

2nd course Infant Education.

TASK: Play a rhythmic game based on the rhyme “Teddy Bear” .

Learning Outcomes:

By the end of the Unit they will be able to walk and dance the Rhyme “Teddy Bear” following the instructions given and adapting their walking pace to the rhythm of the Rhyme. (general aim/goal)

Knowledge they’ll have to apply and or develop (Contents)

- *Recognise the structure of the Action Game (Knowledge of the world)*
- *Identify their role in the game as well as know the text structure: start, parts and end (Knowledge of the world)*
- *Identify any possible variations in their role. (Knowledge of the world)*
- *Focus on listening skills and chunking (auditory phonetics)*
- *Give meaning to the information given*
- *Use association, discriminatory and selection strategies*
- *Give sense to the contextual clues (movements and gestures offered by the teacher)*
- *Identify the stress pattern and associate it to body movements:
ˊ ˋ ˊ ˋ (auditory and production phonetics)*
- *Use predictions to advance the following action.*
- *Focus their attention on the stressed words.*
- *Use echoic and kinetic memory.*
- *Be aware of their achievements*

DISCOURSE ANALYSIS: TEXT

Speech acts

gestures

Teddy Bear, Teddy bear	(the one we select)
Touch the ground	(touch the ground, do as if ..)
Teddy Bear, Teddy Bear	
Turn around,	(on a foot / hand movement)
Teddy Bear, Teddy Bear	
Walk down the street	(swing your arms –back and forth)
Teddy Bear, Teddy Bear	
Stamp your feet	(annoyed face, hands in a fist, stamp..)

Lesson Plan (sequence)

Welcome greetings and classroom organization. Get the to the carpet area.

1. TPR

Touch the ground / STOP (teacher's actions and gestures)

Turn a round / STOP according to what you say

Touch the ground

Turn a round

STOP

2. TPR with negatives (exaggerate your pronunciation and show complicity – eye contact and expression-)

Touch the ground / Don't touch the ground

Turn a round / Don't turn a round ..

(now you can do it individually)

3. Confusing TPR (similar to the previous one but exchanging gestures to

Mix the three elements and get confused producing a gesture

4. Introduce Teddy Bear

5. Ask TB to perform the actions

6. Introduce a new sequence

walk/ STOP / Stamp your feet

7. **Mixed orders** Walk down the street/ Stop /stamp your feet/ Turn around / Touch the ground /Stop
8. **Identify images** (associate movements to pictures)
9. **Memory game** (wall pictures – tables- / small pictures – carpet-)
10. **Point out** (wall picture) (optional)
11. **All in a line. Follow the rhythm** . (listening to the cassette to get the pace beginning)
12. **All in a line. Follow the rhythm and perform the movements** (the teacher will help him/herself with hand movements to lead the class.)
13. On the carpet. **Follow the rhythm and perform the movements on their own** (helped by the teacher's gestures)
14. **Final task**. It must be successful.
15. **Greetings goodbye.**

MATERIAL NEEDED:

- Teddy Bear
- Cassette
- Pictures / Cards
- Small cards for memory game

AN OBSERVATION GRID TO IDENTIFY YOUR CRITERIA AND IDENTIFY ACHIEVEMENTS TO INCLUDE THEM IN YOUR PUPIL'S REPORT.

C.E.F. (levels) Portfolio 3-7 self-assessment.