Logo del Centro
PDC

UNIDAD DIDÁCTICA

Chicken and bananas

Curso 2013/2014 - 1ª Evaluación

(GROUP 4 DIDACTIC PROGRAMMING)

1.- Referentes Curriculares.

Vamos a incluir tres subapartados en los que recopilaremos por un lado los objetivos,criterios y competencias previstos en nuestra programación para esta unidad, los objetivos didácticos que nos hemos propuesto conseguir con el desarrollo de la misma y los bloques de contenidos que se van a trabajar.

1.1.- Objetivos de área/materia, Criterios de Evaluación Generales y Competencias previstos desde la programación para esta unidad.

A continuación aparecen los Objetivos, Criterios de Evaluación y Competencias que hemos relacionado en nuestra programación didáctica. De esta manera dispondremos dentro de nuestra unidad de la información que hemos planificado desde la programación y que nos ayudará a la hora de diseñar el desarrollo de la unidad y ubicarla de una manera integradora con nuestra programación.

Objetivos Área/Materia	Criterios Evaluación	Competencias
Objetivo 1. To use the oral language to express feelings, whishes and ideas. To value their use as a vehicle to interact with others and as a way to regulate the coexistence. All of this in the own and foreign language. **Objetivo 2.** To understand messages and intentions of children and adults showing a possitive attitude in the own and foreign language. **Objetivo 3.** To start using the properly uses of reading and writing to use them as a vehicle of comunication and enjoyment. **Objetivo 4.** To understand and to enjoy listening, interpreting and reading literar texts with attention attitude. **Objetivo 5.** To understand and	**Criterio 1.** To use the own and the foreign language in order to interact with other children and adults and to participate in conversations **Criterio 2.** To understand different oral messages, showing a listening attitude and a respectful communication **Criterio 3.** To be interested by written texts from the classroom and the closest environment to children, to start using and understanding them, their goals and written code's characteristics. To be interested and participate in reading and writing situations common in the classroom **Criterio 4.** To enjoy listening and reading texts **Criterio 5.** To express and communicate using ways,	Communicative language competence Competence in the knowledge and interaction with the world Digital and information processing competence Social and civic competence Cultural and artistic competence Learning to learn competence Autonomy and personal initiative competence Emotional competence

to represent ideas and feeling using plastic , corporal and musical language through differents techniques. To show attention in the knowledge of artistic works which are expressed in these languages.	materials and techniques belonging to different artistic and audiovisual languages showing interest in exploring their chances and enjoying their results and sharing with others the esthetic and communicative experiences	

1.2.- Objetivos didácticos de la unidad.

Objetivos Didácticos
1. To use the oral language to express ideas and feelings in the foreign language and to enjoy doing activities related to food and value this fact as tool to interact with the others

2. Understand to and enjoy listening a story food and messages from others showing a receptive and confident attitude in the foreign language

3. To use reading and writing in the foreign language to know all related to food enjoying the different activities

4. Understand and to enjoy listening the activities related to food showing an appreciation attitude

5. To use ICTs to know how to work with them in activities related to food

6. To use cut-outs and crafts to understand different activites related to food using an artistic language. |

1.3.- Bloques de contenidos trabajados en la unidad la unidad.

Bloques de contenidos

2.- Elementos de aprendizaje. Indicadores para evaluar la unidad.

A continuación aparece el listado de indicadores que van a ser nuestra referencia a la hora de trabajar y evaluar la unidad. Debemos diseñar la unidad de manera que al final de la misma podamos decir para cada alumno cuales de estos indicadores ha superado y cuales no.

Al finalizar la unidad cada alumno deberá ser competente en:

Indicador C1.1. To understand orders and messages (LIN)
Indicador C1.2. To understand narrative texts (LIN)
Indicador C1.3. To practice an active listening and the dialogue strategies (LIN)
Indicador C1.5. To know, manage and express their feelings and emotions (CE)
Indicador C1.6. To express in a correct way needs and demands (LIN)
Indicador C1.7. To express ideas and feelings (LIN)
Indicador C1.8. To express afection with adults and with peers (CE)
Indicador C1.9. To describe objects and images (LIN)
Indicador C1.10. To link images to the basic vocabulary (LIN)
Indicador C1.11. To read and write meaningful and usual words (LIN)
Indicador C1.32. To have healthy behaviours (CON)
Indicador C1.37. To use the computer (TIC)
Indicador C1.38. To handle the keyboard and the mouse (TIC)
Indicador C1.40. To play computer games (TIC)
Indicador C1.53. To listen and participate in an active way in everyday situations (SYC)
Indicador C1.54. To understand verbal messages (AA)
Indicador C2.1. To act safely (AUT)
Indicador C2.2. To comply with responsibility the tasks. (AUT)
Indicador C2.4. To use the hygiene habits, clothing, food and resting (CON)
Indicador C2.7. To build, accept and accomplish the rules (SYC)
Indicador C2.8. To use silence and sound like a expression (CYA)
Indicador C2.10. To follow rhythms (CYA)
Indicador C2.11. To sing songs (CYA)
Indicador C3.1. To pay and maintain attention (AA)
Indicador C3.2. To be constant in tasks (AA)
Indicador C3.3. To observe and explore (AA)
Indicador C3.5. To perform dramatizations (CYA)
Indicador C3.6. To show interest for listening stories, histories... (CYA)
Indicador C4.1. To explore and know the body (CON)
Indicador C4.3. To plan and organize tasks (AA)
Indicador C5.4. To take care of the health (SYC)

3.- Nº de Sesiones y Desarrollo de las mismas.

Esta unidad didáctica la vamos a desarrollar en 12 sesiones. Estas sesiones se organizan de la siguiente manera:

Fase Inicial	Fase Desarrollo	Fase Síntesis	Fase Generalización
1	8	2	1

3.1. Fase Inicial.

Sesión 1.
SESSION 1

HELLO ROUTINE

GROUPING	TIMING	RESOURCES
The whole class	5 minutes	Hello song

TAPESCRIPT

Hello, hello, how are you?

I'm fine, I'm fine, I'm fine thank you and you? (2)

DEVELOPMENT

Every day when they come to the class, they will be in a circle and we will sing together the following *How are you song* with our mascot *Baaaaa.*

ACTIVITY 2. Initial evaluation

GROUPING	TIMING	MATERIALS
The whole class	10 minutes	Flashcards and pictures

DEVELOPMENT

At the beginning of the unit, the teacher is going to do an initial evaluation with some questions to know the previous knowledges that children have about the food. The questions can be *What do you usually to eat at lunch? What do you like to eat at breakfast? What's your favourite food?* and so on.

ACTIVITY 3. Vocabulary

GROUPING	TIMING	MATERIALS
The whole class	10 minutes	Realia

DEVELOPMENT

The teacher is going to introduce the vocabulary of this unit. For that purpose, she will bring to the class different food item so that children know what they have to learn and become familiar with them. She will ask some questions about the different items: *what is it? What color is it? Is it a fruit or not? When do you usually eat this food?* etc, so that children acquire the vocabulary progressively.

CHANT

GROUPING	TIMING	MATERIALS
The whole class	3 minutes	Cardboard Food flashcards

TAPESCRIPT

Let's make a rainbow! A food rainbow!
Red apples, yummy!
Put them in your tummy!

Oranges, yummy!
Put them in your tummy!
Yellow bananas, yummy!

Put them in your tummy!
Green pears, yummy!

Put them in your tummy!

I have a food rainbow
in my tummy!

DEVELOPMENT

The teacher will sing this chant before doing the following activity. The purpose is that children know that we are going to change the activity. Thus the teacher will catch the attention and interest of the pupils.

ACTIVITY 5. ICT. Vokis

GROUPING	TIMING	RESOURCES
The whole class	5 minutes	Computer

DEVELOPMENT

In the class, the teacher will introduce vokis to the children to work the listening skill.
http://www.voki.com/php/viewmessage/?chsm=b31102f92a78dada5f35a9c7fa64aeb6&mId=1967279

ACTIVITY 6. Reading. *Twister*

GROUPING	TIMING	MATERIALS
The whole class	10 minutes	Dice

DEVELOPMENT

We will have two dices, one dice with colours and another one with some food that appear on the story. Each pupil will has four bracelets (an apple bracelet, a banana bracelet, a pear bracelet and a milk bracelet) and they will have to put them in their wrists and in their ankles, respectively. A child will turn around the two dices and children will have to do what the dices order: *put the apple on the green colour*.

GOODBYE ROUTINE

GROUPING	TIMING	MATERIALS

The whole class	5 minutes	Goodbye song

TAPESCRIPT
Goodbye, goodbye, goodbye to you!   *Goodbye, goodbye! I see you again!(2)*

DEVELOPMENT

Every day at the end of the class we will sing the goodbye routine with *Baaaa* to say goodbye to everyone.

3.2. Fase de Desarrollo.

Sesión 2.

SESSION 2

ACTIVITY 1. Hello routine (5 minutes)

ACTIVITY 2. Listening. *Look at these characters!*		
GROUPING	**TIMING**	**MATERIALS**
The whole class	10 minutes	Flashcards Realia

DEVELOPMENT

In this session the teacher will introduce the characters of the story to the children telling about what they are and what colours they are. The characters will be compared with the real items. At the same time we will teach part of the vocabulary of this didactic unit, in this case the food.

ACTIVITY 3. Listening/speaking. Story: *A yummy cake!*

GROUPING	TIMING	MATERIALS
The whole class	10 minutes	Puppets

TAPESCRIPT

This is Jimmy and this is his mummy.One day Jimmy says to his mummy:

Jimmy. *Mummy, mummy! I'm hungry!*

Mummy. *Ok, Jimmy. Look at there! We have an apple.*

Jimmy. *Yes, mummy. A red apple, yummy!*

Apple. *Not me, Jimmy! Not me!*

Mummy. *We have milk.*

Jimmy. *Yes, mummy. We have milk.*

Milk. *Not me, Jimmy! Not me!*

Mummy. *We have a pear.*

Jimmy. *Yes, mummy. A green pear, yummy!*

Pear. *Oh! Not me, please! Not me!*

Mummy. *We have a banana.*

Jimmy. *Yes, mummy, a yellow banana!*

Banana. *Oh! Not me, please! Not me!*

Mummy. *We have bread.*

Jimmy. *mmm, bread! Yummy, yummy!*

Bread. *Not me, Jimmy! Not me!*

Mummy. *Jimmy, we have an egg.*

Jimmy. *mmm, an egg!*

Egg. *No Jimmy! Not me!*

Jimmy. *Oh, mummy… But I'm hungry!*

Mummy. *Ok, Jimmy. Let's make a cake!*

Then all the fruits jumped in the cake very happy.

DEVELOPMENT

The teacher will tell the story *A yummy cake!* to the pupils with puppets. After that, she will ask them some questions which children will have to answer to know if they have understood the story and they know what happen on it.

ACTIVITY   4. Writing. *Put the correct sticker*

GROUPING	TIMING	MATERIALS
Individual work	5 minutes	Sheet of paper with the moments of the story

DEVELOPMENT

Once the teacher has told the story to their pupils, they will do a writing activity. The purpose of this activity is to know if children have understood the story correctly. They will have sheet of paper in which there will be the different scenes or moments of the story. Some of them will be true and others will be false. They will have to guess which of them are correct and which are not. To do this they the teacher will give them red and green stickers to put in the correct scene of the story. For example, the fact of that the red apple appears very happy when Jimmy says he want to eat an apple is something false so they would have to put a red sticker.

ACTIVITY   5. ICT (Cuadernia) *Memory game*

GROUPING	TIMING	MATERIALS
The whole class	5 minutes	Computer (Cuadernia)

DEVELOPMENT

In this activity we need a computer to work with Cuadernia application. Children have to look for the partner for each item food that appears on the screen. They have to pay attention and remember where each picture is to make a couple of food. The game finishes when they have paired all the pictures.

http://dearstudents2012.blogspot.com.es/2013/12/group-3-cuadernia-memory-game.html

ACTIVITY   6. Reading/writing. *The food dice*

GROUPING	TIMING	MATERIALS
The whole class	10 minutes	A food dice

DEVELOPMENT

There will be a dice with the food items. Children will take turn rolling the dice. When the dice stops rolling, they will look at the food on top and they will have to say what item has appeared. On the other hand, there will be different food flashcards and a mural in the wallet with the different silhouettes which correspond with the food items. Children will have to put the flashcard which corresponds with that one that the dice shown and put it in her silhouette.

ACTIVITY 6. Goodbye routine (5 minutes)

Sesión 3.

SESSION 3

ACTIVITY 1. Hello routine (5 minutes)

ACTIVITY 2. Listening/writing. *Pay attention!*		
GROUPING	**TIMING**	**MATERIALS**
Individual work	5-10 minutes	Sheet of paper for each one

DEVELOPMENT

The teacher will tell the story. On the other hand, she will give them different pictures that will have to be coloured by children. Children will have to pay attention and follow the instructions to color the food as teacher says.

ACTIVITY 3. Speaking/oral interaction. *The magic bag*		
GROUPING	**TIMING**	**RESOURCES**
The whole class	10 minutes	Magic bag, flashcards or realia

DEVELOPMENT

The different flashcards will be introduced by taking them out of the Magic Bag. The names of food items will be repeated with different intonation. Then the teacher will

ask them different questions (*is it a banana?, what is it?*) in order to check the assimilation of vocabulary.

ACTIVITY 4. Reading. *What's missing?*

GROUPING	TIMING	RESOURCES
The whole class.	5 minutes.	Flashcards

DEVELOPMENT

The teacher will put some flashcards on the board and will ask to the pupils to look at them for 30 seconds. Next, they will close their eyes and the teacher will take one or a few cards away. Students will have to guess what cards have disappeared.

ACTIVITY 5. Listening. *Food song*

GROUPING	TIMING	MATERIALS
The whole class	5 minutes	Food song

TAPESCRIPT
Yellow, yellow,
My favourite food is yellow.
It's very, very, very good.
My favorite food is yellow.
I like, I like...
I like bananas.
Yum, yum, yum,
Yum, yum, yum, yum,
Yum, yum, yum, yum.
Red, red,
My favourite food is red.
It's very, very, very good
My favourite food is red.
I like, I like…
I like apples.
Yum, yum, yum,
Yum, yum, yum, yum,
Yum, yum, yum, yum.

Green, green,
My favourite food is green.
It's very, very, very good
My favourite food is green.
I like, I like…
I like pears.
Yum, yum, yum,
Yum, yum, yum, yum,
Yum, yum, yum, yum.

White, White,
My favourite food is White.
It's very, very, very good
My favourite is white.
I like, I like…
I like cakes.
Yum, yum, yum,
Yum, yum, yum, yum,
Yum, yum, yum, yum.
Orange, orange,
My favourite food is orange.
It's very, very, very good
My favourite food is orange.
I like, I like…
I like oranges.
Yum, yum, yum,
Yum, yum, yum, yum,
Yum, yum, yum, yum.

DEVELOPMENT

Children will sing the song related to food.

http://www.youtube.com/watch?v=7lKclr67ajY

ACTIVITY 6. ICT. Glogster

GROUPING	TIMING	MATERIALS
The whole class	5-10 minutes	Computer

DEVELOPMENT

The teacher will introduce a glogster about the topic which is being worked in class. It

will be related to a meal of the day: breakfast. The purpose of the activity is to know what type of food it's eaten in this meal and learn some songs.
http://tichis.edu.glogster.com/breakfast-lunch-and-dinner/

ACTIVITY 6. Goodbye routine (5 minutes)

Sesión 4.

SESSION 4

ACTIVITY 1. Hello routine (5 minutes)

ACTIVITY 2. Listening/speaking. *Story.*		
GROUPING	**TIMING**	**RESOURCES**
The whole class	10 minutes	Flashcards of the story scenes

DEVELOPMENT.
The teacher will tell the story with the help of flashcards. The first time she will not show the last flashcard and ask the students to anticipate the end of the story. The second time she will show the last story card. The third time, the teacher will encourage the students to repeat or tell (if they remember) the key language in the story (I have got/haven´t got food items).

ACTIVITY 3. Reading. *Make a comic story.*		
GROUPING	**TIMING**	**RESOURCES**
The whole class.	10 minutes.	Flashcards, scissors

DEVELOPMENT
This is a cut out and paste activity. Children will have to put some food pictures in the bubbles on the food topic using the structure I have got/I haven't got and paste the characters on the comic strip template choosing a food item (there will be several)

ACTIVITY 4. Oral interaction. *Forehead clothes pegs*

GROUPING	TIMING	RESOURCES
The whole class	10 minutes	Cardboard bands with clothes pegs Food flashcards

DEVELOPMENT

The teacher will put a cardboard band with clothes peg on it and will pin a food flashcard on it. She will ask them *what it is it? Is it a pear?*   and they will have to say yes or no. It can also be played with the question *have you got…?*

ACTIVITY 6. ICT. Glogster

GROUPING	TIMING	MATERIALS
The whole class	5-10 minutes	Computer

DEVELOPMENT

The teacher will introduce a glogster about food.   It will be related to a meal of the day: in this case lunch. The purpose of the activity is to know what type of food it's eaten in this meal and learn some songs.
http://tichis.edu.glogster.com/lunch/

ACTIVITY 5. Listening. *Jump!*

GROUPING	TIMING	RESOURCES
Individual work or in pairs	10 minutes.	Big pictures of food

DEVELOPMENT

Big flashcards of food items will be laid on the floor. The teacher or a confident student will say: *jump on the banana! jump on the cheese*! and the children will have to jump on the corresponding picture.

ACTIVITY 6. Goodbye routine (5 minutes)

Sesión 5.

SESSION 5

ACTIVITY 1. Hello routine (5minutes)

ACTIVITY 2. Listening/speaking. *Pronunciation chairs*		
GROUPING	**TIMING**	**RESOURCES**
Small group or individual work	10 minutes	Flashcards of vocabulary in the unit or other units for revision.

DEVELOPMENT

As a class we will discuss foods that can be found at home or in the local supermarket. The teacher will make a list of these ones on the board under the headings 'vegetables, meat, dairy, fruit, bread/cereal'.The she will ask students questions like: *What is your favorite fruit? What is your favourite vegetable? What types of foods do you like to eat for breakfast/lunch/dinner?*

ACTIVITY 3. Chant (3minutes)

ACTIVITY 4. ICT. Vokis		
GROUPING	**TIMING**	**RESOURCES**
The whole class	5 minutes	Computer

DEVELOPMENT

In the class, the teacher will introduce vokis to the children to work the listening skill.
http://www.voki.com/php/viewmessage/?chsm=c9695d7ba54b08155329d282069e705d&mId=1967309

ACTIVITY 4. Oral interaction. I'm hungry!

GROUPING	TIMING	RESOURCES
In groups of fve	10 minutes.	Flashcards

DEVELOPMENT

We'll make a circle and the teacher will a**s**k the child beside us to have some food, following the expression: "I'm hungry, Can I have some .... Please" and this one asks the following child, even if only the word related to food, until it reaches the last one and this one has to take from the board the appropriate flashcard (previously placed in the circle).

ACTIVITY   5. Writing and speaking. *Cut out*

GROUPING	TIMING	MATERIALS
Individual work	40 minutes (divided in two sessions)	Scissors Colour pencils Stapler Pictures' sheets

DEVELOPMENT

In this activity, each child will have a sheet of story's pictures. They will have to colour the pictures, cut out them and order the pictures like appear on the story. Then the teacher will staple all the pictures together. Then children will take the book to their houses for showing and telling it to their parents.

ACTIVITY 6. Goodbye routine (5 minutes)

Sesión 6.

SESSION 6

ACTIVITY 1. Hello routine (5 minutes)

ACTIVITY 2. Listening/reading/speaking. *The supermarket*		
GROUPING	**TIMING**	**MATERIALS**
In groups of four or five people	20 minutes	Cart

DEVELOPMENT

This is a complementary activity so we are going to go to the supermarket. The teacher will take a shopping list to know what they have to buy. They will have to buy the items that the teacher says and put them in the cart so they have to pay attention. They will be organized in groups of four people to look for the food that is on the list. At the end of the activity, they have to come back to the starting point to do a re-counting of their groceries and know if every item is in the cart.

ACTIVITY 3. Listening. *Food song*		
GROUPING	**TIMING**	**MATERIALS**
The whole class	5 minutes	Flashcards

TAPESCRIPT
Yellow, yellow,
My favourite food is yellow.
It's very, very, very good.
My favorite food is yellow.
I like, I like...
I like bananas.
Yum, yum, yum,
Yum, yum, yum, yum,
Yum, yum, yum, yum.

Red, red,
My favourite food is red.
It's very, very, very good
My favourite food is red.
I like, I like…
I like apples.
Yum, yum, yum,
Yum, yum, yum, yum,
Yum, yum, yum, yum.

Green, green,
My favourite food is green.
It's very, very, very good
My favourite food is green.
I like, I like…
I like pears.
Yum, yum, yum,
Yum, yum, yum, yum,
Yum, yum, yum, yum.

White, White,
My favourite food is White.
It's very, very, very good
My favourite is white.
I like, I like…
I like cakes.
Yum, yum, yum,
Yum, yum, yum, yum,
Yum, yum, yum, yum.
Orange, orange,
My favourite food is orange.
It's very, very, very good
My favourite food is orange.
I like, I like…
I like oranges.
Yum, yum, yum,
Yum, yum, yum, yum,
Yum, yum, yum, yum.

DEVELOPMENT

Children will learn the song related to food with the help of the teacher

http://www.youtube.com/watch?v=7lKclr67ajY

ACTIVITY 4. Listening/speaking. What's in the fridge?

GROUPING	TIMING	RESOURCES
The whole class	10 minutes	Cardboard, scissors, paper, glue, flashcards

DEVELOPMENT

The teacher will show the children "a fridge" with different food items in it. She will pronounce each word and children will have to repeat.

ACTIVITY 5. ICT. Glogster

GROUPING	TIMING	MATERIALS
The whole class	5-10 minutes	Computer

DEVELOPMENT

The teacher will introduce another glogster about food. It will be related to a meal of the day: in this case dinner. The purpose of the activity is to know what type of food it's eaten in this meal and learn some songs.

http://tichis.edu.glogster.com/dinner/

ACTIVITY 6. Goodbye routine (5 minutes)

Sesión 7.

SESSION 7

ACTIVITY 1. Hello routine (5 minutes)

ACTIVITY 2. Listening and speaking. *What have you got in the fridge?*

GROUPING	TIMING	RESOURCES
The whole class	5 minutes	Baaaa, the puppet The "fridge" Flashcards

DEVELOPMENT

The teacher will ask Baaa *What have you got in your fridge?* The puppet will answer

I have got a pear and the teacher will ask then *What do you want?* And the puppet will say, for example *I want an apple*.   The teacher will ask *have you got apples in the fridge?* And the puppet will say *No, I haven't got.* Then, the children will ask Baaaa again in order to know what she wants and what she has in the fridge.

ACTIVITY 3. Oral interaction. Baaaa is hungry

GROUPING	TIMING	RESOURCES
The whole class	5 minutes	Baaaa, the puppet The "fridge" Flashcards

DEVELOPMENT

The teacher will introduce Baaa the puppet to the children. It is a hungry sheep. The teacher will talk to Beee asking it: "Are you hungry?" The puppet will answer: "Yes, I am hungry". And the teacher will ask then: "What do you want?" And it will say, for example: Milk. The teacher will replay: "Here you are". Then, the children will ask Bee again in order to know what it wants.

ACTIVITY 4. ICT. Vokis

GROUPING	TIMING	RESOURCES
The whole class	5 minutes	Computer

DEVELOPMENT

In the class, the teacher will introduce vokis to the children to work the listening skill.
http://www.voki.com/php/viewmessage/?chsm=86044baed5b972163996ce5a04edf734&mId=1967363

ACTIVITY 4. Reading. *The restaurant*

GROUPING	TIMING	RESOURCES
The whole class.	10 minutes.	Flashcards

DEVELOPMENT

Children will be the waiter or waitress of a restaurant. One by one, the teacher will give them the menu with different food items and they will have to say those ones

that are in a circle and look for them among all the flashcards.

ACTIVITY 5. Listening. *Vegetable soup*

GROUPING	TIMING	RESOURCES
The whole class but in groups of five	10 minutes.	Chairs

DEVELOPMENT

The teacher will choose the name of five vegetables and he/she will make groups of five children under the name of: potato, tomato, carrot, onion and lettuce. When the teacher names one of the fruit, that team would sit down on four chairs, so, one of the members will be out. The rest must be very aware, because they can be the next.

ACTIVITY 6. Goodbye routine (5 minutes)

Sesión 8.

SESSION 8

ACTIVITY 1. Hello routine (5 minutes)

ACTIVITY 2. Listening. *A yummy cake!*

GROUPING	TIMING	RESOURCES
In pairs	10 minutes.	Althia Room

DEVELOPMENT.

Children will listen to our story in the Althia Room and then they will play with the games we prepared through the program LIM.

ACTIVITY 3. LET'S PLAY!

GROUPING	TIMING	RESOURCES

| The whole class | 10 minutes | Althia Room |

DEVELOPMENT

Children will play in the Althia room with this educative game. The teacher will name a child to do the activity while the rest observe.

http://concurso.cnice.mec.es/cnice2005/132_English_for_Little_children/presentacion/presentacion.html

ACTIVITY 4. Speaking /oral interaction. *The desert island*		
GROUPING	**TIMING**	**RESOURCES**
The whole class.	15 minutes.	A rucksack

DEVELOPMENT

The teacher will bring a rucksack and every child will have to think what food he/she would carry in it if he/she were traveling to a desert island. The first one would only have to say his/her food, but the second one would have to remember the first one and then say his/her.

Example: *In my desert island I have got….* (The next one: *In his/her desert island he/she has got… and I have got…*

ACTIVITY 6. Goodbye routine (5 minutes)

Sesión 9.

SESSION 9

ACTIVITY 1. Hello routine (5 minutes)

ACTIVITY 2. Listening. *The missing word*		
GROUPING	**TIMING**	**RESOURCES**
The whole class	10 minutes	Song. Flashcards.
TAPESCRIPT		

Yellow, yellow,
My favourite food is yellow.
It's very, very, very good.
My favorite food is yellow.
I like,I like...
I like bananas.
Yum,yum, yum,
Yum, yum, yum, yum,
Yum, yum, yum, yum.

Red, red,
My favourite food is red.
It's very, very, very good
My favourite food is red.
I like, I like…
I like apples.
Yum, yum, yum,
Yum, yum, yum, yum,
Yum, yum, yum, yum.

Green, green,
My favourite food is green.
It's very, very, very good
My favourite food is green.
I like, I like…
I like pears.
Yum, yum, yum,
Yum, yum, yum, yum,
Yum, yum, yum, yum.

White, White,
My favourite food is White.
It's very, very, very good
My favourite is white.
I like, I like…
I like cakes.
Yum, yum, yum,
Yum, yum, yum, yum,
Yum, yum, yum, yum.

Orange, orange,
My favourite food is orange.
It's very, very, very good
My favourite food is orange.
I like, I like…

I like oranges. *Yum, yum, yum,* *Yum, yum, yum, yum,* *Yum, yum, yum, yum.*

DE VELOPMENT

The teacher will sing the song, but the second time, she won't say some of the food items and she will sing a bell instead. The children will have to guess what word is missing and lift the right flashcard. Also they have to say the word.
http://www.youtube.com/watch?v=7lKclr67ajY

ACTIVITY 3. Cut out/listening/reading. The very hungry caterpillar

GROUPING	TIMING	RESOURCES
The whole class	20 minutes	Song.

DEVELOPMENT

This is a cut-out activity. The teacher will tell them the story of *The very hungry caterpillar* and they will have to color the different food items of the story and order them. Then the teacher will paste all of them so they will have the shape of a caterpillar to be shown in the class.

ACTIVITY 4. Speaking/oral interaction. *One potato, two potatoes…*

GROUPING	TIMING	RESOURCES
The whole class	5 minutes.	Food items

DEVELOPMENT

In groups of five, children will take turns to "count" the potatoes, tomatoes, carrots, onion and apple by placing closed hands one on top of the other as the rhyme sounds: One potato, two potatoes, three potatoes… As the last hand is used, the first one will try to start again.

ACTIVITY 5. Goodbye routines (5 minutes)

3.3. Fase de Evaluación o Síntesis.

Sesión 10.

SESSION 10

ACTIVITY 1. Hello routines (5 minutes)

ACTIVITY 2. Listening. *Bingo food*		
GROUPING	**TIMING**	**RESOURCES**
The whole class	10 minutes	Flashcards Bingo cards

DEVELOPMENT
The teacher will have a bag with flashcards and he/she will distribute bingo cards with food items to the children. He/she will take out one flashcard and children will have to click it if they have it till they have all their food items named.

ACTIVITY 3. Chant (3 minutes)

ACTIVITY 4. Writing and speaking. *Cut out*		
GROUPING	**TIMING**	**MATERIALS**
Individual work	40 minutes (divided in two sessions)	Scissors Colour pencils Stapler Pictures' sheets

DEVELOPMENT
They will have to finish the mini book to tell to their families.

ACTIVITY 5. Goodbye routine (5 minutes)

Sesión 11.

SESSION 11

ACTIVITY 1. Hello routine (5 minutes)

ACTIVITY 2. What's In The Bag Game		
GROUPING	TIMING	RESOURCES
In groups five	10 minutes	Marker, piece of felt, scissors and glue

DEVELOPMENT

Take a small cloth bag to class. Chilldren will have to close their eyes while the teacher puts a food in the bag (such as an orange). One the student put their hands in the bag they have to try to guess   what it is

ACTIVITY 2. Listening/speaking. *Match the photos*		
GROUPING	TIMING	RESOURCES
The whole class	10 minutes	Paper Pencils Flashcards

DEVELOPMENT

The teacher will hand out the paper for children. Then children listen to the teacher and match the photos correct number

ACTIVITY 3. Give Me Game		
GROUPING	**TIMING**	**RESOURCES**
The whole class	10 minutes	Flashcards Plastic foods

DEVELOPMENT

Teacher can use with objects or flashcards.   This works well with plastic food or fruit: gather and elicit the different kinds of plastic fruit.   Then throw all the fruit around the classroom (it's fun just to throw the whole lot in the air and watch the chaos of the Students scrabbling to pick them up).   Once the students have collected the fruit (they'll probably do their best to hide it in their pockets, etc.) teacher will say *give me an apple*. The student with the apple will have to approach the teacher and hand him/her the fruit *here you are.*

ACTIVITY 5. Oral interaction. *Balanced fruits match*		
GROUPING	**TIMING**	**RESOURCES**
In groups of five	10 minutes.	Marker, piece of felt, scissors and glue

DEVELOPMENT

The teacher will choose eight foods and children will cut the paper by the food shape. Then they will ask each other what is this and they try to guess its name.

ACTIVITY 6. Goodbye routine (5 minutes)

3.4. Fase de Generalización.

Sesión 12. SESSION 12

SESSION 12

FINAL TASK

ACTIVITY 1. Hello routine (5 minutes)

| ACTIVITY 2. SHOPPING TIME		
GROUPING	**TIMING**	**RESOURCES**
The whole class	15 minutes	Game

DEVELOPMENT

This game is a board game. We will make groups of four and we will distribute to each pupil a shopping list with the food he/she has to buy and a chart to "carry" the food. Then, on a board, we will put little cards with pictures of food, but they will be upside down. In each turn, a child has to take one card, show to the others saying the right word and decide if he/she wants to keep it. If it has this item in the shopping list, he will keep it, if not, he will put it back on the board, but upside down, so the others interested in this card, will have to memorise where it is.

ACTIVITY 3. Odd one out		
GROUPING	**TIMING**	**RESOURCES**
In groups of five	10 minutes.	Flashcards

DEVELOPMENT

The teacher will choose some photos and ask children which one is odd. Children try to find odd one.
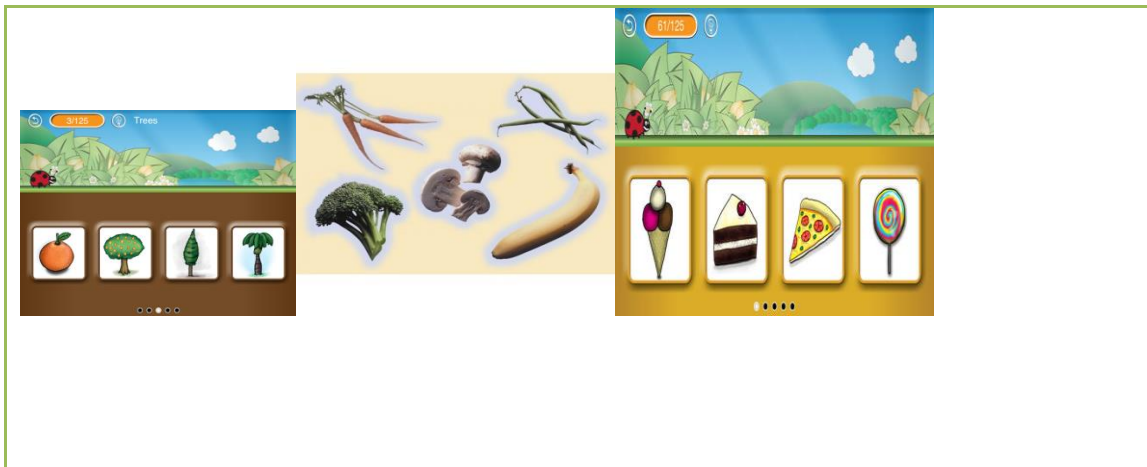
ACTIVITY 4. Goodbye routine (5 minutes)

3.5. Extension and reinforcement activities.

ACTIVITY 1. MY FAVOURITE FOOD.
Development
The child will draw his/her favourite food and later he/she will have to describe it to the rest of the class.

ACTIVITY 2. COLOURING FOOD
Development
The teacher will give to each child a photocopy. They will have to color the different food items following his/her instructions. Later, they will have to show it to the teacher and name the food and the color they used.

ACTIVITY 3. RISE YOUR HAND
Development
Each child will have a flashcard with a food item. Then, the teacher will name one of them and the children who have the right one will raise it. After a while, they will change the flashcards with their classmates and do it again.

ACTIVITY 5. THE MISSING WORD

Development

The teacher will use the song (to do a dictation. This way, the children will listen to the song three times. The first time they just sing it, the second time they will put the sticker where be appropriate. After that, will listen it again and we will review it together

4.- Evaluación

Veamos la distribución de indicadores por instrumentos de evaluación. Para el caso de indicadores asociados a una prueba de evaluación debes diseñar un examen donde cada actividad o subapartado del mismo evalúe de forma clara cada indicador. También puedes incluir en que sesiones vas a evaluar cada indicador.