fun and easier. Little children enjoy singing ditties, and they are an important method to include in a pre-school curriculum.

Songs and games as educative elements are influential in skills development, social development, imagination, creativity, physical development, psychological development, socialization, and spiritual development.

1.3 The importance of teaching English to children aged three to five through songs and games

Pre-school children have a very short attention span and will be easily overwhelmed or bored. They will forget things quickly, they may not have a lot of motivation to learn, they may not have a lot of self-confidence in their native language, and consequently they may be shy. Teachers need lots of fresh ideas to keep children’s
attention in class and to be successful. Pre-school teachers do not need a lot of time to prepare their lessons because the application of songs and games are wonderful opportunities to learn English as a second language and at the same time give children the opportunity to communicate in English with didactic listening and speaking activities. It is important to have quality English classes rather than quantity, and it does not mean to keep children busy in classes. Pre-school songs, games, and education should be correlative. Education comes from Latin *educare*, which means movement, flow, physical development, social development, and psychological development. Children’s experiences with games help to build up the support of all learning.

The importance of pre-school songs and games in education are wonderful because they put all the organs of the body into activity. Children love to do these songs and games, and teachers have the opportunity to obtain good learning results. During the games, teachers can use real objects such as clothes, blocks, or colorful pictures to make the games more interesting and to be very flexible with the rules of the games. For example, if children are not participating or integrated into a game, the teacher may change the game or activity they are doing. Moreover, teachers can find many pre-school games or songs to make classes more interesting. Pre-school games and songs are important to prepare a child to integrate into social life for it helps to develop language and arouse the talent and make learning fun. The importance of songs and games is vital and significant in education. However, in many of our pre-schools the application of pre-school songs and games in English classes is ignored. Even if teachers have access to modern advances of technology, they continue with disgraceful traditionalisms that only seem important to them: memorization is stressed, and games are only allowed during the break. At this time, the new education in pre-schools is based on renaissance and humanism in opposition to medieval education, which is
based on authoritarianism and traditionalism. During class, teachers may apply a variety of interesting activities, natural spaces within the pre-school or a friendly atmosphere, physical movement or games where all students will be the winners. Repetition is important to apply in songs and games because it is going to guarantee successful learning. With this in mind, pre-school songs and games are the best way to improve the learning of English as a second language for children aged 3-5. Children are essential to an educative action. When children are singing songs, they have the opportunity to coordinate movements of their hands or bodies with what their eyes see.

Pre-school teachers know that children are learning basic vocabulary, such as numbers, fruits, transportation, parts of the body, days of the week, colors, pets, zoo animals, etc. The use of songs as a tool for teaching is going to guarantee successful learning, especially in the teaching of basic vocabulary because it will make easier to learn and remember. For example, if we want to teach the parts of the body, it is important to sing pointing to the parts of the body. Children really love to sing songs because they make it a lot easier for them to move according to the rhyme of the song. While singing and making movements or dancing, they show their independence, autonomy, self-confidence, and security of what they are doing; after many repetitions, they can remember the song and sing it when they want. When making movements or dancing, children are developing motor skills. Teachers should keep in mind that the song must be short and should correspond to the ages of the students, as well as the teacher should start singing it slowly until children can sing it and follow with the movements. Children build up their vocabulary and learn short phrases because they are concentrated listening to and singing the song. It is important to concentrate on speaking practice and start with a single word and short phrases.
Songs are in fact important to apply in pre-school classes for they are going to be easier to learn and have fun. In conclusion, it is important to use songs and games into the daily routine of pre-school classes because they provide a chance to learn new things more easily and at the same time increase the children’s activity level and self-esteem.

1.4 Developing listening and speaking skills through songs and games

A pre-school teacher should be positive during his work with little children and be very friendly and kind using the key words “please” and “thank you”. Children at ages between three to five years old have a lot of energy and it could be a special challenge to focus them on English language classes and make these classes fun and interesting for them. For many teachers, encouraging the listening skill in little children may be a little difficult due to attention spans that are not completely developed in children; but teachers can do it; they only need a little creativity to generate interactive games. Children are growing and their listening and speaking skills, too. Speaking occurs when the child gets the ability to express his ideas, wants, and needs in short words and in comparison with the listening skill, a child gets the language that is learned and gets the ability to understand the sounds of songs and follow directions. Here is where the pre-school teacher should help his students by giving them support and encouraging their language development for children of this age are capable to differentiate between sound, drawings, and facial expressions. A teacher should never tell his students “you cannot do it” because the teacher will be putting English off of the life of these little students and here is where the fear of the English language is going to grow. Children between 3-5 are learning to imitate sounds and everything seems interesting and curious for them, so children need good speaking and listening models or patterns; this way teachers will encourage children to find a purpose to talk and practice what they
are learning. To get a good speaking development, it is recommendable to use a repetitive language and in this case the vocabulary of songs or games. Also, discovering new experiences is going to help pre-school students to develop their listening and speaking skills and it is important to allow children to freely discover the world of words because they are getting the opportunities to use and practice the language. If a child makes a pronunciation mistake, the teacher should not ask another child to correct the answer, since these responses might affect a child’s self-confidence and this child gradually will not participate anymore; it is better to stay with the same child and get the answer by other ways. Within the language development, we can find the significance to understand body language, change every day topics to make classes interesting; for example, the teacher can use the pre-school’s resources to go through different ways to play games, and establish or maintain eye contact while the teacher is molding the new vocabulary; clear and slow pronunciation of words is important, too. Children at this age express, for example, their ideas with short words or an average of sentence length of about 4 words.

The pre-school teacher’s duty is to help children improve their language development, especially in the listening and speaking skills. Initially, if little children don’t understand the sounds of words, it is better to simplify the language and stress the words that you want the child to learn. It is important to make emphasis on lots of practice of talking, lots of good language models, and practice each oral game and song until they are easy for the students.
CHAPTER II

METHODOLOGY AND STRATEGIES

2.1 Analysis of the model book “Cookie and Friends A, Teacher’s Guide”

Considering the importance of teaching English since the early years of childhood and considering the fact that we live in a globalized world which the demands everybody to know a foreign language to deal with today’s technological advances, we should start teaching English to our little children in our pre-schools. Pre-school teachers have in their hands the future of our country; this is the place where little children begin their academic living and it is a wonderful idea to include a target language in our curriculum. Also, English classes are important in pre-school level because little children are creating their basis before going into primary school. The teaching of a target language through songs and games is an interesting way to get excellent results because this is one of the things children love to do, that is, singing songs and playing games. So, songs and games are a motivating way or method to teach English in children aged three to five; songs and games make children like learning a foreign language. At the same time, songs and games are appropriate to develop children’s self-esteem, motor skills, social and affective behavior, etc. Pre-school teachers should help children maintain their identity while learning the English language.

All the theory this project includes concepts and clear definitions of the songs and games mentioned in the first chapter. In the second chapter, we analyze the model book COOKIE AND FRIENDS A, Student Book, used with children at Sol de Talentos pre-school. On the other hand, according to our experiences as English pre-school
teachers, we realized that three to-five year-old children have some needs and interests; that is, they want to be in a familiar atmosphere where they can learn effectively because a pre-school child wants to know and discover his/her physical, social, and natural environment to develop his/her skills. This book consists of six units, but we have analyzed only one unit and organized four lesson plans which will be developed in each one of the classes during four weeks; we will use various songs and games appropriate for the student’s ages; this way children will use the foreign language as a means of communication by moving their bodies and repeating each one of the lyrics of the songs. Moreover, they will participate actively in the games.

Preschool children are a group of little kids with a lot of needs; for example, they love to move and ask some questions about things that are interesting for them because their knowledge is limited; that is, they hear rhymes and forget them easily. They watch some pictures and can remember them after a time, and they can do a few things by themselves and understand what they are doing.

Our experience teaching this level makes us believe this book has some weaknesses because it has no interesting songs and games that make little children enjoy learning English as a foreign language. For example, unit 5 deals with farm animals and pets, and the activities the book suggests do not help get the goal, so we will incorporate some more activities and will apply a methodology which will consist of repeating the different lyrics of songs so as to motivate young children to participate actively in the games and integrate them into the class dynamics. This book has six units, which are shown in the chart below:
After analyzing this book and, according to our proposal, we found some weaknesses and strengths which must be improved to help young children learn English. The results are shown below:
## IDENTIFICATION OF STRENGTHS AND WEAKNESSES

### Diagnostic of educational work

<table>
<thead>
<tr>
<th>STRENGTHS</th>
<th>WEAKNESSES</th>
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<tbody>
<tr>
<td><strong>SKILLS</strong></td>
<td></td>
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<tr>
<td>- This book contains the four general skills of a language:</td>
<td>- Each lesson of the book does not contain a lot of pages to be colored by children.</td>
</tr>
<tr>
<td>- Listening.</td>
<td>- There are not enough songs and games to practice the topic being studied.</td>
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<tr>
<td>- Reading.</td>
<td></td>
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<tr>
<td>- Writing.</td>
<td></td>
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<tr>
<td>- Speaking.</td>
<td></td>
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<tr>
<td><strong>CONTENTS</strong></td>
<td></td>
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<tr>
<td>- The book has six units that include topics to develop the children's needs.</td>
<td>- Most of the contents do not have enough extra pages to complement the children's understanding.</td>
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<tr>
<td>- It includes fine motor skills, Coordination and control.</td>
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<td>- The topics of the book deal with feelings and sensations.</td>
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<tr>
<td>- Each lesson contains activities which help improve the students' gross motor skills.</td>
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<tr>
<td><strong>METHODOLOGICAL STRATEGIES</strong></td>
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<tr>
<td>In this book we find some strategies to get the students' comprehension:</td>
<td>- There is a lack of methodological strategies to improve the student's vocabulary, like songs or interesting games.</td>
</tr>
<tr>
<td>- Participation in nursery rhymes, songs, dance, and listening activities</td>
<td>- There are not enough coloring pages to reinforce the vocabulary learned.</td>
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<tr>
<td>- Use of the body to express and communicate feelings and emotions.</td>
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<tr>
<td><strong>DIDACTIC RESOURCES</strong></td>
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<tr>
<td>- Teacher’s book.</td>
<td>- There are not extra activities in the book to reinforce the learning process. (photocopies)</td>
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<tr>
<td>- Student's book.</td>
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<td>- C D.</td>
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<td><strong>EVALUATION</strong></td>
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<tr>
<td>- To sum up, each lesson has short stories which are easy to comprehend while little kids are listening to the vocabulary.</td>
<td>- There is not an extra page to evaluate if the objectives established have been achieved.</td>
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<tr>
<td></td>
<td>- There is not an extra manual activity to work with children and stimulate the learning process.</td>
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</table>
Our research work is fully developed in Unit 5, which deals with farm animals and pets.

2.2 Strategies to improve an English class through songs and games

applied in lesson plans
**CENTRO EDUCATIVO “SOL DE TALENTOS”**  
**AÑO LECTIVO 2009 – 2010**  
**AREA: ENGLISH**  
**PRE-SCHOOL**  
**MONTH OF JUNE AND JULY**  
**TEACHERS:** Verónica Cabrera and Ximena Macancela

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>AREA</th>
<th>TOPIC</th>
<th>GENERAL OBJECTIVE</th>
<th>SPECIFIC OBJECTIVES</th>
<th>SKILLS</th>
<th>ACTIVITIES</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>RESOURCES</th>
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<tr>
<td>PRESCHOOL</td>
<td>ENGLISH</td>
<td>* FARM ANIMALS AND PETS</td>
<td>- Name and identify in English some names of farm animals and pets.</td>
<td>-Coordination between gross and fine motor skills.</td>
<td>LISTENING</td>
<td>CORE VOCABULARY</td>
<td>29</td>
<td>30</td>
<td>-Pre-school girls and boys</td>
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<td></td>
<td></td>
<td></td>
<td>-Motivate young children to learn a foreign language.</td>
<td></td>
<td>-Understand oral instructions.</td>
<td>Duck, fish, rabbit, cow, chick, sheep, hen, horse, dog and cat.</td>
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<td>-Photocopies</td>
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<td></td>
<td>-Listen and participate actively singing songs and playing games, dancing and</td>
<td>REVIEW</td>
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<td>making kinesthetic movements.</td>
<td>Fingers, arms, head, hands</td>
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<td>COOKIE AND FRIENDS A</td>
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<td></td>
<td>SPEAKING</td>
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<td>-CD</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td>-Pronounce some words correctly.</td>
<td>Red, pink, yellow, purple, green, blue, orange, brown, white, black.</td>
<td></td>
<td></td>
<td>-Radio</td>
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<tr>
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<td></td>
<td></td>
<td>-Describe orally some objects,</td>
<td>Numbers 1-6 colors, body.</td>
<td></td>
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<td>-Notebooks</td>
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<td>-Cardboards</td>
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<td>-Pencil</td>
</tr>
</tbody>
</table>

VERÓNICA CABRERA CARCHIPULLA/ 2010
XIMENA MACANCELA PULLA
feelings, and sounds.
-Participate in nursery rhymes, songs, chants and games.
-Express feelings through songs and games.

**READING**
-Recognize colors, flashcards and pictures.
Read through drawing pictures.

**WRITING**
-Use the body as a means of expressing feelings.
Color some copies.

<table>
<thead>
<tr>
<th>Adjectives: big and small.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CLASSROOM LANGUAGE</strong></td>
</tr>
<tr>
<td>This is a...</td>
</tr>
<tr>
<td>What color is the cow?</td>
</tr>
<tr>
<td>Is the chick a farm animal or a pet?</td>
</tr>
<tr>
<td>Is the sheep a farm animal? Yes.</td>
</tr>
<tr>
<td>Color the pig, pink.</td>
</tr>
<tr>
<td>Cross out the big/small pig.</td>
</tr>
<tr>
<td>What are these? They are chicks.</td>
</tr>
<tr>
<td>What number is this? Number five.</td>
</tr>
<tr>
<td>What color are the pigs? Pink.</td>
</tr>
</tbody>
</table>

| -Markers               |
| -Glue stick           |
| -A pair of scissors   |
| -Poster               |
| -Jigsaw puzzle        |
| -Musical box          |
| -Balloons             |
The model book analyzed does not have enough entertainment activities for young children who are trying to learn English, so we organized our own lessons plans including more interesting and creative songs and games related to the contents of Unit 5 to develop their listening and speaking skills, as well as their class participation. These lesson plans are shown in the charts below:

**Lesson Plan one**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Centro Sol de Talentos</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level:</strong></td>
<td>Preschool</td>
</tr>
<tr>
<td><strong>Subject:</strong></td>
<td>English</td>
</tr>
<tr>
<td><strong>Topic:</strong></td>
<td>Farm animals and Pets</td>
</tr>
<tr>
<td><strong>Duration:</strong></td>
<td>One week</td>
</tr>
<tr>
<td><strong>Objective:</strong></td>
<td>To learn English while having fun.</td>
</tr>
<tr>
<td><strong>Skills:</strong></td>
<td>Listening, speaking, reading, writing</td>
</tr>
</tbody>
</table>

**Contents**

- Informative Data

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<tr>
<th>Cognitive</th>
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</thead>
<tbody>
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</tr>
<tr>
<td><strong>Recycled</strong></td>
</tr>
<tr>
<td>Fingers, arms, head, hands</td>
</tr>
<tr>
<td>Red, pink, yellow, purple, green, blue, orange, brown, white, black.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Methodological strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Warm up: game “Animal Shadows”</td>
</tr>
<tr>
<td>- Presentation of the new vocabulary.</td>
</tr>
<tr>
<td>- Sing the song: “Baa, baa, black sheep”</td>
</tr>
<tr>
<td>- Listen, point, repeat and color the farm animals and pets.</td>
</tr>
<tr>
<td>- Imitate animal sounds.</td>
</tr>
<tr>
<td>- Bulletin board</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Photocopies</td>
</tr>
<tr>
<td>Flashcards</td>
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<tr>
<td>CD</td>
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<tr>
<td>Radio</td>
</tr>
<tr>
<td>Color pencils</td>
</tr>
<tr>
<td>Yarn</td>
</tr>
<tr>
<td>Blackboard</td>
</tr>
<tr>
<td>Markers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Ask students short questions.</td>
</tr>
<tr>
<td>- Ask children to identify animals that are pets. What animals can live in a farm?</td>
</tr>
</tbody>
</table>

**BIBLIOGRAPHY:**


http://www.yellowpencil.com

http://www.genkienglish.com

http://www.lessonplanspage.com/LAJH.htm
Lesson Plan two

1. Informative Data
   **Institution:** Centro Sol de Talentos  
   **Level:** Preschool  
   **Subject:** English  
   **Topic:** Farm animals, pets and colors  
   **Duration:** One week  
   **Objective:** To learn English while having fun.  
   **Skills:** Listening, speaking, reading, writing

<table>
<thead>
<tr>
<th>Contents</th>
<th>Methodological strategies</th>
<th>Resources</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive</td>
<td>-Warm up: game <em>Jigsaw Pictures</em></td>
<td>Flashcards</td>
<td>-Recognize the name of the animals and the colors.</td>
</tr>
<tr>
<td></td>
<td>-Presentation of the new vocabulary.</td>
<td>CD</td>
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</tr>
<tr>
<td></td>
<td>-Sing the song: &quot;Old MacDonald&quot;</td>
<td>Jigsaw puzzle</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Circle the pets and color the farm animals.</td>
<td>Radio</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Musical box.</td>
<td>Colors pencils</td>
<td></td>
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<tr>
<td></td>
<td>- Cut and glue pictures</td>
<td>Glue stick</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Recycled</strong></td>
<td>A pair of scissors</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Duck, fish, rabbit, cow, chick, sheep, hen, horse, dog and cat.</td>
<td>Blackboard</td>
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</tr>
<tr>
<td></td>
<td>Red, pink, yellow, purple, green, blue, orange, brown, white, black.</td>
<td>Markers</td>
<td></td>
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<td></td>
<td></td>
<td>Cardboards</td>
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<tr>
<td></td>
<td></td>
<td>Musical box</td>
<td></td>
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</tbody>
</table>

**BIBLIOGRAPHY:**


http://www.yellowpencil.com

http://www.genkienglish.com

http://www.lessonplanspage.com/LAJH.htm
Lesson Plan three

1. Informative Data
   Institution: Centro Sol de Talentos  
   Level: Preschool  
   Subject: English  
   Topic: Farm animals, pets and adjectives  
   Duration: One week  
   Objective: To learn English while having fun.

<table>
<thead>
<tr>
<th>Contents</th>
<th>Methodological strategies</th>
<th>Resources</th>
<th>Evaluation</th>
</tr>
</thead>
</table>
| Cognitive  
  Review of vocabulary: Duck, fish, rabbit, cow, chick, sheep, hen, horse, dog and cat.  
  Recycled Red, pink, yellow, purple, green, blue, orange, brown, white, black.  
  Adjectives: big and small.  
  -Warm-up: “Put the tail to the cow”  
  -Presentation of the new vocabulary.  
  -Sing the song: “Baa, baa, black sheep”  
  -Listen, color and cross out.  
  -Mime.  
  -Decorate the sheep.  | Photocopies  
  Flashcards  
  CD  
  Radio  
  Colors pencils  
  Yarn  
  Poster  
  Blackboard  
  Markers | -Teacher shows flashcards and student recognize the animal’s names and where they live. |

BIBLIOGRAPHY:


http://www.yellowpencil.com
http://www.genkienglish.com

http://www.lessonplanspage.com/LAJH.htm
Lesson Plan four

1. Informative Data
   Institution: Centro Sol de Talentos
   Level: Preschool
   Subject: English
   Topic: Farm animals, pets and numbers.
   Duration: One week
   Objective: To learn English while having fun.
   Skills: Listening, speaking, reading, writing

<table>
<thead>
<tr>
<th>Contents</th>
<th>Methodological strategies</th>
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<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive</td>
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<td>Photocopies</td>
<td>-Recognize the names of the farm animals and pets.</td>
</tr>
<tr>
<td></td>
<td>-Presentation of the new vocabulary.</td>
<td>Flashcards</td>
<td>-Recognize the numbers from one to six.</td>
</tr>
<tr>
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<td>-Sing the song: “Old MacDonald”</td>
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<tr>
<td></td>
<td>-Count and match.</td>
<td>Radio</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- What number is?</td>
<td>Colors pencils</td>
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<td></td>
<td>-Balloons with numbers.</td>
<td>Pencils</td>
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<tr>
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<td>Adjectives: big and small.</td>
<td>Markers</td>
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<td>Blackboard</td>
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<td></td>
<td>Balloons</td>
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<tr>
<td>Recycled</td>
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BIBLIOGRAPHY:


http://www.yellowpencil.com
http://www.genkienglish.com

http://www.lessonplanspage.com/LAJH.htm
Lesson Plan for Assessment

1. Informative Data
   **Institution:** Centro Sol de Talentos  
   **Level:** Preschool  
   **Subject:** English  
   **Topic:** Farm animals, pets, colors, adjectives big/small, and numbers.  
   **Duration:** One week  
   **Objective:** To learn English while having fun.  
   **Skills:** Listening, speaking, reading, writing

<table>
<thead>
<tr>
<th>Contents</th>
<th>Methodological strategies</th>
<th>Resources</th>
<th>Evaluation</th>
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</thead>
<tbody>
<tr>
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<td>Photocopies</td>
<td>Recognize the names of the farm animals and pets.</td>
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<td></td>
<td>- Warm-up: song “Old MacDonald”</td>
<td>Flashcards</td>
<td>Identification of the colors.</td>
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<td>Recycled</td>
<td>Second step</td>
<td>CD</td>
<td>Identify the small and big animals.</td>
</tr>
<tr>
<td>One, two, three, four, five, six.</td>
<td>- Cut and glue small/big pictures.</td>
<td>Radio</td>
<td>Recognize the numbers from one to six.</td>
</tr>
<tr>
<td>Red, pink, yellow, purple, green, blue, orange, brown, white, black.</td>
<td>Third step</td>
<td>Magazine</td>
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<td>Adjectives: big and small.</td>
<td>- Flashcard of numbers.</td>
<td>A pair of scissors</td>
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</tr>
<tr>
<td></td>
<td>- Fourth step</td>
<td>Glue stick</td>
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<tr>
<td></td>
<td>Flashcards of farm animals and pets.</td>
<td>Cardboards</td>
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</tr>
<tr>
<td></td>
<td>- Evaluation page</td>
<td>Markers</td>
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<tr>
<td></td>
<td>- Extra manual activity “paper roll puppets”</td>
<td>Blackboard</td>
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<tr>
<td></td>
<td></td>
<td>Colors pencils</td>
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BIBLIOGRAPHY:


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http://www.crayola.com

http://www.lessonplanspage.com/LAJH.htm

To end this unit we present an extra Manual Activity to work with children; this Manual is called *Paper Roll Puppets*. The objective is to keep children motivated.
CHAPTER III

SUGGESTIONS TO TEACH ENGLISH THROUGH SONGS AND GAMES

3.1 Organizing a unit by using the lesson plans based on songs and games

In this chapter, we are going to organize a unit based on the lesson plans presented in the chapter two, which topic was farm animals and pets. We are incorporating useful activities in each lesson plan. These songs and games are going to facilitate the teaching of a second language in a fun and dynamic way and to develop the skills according to the children’s ages. By doing these activities, children are going to use the language most of the class time, thus creating communicative situations that will facilitate the learning of simple structures and basic vocabulary.

The development of each lesson plan is organized in four sections. The first one is called before the class, where a warm-up actively followed by a simple activity to motivate children to learn the second language is presented. The second activity is called during the class, and the new vocabulary and structures are presented in a simple way; the description of the activity children are going to develop comes next. The third section is called after the class, where a simple and dynamic activity to end the class is carried out. Finally, the fourth section, to reinforce, helps children to reinforce the things learned in class and extend the class work.

To evaluate the whole unit that deals with farm animals and pets, we present a photocopy page that will let the teacher know if the unit objectives have been achieved.

As an extra Manual Activity, we have included here some paper roll puppets to reinforce the work in class as a way to motivate children, considering it is a useful and active class variant.
Also, in this unit we are going to add a CD with the songs and the lyrics used in this unit, as well as the extra reinforcement activities presented in point 3.2 of this chapter.

DEVELOPMENT OF THE FIRST LESSON PLAN

BEFORE THE CLASS

1. WARM UP: Game

Animal shadows

“Point a torch light behind you as you stand in front of a wall. Mime different animals’ shapes and movements with your arms and hands. Ask the students to guess the animal you are miming. In case they cannot guess, help them with the sound that animal makes. Encourage the children to do the same with other animals.”

DURING THE CLASS

1. Presentation of new vocabulary

   dog, cat, cow, pig, chick, sheep, horse, hen, rabbit, and duck

   The teacher uses flashcards of farm animals and pets to present the new vocabulary. The teacher says:

   “This is a dog” and asks children to repeat this is a dog and continue with the next animals: “This is a cat”; “This is a cow”, and so on.

---

1 Sainz, Patricia, The teacher’s MAGAZINE, Games, No. 54; Editorial/Contents, 2003, 6
2. Song: “BAA, BAA, BLACK SHEEP”²

First, the teacher plays the CD, song 1, and asks children to listen to the song carefully and encourages them to sing the song while clapping their hands.

“Baa, baa, black sheep”

Baa, baa, black (white) sheep,
Have you any wool?
Yes sir, yes sir,
Three bags full
One for the master,
One for the dame,
And one for the little boy
Who lives down the lane.

3. Listen, point, repeat, and color

The teacher asks children to open the book on page 1 and observe the pictures of animals. Then, ask students to listen, point, and repeat the animal’s names in English; finally, ask them to color the farm animals and pets. For example:

T: “Color the cow black and white. Color the pig pink. Color the chick yellow.”

AFTER THE CLASS

1. Animal sounds

Stick flashcards of animals on the blackboard and ask students to make the sounds of farm animals and pets.

TO REINFORCE

1. Bulletin Board

The teacher gives students some photocopies of a cat, a chick, a sheep, a dog, and a horse; students have to color and decorate them. At the end of this activity, the teacher presents a house and a farm; then children have to stick their worksheets on the correct place where the animals live. Finally, the teacher asks some questions about the animals that they learned. For example:

T: “Is the cat a farm animal or a pet?”
S: “A Pet.”
T: “Is a dog a pet?”
S: “Yes.”
FARM ANIMALS AND PETS  
UNIT 5
LISTEN, POINT, REPEAT, AND COLOR

- Rabbit
- Cow
- Duck
- Sheep
- Cat
- Dog
- Chicken
DEVELOPMENT OF THE SECOND LESSON PLAN

BEFORE THE CLASS

1. WARM UP: game

Jigsaw Pictures

“The teacher gives a jigsaw to each child. This is a quiet game for which you need a set of animal photographs, each cut into four pieces and jumbled up. Photographs of the children cut into such a way that the different features can be easily identified would be ideal. Scatter the pieces and let the children fit them together taking the opportunity to practice the vocabulary about farm animals and pets.”

DURING THE CLASS

1. Presentation of the vocabulary

dog, cat, cow, pig, chick, sheep, horse, hen, rabbit, and duck

First, the teacher draws some animals on the board and students guess if the animal is a farm animal or a pet. After this activity, the teacher presents the vocabulary by using flashcards of farm animals and pets and sticks them on the board. Then the teacher says:

“This is a dog.” “This is a cow.” “This is a sheep”, and so on.

---

3 Sainz, Patricia, The teacher’s MAGAZINE, Games. No. 54; Editorial/Contents, 2003, 8
2. Song: “OLD MCDONALD”

First, the teacher plays the CD, song 2, and asks children to listen to the song carefully and encourages them to sing the song and make movements according to the rhyme.

“Old MacDonald”

Old MacDonald had a farm, ee i ee i oh!
And on his farm he had some chicks, ee i ee i oh!
With a cluck-cluck here, and a cluck-cluck there,
Here a cluck, there a cluck, everywhere a cluck-cluck.
Old MacDonald had a farm, ee i ee i oh!

Old MacDonald had a farm, ee i ee i oh!
And on his farm he had some cows, ee i ee i oh!
With a moo-moo here, and a moo-moo there,
Here a moo, there a moo, everywhere a moo-moo.
Old MacDonald had a farm, ee i ee i oh!

---

4 Lexus. English Program CD
Old MacDonald had a farm, ee i ee i oh!
And on his farm he had some pigs, ee i ee i oh!
With an oink-oink here, and an oink-oink there,
Here an oink, there an oink, everywhere an oink-oink.
Old MacDonald had a farm, ee i ee i oh!
And on his farm he had some ducks, ee i ee i oh!
With a kwack-kwack here, and a kwack-kwack there,
Here a kwack, there a kwack, everywhere a kwack-kwack.

And on his farm he had some dogs, ee i ee i oh!
With a wao-wao here, and a wao-wao there,
Here a wao, there a wao, everywhere a wao-wao.

3. Circle the pets and color the farm animals

The teacher asks children to open the book on page 2 and asks them what animals they can see. When children identify the animals, they circle the pets and color the farm animals.

AFTER THE CLASS

1. Musical box

The teacher prepares a box with small pictures of the vocabulary learned of farm animals and pets inside it. Then the teacher asks students to make a circle. The teacher gives the box to one student of the circle and puts a CD and plays the music. The students, while the music is playing, pass around the box until the music stops; the student who has the box opens it and takes one picture and has to imitate the sounds of
the animal that he/she has in his/her hands; after that, the student who participated has to put the animal picture in the box to continue with the game until all the students have participated.

**TO REINFORCE**

1. **Cut and glue pictures**

   The teacher gives each student a magazine, a pair of scissors, and glue stick and asks them to cut pictures of farm animals and pets and glue them in the correct home of the animals. For this activity, the teacher draws a house and a farm in two cardboard. Finally, all the works are exposed in the walls of the classroom.
CIRCLE THE PETS AND COLOR THE FARM ANIMALS
DEVELOPMENT OF THE THIRD LESSON PLAN

BEFORE THE CLASS

1. WARM UP: Game

Put the tail to the cow

Firsts, the teacher divides the class into two groups of students and then shows them a poster with a cow but without a tail. This poster is stuck on the wall. The teacher, by making a raffle, decides which group is going to begin. One child of the fist group is covered this/her eyes with a handkerchief. The teacher gives the tail to this child and makes him/her turn twice or thrice and makes him/her walk to the front to put the tail to the cow, while the rest of students help him/her by saying “cold,” if the student is far from the cow, or “hot,” if the student is close to put the tail to the cow. The teacher may hold this game until all students have participated. At the end of the game, the teacher can give a piece of candy to all students while saying that both groups have done a good job.

DURING THE CLASS

1. Presentation of new vocabulary

   dog, cat, cow, pig, chick, sheep, horse, hen, rabbit, and duck

   The teacher uses flashcards of farm animals and pets to present the new vocabulary. Before sticking the flashcards on the board, the teacher asks students to guess what flashcard he/she has in his/her hands. When students guess what animal it is, the teacher sticks the flashcard on the board. After that, the teacher continues asking what animal is missing until he/she sticks all the animals on the board.
2. Song: “BAA, BAA, BLACK SHEEP”

First, the teacher plays the CD, song 1, and asks children to listen to the song carefully and encourages them to sing the song while clapping their hands.

“Baa, baa, black sheep”

Baa, baa, black (white) sheep,
Have you any wool?
Yes sir, yes sir,
Three bags full
One for the master,
One for the dame,
And one for the little boy
Who lives down the lane.

3. Listen, color, and, cross out

The teacher asks children to open the book on page 3 and observe the size of the animals. Children identify big and small animals. Then, the teacher says: “small cow” and asks students to listen, point and color, so the big cow might be crossed out. Now, big pig, students have to listen, point and color and the small pig students might cross out, and so on with the rest of animals.

Illustration:

T: “Color the **small cow** black and white.”

S: “Cross out the **big cow**.”

T: “Color the **big pig** pink.”

S: “Cross out the **small pig**”.

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**AFTER THE CLASS**

1. **Mime**

   The teacher asks one student to go to the front of the class. The teacher whispers a name of an animal on the child's ear and he/she imitates what the animal does. The rest of students guess which animal it is. The first one to guess goes to the front of the class to continue with the game. The game continues until most students have participated.

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**TO REINFORCE**

1. **Decorate the sheep**

   The teacher gives students a photocopy of a sheep; students have to decorate it with yarn. Finally, the teacher asks some questions about the decorated animals; for example:

   T: “Where does the sheep live?”
   
   S: “In a farm.”
   
   T: “What color is the sheep?”
   
   S: “Black/white.”
   
   T: “Is the sheep big or small?”
   
   S: “Big.”
LISTEN, COLOR AND, CROSS OUT
DEVELOPMENT OF THE FOURTH LESSON PLAN

BEFORE THE CLASS

1. WARM UP: Game

Simon says...

The teacher gives instructions to children to make the sounds of animals. He/She asks children to follow the instructions only if preceded by the phrase “Simon says...”

T: “Simon says, make a pig sound.”

S: “Oink-oink.”

DURING THE CLASS

1. Presentation of new vocabulary

dog, cat, cow, pig, chick, sheep, horse, hen, rabbit, and duck

The teacher uses flashcards of farm animals and pets to present the vocabulary.

The teacher sticks the flashcards on the blackboard and asks questions:

T: “Is this a dog?”

S: “No, It is not.” / “Yes, it is.”

T: “Is the chick a farm animal?”

S: “Yes, it is.” And so on, with the rest of animals.”

2. Song: “OLD MCDONALD”

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6 Lexus. English Program CD
First, the teacher plays the CD, song 2, and asks children to listen to the song carefully; after that, he/she encourages them to sing the song and make movements according to the rhyme.

“Old MacDonald”

Old MacDonald had a farm, ee i ee i oh!
And on his farm he had some chicks, ee i ee i oh!
With a cluck-cluck here, and a cluck-cluck there,
Here a cluck, there a cluck, everywhere a cluck-cluck.
Old MacDonald had a farm, ee i ee i oh!
Old MacDonald had a farm, ee i ee i oh!
And on his farm he had some cows, ee i ee i oh!
With a moo-moo here, and a moo-moo there,
Here a moo, there a moo, everywhere a moo-moo.
Old MacDonald had a farm, ee i ee i oh!
Old MacDonald had a farm, ee i ee i oh!
And on his farm he had some pigs, ee i ee i oh!
With an oink-oink here, and an oink-oink there,
Here an oink, there an oink, everywhere an oink-oink.
Old MacDonald had a farm, ee i ee i oh!

And on his farm he had some ducks, ee i ee i oh!
With a kwack-kwack here, and a kwack-kwack there,
Here a kwack, there a kwack, everywhere a kwack-kwack.

And on his farm he had some dogs, ee i ee i oh!
With a wao-wao here, and a wao-wao there,
Here a wao, there a wao, everywhere a wao-wao.

3. Count, match and color

The teacher asks children to open their books, page 4, identify the animals, the numbers and color them.

T: “What are these?”
S: “They are chicks.”
T: “What number is this?”
S: “Number six.”
T: “What color are they?”
S: “Yellow.”

The teacher asks students to count each group of animals and then he/she gives out pencils to match the number with the correct number of animals; after that, students have to color them.
AFTER THE CLASS

1. What number is it?

The teacher gives out markers to children. The teacher writes a number on the blackboard and asks children to say the number and point at this number with the markers.

T: “What number is this?”

S: “Six.” (Children show six markers.)

TO REINFORCE

1. Balloons with numbers

First, the teacher leads children to the playground of the school and divides the class into two groups. The teacher writes in each balloon a number from one to six; then he/she asks children to say the numbers of the balloons while showing them.

T: “What number is this?”

S: “Five”. And so on.

The teacher places the balloons in one extreme of the playground; on the other side, he/she forms the two groups of students in rows. He/she says a number and asks the first child of each row to run and look for the balloon with the number and to bring it to the teacher. The first child who arrives to the starting-point with the number wins a point for the group. The teacher plays the game several times until all students have participated.
COUNT, MATCH AND COLOR

1 2 3 4 5 6

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XIMENA MACANCELÁ PULLA
DEVELOPMENT OF THE ASSESSMENT PAGE OF UNIT 5 ABOUT FARM ANIMALS
AND PETS

FIRST STEP

Song: Old Macdonald

First, the teacher sticks on the blackboard all the flashcards of farm animals and pets learned and asks children to go to the front of the class one by one to point at the animals stuck on the blackboard.
T: “(Samantha), point to the horse.”
T: “(Valentina), point to the chick.” And so on.

The teacher plays the CD, song 2. He/she sings the song and encourages children to sing while making the movement according to the rhyme of the song.

SECOND STEP

Cut and glue small/big pictures

The teacher gives each student a magazine, a pair of scissors, and glue stick and asks them to cut big and small pictures of farm animals and pets and glue them in the correct place. For this activity the teacher the writes the words big and small in two cardboards and explains children how to do this activity. Finally, all the works are exposed in the walls of the classroom.
THIRD STEP

Flashcards of numbers

First, the teacher sticks all the flashcards of the numbers from one to five on the blackboard and asks children to go to the front of the class one by one and say the numbers stuck on the blackboard.

T: “(Nicole), what number is this?”
S: “Five.”

T: “(Domenica), what number is this?”
S: “Three.” and so on.

FOURTH STEP

Flashcard of farm animals and pets

To begin, the teacher sticks all the flashcards of farm animals and pets learned on the blackboard and asks children to go to the front of the class one by one and say the colors of the animals stuck on the blackboard.

T: “(Melissa), point to the cow. What color is the cow?”
S: “Black and white.”

T: “(Diego), point to the horse. What color is the horse?”
S: “Brown.”

ASSESSMENT

Photocopie of farm animals and pets

The teacher gives up to each child a photocopy to assessment the unit of farm animals and pets. The teacher asks students to identify the animals and color them by
following the instructions that the teacher gives. The teacher asks students to count the
animals and match them with the corresponding numbers; for example:

T: “Let's count the pigs.”

T/S: “One, two, three.”

T: “Match the pigs to number three.”
Name: __________________________

LISTEN, MATCH AND COLOR

1 2 3 4 5 6

Assessment Unit 4 The farm animals and pets
EXTRA MANUAL ACTIVITY

Paper roll puppets

“Children love playing with animals and learning about them. Paper rolls are great to make puppets, mobiles and much more. Here are some ideas: Provide your children with a paper roll, glue, scissors and color paper. Choose an animal they want to help them to make the first one, cutting the different parts such a nose, mouth, eyes, ears, hair, feathers, etc. After finishing the first piece, let them build their own shapes by themselves; for example, if they want to make a duck, cut a circle of yellow paper and glue it on the paper roll. Then paste the beak, and draw two little eyes and two dots on the beak for the nose. Next, cut stripes of paper and glue them all over the paper roll as if they were feathers.

When the piece of work is ready, you can use the paper rolls as puppets. Glue them on a piece of cardboard, make a little hole in it to put a string through and hang it on the wall.”

3.2 Reinforcement Activities

The first time we applied a reinforcement class with songs and games, they were very productive for them; this resource involves children to make it easier for them to learn new vocabulary to improve their learning process.

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8 Sainz, Patricia, The teacher’s MAGAZINE, Games No. 54; Ediba, 2003, 10
3.2.1 Reinforcement Games

**OBJECTIVE:** To develop comprehension of the English language in a class while participating actively in games.

1. - **Find your pair**\(^9\)**

**Description:**

“The purpose of this game is: Teacher assigns each child to act out the role of a farm animal and a pet (he whispers it into his/her ears) and asks the students to make the sound. Make sure that each animal has its pair. Finally, the teacher asks kids to walk around the class calling their partners.”

2. - **Concert of the farm animals and pets**\(^10\)**

![Animal Puppets](image)

**Description:**

“First, children use finger puppets or farm animals and pet pictures. Then the teacher invites his/her students to give an animal concert.

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\(^9\) Sainz, Patricia, The teacher’s MAGAZINE, The farm. No. 84; Ediba, 2003. 5

\(^10\) Sainz, Patricia, The teacher’s MAGAZINE, The farm, No. 84; Ediba, 2003, 5
For a start, they should imitate the farm animal or pet sounds. The teacher asks, “What is the pig’s / cow’s sound?” Next, the teacher divides the class into groups; each group will imitate the sound of an animal and say “let’s start the concert!”

Showing a finger puppet or a farm animal or pet picture he/she says: “This is a very special concert. The cows are going to sing!” The group representing the cows will imitate their sound. Then the teacher repeats the same procedure until each group has `sung` twice (once showing them the puppet and the next just naming the animal so that the children can get used to the vocabulary). Finally, once they are through, all the animals can end the concert together. The teacher says: “This is a very special concert and now all the animals are going to sing!”

3. - Introducing and classifying farm animal and pets

**Description:**

“The teacher, before the class, prepares pictures of the following farm animal and pets: rabbit, cow, dog, cat, duck, horse, chick, pig.

The teacher makes the children sit in a big circle. He/she uses the farm animal and pet picture, and shows the children each picture and asks questions like, “What’s this?” “What colour is it?” “Is it big/small?” “Do cows, cats, horses, dogs live in a farm or at home?” Finally, the teacher makes a big graphic chart divided into two sections (farm and home), which is stuck on the wall. The teacher introduces each animal to place the corresponding picture in the right section; for example.”

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11 Sainz, Patricia, The teacher’s MAGAZINE, The transport project; No. 63; Ediba, 2003, 4
4. - A Nursery Rhyme Poem for Children\textsuperscript{12}

**Description:**

“The purpose of the repetition of this rhyme is to develop the speaking skill in young children. They play with their fingers meanwhile repeating each line of the rhyme because each finger is a piggy.”

**This little piggy**

This little piggy went to market,

This little piggy stayed at home,

This little piggy had roast beef,

This little piggy had none.

And this little piggy went...

"Wee wee wee" all the way home...

\textsuperscript{12}Sainz, Patricia, The teacher’s MAGAZINE, The farm, No. 84; Ediba, 2003, 10
3.2.2 Reinforcement Songs

OBJECTIVE: To develop comprehension of the English language in a class while repeating each one of the lyrics of the songs.

1. - Animal sounds

Description:

The teacher explains young children that animals that live on a farm make certain sounds and invites them to make the farm animal sounds by singing this song:

All around the farm
(Sung to the tune of “The wheels of the bus”)
The cows in the barn go moo, moo, moo,
moo, moo, moo- moo, moo, moo
The cows in the barn go moo, moo, moo,
All around the farm.

The pigs in the pen go oink, oink, oink,
oink, oink, oink- oink, oink, oink
The pigs in the pen go oink, oink, oink,
All around the farm.

The hens in the coop go cluck, cluck, cluck,

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13 Sainz, Patricia, The teacher’s MAGAZINE. The farm. No. 84; Ediba, 2003, 5
cluck, cluck, cluck- cluck, cluck, cluck
The hens in the coop go cluck, cluck, cluck,
All around the farm.

2. – Bingo

Description:

The teacher tells a short story about a farmer and his dog named Bingo and invites his/her students to sing the song.

BINGO

There was a farmer had a dog,
And Bingo was his name, oh
B-I-N-G-O
B-I-N-G-O
B-I-N-G-O
And Bingo was his name, oh.

There was a farmer had a dog,

14 www.barneysong.com
And Bingo was his name, oh

(clap)-I-N-G-O

(clap)-I-N-G-O

(clap)-I-N-G-O

And Bingo was his name, oh.

There was a farmer had a dog,

And Bingo was his name, oh

(clap)- (clap)-N-G-O

(clap)- (clap)-N-G-O

(clap)- (clap)-N-G-O

And Bingo was his name, oh.

There was a farmer had a dog,

And Bingo was his name, oh

(clap)- (clap)-(clap)-G-O

(clap)- (clap)-(clap)-G-O

(clap)- (clap)-(clap)-G-O

And Bingo was his name, oh.

There was a farmer had a dog,

And Bingo was his name, oh

(clap)- (clap)-(clap)-(clap)-O

(clap)- (clap)-(clap)-(clap)-O
(clap) (clap) (clap) (clap) (clap)
And Bingo was his name, oh.

There was a farmer had a dog,
And Bingo was his name, oh
(clap) (clap) (clap) (clap) (clap)
(clap) (clap) (clap) (clap) (clap)
And Bingo was his name, oh.

3. - Itsy bitsy spider\textsuperscript{15}

The itsy bitsy spider
Went up the water spout
Down came the rain
And washed the spider out
Out came the sun

\textsuperscript{15} www.barneysong.com
And dried up all the rain
And the itsy bitsy spider
Went up the spout again. (twice)

4. - **Hello animals**

Hello dog, wuf-wuf, wuf-wuf
Hello mouse, squik-squik, squik-squik
Hello bird, tui-tui, tui-tui
Dog, mouse, bird
Hello my friends. (twice)

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16 Morales, Jose Luis. My First English Adventure, CD 1, 2006. (track 25)
CONCLUSIONS

Songs and games were useful in an English pre-school class at “Centro Sol de Talentos,” because these resources helped children develop some abilities and skills for learning, as well as it encouraged them to actively participate in the different kinds of activities we carried out in class. For example, we used flashcards to teach vocabulary and reinforce contents with songs and games. We appreciate that children felt more involved in the teaching-learning process.

Also, we had an advantage working with them because it was a small group and it was easy to guide and help them during each one of the activities.
RECOMMENDATIONS

Songs and games are one of the most important techniques to learn English because children can learn in a natural and fun way because they identify images and associate them with the name in English.

We recommend that an English Preschool teacher should be dynamic and creative to teach since he/she is the responsible for the young children’s motivation. If a child feels motivated, it will be easier to him/her for learn English.

By using songs and games pre-school teachers stimulate the children’s abilities and skills in the learning language; therefore, we recommend these resources to wake up the interest of kids in dominating new words and vocabulary in English.

Moreover, the teacher should use body language as well as songs and games, so that children may absorb vocabulary. At so doing, they will feel confident in each one of their interpretations.

When children work with these kinds of resources, they learn in a better way, since using songs and games make the class more interesting and fun. Moreover, the uses of these resources helps students learn to pronounce words correctly, and improve their listening development.
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ANEXOS

PICTURES OF THE APPLICATION CLASS