



## Abstract

Teaching English to preschool children has become a tendency nowadays. Preschool children have their own style of learning. One of the important activities for children is a classroom project; through this, children tell us their concerns, interests and what they want to learn, so we achieve a real and meaningful learning.

Through this monograph, we want to show that through classroom projects children can enhance their language skills of speaking and listening.

In Chapter One we present some basic concepts for teaching children from 5-6 years, the psychological characteristics of these children, how they learn a second language in preschool, and suggestions to encourage learning of English as a second language.

In Chapter Two we explain how we are going to teach English to children of 5 to 6 years of age, the methodology, and how we can include these methods in the classroom.

Finally, in Chapter Three we indicate some models of classroom projects and how to apply them effectively with preschool children.

In brief, this monograph contains many practical ideas for developing listening and speaking skills. All the activities suggested here can be adapted and used with preschool children anywhere, by any teacher.



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**“HOW TO INCLUDE THE ENGLISH LANGUAGE IN CLASSROOM  
PROJECTS FOR CHILDREN OF THE FIRST YEAR OF BASIC EDUCATION”**

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

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## Authorship

**All the content of this thesis is the exclusive responsibility of its authors.**

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### **Dedicated to**

To my sisters, Rosa, Norma, and my brother Patricio for giving me strength and comfort in those moments when I needed it.

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I want to dedicate this work to all who were with me through my student life, my brothers, my grandparents, and my parents who have supported me unconditionally, so many thanks. Also I want to dedicate this work to my beloved husband, Jose Luis, who has been at my side in good and bad times, supporting me in all my projects, I can only say I love you and thank you for being with me.

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## Introduction

Teaching children English is a great adventure full of experiences, through which either teacher or children, learn to be friends and partners, so children learn to share their opinions and feelings. Teacher and student get involved in the teaching-learning process and create a warm environment and positive attitude towards English.

On the contrary, when active learning is not possible there is a big risk of the failure of the teaching-learning process.

It is easy to realize that children from 5 to 6 years old cannot develop their language skills appropriately, especially listening and speaking skills due to the lack of time assigned for the English class, to poor pedagogy applied by English teachers, to the plan that has to be accomplished, to lack of material, and so on.

It is important to find some activities to overcome these problems in Education. That is why using a classroom project in a class is a very important tool that allows small children to develop their language skills, vocabulary and even their thinking by stimulating their sense of imagination and creativity, through a variety of activities planned by the teacher.

The present work pretends to be a guide for teachers who work with preschool children and who desire to improve their teaching methodology.

Through classroom projects children could be responsible for their own learning; that is, they could construct their own knowledge by relating their





previous knowledge to the new knowledge of real situations or knowledge related to their life and needs. Also they could communicate effectively, being part of the teaching-learning process through activities according to their way of learning.

Therefore, it is necessary to know more about children, their needs, likes or dislikes by talking with them. After that, we can become aware of how they learn another language.

Teachers need to apply special methodological strategies. Their approach has to be applied, keeping in mind four important steps: Presentation, practice, production, and evaluation.

In addition, the material to be used has to be interesting, entertaining, relevant, and colorful.

In short, teachers should have a very clear idea of the importance of using classroom projects. That is why it is very important to add classroom projects in the early years of primary school.



## **“HOW TO INCLUDE THE ENGLISH LANGUAGE IN CLASSROOM PROJECTS FOR CHILDREN OF FIRST YEAR OF BASIC EDUCATION”**

### **CHAPTER 1. TEACHING ENGLISH TO CHILDREN**

In today's world, learning English is vital skills that will help your children achieve their full potential in later life. The sooner they start learning, the better with the right methods; children can learn English quickly, effectively and enjoyable. Once they have this initial grasp of English in primary school, they will have a strong foundation which will be an advantage in their later studies.

All children have an innate instinct for language acquisition. In order to be able to put this characteristic to use, the teacher must deliberately develop and carry out a proper methodology through real tasks, or interesting activities that aren't just language exercises, but that also give the children the chance to use and elaborate language while their minds are focused on the task.

Children benefit tremendously from guidance and assistance from adults and more capable peers while engaged in activities that are meaningful and culturally relevant. The preschool environment is ideally suited for developing first and second languages because language is used in concrete, conversational, and meaningful interactions.



## 1.1 Characteristics of children from 5 to 6 years old.

The teacher has to pay attention to the characteristics of children between 5 to 6 years old which are relevant to the language teaching process.

A child arrives at school full of instincts and skills which he has already begun to use and he will continue to use them for learning his own language, as well as a foreign language such as English.

- Children have the ability for indirect learning.
- They have a lively imagination.
- By nature they are creative in different communication situations.
- They are able to grasp the essence of a message.
- Children love speaking.

They are willing to cooperate with an adult and with their classmates.

They need to continuously speak to underline what they are doing, direct their actions and influence others. They look for adults' agreement and try to please adults by repeating what they say or by asking them questions about what to do and how.

Their behavior is more social: they ask for permission to use toys and objects of collective use; they ask for help in case of difficulties; they help other children; they participate in collective conversation; they say please and thank you without being asked to.

They can write numbers and letters.



They are interested in wall charts and stories; they want to know what is written on them and they express their preferences about fairy tales. They can tell where their name is and they can copy different letters.

They need to share their games with other children; they are interested in learning different games and social rules; they invent fantastic stories and enjoy it when someone tells them these stories. Their symbolic games reproduce adventures in imaginary settings.

These children enjoy speaking and explaining things to others, such as what they did yesterday. They tell simple jokes; they ask the meaning of unknown words, they define words; they can tell a story, they are also interested in the others' opinions and stories and they choose their friends among other children; they participate in collective conversations; they respect basic rules and they can verbalize and explain to the others the rules of the game or how to complete an activity. They are capable of belonging to a playgroup; they can plan and help others to achieve a common goal.

## **1.2 Acquisition of a foreign language in the first year of basic education.**

Beginning from birth, babies everywhere follow a similar pattern to acquire their first language according to their individual biological timetable—from crying, cooing, babbling to one-word utterances, two-word phrases, full sentences, and eventually, to complex grammar



In the early years, learners of English as a second language can progress through the following stages:

- Use of non-verbal communication
- A period of silence for some learners
- Use of repetition and language play
- Use of single words and routines
- Development of productive language
- Metalinguistic awareness.

Children's progress through these stages can be described in terms of achieving goals at various levels.

The student is at the beginning stage and has little or no spoken English. In the first few weeks of exposure to English children will begin to understand isolated key words and familiar words, particularly if the language is supported by gestures, real objects and visual materials. The children may respond non-verbally. During this period they may sit and observe others, or join in an activity without speaking. Sometimes they will make contact with other children, or make non-verbal requests of an adult. Some children may have difficulty understanding non-verbal gestures, if they differ from gestures and signs used in their own culture. At this time learners will carefully watch what other children are doing.

Children may be happy to join in activities or group times without responding or taking part. They may imitate others and show



comprehension with gestures and efforts at participating. During group times, such as music and singing, they may join in the actions or echo or mimic another child. At this time learners will respond to key words or actions.

In the early days in an early childhood setting, children learning English as a second language vary tremendously in their motivation to begin using English. Some children are risk takers and naturally outgoing. They will make efforts to start speaking English immediately, repeating the words and phrases of early childhood professionals and other children, responding non-verbally and showing their eagerness for developing friendships. Other children will be more reticent in starting to speak English, observing others quietly and joining in with non-verbal responses or single words such as 'yes' or 'no'. Others will retreat into silence.

Children start to understand familiar English, including the language used by teachers and other children. They use basic communication and strategies for taking part in group times or in limited interactions with other children. Students depend on adults to extend their efforts at communicating, but are still dependent on non-verbal communication. Some children will be unenthusiastic in responding to more than the occasional single word, but they will be happy to join in and work next to others.

Students begin to show growing confidence in using limited English. They start to understand some of the English that is spoken and will begin using isolated words such as greetings, naming objects and actions, labeling objects in the



playroom and personal items. Some children may join in the singing, particularly the songs that have repetition and are supported by actions. It is not uncommon for children to mimic the words used by others, or to repeat words and the endings of sentences.

Children are now growing familiar with playroom speech, including routine language associated with the environment. They start to use single words to convey meaning. At this stage children may employ frequently heard phrases in a mechanical way. Routine phrases are common, such as 'Sit down', 'Come here', 'Good morning', 'How are you?', 'Hello', 'Come in' and 'Let's go. Other set phrases are heard frequently and initially memorized, such as 'I want the -', 'this is mine-', 'I can -'. These phrases are useful to children as a social strategy. They give the impression that the children know English and can help children increase their ability in conversations with more experienced peers. Memorized parts of language are acquired from familiar stories and songs and from frequently heard routines and playroom language. At this stage the students are dependent on these memorized words or sentences, but they cannot change them in any way.

Through more and more contact with English, the understanding and motivation of children to speak English increases. They can now comprehend more than they are able to say. They understand and respond to greetings and courtesy phrases, follow and give simple instructions, exchange personal information, and understand and respond to routines. At



times they may still communicate with non-verbal language. Children achieve confidence from hearing familiar and repetitive language and they enjoy looking at books and listening to stories.

As children progress in the speaking of English, they begin to show understanding of the language used by teachers and their peers and can distinguish spoken English from other languages. At this time they are very dependent on support from both adults and their peers. They still need this support to take an active part in interactions and to be able to impart meaning. Although children are developing fluency in English, they may still rely on the use of the home language (if possible) to connect in more reflective socio-dramatic play

Finally, progress in English at this stage is demonstrated by a growing vocabulary related to objects and events and by more frequent attempts to describe things in detail. The learner shows greater confidence in using limited English. Single words are combined to communicate new ideas. On some occasions the student may rely on other children in the group to answer questions or contribute to the discussion. Visual materials such as photos, pictures, and real objects provide support for the students.

### 1.1 Suggestions to encourage learning of English.

First, we have to present some potential problems to face when it comes to teaching preschoolers English as a second language.

- Preschool children have a very short attention span.





- Preschool children will forget things quickly.
- Preschool children may not be fully confident in their own language.
- Some of the preschool children may not be motivated to learn.
- They may be fearful.

Preschool children develop very different rates, so you are sure to have a mixed ability group.

We need a lot of ideas to keep their attention.

You need real language learning techniques and not just time fillers to keep the children busy.

For these reasons, we believe that learning should not be stressful for children; it should be fun and stimulating. As their confidence develops, they will want to learn more and use English to a more challenging level.

Moreover, it is important to have a general understanding of children and of child development so we can plan our lessons accordingly and only use English the entire time in the classroom with the children. If they do not understand something we say, show them. Demonstrate as much as possible and remember to use many games, songs, and activities to get them moving because they get bored easily and have a very short attention span.

Emphasize acting out stories, repeating knowable text, puppetry, chants, rhymes, finger plays, songs, and role playing. Have students make believe by playing house or pretending to be policemen.

Teach them to play games.



Let them to run, jump, skip, dance and hop. These activities can be used to encourage verbal expression and language development. Use what these children love to do in order to do in order to help them learn.

Develop oral language skills. Teach young ELLs to speak and understand English first. They need to learn vocabulary with greetings, families, body parts, school and classroom items, days of the week, zoo and farm animals, numbers, shapes, seasons, colors, clothing, and fruit.

Teach them commands such as “Stand up, sit down, raise your hands, and go to your seat please”

Use songs and chants to make learning fun. Use visuals, including graphs, posters, videos, picture books, educational computer games and realia to help students acquire language. Activate their knowledge. Choose themes that can be linked to what our students already know. Pre-teach vocabulary and concepts that our children will probably not know such as nursery rhymes.

We can expect to go much slower and provide a lot more repetition. We want to develop cognitive skills but not at the expense of social, emotional, and physical development. Young children should not be learning English by completing phonics worksheets.

Never force children to speak. They should enjoy the lessons and not feel stressed about going to English class. The best way to get them to speak



is to show them a picture and to say something like “Is this a bird, or a cat?” and try to use a word that they already know. They usually want to speak then.

## **CHAPTER 2. CLASSROOM PROJECTS**

The classroom project enables globalization and integration of learning and promotes meaningful learning. That is, through the development of classroom projects students assimilate and attribute meaning to the contents proposed, for it establishes relations between prior knowledge they already have and learning new content.

### **2.1 Definition of a classroom project.**

Classroom projects are an effective way to consolidate and extend learning, increase motivation, improve classroom dynamics, and support learner-autonomy. Also, projects by definition result in some sort of real end product, and provide clearly definable learning outcomes and real take-away value.

The main purpose is to let students get involved as active beings, using real language and developing participation, group work and encouraging listening and speaking as the fundamental keys of learning.



The projects assume the most important principles of learning communities, such as taking advantage of each person's knowledge, monitoring objectives to check out what is being done to reach them, respecting others' contributions, learning from mistakes, learning from group work, and finally negotiating, which helps dialogue and participative work.

## **2.2 Advantages of using classroom projects for teaching English to children from 5 to 6 years.**

Teachers who wish to offer their children important opportunities to apply the skills and knowledge they acquire through direct instruction may choose to include classroom projects in their curriculum. As children make careful observations and inquiries through their classroom projects, they are likely to have a reason to use graphs and symbols to represent and communicate to others what they are learning about their topics. Much of our thinking is stored as symbols. It is reasonable to assume that what each child chooses to communicate to others is important to her or him. In this way, Classroom Projects can serve as a useful and meaningful complement to a more typical, systematic, or direct form of instruction.

A further advantage of the Project Approach lies in the context it offers for children to develop desirable dispositions or habits of mind toward learning, toward themselves, and toward others. Besides, we can see in children's work clear evidence that all children have active and lively minds from the start; the basic dispositions to make sense of experience, investigate it, care about others, relate to them, and adapt to their physical and cultural environment are



dispositions within children from the start; and these innate dispositions can grow, and deepen under the right conditions.

In brief, developing classroom projects permits students to make use of the information they already know, allowing them to experience success in areas where they have previously lacked confidence, giving them a voice outside the classroom, and giving learning meaningful context.

Classroom projects allow the development of students' interpretative abilities, and the acquisition of a cultural background. They maximize students' creative participation, and they increase students' self-confidence.

Moreover, projects make students aware of their ability to learn. Projects are innovative processes to give feedback about the learning process.

All these aspects make classroom projects effective practices towards bilingualism because children develop their ability to assume responsibility for the learning of a second language.

### **2.3 Inclusion of English language in classroom projects.**

Through the use of classroom projects that emerge from dialogue, classroom teachers and children achieve significant learning which can be used in English classes using simple methods such as the direct method which helps children to practice in spoken language using vocabulary through flash cards, objects, and so on. The Audio Lingual Method facilitates dynamic and participatory learning through the use of drills, such as repetition drills, chain drills, single slot substitution drills, etc. that help students internalize new knowledge.



Teaching methods for English for small children will primarily aim to develop the children's oral / audio skills. It can be very difficult to design and teach English lessons using traditional methods, with minimal teaching aids available, and limited dedicated class time (30 minutes or less). The discipline, and being able to give each student the attention needed to learn a second language, are just two of the challenges teachers face in these situations.

Here are ten strategies to overcome these challenges:

1. At the start of the lesson give the children clear rules of behavior, and signals that they must follow during the activity, e.g. a signal for them to form into groups or come together. Include classroom projects that he or she can do with his/her regular teacher in the English class; ask and talk about a project started by them with their classroom teacher.
2. According to the activities of the frieze, get the children to work in small groups or even in pairs, mixing the groups so that the stronger students in a group can assist the others.
3. Appoint group leaders to assist you in managing the class.
4. If you have limited resources, instead of trying to provide every student with a book or other resource, share the resources among the groups.
5. Alternatively allow the groups to use resources in turn. Those groups without a resource can do another activity or lesson based on the same theme.
6. Once you have three or four activities for a particular topic such as numbers, set up a learning centre in which each group does each



activity in sequence. They will not get bored and you can make good use of limited resources.

7. To minimize the noise level, have some groups worked in the classroom and others do a different activity outside.
8. Introduce a game or activity in one lesson with the whole class. Then, the next lesson, break up the class into groups, with each group doing the activity. Bring the class together at the end of the lesson.
9. If possible, give the students an activity to work on in groups that requires some work outside class and time for multiple lessons. The children can settle into to their project work as soon as the class begins.
10. If possible, involve older students or the class teacher as the English teacher's aid to help quickly organize the activity. However, make sure that the lesson is taught predominantly in English.

Now let's look at a lesson and see how these strategies (presentation, practice, production, and evaluation) could be applied;

<b>Presentation</b>	<b>Practice</b>	<b>Production</b>
Introduce children to the phrases "What is your name?" and "My name is . . . . ."	Make up a song having the children sit in a circle. The teacher asks, "What is your name?"  The child next to the	Children are given a blank piece of paper with their name written at the top in English.  They draw a picture of themselves on the paper.



	teacher replies, “My name is .....”  The song goes around the circle until all the students have asked the question and replied to it.	
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This lesson requires the teacher to teach the song, explain the activity and then evaluate the activity. Here are some alternatives using the strategies above:

- Teach the whole class the song and then demonstrate with one group. Break the class up into groups and ask each group to do the song activity.
- If your class is in a hall it might be a good idea to conduct this lesson outside so that the children can sit in circles at some distance from each other and away from the other classes in the hall.
- Make the drawing part of the lesson a homework assignment which the children can present on another day.

In summary, the children should enjoy the lesson and not feel stressed about going to English class. The best way to get them to speak is to show them pictures and offer them dynamic and participatory activities related to everyday life presented in the classroom project. For





better internalization of the language use methods that facilitate this process and provide pre-school children the opportunity to absorb knowledge of the English language in order to consolidate their education and expand school expectations.

## **2.4 How a teacher works using classroom projects.**

### **Teacher's role:**

The main idea of project-based learning is that real-world problems capture students' interests and provoke serious thinking as the students acquire and apply new knowledge in a problem-solving context. The teacher plays the role of facilitator, working with students to frame meaningful questions, structuring meaningful tasks, coaching both knowledge development and social skills, and carefully assessing what students have learned from the experience. Advocates assert that classroom projects help prepare students for the skills of thinking and collaboration required in school.

## **2.5 The Teacher's Role in Classroom Projects**

As part of classroom projects, a teacher may have children conduct investigations; do drawings from memory and observation; and construct pictographs and flow charts to represent their findings. Children may construct houses, paint large cardboard buses, or produce puppet shows for culminations. However, even though the products and the content may be exemplary, the teacher may not yet understand the complex nature of the dynamics involved in the processes of carrying out exemplary classroom projects. The activities for the topics and the representations may all come from



the English teacher, rather than from the children, because the children have developed the principal idea of the project with their classroom teacher, and we have to work on the basis of this idea.

Progression of the project is going well. We see the value of students working together. Try to encourage this process at all times. We have to be careful not to put ideas into children's heads, resulting in everyone working on the same thing at the same time. From this perspective, one of the strengths of using the Classroom Project is that students have the opportunity to explore concepts more independently than they would have with teacher-directed activities. Ironically, this aspect has been the most difficult part of the project to manage and facilitate.

Teachers often do not recognize that a classroom project offers children opportunities to explore concepts independently and follow their own interests, fueled by their natural curiosity and motivation. Instead, teachers may adopt new content to reflect a study of something in their environment, but the children's work is often teacher-directed so that the products are adult-like in nature.

In short, the Classroom Projects facilitate and support learning. So a teacher's role can vary from that of an instructor of skills and transmitter of knowledge to a facilitator of children coming to ever more deep understandings of what they are learning.

## **2.6 What is a frieze?**



The frieze is a graphical way to objectify some elements which may be too abstract for children to understand, but for adults it is very simple. The strength of this type of planning is that it is performed with the participation of educational actors (teachers and students); so that the frieze is a representative form of socialized and organized ideas. The frieze is an important part of the classroom project, and it arises from the complex ideas of children. A frieze can last from three or four classes depending on the activities planned by the teacher.

**2.7 Steps to elaborate a frieze.**

The classroom project (frieze) is structured in the following aspects: Information data, what to do? With what? With whom? and when to do the activities of the classroom project?

- Information data.

This point is to present the most relevant data concerning the classroom project: Name of the project, start date, end date, objective of the project.

FRIEZE No
THEME.....
START DATE..... END DATE.....
AIM..... .....

- Planning



What to do?

It is the product that is desired after the end of the classroom project. It is advisable to plan projects that are executable and viable to achieve in educational practice using resources or materials readily available and of low cost.

With what?

Here is included the necessary resources to achieve our goal: human, material and technological resources.

With whom?

Those are the people (children) named as responsible for each activity. The teacher will facilitate the control and monitoring of the project.

When?

We must be aware of the time and we must stipulate a time for the implementation of activities within each project, taking into account a margin of flexibility that characterizes planning in order to promote its complete fulfillment.

FRIEZE No	
THEME.....	
START DATE.....	END DATE.....
AIM.....	
.....	

WHAT?	WITH WHAT?	WITH WHOM?	WHEN?



### CHAPTER 3.

#### **PRESENTATION, PRACTICE, PRODUCTION, AND EVALUATION OF THE CLASSROOM PROJECTS.**

We have practiced our project in “Francisco Tamariz” school, using the following methodology:

- Each classroom project will always try to begin with a warm up activity in order to make the students feel comfortable and relaxed for new activities in class.
- Presenting vocabulary using many useful techniques such as flash cards, realia, cognates, bingos, songs, rhymes, gestures, etc.
- Developing new strategies of the project through games, listening and speaking exercises.
- Encouraging students to talk in English using the new vocabulary with the help of books and real classroom objects. Students can work in groups, in pairs, or individually.
- Giving clear instructions to the activities.
- Stimulating students to develop listening exercises through previous activities already prepared by the teacher.
- Practicing vocabulary and pronunciation of new words through chain drills, repetition drills, substitution drills, etc. in order to develop the form of language skills.



- Analyzing students' understanding of the new vocabulary through evaluation exercises performed by the teacher and fulfilled by the students.

### 3.1 PROJECT 1

THEME: **"WELCOME TO SCHOOL"**

Time: Four weeks

Start date..... End date.....

**Aim:** At the end of the lesson students will be able to greet their classmates and teacher in English; to ask the name of their partners and answer them.

**Contents:**

Vocabulary

- Good morning
- Hello            Hi
- Bye             Good bye
- What is your name?
- My name is.....

**Procedure and techniques:**

Warm up: Game "Simon says"



Description: Teacher explains the game showing simple commands such as “Sit down and stand up”.

### ***Pre-teaching***

Teacher uses mimes to teach new vocabulary. “Good morning. Hello, hi. Bye, good bye, What is your name? My name is.....”

### ***Presentation:***

- Greet some students using gestures.
- Show students flash cards with different greetings.
- Ask students questions about their names “What is your name?”
- Ask students to answer the question “My name is...”

### ***Practice:***

- Present students with some pictures and asks them to identify the greeting.
- Give students some commands and asks students to perform them, e.g. “Greet Maribel” “Hello! Maribel”.
- Ask each student questions, “What is your name;” students have to answer the question, “My name is...”
- Sing the greeting song.

### ***Production***

- Ask students to identify and color the pictures where people are greeting each other.



- Ask students to cut out the puzzle and glue the pieces on a separate sheet.
- Ask students to gesture “good bye” with their hand.
- Ask students to make a puppet and introduce it saying “what is your name?” and “my name is...”

### ***Resources***

- Teacher’s books
- Board
- Pictures
- Flash cards
- Realia
- Frieze
- Paper
- Colored pencils
- Scissors
- Pencil
- Sock
- Cotton
- Cardboard

### ***Evaluation:***

- Ask students to circle the picture in which people are greeting each other.



- Ask students to answer Teacher's questions "What is your name?"







**Elaboration of the frieze board**







**FRIEZE No 1**

THEME: **WELCOME TO SCHOOL**

START DATE..... END  
DATE.....

**Aim:** At the end of the lesson students will be able to greet their classmates and teacher in English; to ask the name of their partners and answer them.

WHAT?	WITH WHAT?	WITH WHOM?	WHEN?
 Identify the greetings	 Pictures	 All children	1 DAY
 Puzzle	 Scissors, glue, paper.	 All children	1 DAY

 <p>Good bye hand</p>	 <p>Scissors, glue, paper.</p>	 <p>All children</p>	<p>1 DAY</p>
 <p>Puppets</p>	 <p>Socks, cotton, scissors</p>	 <p>All children</p>	<p>1 DAY</p>

# Hi, how are you?



## Hello, Paula











### 3.2 PROJECT 2

THEME: "I LOVE MY FAMILY"

Time: Four weeks

Start date..... End date.....

**Aim:** At the end of the lesson children will be able to know and understand the new vocabulary, identify and show the members of their families.

#### **Contents:**

Vocabulary:

- Father
- Mother
- Brother
- Sister
- Grandfather
- Grandmother
- This is...
- He is/She is
- Who is...?

#### **Procedure and techniques**

**Warm up:** Spider and Flies



**Description:** Two spiders are chosen; remaining players are flies. The spiders sit in the middle while the flies move around by hopping or skipping, etc. The spiders sit quietly and patiently until they are ready to leap up and chase the flies towards the boundary. Flies caught become spiders in the next round. The game ends with the last fly being the winner.

### **Pre-teaching**

Identify the members of the family through pictures and present the new vocabulary to the class. Father, Mother, Brother, Sister, Grandfather, Grandmother, This is..., He is/She is, who is...?

### **Presentation**

- Show students flash cards with the members of the family.
- Ask children questions about their families using Who is...?
- Ask students to answer the questions using He is or She is

### **Practice**

- Present children with a poster about the family and ask them to identify the members of the family.
- Ask each student some questions using who is he/she? and each child has to answer he/she is...
- Sing the song, "I love you"

### **Production**

- Draw, color, and make up an exercise sheet.





- Complete a family tree.
- Cut out the puzzle and glue the pieces on a separate sheet.
- Make a family dice and say the names.

### **Resources**

- Teacher's books
- Board
- Pictures
- Flash cards
- Realia
- Frieze
- Paper
- Colored pencils
- Scissors
- Pencil
- Box
- Photos

### **Evaluation**

- Each student has to bring a picture of his/her family and introduce them.



Elaboration of the "frieze board"

## FRIEZE No 2

THEME: I LOVE MY FAMILY

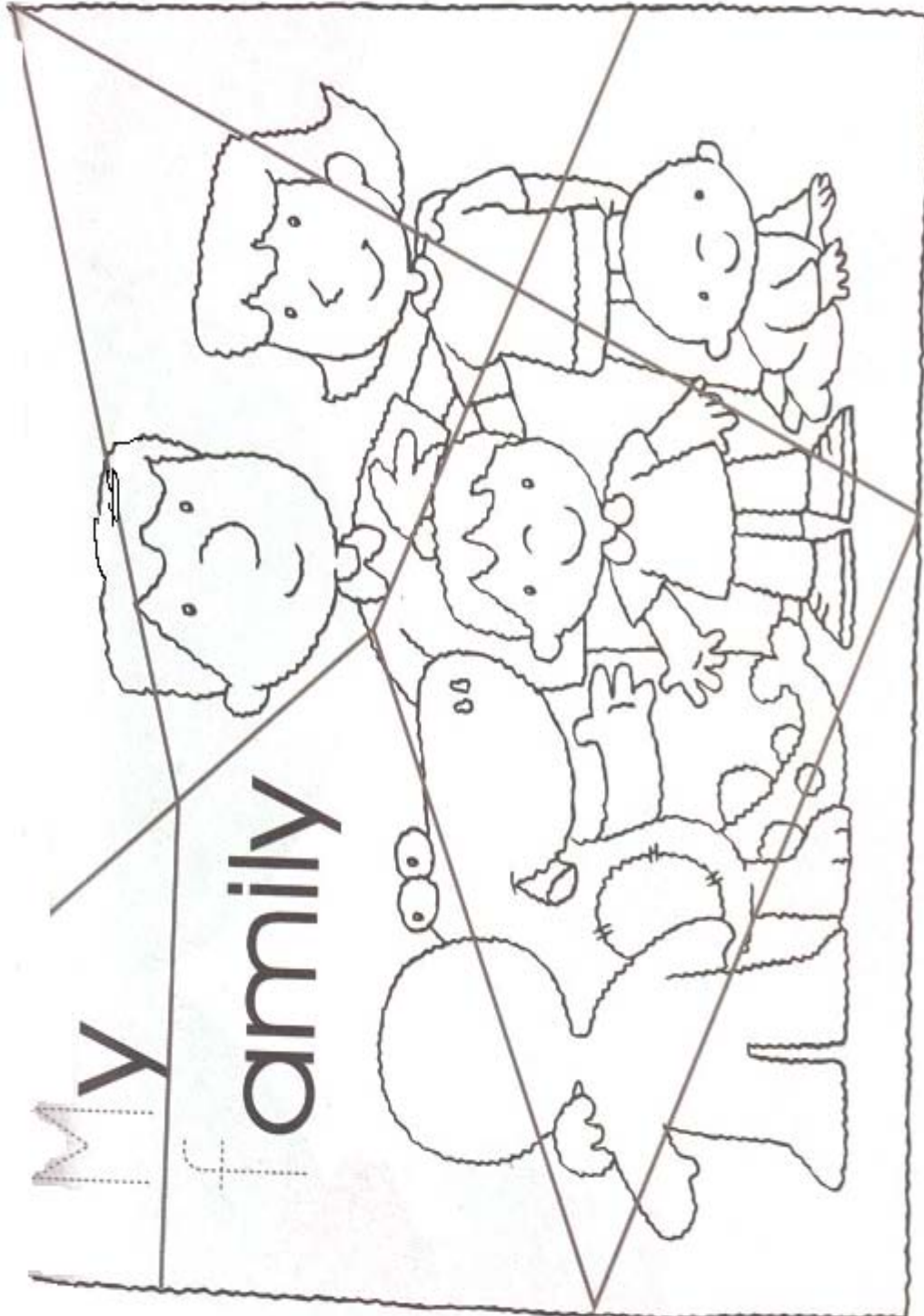
START DATE..... END  
DATE.....

**Aim:** At the end of the lesson children will be able to know and understand the new vocabulary, identify and show the members of their families.

WHAT?	WITH WHAT?	WITH WHOM?	WHEN?
 <p>Draw color and make up</p>	 <p>Paper glue scissors</p>	 <p>All children</p>	1 DAY
 <p>Family tree</p>	 <p>Paper color pencils</p>	 <p>All children</p>	1 DAY
 <p>Puzzle</p>	 <p>Scissors, glue, paper.</p>	 <p>All children</p>	1 DAY
	 <p>Box scissors and</p>		1 DAY

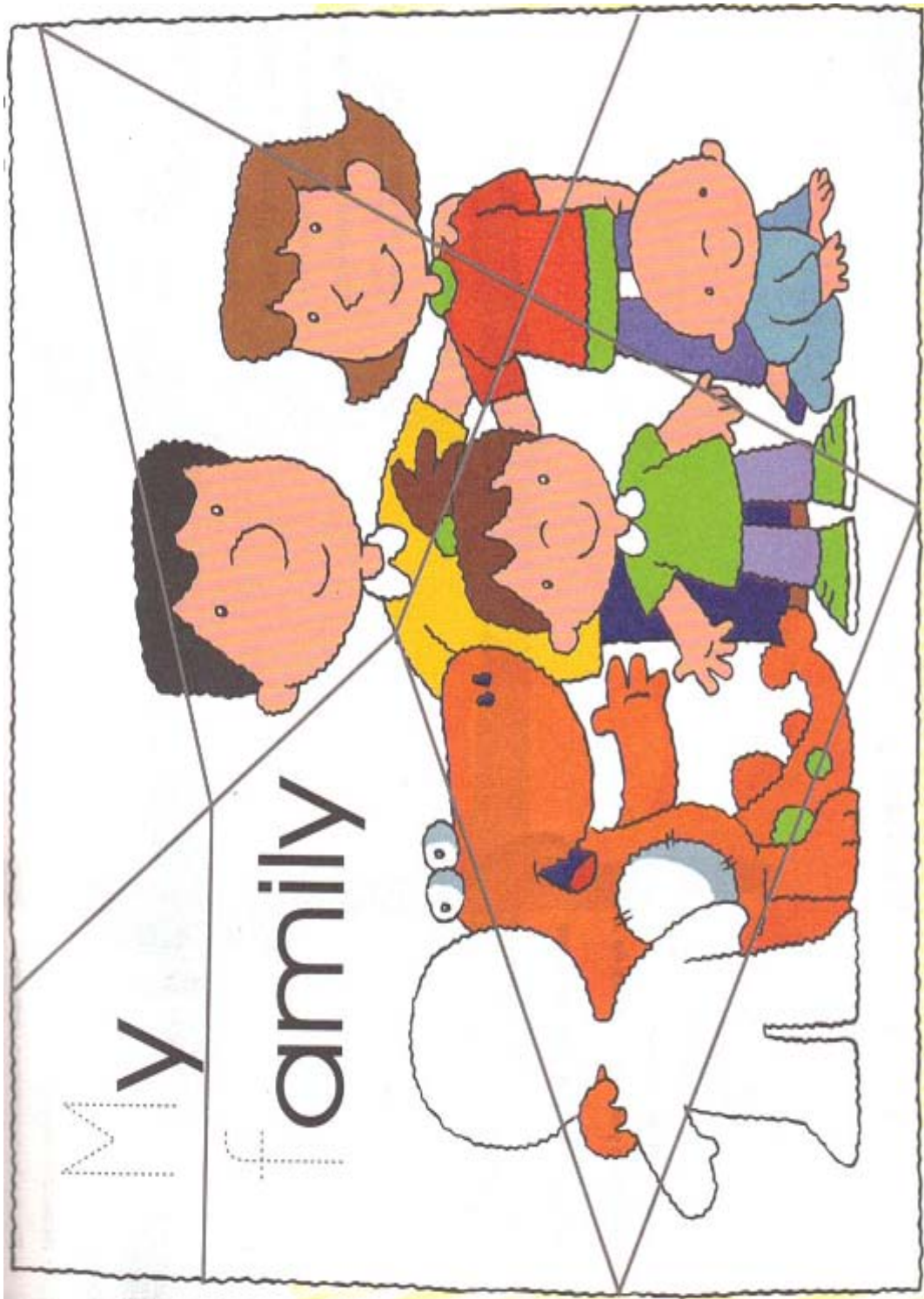
Family dice	paper	All children	
-------------	-------	--------------	--

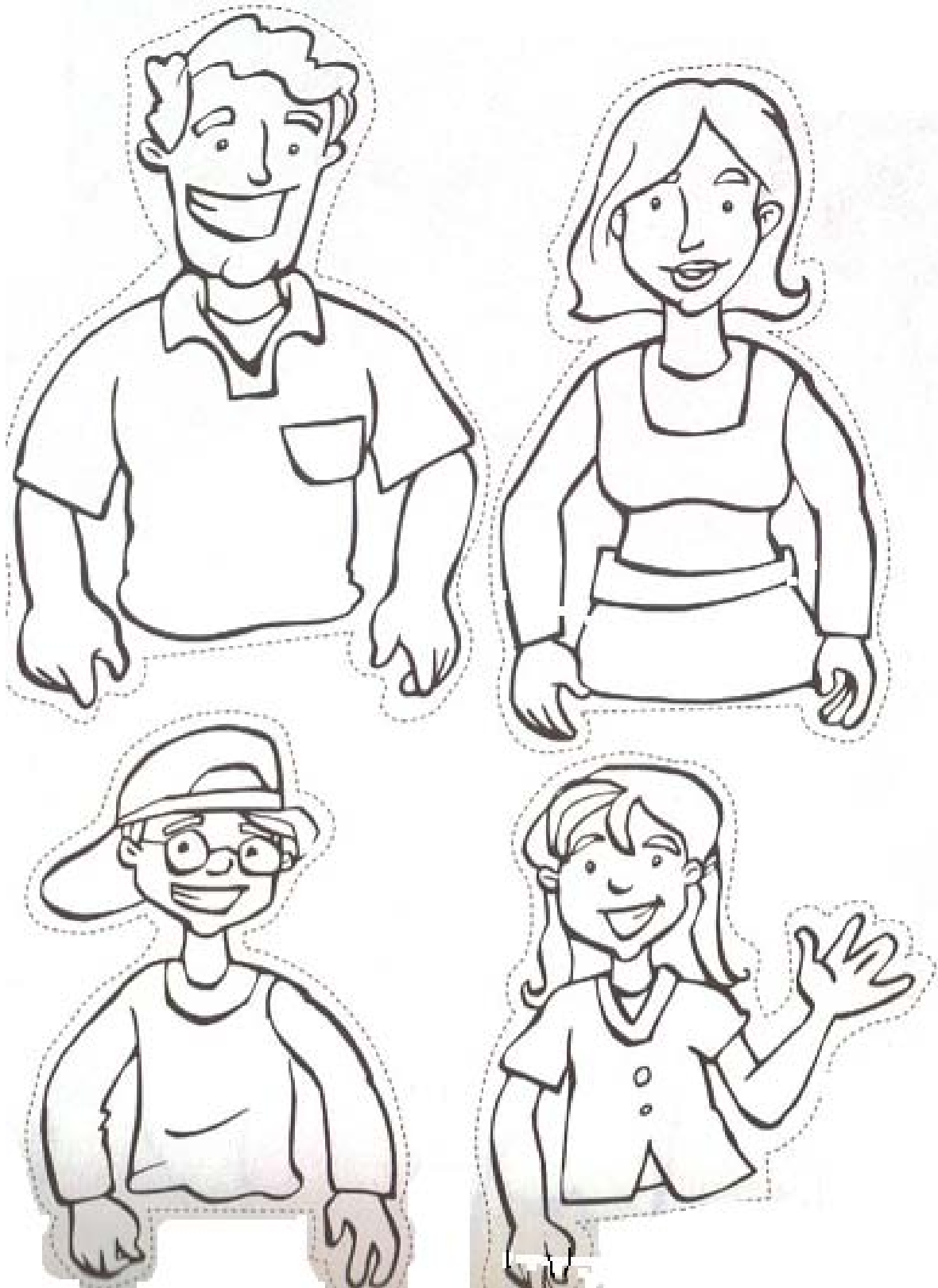




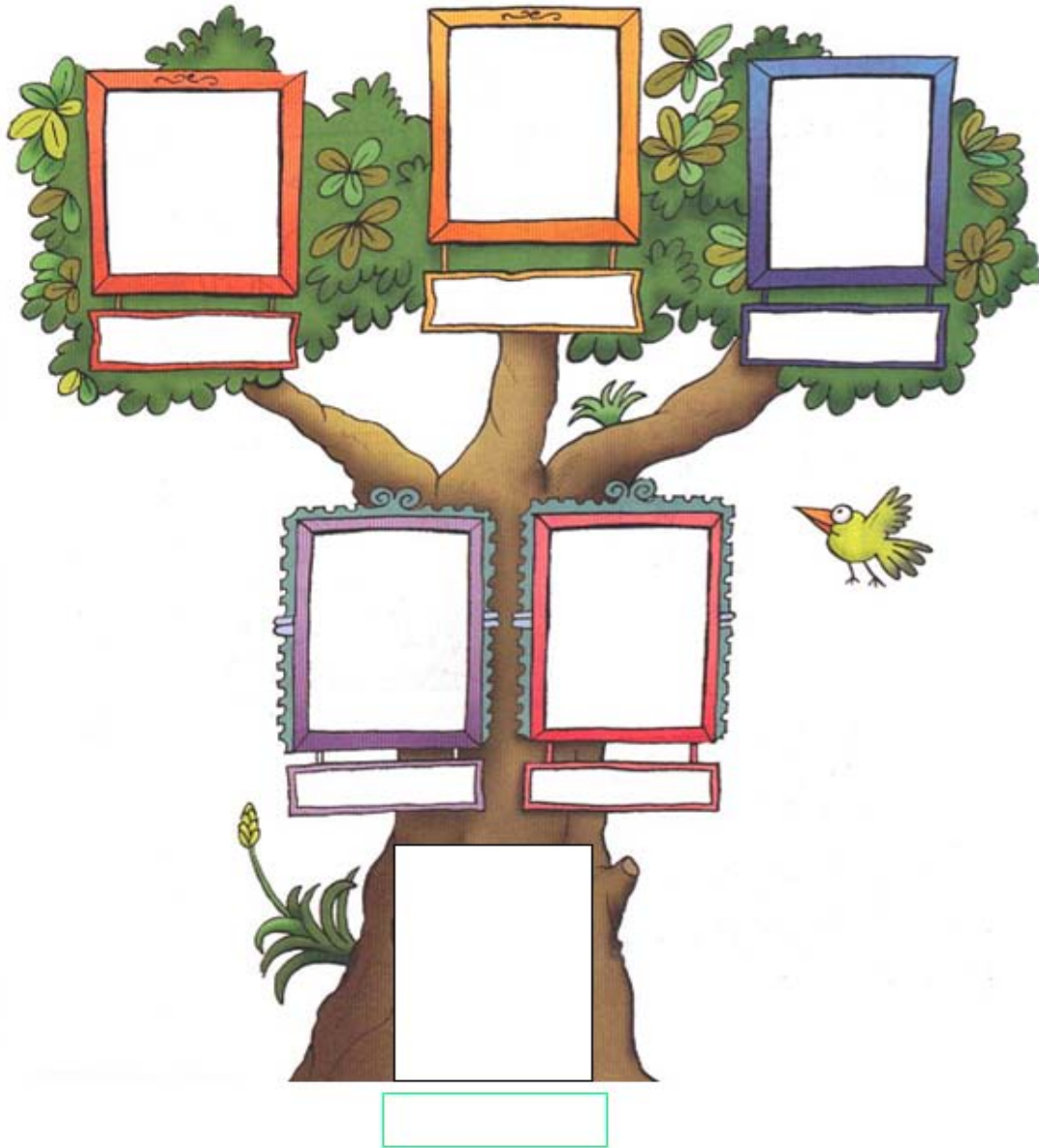








■ Complete your family tree.







### 3.3 PROJECT 3

THEME: **“SHAPES AND COLORS”**

Time: Four weeks

Start date: June 25      End date: June 25

**Aim:** At the end of the lesson students will be able to identify colors and geometrical shapes.

***Contents:***

Vocabulary

- Blue
- Yellow
- Red
- Circle
- Triangle
- Square
- What is it?
- What color is it?

***Procedure and techniques:***

Warm up: Game **“Hot Ball”**

Description: Teacher explains the game while throwing the ball and saying different greetings such as, “Hello”, “Hi”, “Good morning.” and the children have to repeat it.



### ***Pre-teaching***

Show different objects to teach new vocabulary: “Blue, yellow, red, circle, triangle, etc.”

### ***Presentation:***

- Sing a song showing cards of different colors and shapes.
- Show students flash cards with different colors and presents the geometrical shapes.
- Ask students to look for objects of different colors around the classroom.
- Ask students to answer the question, “What color is it?”, while showing different objects.

### ***Practice:***

- Present students with some pictures and ask them to identify colors and geometrical shapes.
- Ask a student to follow the series and practice the pronunciation with their teacher.
- Ask each student to choose a color and shape to pronounce.
- Each student has to work with a classmate recognizing and coloring the geometrical shapes.

### ***Production***

- Ask students to identify colors and shapes of several pictures.



- Ask students to cut and glue the geometrical shapes to elaborate a little house.
- Ask students to draw triangles, circles and squares.
- Ask students to cut the geometrical shapes to make a robot.

### ***Resources***

- Teacher's books
- Board
- Pictures
- Flash cards
- Realia
- Frieze
- Papers
- Colored pencils
- Scissors
- Pencils

### ***Evaluation:***

- Ask students to color the drawings according to the teacher's instructions.
- Ask students to answer the Teacher's questions, "What color is it?" and "What is it?"

### ***Elaboration of the "frieze board"***

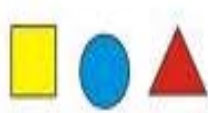








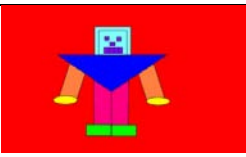


### FRIEZE No 3

THEME: **SHAPES AND COLORS**

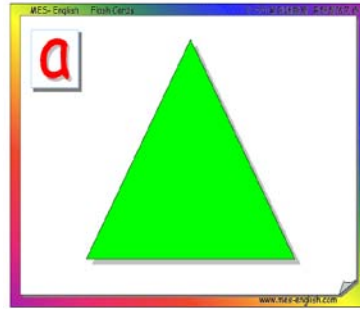
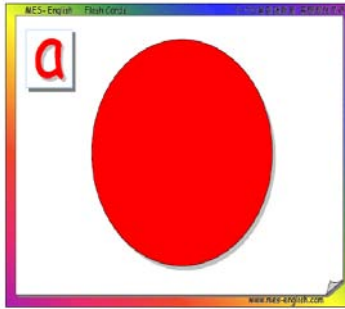
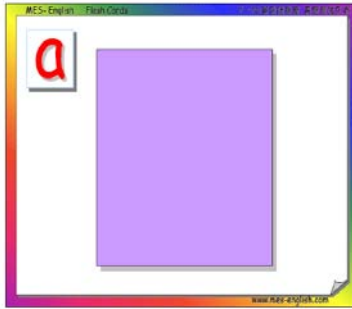
START DATE: 25 June

END DATE: 25 June

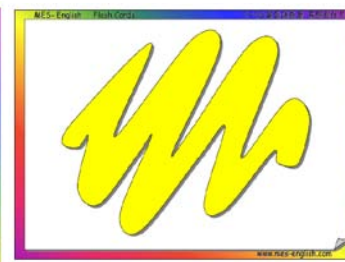
**Aim:** At the end of the lesson students will be able to identify colors and the geometrical shapes.

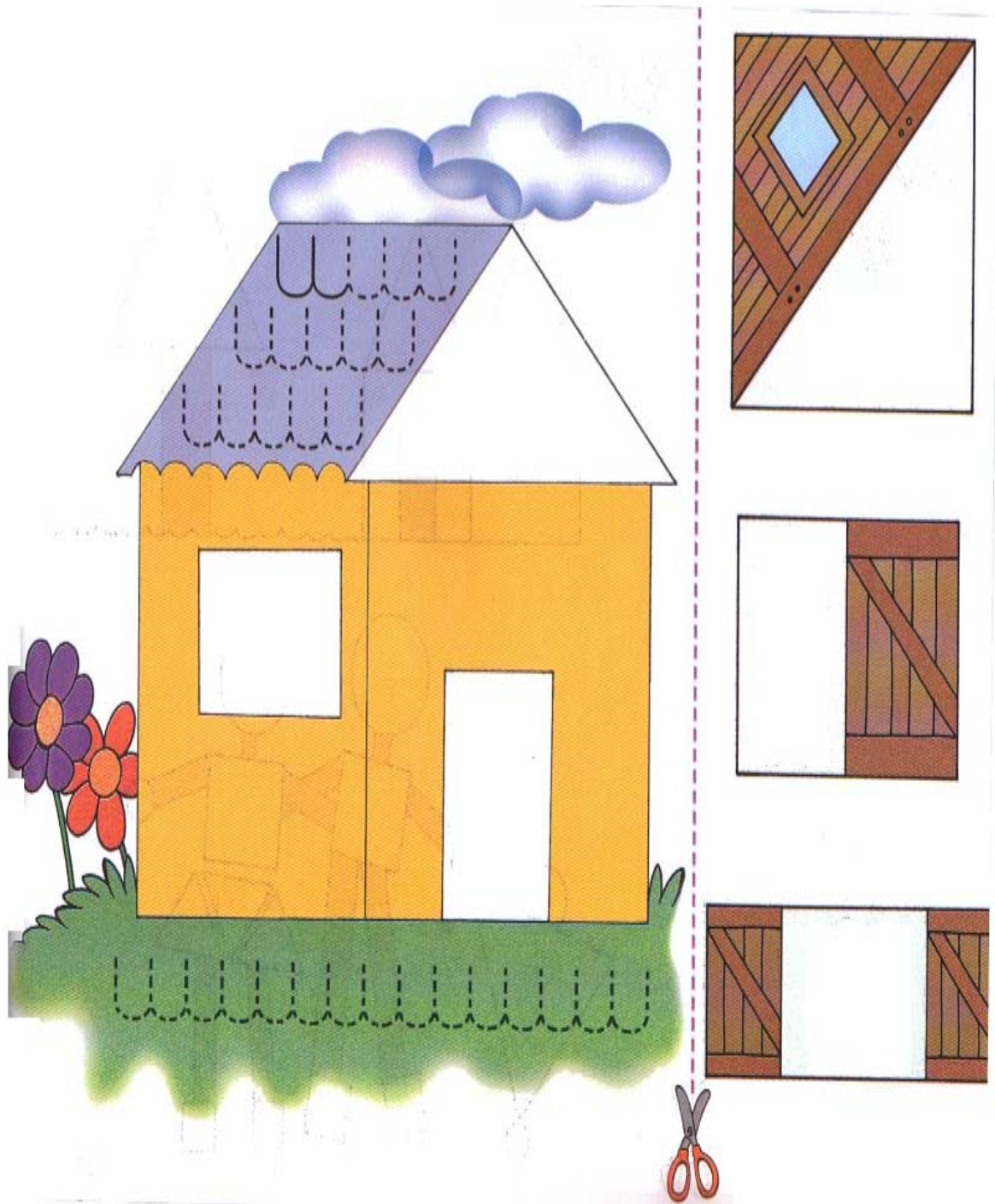
WHAT?	WITH WHAT?	WITH WHOM?	WHEN?
 Identify colors and shapes	 Pictures	 All children	1 DAY
 Make a little house	 scissors,glue,paper	 All students	1 DAY
 Draw shapes	 Paper,colored pencil,pencil	 All students	1 DAY
 Make a robot	 shapes,paper,glue,scissors	 All children	1 DAY

# SHAPES



# COLORS

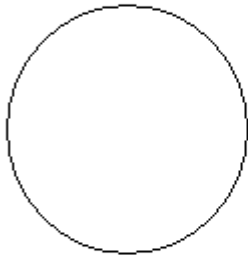




# Dot to Dot game



What shape is this?



What shape is this?

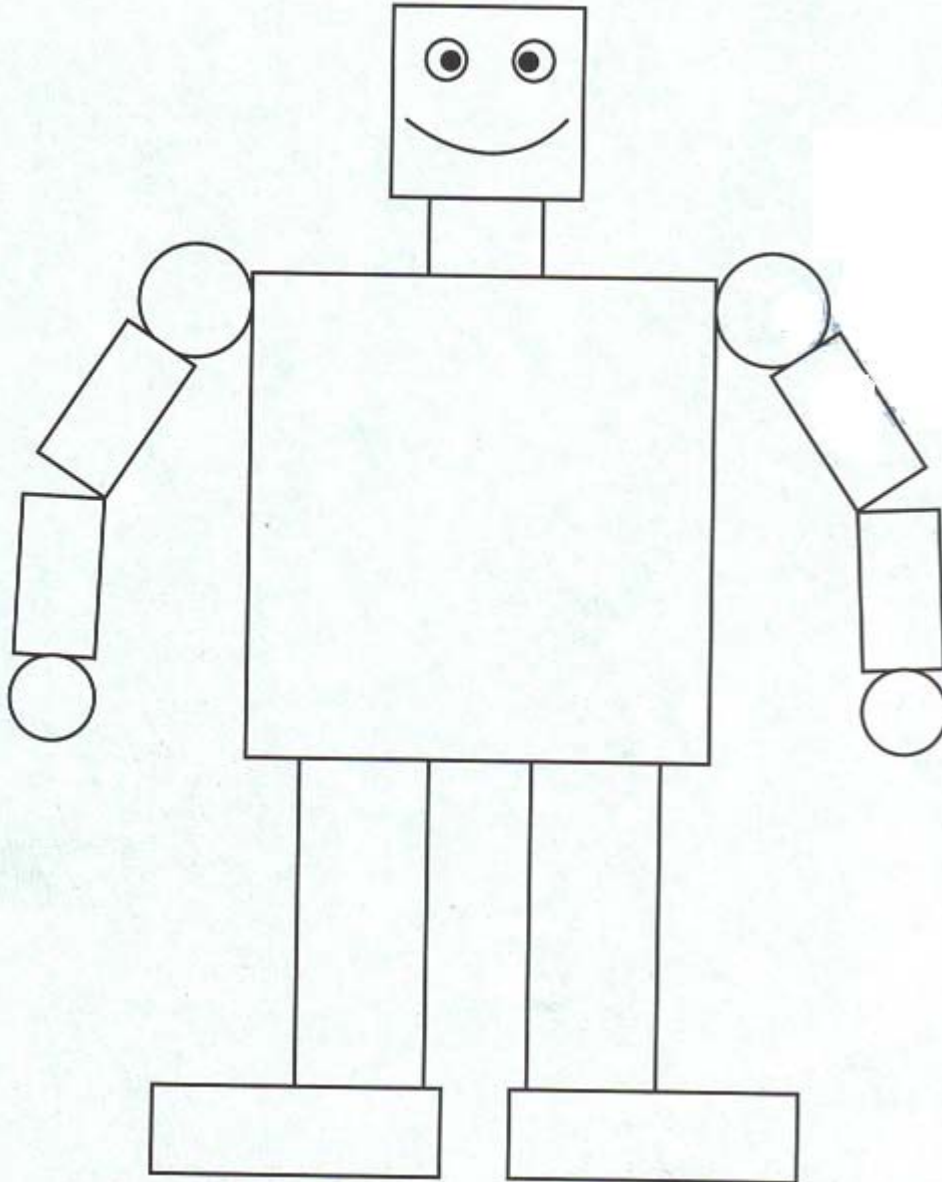


What shape is this?

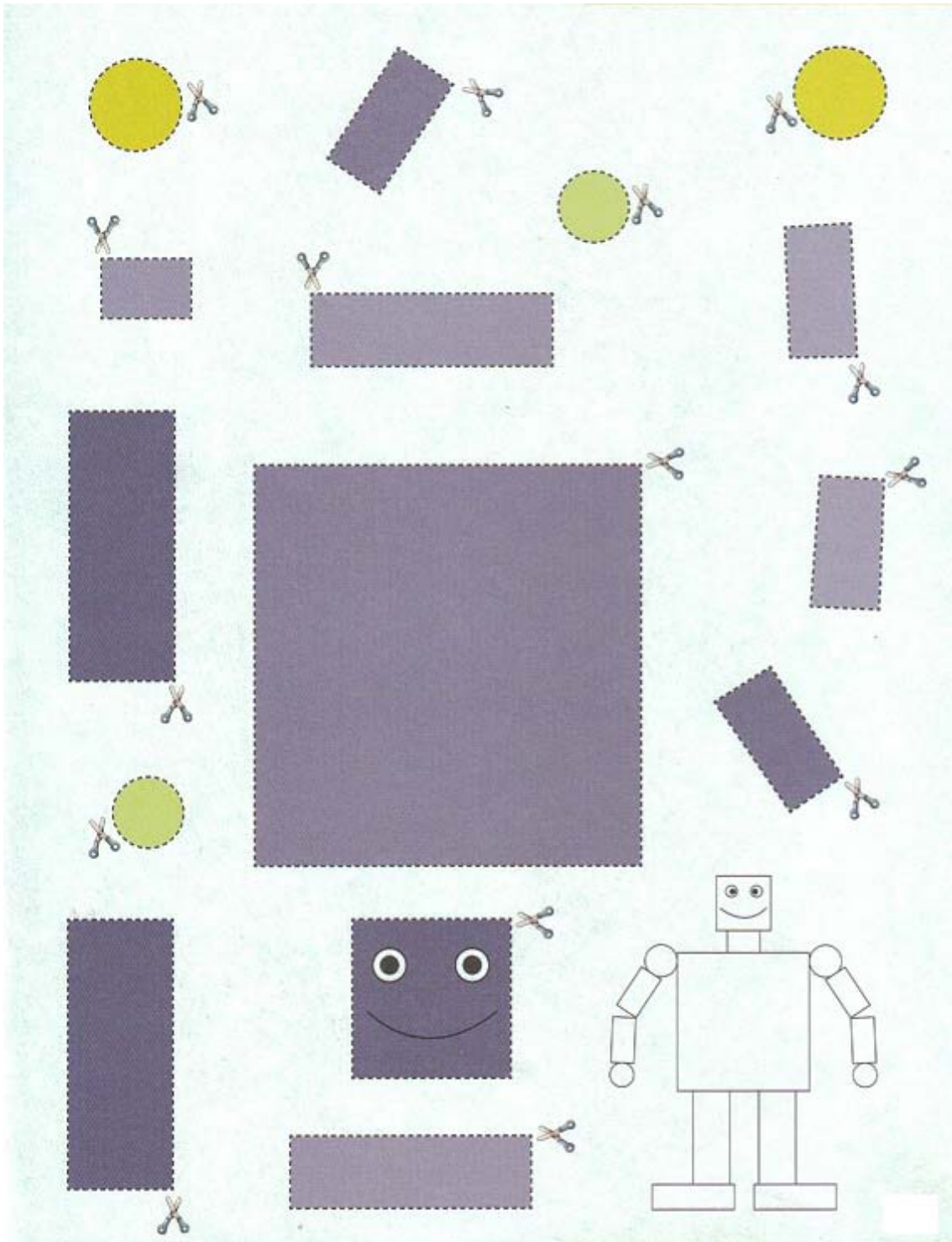




Cut out the shapes according to the colors and glue them here.







### 3.4 PROJECT 4

THEME: "MY FAVORITE ANIMAL"

Ana María Valladolid P.  
Ana Judith Vélez V.



Time: Four weeks

Start date..... End date.....

**Aim:** At the end of the lesson students will be able to identify different animals, say the names in English, and express their preferences.

**Contents**

Vocabulary

DOMESTIC ANIMALS	WILD ANIMALS
<ul style="list-style-type: none"> <li>• cat</li> <li>• dog</li> <li>• cow</li> <li>• horse</li> <li>• rabbit</li> <li>• chicken</li> </ul>	<ul style="list-style-type: none"> <li>• lion</li> <li>• tiger</li> <li>• elephant</li> <li>• monkey</li> <li>• snake</li> <li>• frog</li> </ul>
<p>My favorite animal is....</p> <p>What is it?</p>	

**Procedure and techniques**

**Warm up: "Hot Potato"**

Description: Put a medium-sized ball in the center of a circle along with a child chosen to be "it". The child who is "it" pushes the ball with his or her feet, trying to get it out of the circle. The other children try to stop the ball with their feet.



Once the ball is out, another leader is chosen. The ball is called the “hot potato” and the children will enjoy trying to keep it in the “oven”.

### **Pre-teaching**

The teacher can give students some animal masks and tell them a story about animals (Noah’s Ark) and each time teacher says the name of an animal the child using its mask has to make the animal sound: example; Cat “meow-meow”.

### **Presentation**

- Present students with some flash cards and ask them to identify and pronounce the name of the animals.
- Ask students the question, “What is it?” and the children have to answer, “It is a...”
- Encourage children to present their favorite animal using the expression, “My favorite animal is...”

### **Practice**

- Present students with some pictures and ask them to identify and classify the animals into domestic and wild animals.
- Ask children to show a picture about their favorite animals using the expression, “My favorite animal is...” and explain if this is a domestic or wild animal.
- Sing the song “Old McDonald”.



## Production

- Ask students to trace and color some domestic animals and to practice pronunciation.
- Students find some wild animals and cover them with play doh.
- Each student has to follow the steps and make a dog and a cat with a piece of paper.
- Each student has to dramatize a part of the story, "Noah's Ark".

## Resources

- Teacher's books
- Board
- Pictures
- Flash cards
- Realia
- Frieze
- Paper
- Colored pencils
- Scissors
- Pencils
- Play-doh
- Masks

## Evaluation

- ❖ Each student has to make a collage of his/her favorite animal and present it to the class.










### Elaboration of the frieze board




#### FRIEZE No 4

THEME: MY FAVORITE ANIMAL

START DATE..... END  
DATE.....

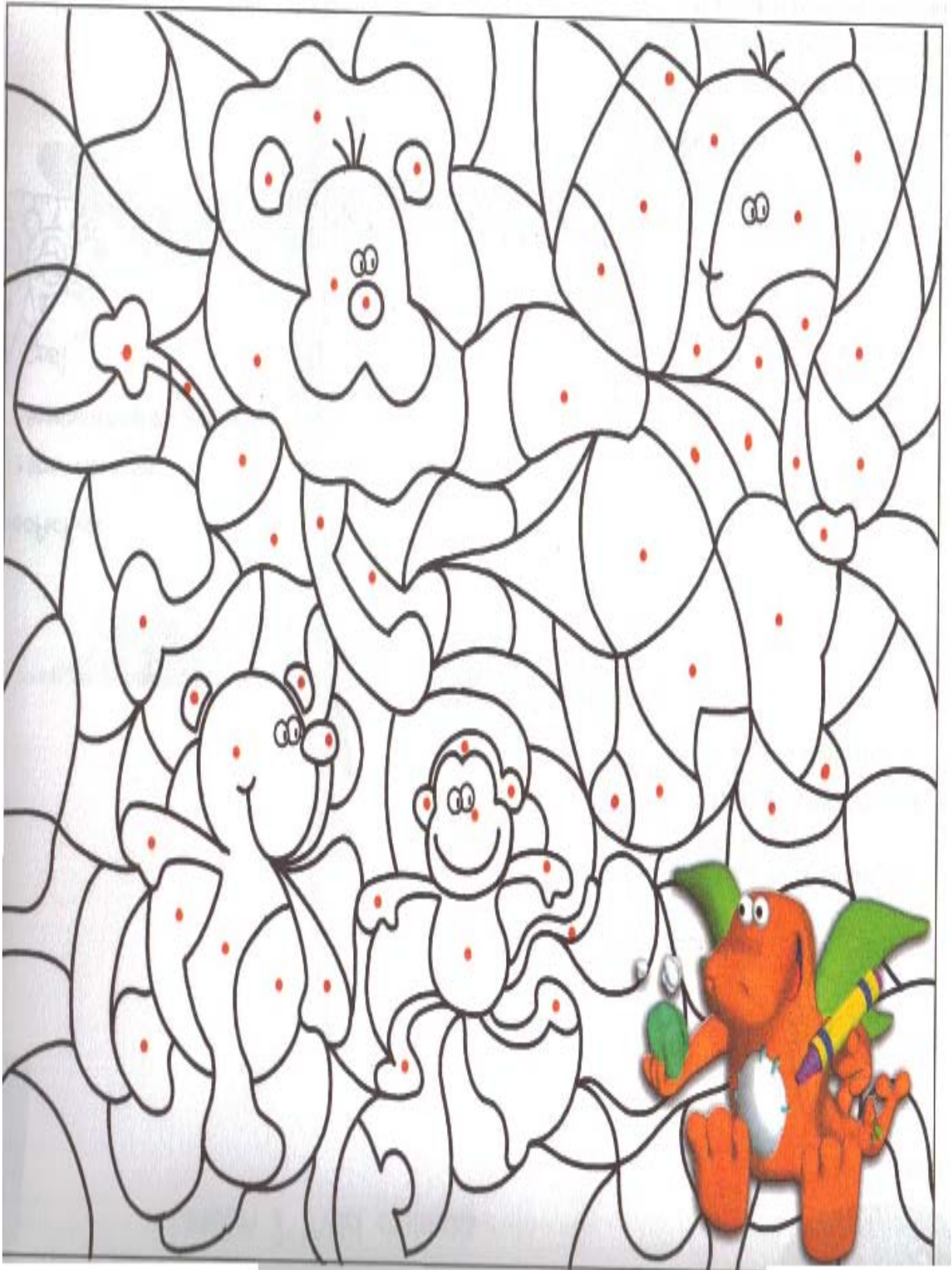
**Aim:** At the end of the lesson students will be able to identify different animals, say the names in English, and express their preferences.

WHAT?	WITH WHAT?	WITH WHOM?	WHEN?
 Animals dot to dot	 pencil paper and colored pencils	 All children	1 DAY
 Find some wild animals	 paper and play doh	 All children	1 DAY
 Make a dog and a	 paper and scissors	 All children	1 DAY

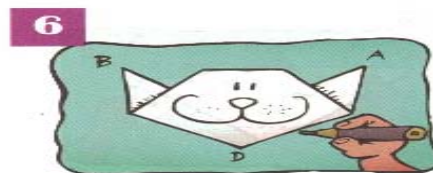
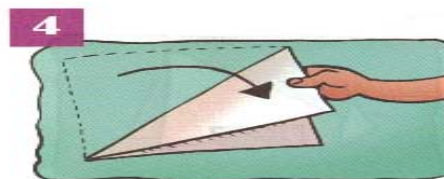
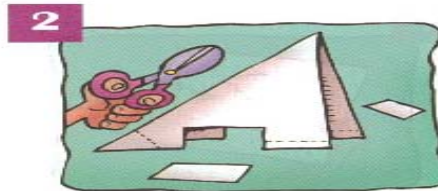
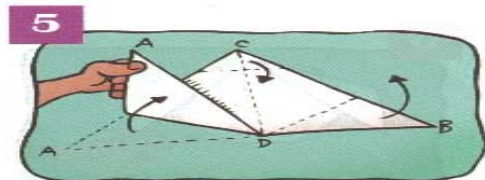
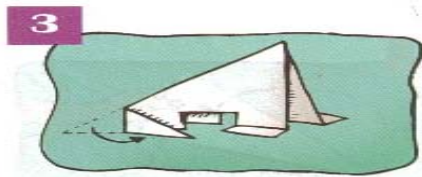
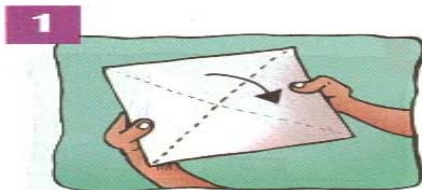
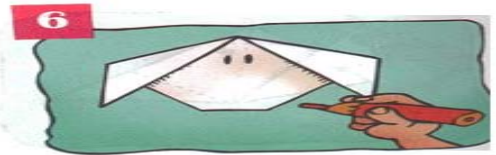
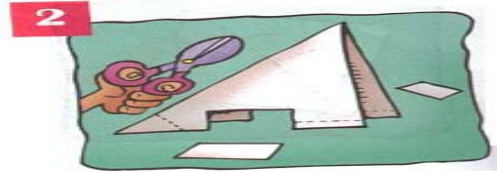
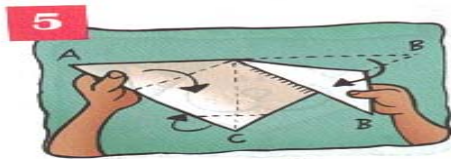
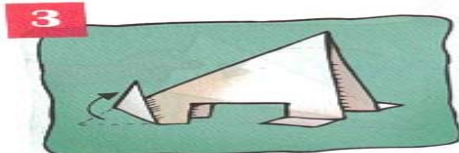
cat			
 <p>Dramatizing</p>	 <p>Noah's Ark book, masks</p>	 <p>All children</p>	<p>1 DAY</p>













## CONCLUSIONS

When a child acquires the mother tongue naturally and spontaneously through communicative relationships with others, the child will be able to learn to speak as his /her interests develop. It is thanks the words a child hears, as well as his/her intellectual maturity that words to improve the composition of their phrases and express correctly their ideas; as similar situation occurs at the time that a child acquires a foreign language.

In order to acquire a new language significantly the teachers should be responsible for carrying out this work, using the classroom projects carried out in the first years of basic education as a means to English.

Also, it is important to remember when we are developing the classroom projects we must take into account different components, such as the elaboration of the frieze; it is a representative form of socialized and organized ideas. The frieze has graphs and symbols. These graphs and symbols help children to understand and communicate to others what they are learning about the topics.

In short, learning a second language is similar to learning a first language in that the teachers must be guides and facilitators who prepare children to learn, through guided and free activities, such as describing animals, action songs, games, etc. with interesting and stimulating materials and resources. Finally, it is important to consider all children as people with preferences, ideas, and views of their own and needs. They love to talk about themes they know and to participate in various activities.



## RECOMMENDATIONS

- We recommend the use of classroom projects as a motivating element for teaching English because these projects contain themes that emerge from the dialogue between the classroom teacher and children; themes that are related to real situations allowing for meaningful learning.
- We suggest teachers make use of different resources to take advantage of the prior knowledge children already have to create a participatory environment and relate the prior knowledge with the new content and so facilitate learning; thus teacher will create a real need and desire to use English, through communicative methodologies.
- We recommend that all activities made for the preparation of the classroom projects in English should be developed on the basis of projects made by the classroom teacher with the active participation of students and thus reinforce the knowledge that children are acquiring in Spanish as well as in English.
- Classroom projects should be planned with dynamic and participatory activities that arouse interest in children by encouraging individual and group participation together with the handling of various materials.
- Also, we suggest teachers must develop and carry out an appropriate methodology through drills, real tasks, or interesting and varied activities that are not just language exercises, but that give the children the chance to assimilate and develop real use of the foreign language.

## APPENDIX

PICTURES OF OUR MICRO TEACHING MADE AT FANCISCO TAMARIZ  
SCHOOL.



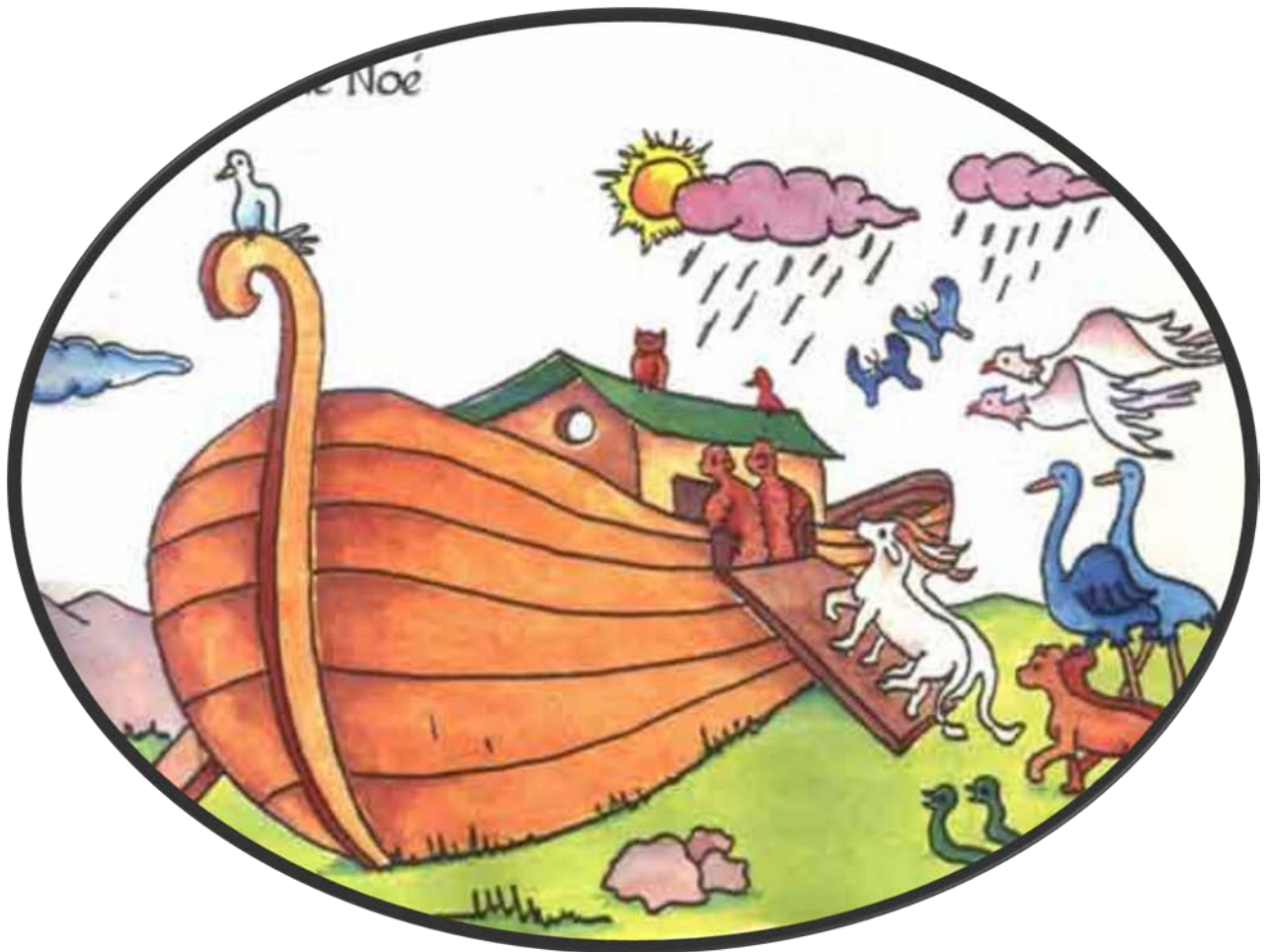




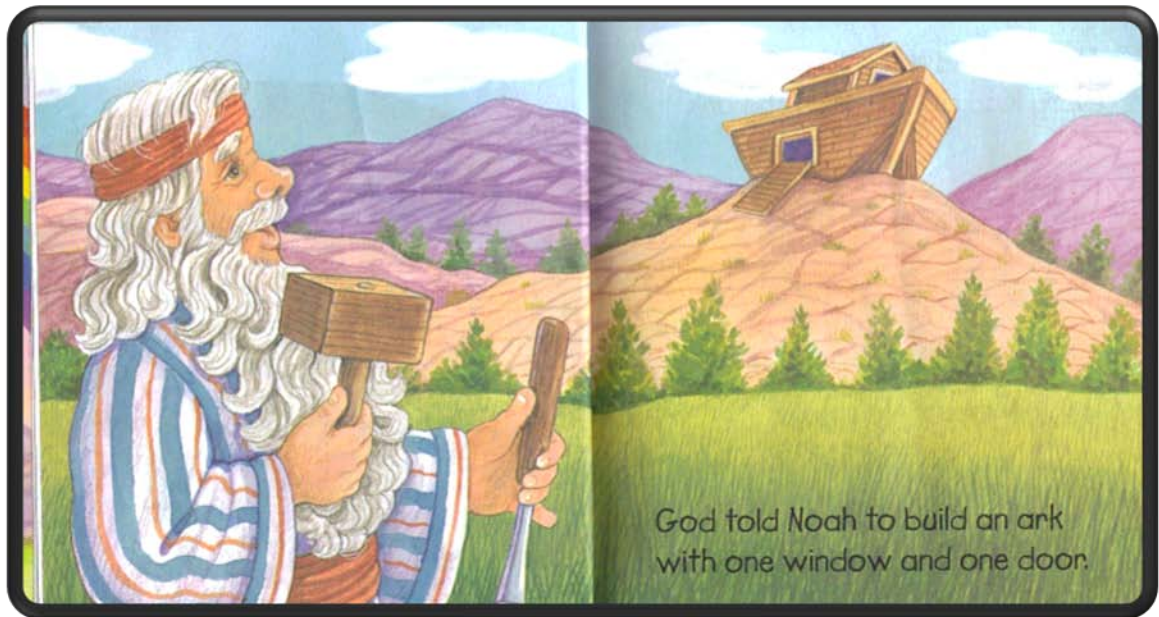




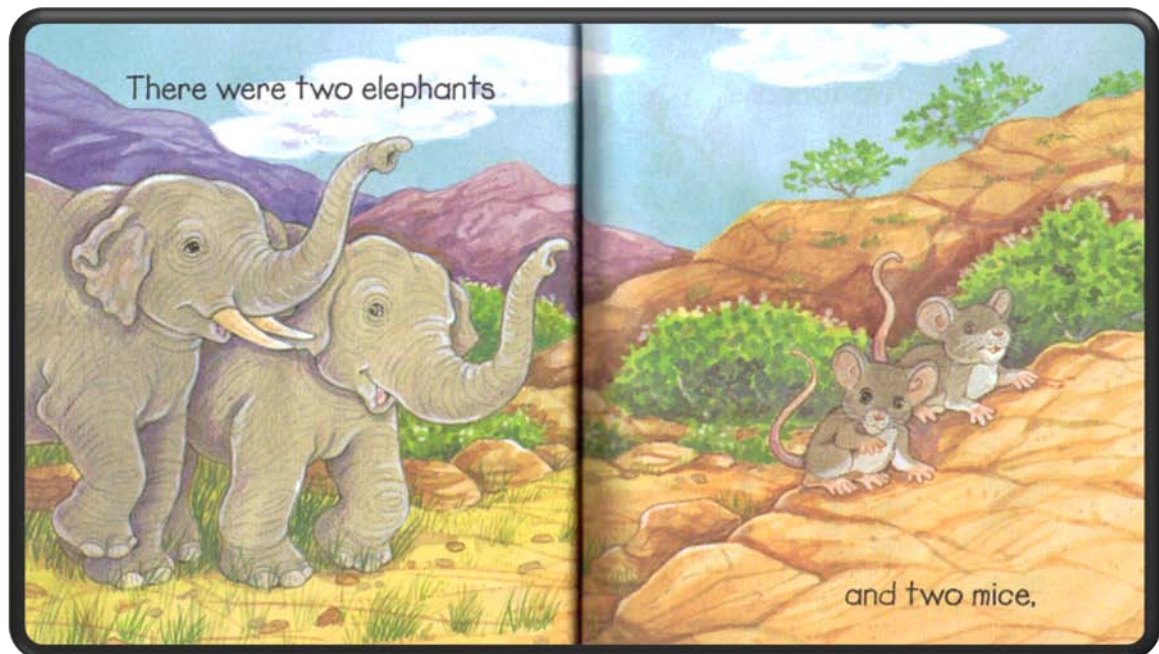
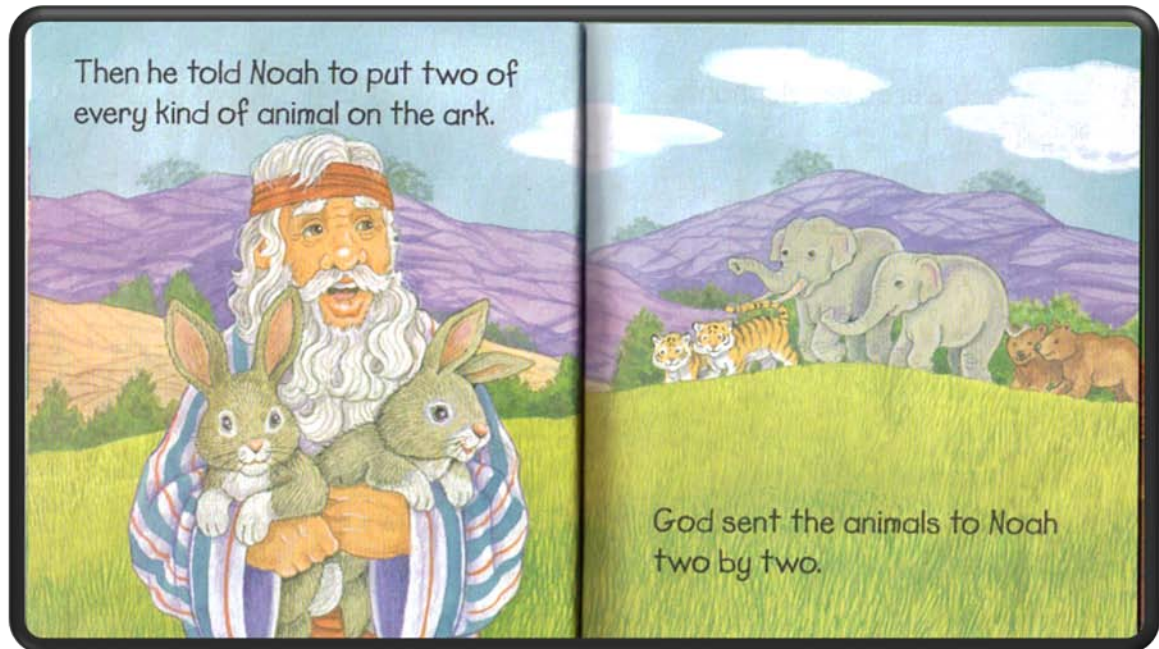
# NOAH'S ARK



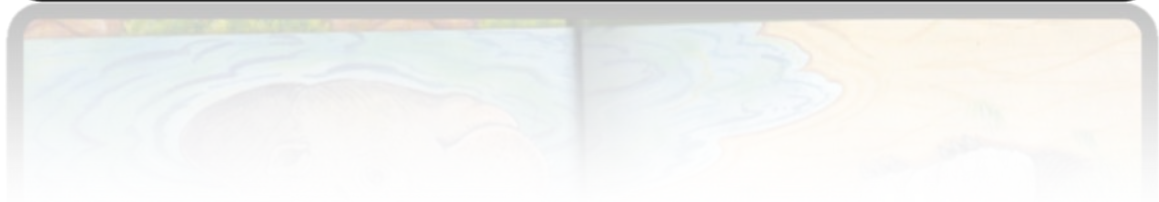
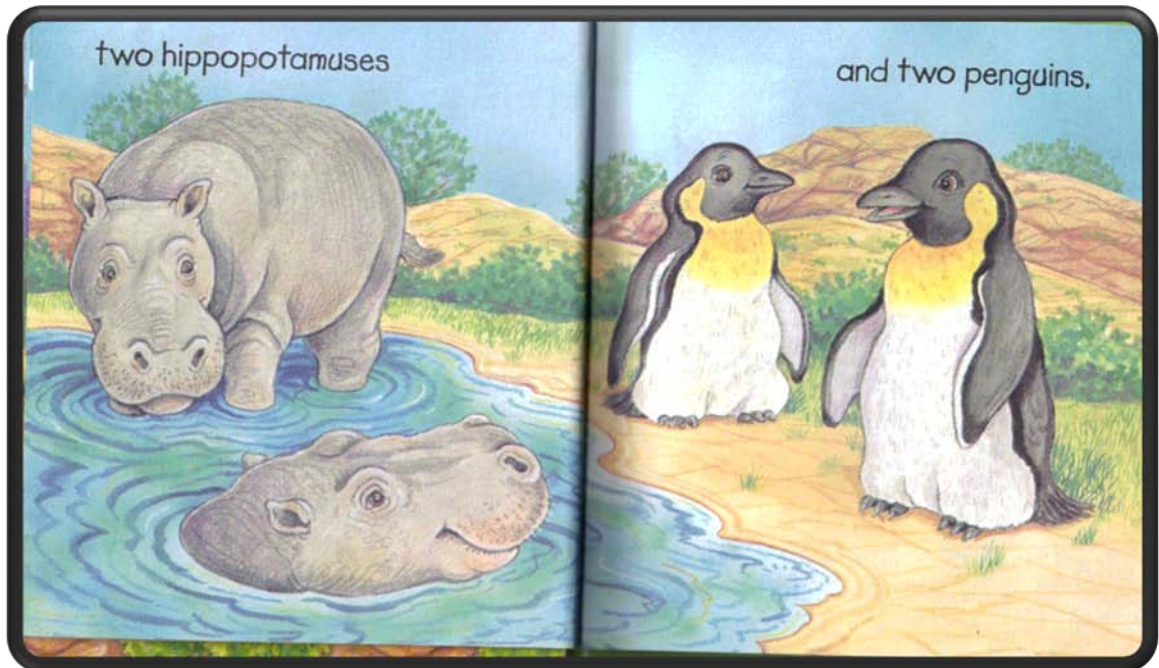
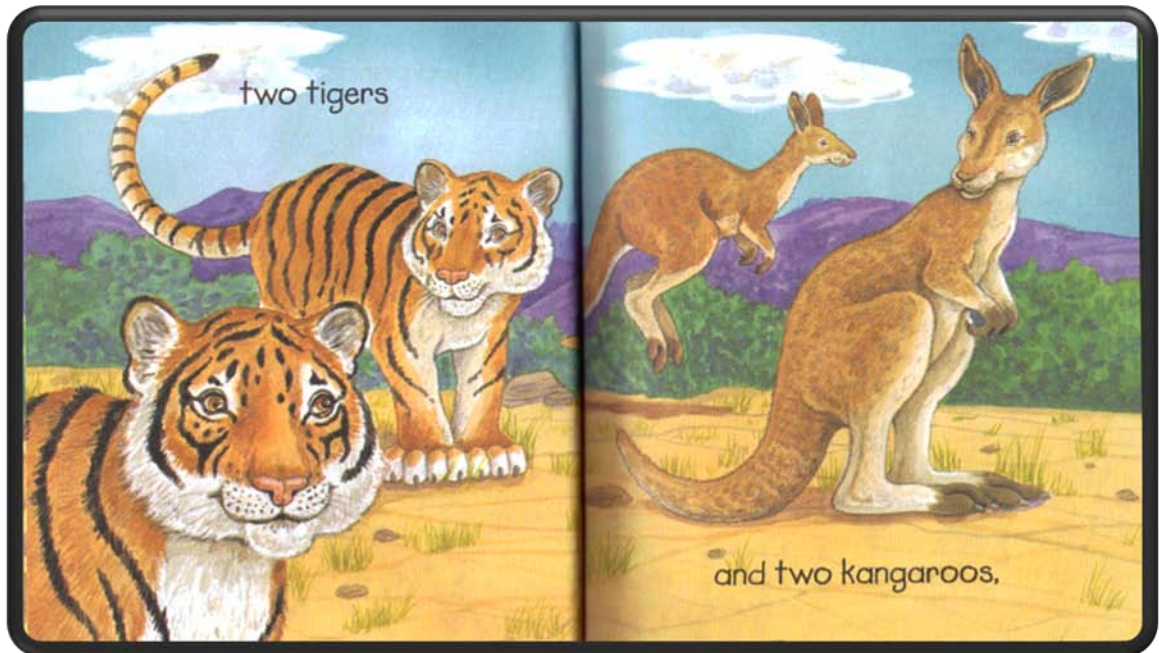




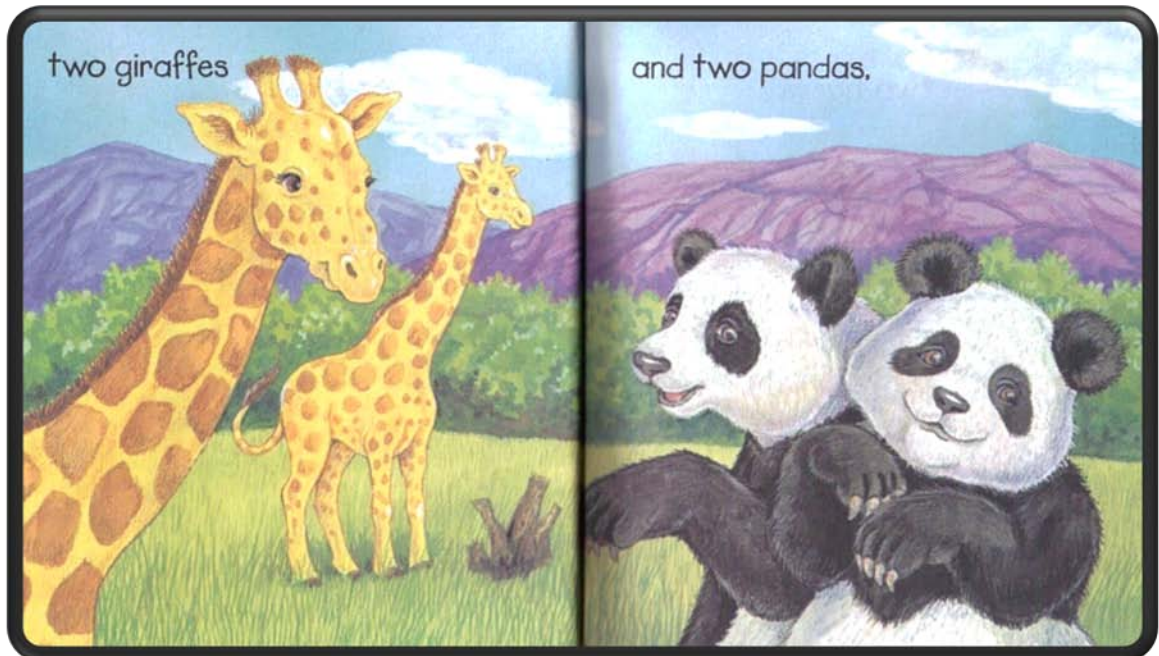
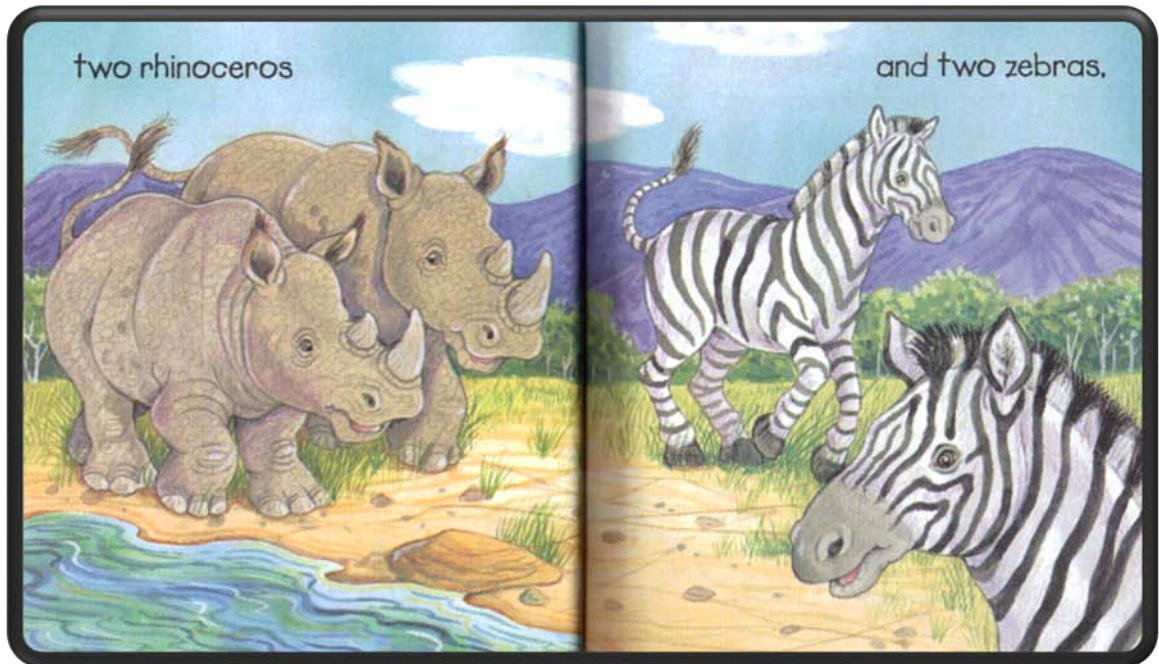




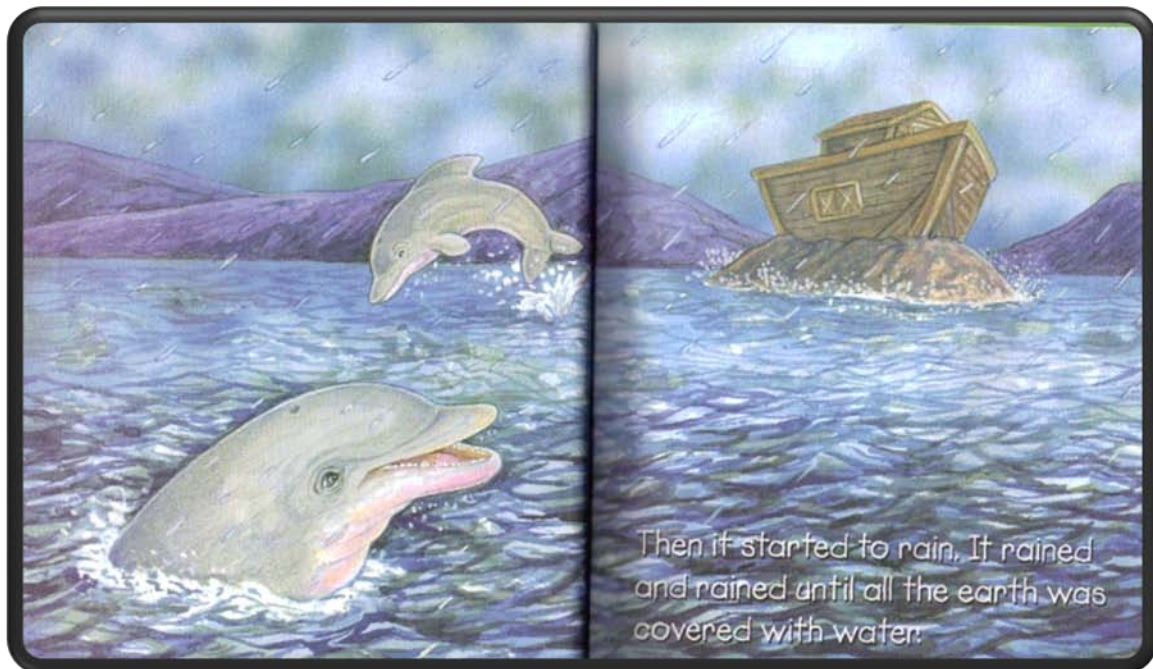
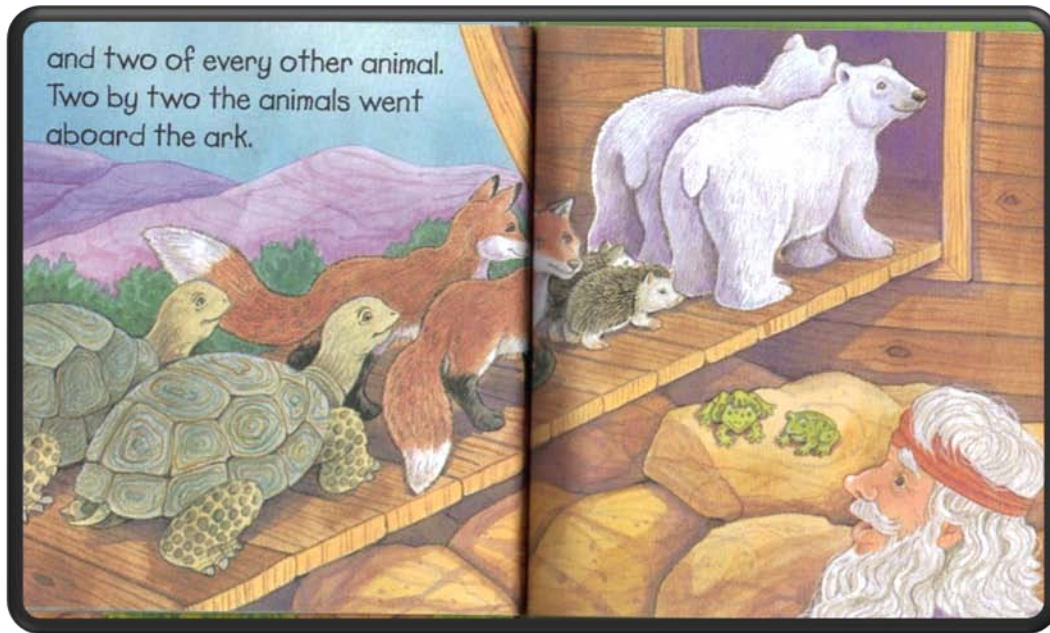


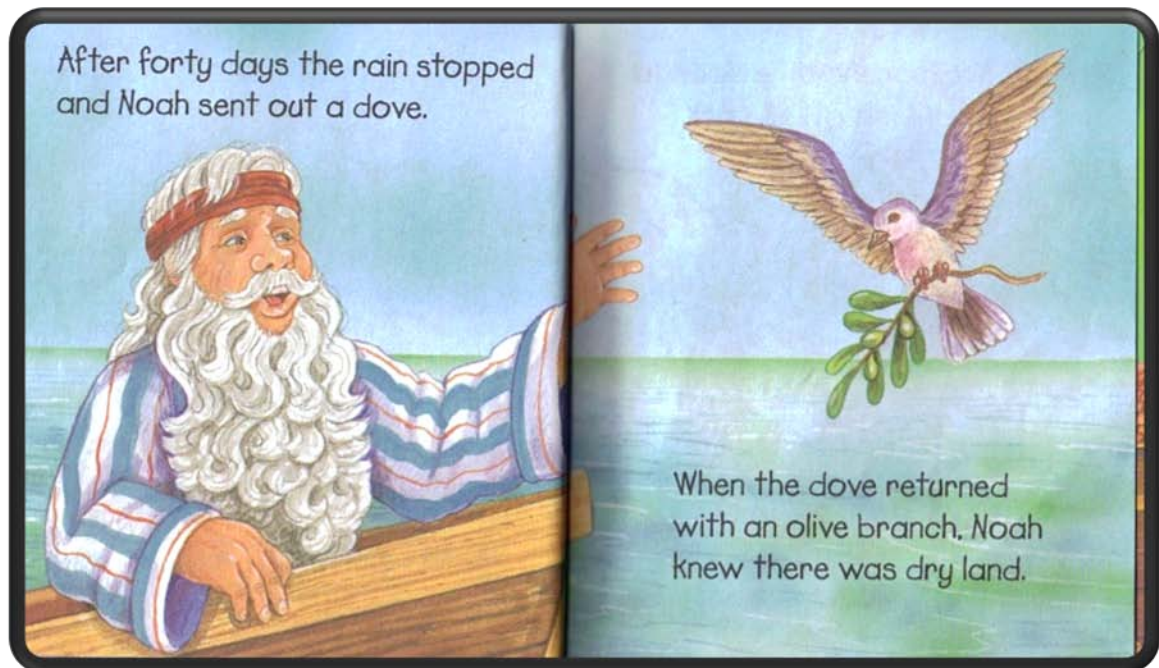




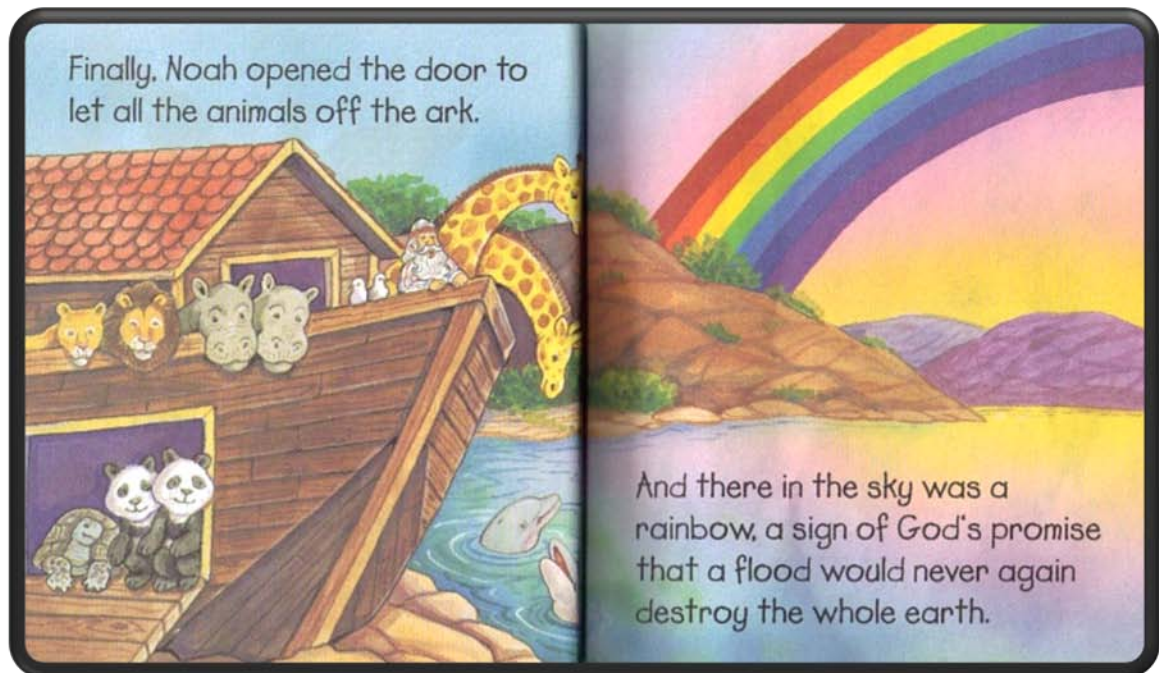






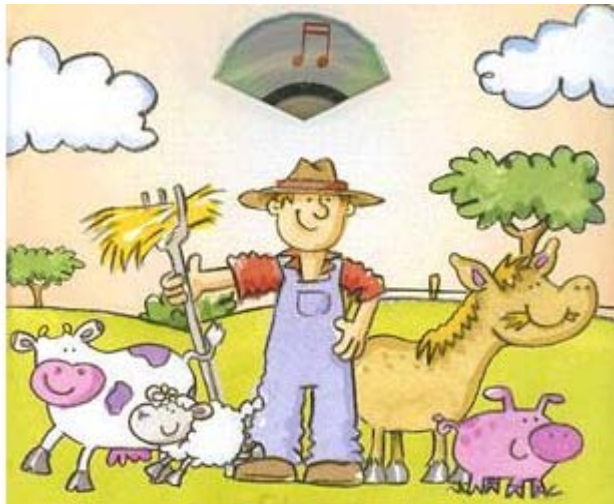






THE END

# SONGS



## OLD MACDONALD

Old Macdonald had a farm, E-I-E-I-O  
And on his farm he had a cow, E-I-E-I-O  
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, E-I-E-I-O

Old Macdonald had a farm, E-I-E-I-O  
And on his farm he had a pig, E-I-E-I-O  
With a (snort) here and a (snort) there  
Here a (snort) there a (snort)  
Everywhere a (snort-snort)  
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, E-I-E-I-O

Old Macdonald had a farm, E-I-E-I-O

And on his farm he had a horse, E-I-E-I-O

With a "neigh, neigh" here and a "neigh, neigh" there

Here a "neigh" there a "neigh"

Everywhere a "neigh-neigh"

With a (snort) here and a (snort) there

Here a (snort) there a (snort)

Everywhere a (snort-snort)

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, E-I-E-I-O

## RED IS AN APPLE

Red is an apple

Yellow is the sun

Blue is the sky

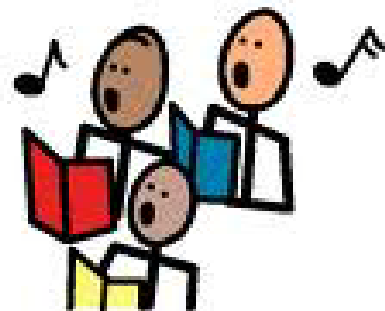
And purple is a plum

Orange is an orange

Green is a tree

Black as the sky

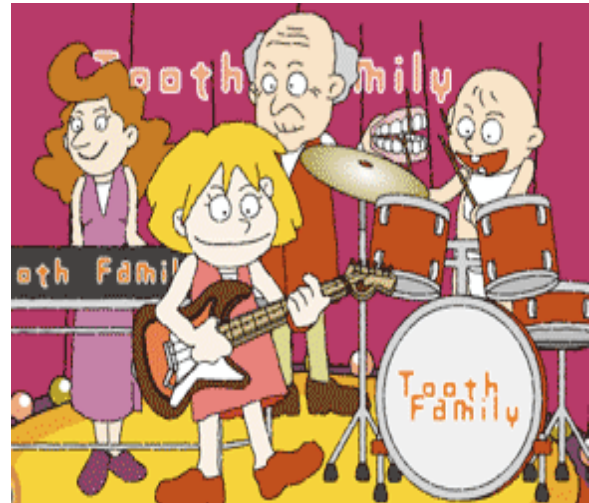
I know my colors as you can see!





## I LOVE YOU

I love you  
You love me  
We're a happy family  
With a great big hug  
And a kiss from me to you  
Won't you say you love me too?



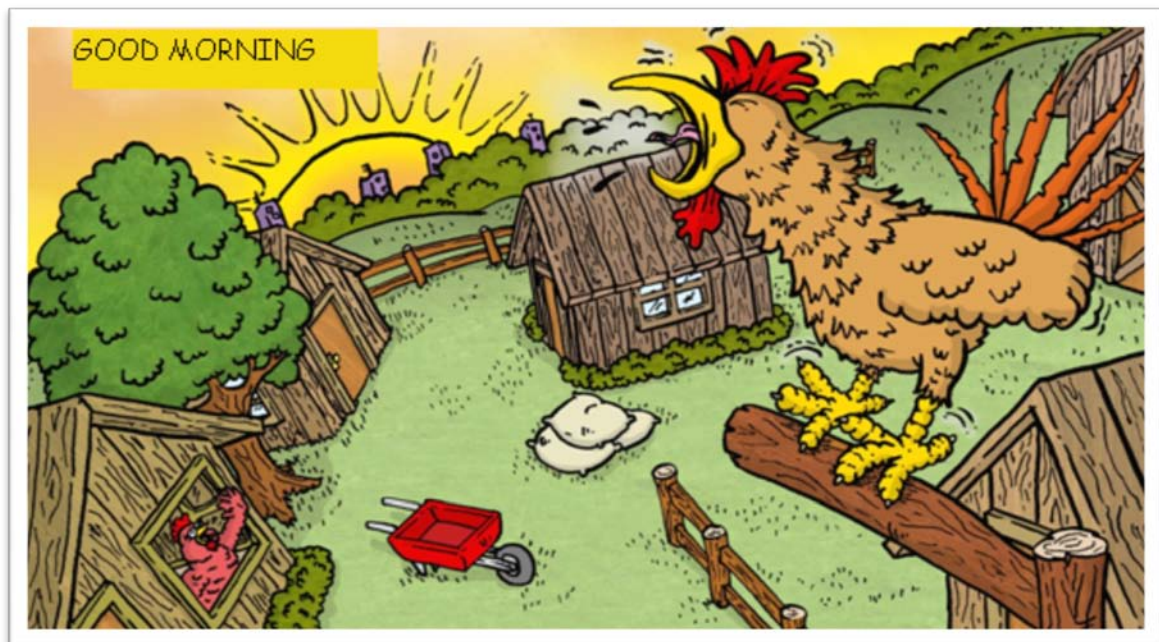
I love you  
You love me  
We're best friends  
Like friends should be  
With a great big hug  
And a kiss from me to you  
Won't you say you love me too?

## **GOOD MORNING**

Good morning teacher,  
good morning teacher  
how are you, how are you  
very well and thank you,  
very well and thank you  
how are you, how are you  
pollitos chickens, gallina hen,  
lapiz pencil y pluma pen,  
ventana window, puerta door,  
maestra teacher y piso floor...



# GREETINGS

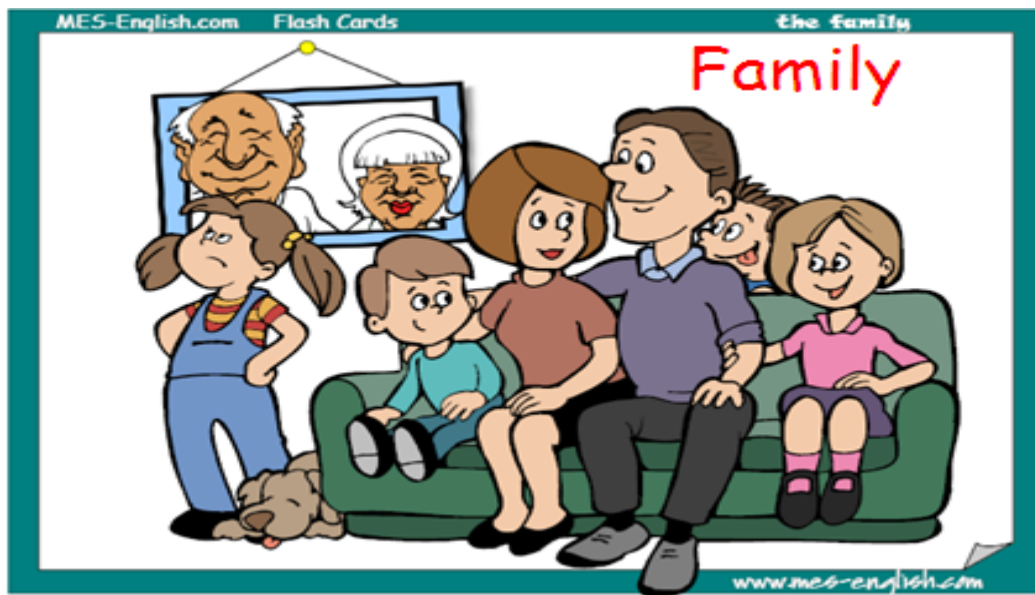






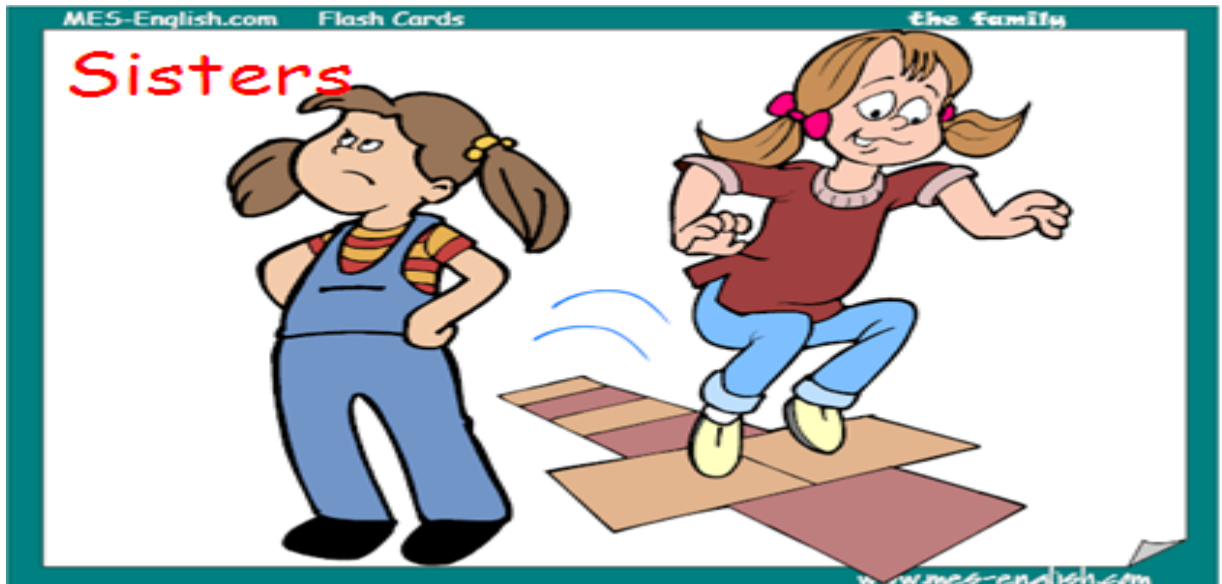


# THE FAMILY

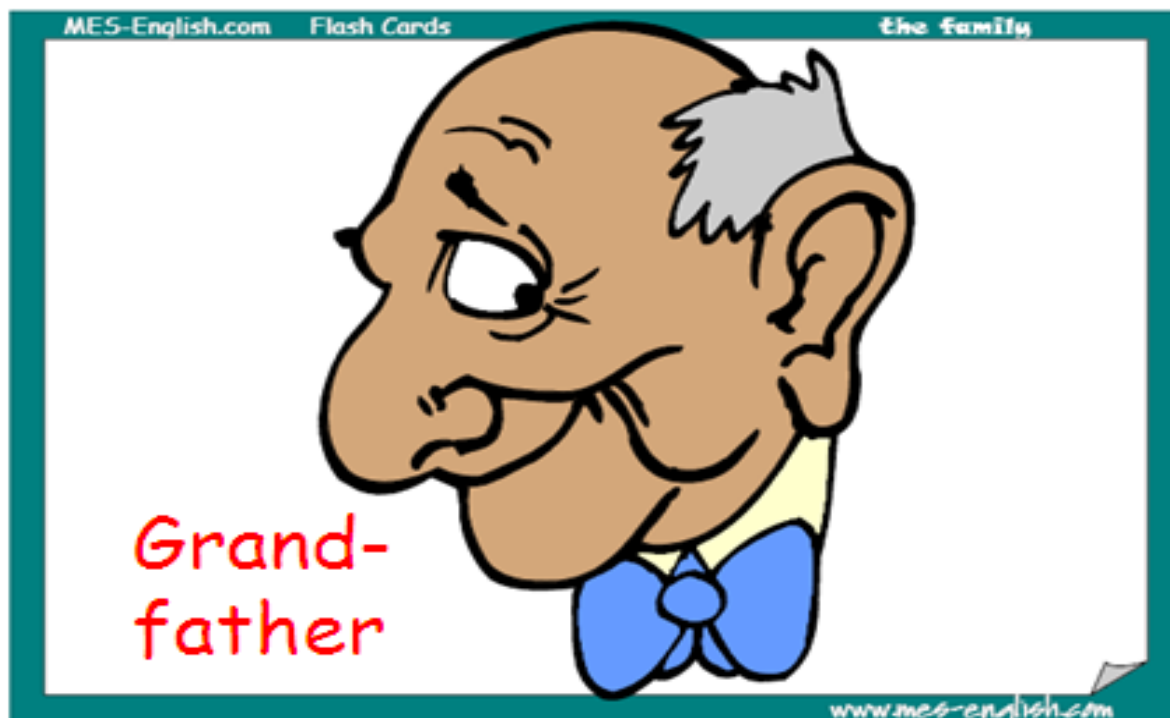


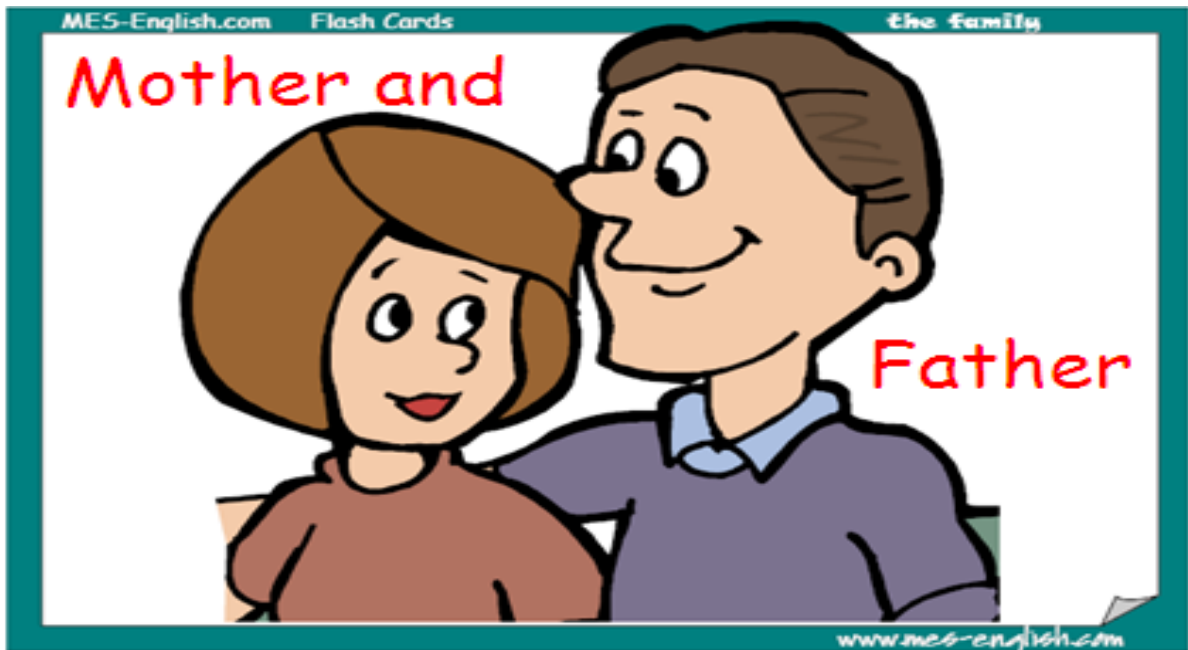








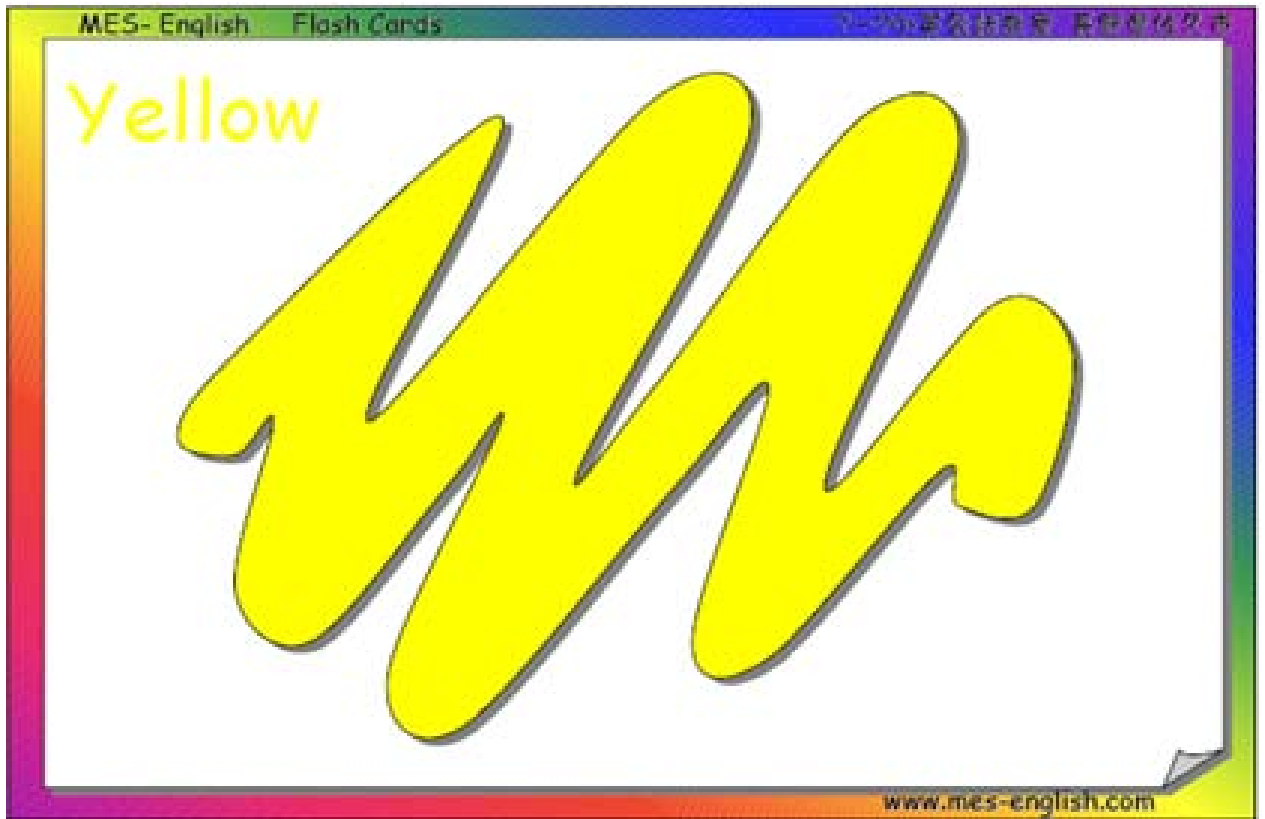




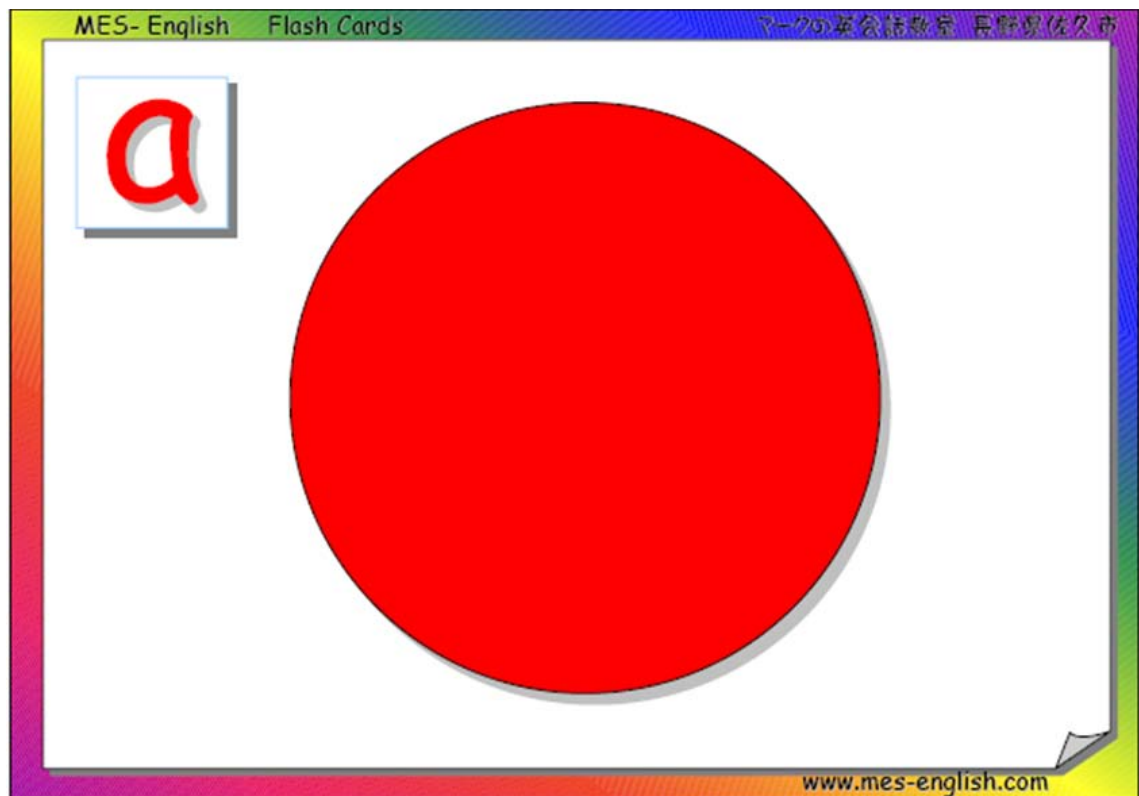
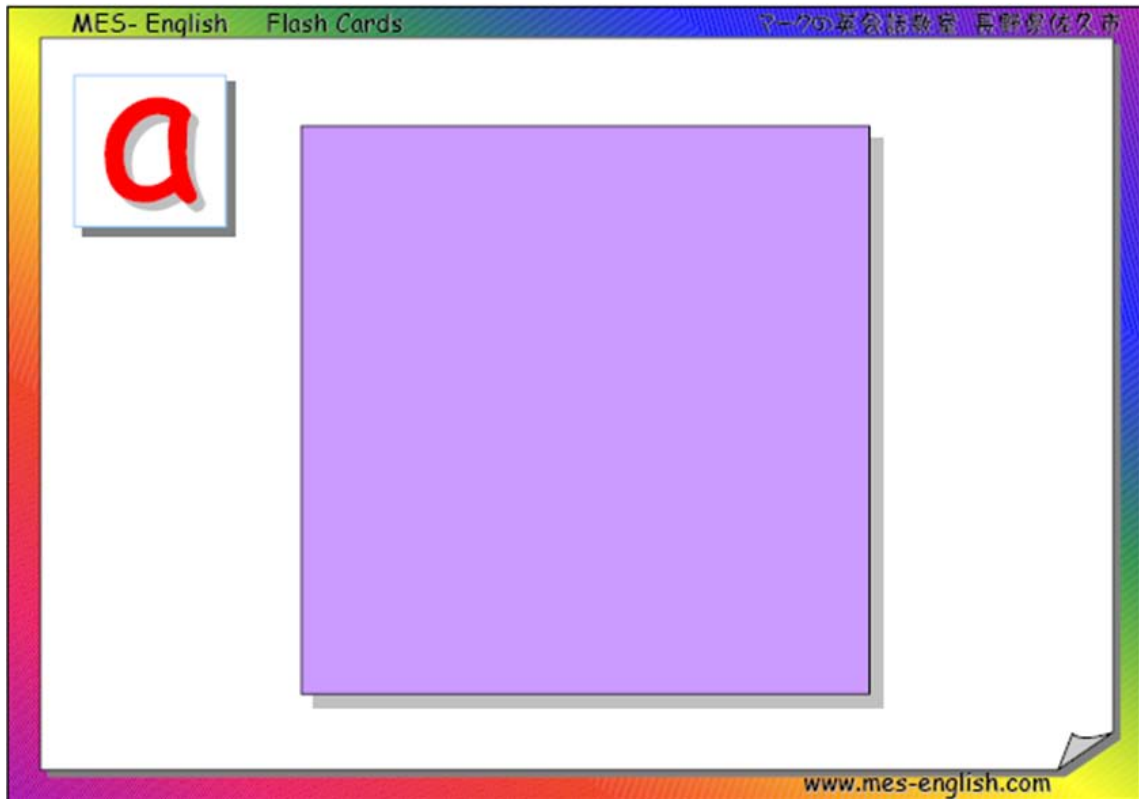


Grandfather and grandmother

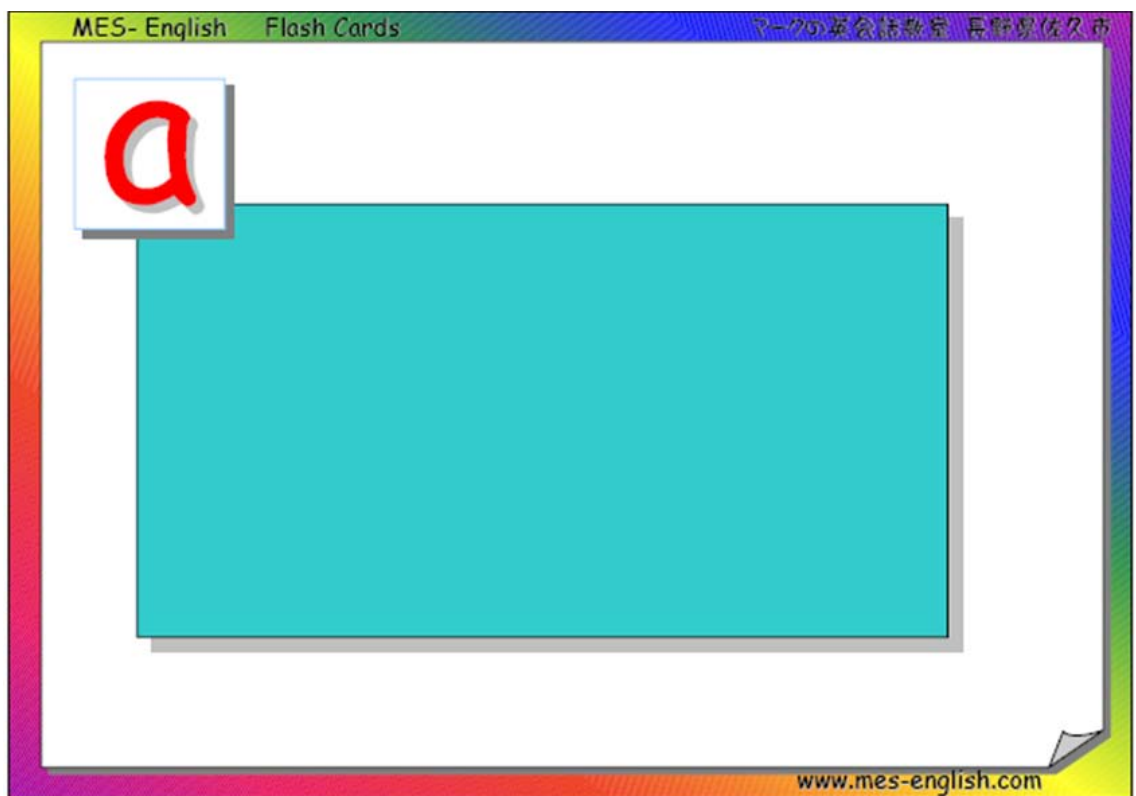
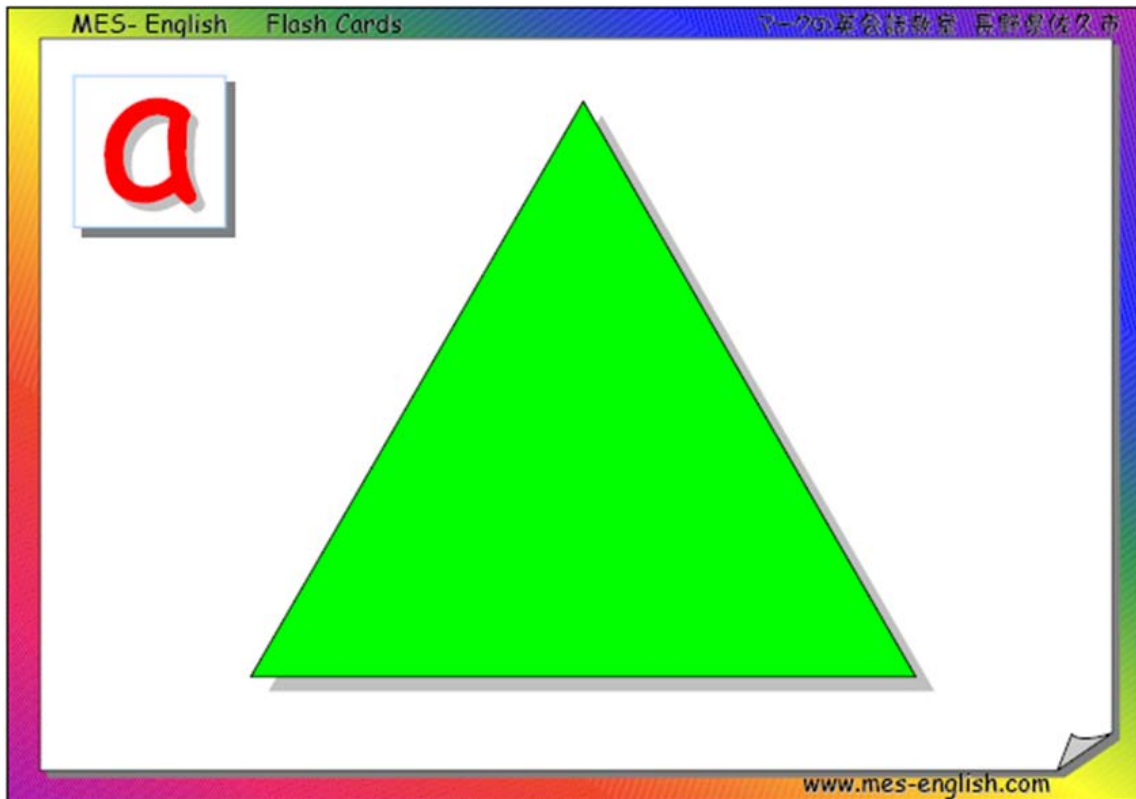
# COLORS AND SHAPES











# ANIMALS



cat

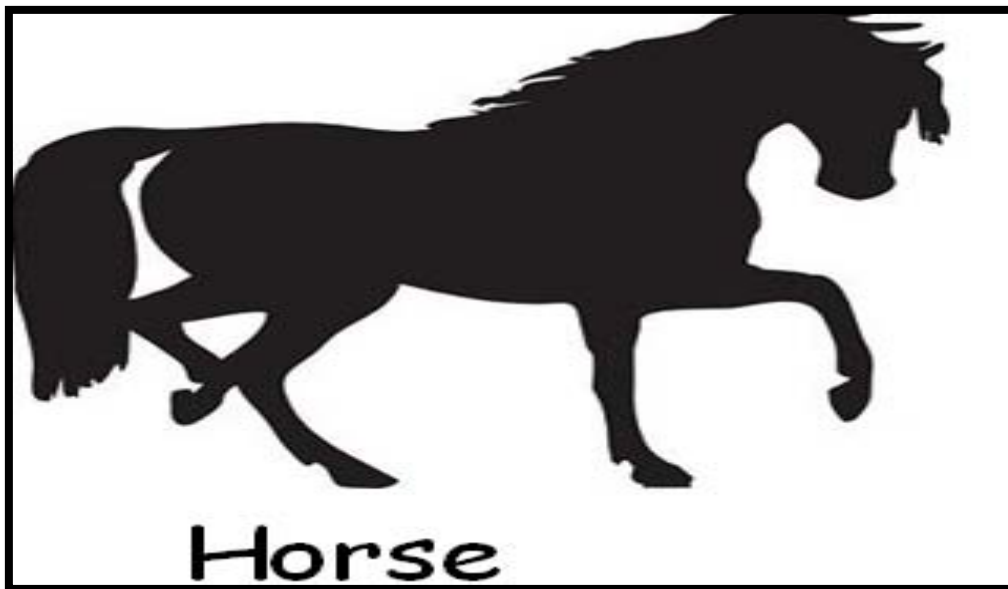
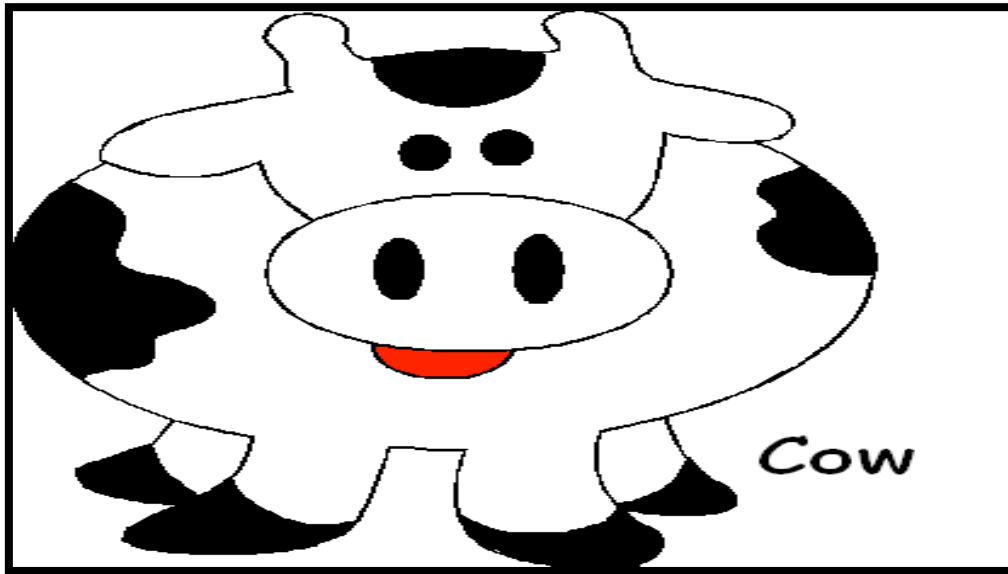
[www.eslwizard.com](http://www.eslwizard.com)

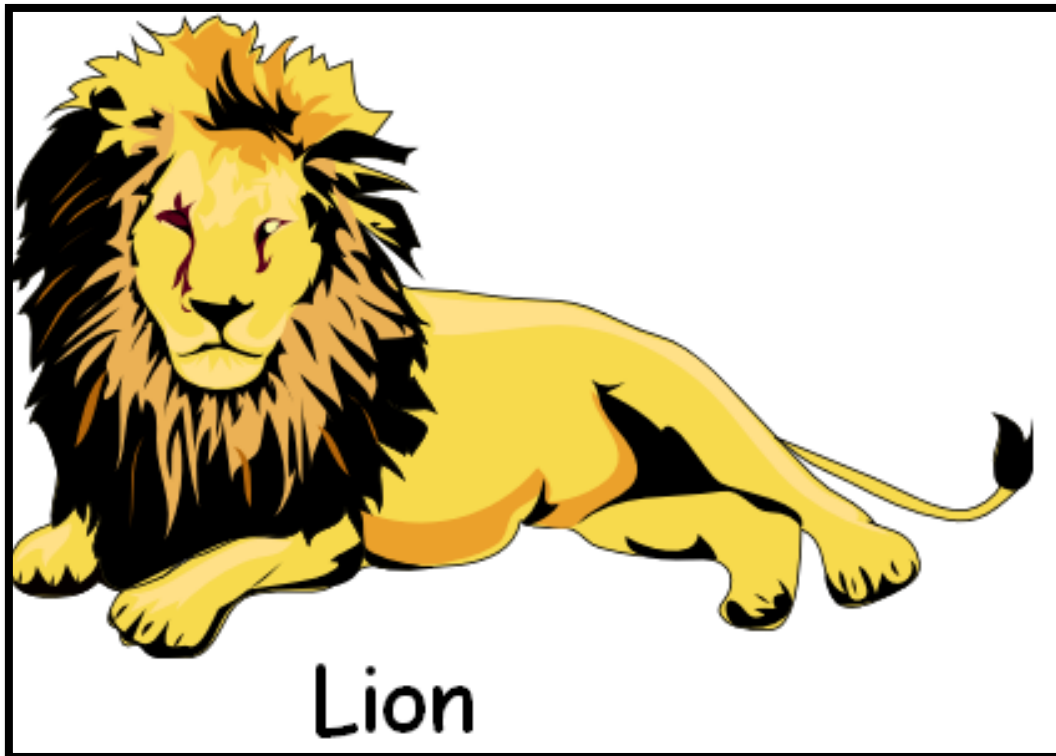


dog

[www.eslwizard.com](http://www.eslwizard.com)

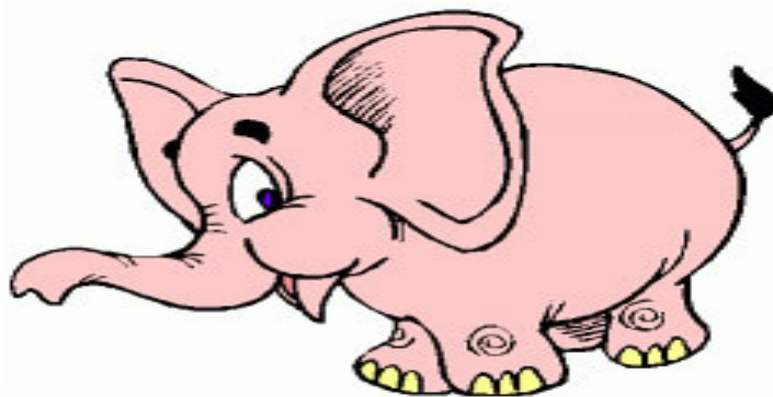






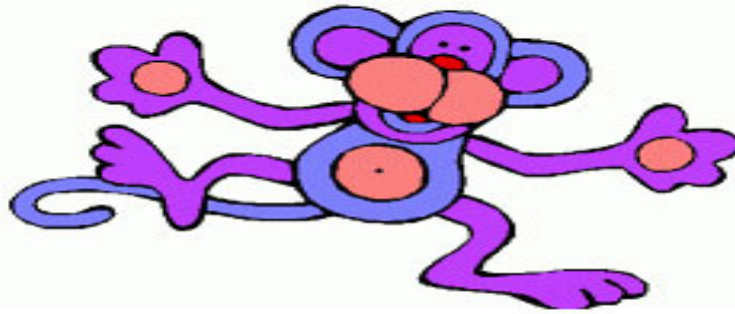


Tiger



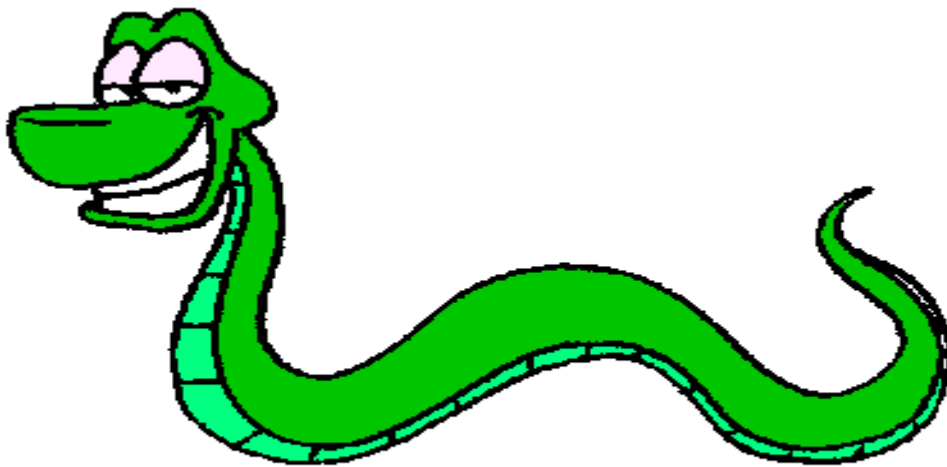
elephant

[www.eslwizard.com](http://www.eslwizard.com)

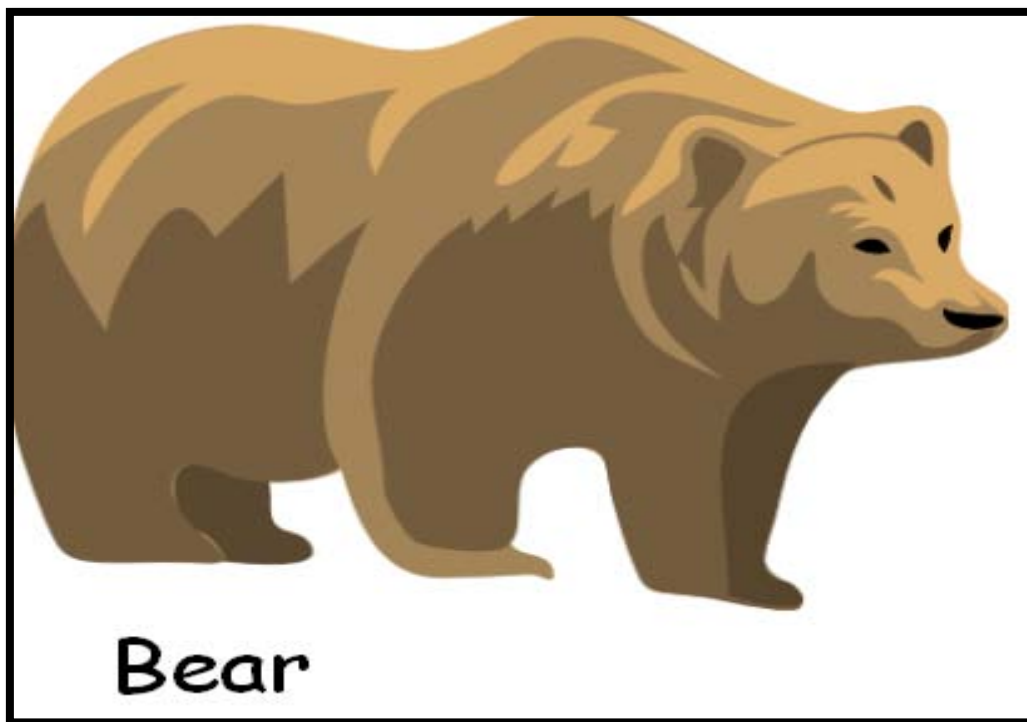


monkey

[www.eslwizard.com](http://www.eslwizard.com)



Snake







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