

WEB 2.0: DEVELOPING THE SIX DOMAINS IN A FIRST APPROACH TO EFL

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ABSTRACT

This work seeks to design an innovative didactic and pedagogical proposal focused on the first approach to the English language through the integration of the six domains of childhood development in activities supported by open access web 2.0 tools in a blended learning context in official institutions in the country. Also, this proposal was created to be implemented with first-grade students who are in a virtual or an educational rotation contexts due to the contingency measures implemented because of Colvid-19. For the development of the pedagogical intervention cycles, it was necessary to review some studies that considered strategies, tools or similar purposes in the teaching and learning of EFL. Likewise, some free access web resources were carefully researched and selected as a support for the elaboration and distribution of the didactic material and activities of this instructional design which includes the lesson plans focused on the domains of childhood development in order to guarantee an interactive experience in the first approach to the English language in a blended learning modality. Finally, some implications and possible limitations to be taken into account during the implementation of the proposal in the educational field, by the target population, the school in which the intervention might take place, as well as the role of teachers and some suggestions for further research will be presented.

Keywords: *Blended learning, ELT, Web 2.0 tools, the six domains of childhood development*

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CHAPTER I

THE PROBLEM

Description of the setting and target population

The population considered for the development of this pedagogical innovation proposal are young learners. That is to say, children in early childhood who are in first grade of primary school in official educational institutions in Colombia. This population is part of the group of early childhood since their age range is between 5 and 8 years old. According to Marchesi (2017), childhood is the most important evolutionary stage of human beings because in the first years of life the maturational and neurological bases of development are established. In relation to this, the Colombian Childhood and Adolescence Code (2006), indicates that boys and girls have the right to receive free and quality education for one year of preschool and nine of basic education.

With regards to the teaching and learning processes during early childhood, it is important to consider that both biological and environmental factors can affect children's learning processes. However, thanks to pedagogical theories and studies, it is possible to identify some characteristics and behaviors of children's cognitive development considering their age. According to Piaget (1990), the theory of cognitive development consists in a progressive reorganization of mental processes that are the result of biological maturation and experiences linked to the physical and social environment. This means that children build knowledge through different channels and at different times in their evolutionary period. Hence, Piaget's theory refers to four stages of cognitive development; Motor sensorium, Pre-operational, Concrete Operational and Formal Operational. Considering this, students in the first grade of primary

school present characteristics of these first two stages. The sensorimotor period, because it is the way in which children know the world through their senses and motor tasks of their body and the pre-operational period because it encompasses the conceptual development of children from 2 to 7 years old.

Additionally, Piaget (1990), divides this second period of development into two other stages; Pre conceptual and pre logical or intuitive. In this first stage, children's thinking is classified mainly through symbolic functions and intuitive thoughts. That is, children understand that words, images and gestures are symbols of other things. Therefore, they represent their ideas in drawings, language and simulations that are not specific since their intentions are not to carry out a specific cognitive operation but to share their symbolic meanings. In addition, at this stage children constantly enjoy and learn from imitation because it allows them to experience something new. Moreover, Piaget describes the second stage as the intuitive age or the birth of primitive reasoning, that is, children become very curious and ask questions all the time because although they are aware that they have a large amount of knowledge, they do not have an idea of how they get it. Finally, trial and error at this stage allows children to discover the correct relationships intuitively.

In relation to the Colombian context, the curriculum for first grade proposed by Ministerio de Educación Nacional (2016), establishes that students in this first cycle of basic education are in a process of approaching reading, writing and orality. Besides, at this level the population faces new learning challenges in different fields of knowledge. Therefore, access to language should be promoted through social interactions that are related to the context of the students in order to enable meaningful experiences in their exploration, communication and creation.

Furthermore, the national government emphasizes the importance of developing communication skills in one or more languages for students in the first cycles in order to enable equal participation in a global culture. Consequently, The Ley General de Educación, Law 115 of 1994 (2008), states in article 28 that teaching of foreign languages in official institutions should be implemented from kindergarten as a tool to strengthen comprehensive and relevant training. Therefore, the Ministerio de Educación Nacional (2016), proposes a suggested English curriculum for each grade in order to facilitate the understanding and implementation of the corresponding content. Hence, first-grade students in official schools should reach a preparatory level (Pre-A1). That is to say, that the modules must enable the development of communicative skills for the level beginner (A1) for the next levels of primary. The suggested curriculum for this population aim to; visually and orally identify some activities in relation to their body, health, personal care and environmental care, recognize and mention words related of characteristics of themselves, their colleagues and family and finally understand and express words related to school and home.

Finally, in relation to other relevant characteristics of the target population of this proposal, Vanegas (2017) carries out a research project focused on strengthening listening skills of first grade students in EFL using music videos in a public school in Bogotá. According to the initial diagnosis, it was evidenced that the activities preferred by children at this age were watching cartoon programs or series and playing in different platforms. Additionally, this study allowed to affirm that the learning processes that first grade students enjoy the most have to do with academic activities that involve social contact, interaction and particularly play, since it favor their performance and participation unlike to the traditional methods that are not completely autonomous. On the other hand, Valencia (2017) made another diagnosis to

determine if students were capable of recognizing global sounds of the phonemes in English but as a result it was evident that most of them did not have any previous contact with the foreign language.

Statement of the Problem

According to the Ministerio de Educación Nacional (2014), language learning must be linked to a comprehensive training where the learning routes implemented in classrooms allow students to function in different contexts of common interaction and with the same conditions. However, Clavijo, Sharkey & Ramirez (2016), argue that the Colombian educational context shows that there is a lack of authentic opportunities, didactics and updated resources that allow students to get involved in the use of English as a foreign language. First, because public educational policies focus on the development of theoretical aspects of the grammar of the language and do not take into account the challenges, realities and interests of young learners in the classrooms of public schools. In consequence, language teaching is perceived as an isolated and decontextualized vocabulary learning. Second, Clavijo et al. (2016) mention that there is a lack of innovative and creative practices and resources that articulate content from the other subjects in the English study plan in order to associate and understand concepts to generate a meaningful experience and also a spontaneous communicative ability. In addition, due to the contingency caused by Covid-19, the national educational system has more challenges to overcome in terms of development of Learning Management System (LMS) and change strategies and tools to create communication and meaningful learning environments implemented in the conjuncture.

Considering official documents such as the Basic Standards of Competences in Foreign Languages, the National Program of Bilingualism and the curriculum of English that guide the

linguistics, pragmatics and sociolinguistics competences that students must get in relation to the communicative skills development in a foreign language for first graders, these students are supposed to:

recognize words, phrases and simple instructions in English in books, worksheets, objects, advertisements and places of the school; use everyday expressions to answer in immediate needs in the classroom; identify related words about familiar topics; express their feelings and moods; recognize and react to greetings; answer simple questions about people, objects and places in their environment and actively participate in games with the teacher and other classmates [...]. (Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés, 2006, p.18).

Nevertheless, the most recent studies and analysis of the needs and characteristics of basic education students carried out by the Ministerio de Educación Nacional with the program Colombia Very Well (2014), evidence that Colombian public institutions still have many challenges in the field (ELT). This program showed that until 2014 more than 80% of basic education students were at a level equal to or lower than that of beginner (A1), which is equivalent to none exposure to the language. In addition to this, the studies also showed that at least 90% of this population belongs to students of official schools.

On the other hand, the Ministerio de Educación Nacional (2017), show that some of the factors that interfere with the development of young learners regarding the use of the language are mainly related to outdated practices in the classroom and their cultural backgrounds. In the first place there is a lack of preparation of teachers to update their methodologies and materials adequately taking into account the personal interests and cultural needs of the students.

Secondly, due to the fact that English is not used as a transversal mean of learning for other subjects. Moreover, the National Association for the Education of Young Children (2009), argues that inequalities in the development of language literacy lie in the context and individual circumstances of each child. That is, participation in social interaction with adults and other children, life conditions and emotional, economical and health circumstances. Therefore, this association emphasizes the importance of a comprehensive academic plan where the domains of children's development are interrelated with literacy and the dynamic and continuous interaction of their experiences with the world.

Furthermore, Stivers, Mondala & Steensig (2011) argue that in the sequences where student participation is required there is a tendency to assume that they are sufficiently informed to act appropriately and provide an answer. However, these responsibilities in the educational context are not only related to the nature of knowledge, it also considers the category of positioning and social identity. This means that those with more authority such as teachers have a greater right to make affirmations and participate, while students have a passive role and do not provide independent opinions.

All in all, it is evident that in Colombian stated-financed schools there are different problems in relation to the teaching and learning of EFL from the first levels of education. In the first place, because educational policies do not consider the realities and needs of students in relation to their integral development of their childhood domains in the language learning processes and do not integrate the learning of English with other subjects in a transversal way. And second, there is a lack of authentic opportunities in relation to the didactics, activities and resources that allow children of these ages to get involved with the use of the EFL in different academic contexts.

Rationale

Human beings have the need to be communicatively competent in different contexts to share and express their thoughts, set of beliefs, opinions and experiences in order to assume an active role or position in society. Consequently, the “National Association for the Education of Young Children (2009) argues that it is essential that the literacy process in early childhood be a social process that guarantees the interaction of children through different communicative expressions in all areas of knowledge implementing appropriate and innovative practices and tools that contemplate the interests and needs of the students. Therefore, the management of oral skills will not only allow them to express themselves, but they will also be able to make use of the different functions of language and thus convince others, explain, describe or inform something.

According to Shin (2006) early childhood is an important stage in life to learn languages because it is the time when students not only easily absorb a lot of knowledge but also get involved in the language through different topics and experiences provided. In addition, the author states that considering the time of attention of a child at this age, a good way to keep them focused on a single topic might be to integrate the same topic throughout the session by implementing the early childhood domains in different activities in order to understand the topic interrelating learning experiences with previous knowledge.

Furthermore, learning a foreign language always involves communication and interaction with others because being part of a society is an innate characteristic of individuals. This is why (ELT) should focus on exploration, communication and interaction. According to Kostelnik, Soderman, Whiren & Rupiper (2015), the development of the early childhood domains in (EFL)

constitutes a transversal axis for the development of the students and contributes to the acquisition of basic communication skills in the cognitive, emotional, physical, social, artistic and language construction of individuals. Consequently, it plays a key role in expanding vocabulary and improving the acquisition and interpretation of the meaning of different actions in real situations.

On the other hand, the cancellation of face-to-face academic activities and their replacement by virtual meetings showed that in most official schools in the country this educational modality failed to fulfill the academic purposes. First, due to lack of access to technological tools at home and second, because of the absence of innovative resources at schools and the lack of training of teachers in this field.

In addition, the implementation of activities with innovative digital resources employs a variety of modalities that tend to be more specific and functional in this environment. Cifuentes (2020) maintains that the use of information and communication technologies (ICT) and web 2.0 or LMS resources in education are permanently adapted to the needs of students and guarantee meaningful learning in children and young people. Therefore, the use of authentic materials has a positive impact on the development of students' oral skills.

All in all, the development of appropriate activities that integrate the domains need to be prioritized in order to favor the cognitive processes in English for young learners and supply their needs, bearing in mind aspects such as the lack of vocabulary, the lack of motivation and the lack of authentic opportunities for interaction in face-to-face and virtual educational contexts.

Research objectives

1. To design an innovative didactic and pedagogical proposal which integrates the domains of early childhood development and English learning as a foreign language in a blended learning context.
2. To create a set of activities implementing open access web resources in a first approach of first graders to the EFL learning.

CHAPTER II

THEORETICAL FRAMEWORK AND LITERATURE REVIEW

In this chapter, the theoretical framework and the state of art will be presented as a fundamental part for a better understanding of this pedagogical proposal thought for first-grade students from official institutions. First, some research studies considered relevant for the current proposal will be reviewed and discussed. Second, the constructs of the study namely *Early literacy in EFL, Blended learning, Web 2.0 tools in English learning, Domains of early childhood development*, will be defined and characterized under the light of theory.

State of Art

The first significant research project for this pedagogical proposal is entitled *Inglés para Preescolares: Una Tarea Pendiente en la Formación Inicial Docente* done by Fuentealba et al. (2019). The main objective of this exploratory study was to present the importance of the implementation of adequate teaching practices of English as a foreign language in early childhood. This study was carried out through the analysis of different investigations published in databases such as ERIC, Scielo and Scopus from 2014 to 2017. First, 32 articles related to the study theme of the teaching and learning practices of foreign languages for preschool grades were classified and analyzed. Following this, a theoretical review was implemented to establish which are the appropriate materials and practices that promote the development of different communication skills in English for children of this age. In addition, the study pointed out that there is a variant in the pedagogical training of teachers, since specialists in preschool and primary levels do not have the communication skills to teach English and those who have the skills to teach another language do not have enough knowledge of children's pedagogy. Finally,

the conclusions that were obtained in this research allow us to highlight the importance of developing adequate and innovative methodological practices in preschool and primary educational academic environments.

The relevance of this work in the present didactic proposal is related to the importance of the implementation of pedagogical and didactic resources appropriate to teach EFL in the first educational levels. In addition, the authors highlight the benefit of exploring the processes of English literacy at preschool levels, starting from the specific realities and interests of the students in order to constantly modify and improve educational practices.

The second remarkable study to support this pedagogical proposal is a participatory action research called *Metodologías para la enseñanza Del Inglés* written by Rodríguez (2007). The author developed this work based on the need to improve the levels of proficiency in English in a population of students who attended the first grade of primary school in an official school in Colombia. First, this study considered the objectives established by the Ministerio de Educación Nacional in “Bogotá Bilingüe” program (2009), in order to recognize the academic achievements proposed for this population. Then, through the first evidence from the students, it was possible to identify some of the specific problems that were repeated in the classroom. These were related to behaviors and attitudes of indiscipline and lack of motivation in the development of activities that involved the use of the language. Finally, considering these educational needs, some activities were implemented to promote motivation and concentration for students of these ages with the purpose of recognize if the practices implemented were adequate. Consequently, it was shown that considering the needs of students when developing specific content helps to promote spaces of more attention and interaction respectively.

In this sense, the importance of this project in relation to the present proposal, consists in the adequate planning of methodological strategies to promote pleasant environments in the classroom that allow meaningful experiences in students in relation to their EFL literacy processes. In addition, this work allows us to understand that the real needs of students must be taken into consideration to improve the teaching practices of different contents. In this way, the contents presented through strategies that involve interacting with innovative elements, will allow the student to create strong bonds with new vocabulary.

The third study considered relevant is titled *The use of nursery rhymes to enhance the seven domains of early childhood development in an EFL classroom*, a research project developed and presented by Arévalo and Cortéz (2019), at the National Pedagogical University. The main objective of this study was to describe the impact of nursery rhymes on improving the domains of early childhood development in an EFL learning classroom in an official school. In the first place, according to the information collected, it was possible to show that first grade students had a feeling of frustration in their English classes since all the time they were involved in the same dynamics of repetition of words without context. Accordingly, the students were losing their ability to respond creatively, they were wasting their energy, and they did not favor any skills in their development. Consequently, the authors of this research proposed using nursery rhymes and other activities supported in the development of early childhood domains as an alternative to traditional ELT practices. As a result, the lesson plans developed in the classroom had a greater impact on the students because the activities made it possible to link the new content with affective, social, physical, artistic, cognitive and language experiences.

Considering the above, this research project is important for this pedagogical proposal since it allows us to understand the concept of the domains of early childhood development in relation to English literacy in a Colombian context. In addition, this study emphasizes the importance of the use of audiovisual tools as a support in the development of educational activities to enhance interest, creativity, retention and self-learning in the first approach to EFL.

Finally, another important research study carried out by Rubio (2019), entitled *The potential of English language teaching through ICT* also contributes to the development of this pedagogical proposal. The author develops this project with the purpose of identify and explore the possibilities of the new information and communication technologies (ICT) regarding their implementation of the literacy processes of a foreign language. Hence, the main objective of this study was to determine and analyze the practices, methodologies and perceptions of students and teachers in relation to the potential of ICT. First, it was determined if students and teachers believed that the number of technological tools in their schools were appropriate. Following this, the reasons and situations to implement the use of ICT resources in the teaching of English were identified. Finally, the research concluded that even though some difficulties may arise in the implementation of ICT within the school context, both virtual and face-to-face, the incorporation of these technologies significantly favors literacy experiences since it allows interactive access to different tools that are conveniently adapted to the needs of the student.

In relation to the present proposal, this study helps us to recognize and address the concept of ICT within the educational context of teaching and learning foreign languages. In addition, the use of these new tools enables more communication strategies since it allows the student to express themselves in more creative ways. Finally, the author mentions that ICTs have

a didactic objective that is fundamental to design effective teaching methodologies that adapt to the current needs of students.

Theoretical framework

In this section, the three main constructs that support the present pedagogical innovation proposal and provide theoretical foundations such as *early literacy in EFL*, *Blended learning*, *Web 2.0 tools* and *The Domains of Early Childhood Development* will be defined and characterized.

Early literacy in EFL

According to the National Association for the Education of Young Children (2009), children's learning processes are influenced by everything that happens around them. This means, that the physical, social, emotional and cognitive factors of children's growth influence their literacy processes. Furthermore, this association maintains that the first experiences of young learners, whether positive or negative, are cumulative. Therefore, the first experiences of learning languages should allow the development of other types of communication and social skills that allow the interrelation of knowledge to improve children's competences and make them find the language as a tool that enables their interaction.

In addition, Ikhfi and Nargis (2017) argue that in the processes of teaching English for young learners the resources and designed materials must be focused on student's concentration capacity, interests and needs. That is, the activities that consider children's likes or beliefs favor their learning experiences. Furthermore, the authors mention that children learn the foreign language through direct activities which involved the use of all their abilities. Therefore, constant

interaction and the development of communication skills in real and meaningful situations strengthen the links with the new vocabulary.

Finally, Shin (2000) argues that children learn language through exposure to meaningful experiences rather than receiving instructions that focus on isolated parts of the language. That is, early literacy skills are correlated with performance of vital functions in all areas of knowledge. Furthermore, in EFL educational context for young children, the learning processes can be transferred both ways between L1 and L2 because all the solid literacy skills in the mother tongue can be transferred to the second language, for example skills of reading, phonological awareness and the ability to recognize situations from experience.

Blended learning

The emergence of information and communication technologies (ICT) has been transforming the different social sectors that affect practices and needs in people's daily lives. In relation to the educational field, Rubio (2019), argues that ICT favors the opportunities for the development of materials, processes and spaces for teaching and learning because through internet access it is possible to design, create and share digital content with the intention of implement new practices that favor literacy processes. Hence, the implementation of these technologies has opened possibilities for new effective and innovative teaching and learning methods, including Blended learning. According to Pardede (2012), Blended Learning is a way in which eLearning or online digital media are combined with traditional classroom methods. Thus, a part of traditional face-to-face instruction is replaced by online learning based on the educational tools and software offered by the web. That is, the stimulation and instruction of the study process are carried out in the school and students are responsible for studying the content

online, exercising control over their time, place and pace of learning. Therefore, in this model, the teacher changes his role as a source of knowledge to become a face-to-face facilitator and a virtual tutor.

On the other hand, in ELT the application of ICT has given teachers the possibility of having more resources and educational tools at their disposal to optimize the teaching processes that meet the needs of students in relation to the world in which they live. Therefore, Pardede (2012) argues that blended learning enriches the literacy processes in an EFL classroom since it allows students to have a personalized educational experience that provides support tools to those who find it more difficult to understand the language or a topic in particular and also offers more possibilities to those students who wish to improve their language skills through interactive experiences.

Finally, this method accommodates a variety of flexible learning styles in which online communication and web 2.0 tools such as virtual classroom, blogs, discussion forums, chats and audiovisual resources provide practice environments for the language beyond the classroom and increases the forms of student participation. This means, that considering the use of these tools in the field of language education, the learning opportunities are limitless.

Web 2.0 Tools in English learning

Nowadays, the use of web tools is of utmost importance due to the Internet is one of the most important tools for education. The digital transformation gives to us daily access to diverse information and everyone can consult them to solve any type of doubt or curiosity. Wankel & Blessinger (2013) state that the 2.0 tools are those programs or websites available to carry out certain functions within the Internet, and that can be applied to other vital aspects, such as

learning or teaching. That is, Web 2.0 platforms are good tools not only for searching information, but also, for having a content interaction. These platforms are a mean for exploring and learning about different cultures and contents. This kind of tool is valuable in the classroom and allows teachers to be more interactive and to provide more content to the students.

Moreover, Thompson (2007) argues that these platforms allow students to have a different learning environment. Also, web 2.0 favor the adaptive skills of the individual in the sense that these new tools let us to perform actions such as creating and uploading content of all kinds to the Internet without having knowledge of complicated computer programming. In addition, using technology in favor of education is a great advantage not only for educational institutions but also for teachers.

In fact, according to Basal, et al. (2014), in the field of ELT compared to other disciplines of the human sciences, web 2.0 tools are used more frequently because language teaching should favor individual and social experiences in a practical and creative way. Therefore, the materials used in EFL classrooms must provide interactivity, dynamism and motivation to students. This means, that with a careful selection of these web tools, a good management of them and an adequate study plan it is possible to generate a positive effect on the process of teaching and learning English.

The above aspects, evidence that web 2.0 tools not only favor the adaptive skills of students, but also transform and facilitate the way in which people learn and teach today. In relation to the present proposal, the definitions and characteristics of: *Google Classroom*, *YouTube*, *Genially* and *ClassDojo* are presented below in order to support the design of the lesson plan.

Google Classroom.

Considering the previous idea about include web 2.0 tools and platforms to approach students to English as a foreign language. Google Classroom is an LMS tool of Google services, exclusively intended for the educational world. Its mission is to manage a virtual classroom collaboratively over the Internet. All the options in this tool are associated with a Google account. Thus, users only have to access their Gmail since their Google account will act as their identifier. This means that the main advantages of Google Classroom are that it is a totally free service, it can be linked to other Google extensions, it is freely accessible, it is quite easy to use, and it incorporates communication methods in real time between teachers and students.

Furthermore, according to Google, this tool allows sharing documents with the class and facilitates the organization of information by generating automatic folder structures to organize resources. Finally, Google Classroom has mobile apps so it can be used on any device.

YouTube.

Parallel that, YouTube is another Google extension that not only provide input to the student but also to show them an exciting, meaningful, and fun side of learning thanks to videos that engage them in the content. In addition, an important advantage of using YouTube in the classroom in terms of teaching English are the exposure to authentic language in the way students can evidence real life situations, accents and speaking rate that are important aspects of the language that are not presented in text books.

Furthermore, Watkins & Wilkins (2011) states that using YouTube for language learning is an endless source of useful content for using it to enhance different skills. That content is not

only a good tool for keeping students engage in class but also, for teaching pronunciation, vocabulary, and formal and informal spoken language. Finally, due to YouTube, the teacher can bring to the classroom those aspects that help students to acquire a better pronunciation of some words and learn new expressions which will be used in the moment of speaking, increasing their language expertise.

Genially.

Currently, there are several tools with many advantages for teachers looking to create their own educational materials. Genially is a web tool that allows you to create a variety of interactive resources, presentations, video presentations, images, infographics, games, maps, questionnaires, e-posters and many more options.

According to Camino (2016), this tool allows teachers to create any educational digital resource from anywhere and by changing devices. Also, another important advantage is the cost, since there is a free version where educational resources can be created and shared by obtaining a link if you want to share it on your networks or insert it in your educational platform or web pages. Finally, this tool offers pre-designed interactive templates to which we only have to modify the information we want in case we do not know how to use the design tools that it offers us.

ClassDojo.

ClassDojo is a school communication web platform that teachers, students, and families use to build united communities by sharing activities learned at home and in class through photos, videos, and messages. According to Chaudhary (2019), the objective of this tool is to

unite the interaction environments of the students, generating meaningful learning experiences. In addition, it is highlighted that this platform allows to obtain learning experiences that help to work with all members of the educational community, including family participation and supervision. Finally, it is important to mention that it includes a sub-category of useful tools to use in the classroom.

Domains of early childhood development

After defining the role of blended learning and web 2.0 or LMS tools, it is vital to describe the domains of human development. Kostelnik, et al. (2015), argue that the domains of human development address all aspects of classroom life, including the roles of children and adults, the physical and social environments, and teaching and learning within multiple domains for children at that age. Also, it provides a comprehensive and cohesive approach to curriculum development, which results in greater continuity for children and practitioners in group settings in childcare, preschool, and the early elementary grades. The authors stated that the use of the domains provide meaningful environments and accommodate age-appropriateness, individual differences, and social and cultural diversity.

Students learn how to conceptualize, plan, implement, and evaluate curriculum through detailed application opportunities in each domain. According to Kostelnik, et al. (2015) these domains are: the affective, the cognitive, of language, the physical, the social and the aesthetic.

Affective Domain. The affective-emotional development is a child's ability to understand the feelings of others, control their own feelings and behaviors, and get along with peers. Through this domain a child can recognize itself as a social human being; then children have to socialize, feel safe and nurtured. An example of this are manners and using kind words.

Cognitive Domain. In this domain children learn the relation of cause-effect, they start reasoning, as well as early-math skills. Cognitive development refers to the progressive and continuous growth of perception, memory, imagination, conception, judgment, and reason.

Language Domain. This domain centers on the child's ability to speak, read, and write, involving alphabetic and phonetic awareness. Reading and talking to children is very important. Learning the ABC's, and words like "please", "thank you" and "I'm sorry", are all prime examples.

Physical Domain. Through this domain, children learn and prepare to perform academic activities such as writing, drawing, coloring, cutting, etc., activities that involve the game such as assembling puzzles, using didactic cards, etc., or self-care activities such as tying shoes, feeding oneself, brushing teeth, etc.

Social Domain. Social development is as important as their cognitive and physical development; this domain provides them with a sense of who they are in the world, how they learn and helps them establish quality relationships with others. Also, exposure to social situations in the early years helps them develop essential skills of communication and collaboration, it is what drives an individual to connect with others, and more importantly, helps resolve conflicts, gain confidence and reach goals.

Aesthetic Domain. The aesthetic domain of education is the ability to perceive beauty through senses. Areas that beauty can be seen by a child are found in art, dance, music and the environment around them. As teachers interact with their students in the classroom, they are able to assist children in identifying beauty in nature and the arts.

All in all, considering that learning is affected in part by the environment in which the first years of life and the first human interactions that are experienced occur. During childhood, in initial formal education it is essential to link cognitive development with social, physical, emotional and cultural processes. This means, that the present proposal includes the domains of childhood development in order to promote a comprehensive learning experience and enable children to acquire skills based on their needs and interests. In addition to this, in ELT the activities based on these child development domains provide meaningful environments in relation to the acquisition of vocabulary that children already know in their mother tongue.

Finally, it is evident that we are in a time in which the new generations are digital natives and also by the contingency measures implemented in school environments due to Covid-19, there is a need to incorporate ICT and other learning methods to enhance efficiency and productivity in today's education. Hence, the use of web 2.0 tools allows students to continue their literacy process in a more flexible and interactive way with extensive free educational content that must be adequate to ensure a free and quality education.

Figure 1 illustrates the relationship between the constructs that were defined and characterized in the theoretical framework: *Blended learning, web 2.0 tools, the domains of early childhood development and English language learning.*

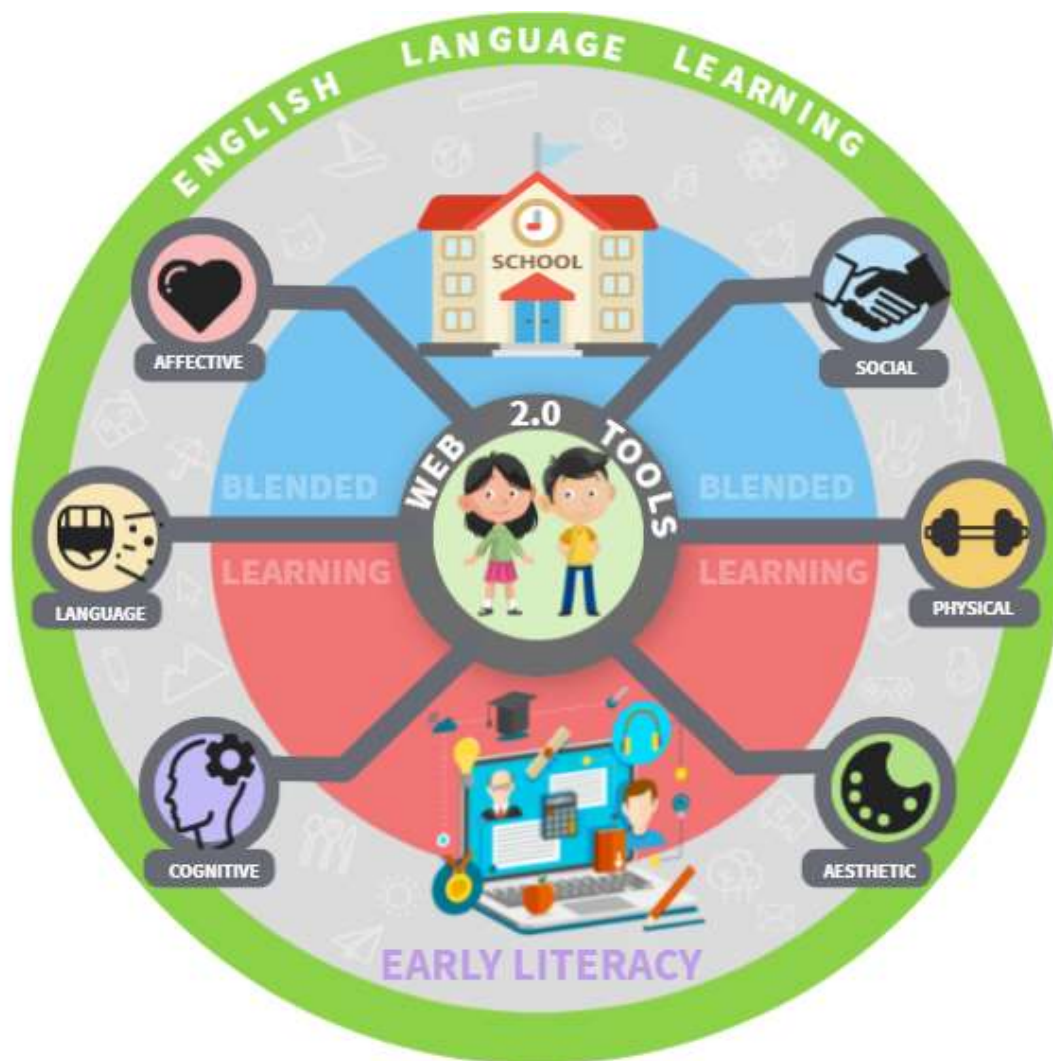


Figure 1. Visual representation of the relationship of theoretical constructs. Source: Own elaboration.

First of all, this proposal is aimed at the teaching and learning English language. Therefore, English language learning concept is the main axis that integrates all other concepts. In accordance with this, the educational opportunities of EFL in the Colombian population were considered. In consequence, the need of specifically favor the first approach to the English language arises. That is, to attend the literacy processes during childhood in very young learners. Therefore, in the visual representation, the second axis is early literacy and the students are the

center of the proposal. Then, in relation to the current contingency context, the blended learning method that allows students of these ages not to interrupt their academic activities at a stage of development that is fundamental for them was implemented. Hence, blended learning becomes the third axis that connects boys and girls with the possibilities of educational access in EFL. The above, is represented in blue and red colors which correspond respectively to face-to-face and virtual education.

Consequently, the following axis included Web 2.0 tools and free access educational platforms as support for the development of activities that guarantee interactive learning experiences in this educational modality. Finally, the six domains of childhood development proposed by Kostelnik, et al. (2015) (2015) represent the last axis but not the least important since it is connect in a transversal way with: students, digital resources, educational contexts, childhood and ELT. That is, the integration of these domains not only favors the development of children but also allows the cognitive processes in learning English to be successful.

To sum up, this chapter presented the state of the art in which some national and international studies that are related to this proposal were included. In addition, the theoretical constructs also presented help to understand its content. These were: Early literacy in EFL, Blended learning, web 2.0 tools and the domains of childhood development. After that, in the next chapter the didactic and pedagogical innovation proposal will be explained and described, including the visions of curriculum, language, learning and the classroom.

CHAPTER III

METHODOLOGICAL DESIGN

This section of the document presents the definition of a didactic and pedagogical innovation proposal in the light of theory and describes important visions that underpin the proposal and facilitate its understanding. First, the vision of curriculum, second, the vision of languages, third the vision of learning and finally the vision of classroom.

Didactic and Pedagogical Innovation proposal

According to Universidad Del Rosario (2019), a pedagogical innovation proposal is a creative and authentic design that is related to teaching practice and the way in which students learn. That is, it is a set of planned, deliberate, and systematized actions that propose transformation in teaching and learning practices. On the other hand, Macanchí, et al. (2020) argue that in the educational field, innovation is conceived as a strategy to advance in the achievement of academic goals and generate impact on the learning processes creating conditions for the development of the society. Definitely, the innovation of pedagogies and didactics is directly related to the practice and the possibilities that the teacher creates to guarantee the participation of the community and the educational quality. Finally, in recent years, information and communication technologies applied to pedagogical processes prove to be an element that strengthens the preparation of students to assume responsibilities in a society of constant change and also contributes to didactic innovation regarding methods and means adopted to explore student needs.

Due to the social problems and challenges that the educational field faces in times of change, there is a need to respond in an authentic and dynamic way to the constant development of educational practices that strengthen the students' training process. Currently, the impact of information and communication technologies (TICS) as well as educational models that integrate the domains of human development, favor the progress of pedagogical and didactic innovation that consolidate educational quality.

Finally, according to the Ministerio de Educación Nacional (2019) the pedagogical proposal is an instrument in which the intentions that an educational entity proposes for the teaching and learning processes of an institution are presented. In addition, it considers the social, epistemological and pedagogical conditions in educational practice to make the application and appropriation of the proposal coherent in a context with specific needs.

Taking into account that this pedagogical proposal aims to promote the first language approach to the English language by implementing the domains of early childhood development supported by web 2.0 tools. Furthermore, this proposal was designed based on particular visions of the curriculum, language, learning and the classroom.

Vision of curriculum

Due to the diverse needs and situations of change that society faces because of the contingency of Covid-19. It was crucial start implementing new educational modalities to respond to the real needs of students. Therefore, as this proposal seeks to strengthen the development of the early childhood domains as well as the English learning process, supported by web 2.0 tools, the vision of the curriculum of this project is based from the point of view of the blended learning. According to Coaten (2003), b-learning is that way of learning that

combines face-to-face teaching with non-face-to-face technology. In other words, virtual resources are used to support the educational needs that are presented in the classroom.

Furthermore, Bartolome (2004) affirms that the blended learning curriculum proposes a learning environment that supports and involves students in innovative education practices, providing opportunities and spaces that allow students to advance productively regarding the changes in relation to information and communication that occur in society. Moreover, it indicates that this type of curriculum considers the conditions and needs of training and virtual learning resources available to implement effective content features to improve educational quality.

On the other hand, the general conception proposed by VanTassel-Baska (2015) supports that the curriculum must be interdisciplinary, that is, it must link different disciplines through a main theme or concept. The author stated that an integrated curriculum refers to an inclusive curriculum having in to account academic needs, resources, approaches and didactic models used to generate authentic learning experiences where the students play an active role. Lastly, this vision generally includes video or computer technology as a key feature.

Vision of language

In this project language is understood as a social practice. This vision of language involves social practices of interpretation and creation of meanings that are fundamentally related to the interaction of the individual with the language. According to Scarino, et al. (2009), language is a way of seeing, understanding and communicating based on relationships with the world. Therefore, under this vision, language is not interpreted as a code to be learned but rather is conceived as a social practice, something that people do in their daily lives to express, create

and interpret meanings to establish and maintain interpersonal and social relationships in different contexts. Hence, the vision of language as a social practice is relevant for the implementation of the domains of childhood development since it offers the possibility of sharing diverse learning experiences with a sense of social interaction and construction of self-expression for students.

Furthermore, Scarino, et al. (2009) claim that “A professional stance that understands language as a social practice requires students to engage in tasks in which they create and interpret meaning, and in which they communicate their own personal meanings and develop personal connections with the new language ”(p.17). Taking the above into consideration, students better understand the relationship between languages when language pedagogies focus on the interpretation and creation of meaning where they have the opportunity to interact directly with the language.

Vision of learning

This pedagogical and didactic proposal embraces the principles of the experiential learning. Tudor (2001), states that the experiential learning process encourages the use of language as a means of communication. This means that, within this approach, language is learned by generating opportunities to interact with real situations, resources, spaces and contexts that allow students to establish meaningful experiences.

Taking the above into account, the author indicates that this vision takes into account five fundamental principles: First, to emphasize communication instead of learning about the language; second, to generate a holistic experience that reflects the multiple expressions of communication; third, make use of authentic material; fourth, implement communication

strategies and finally implement collaborative learning where interaction generates learning processes. Lastly, it is clear that the experiential learning view is directly related to the theory of the domains of early childhood development insofar as students are conceived as complex human beings who create a personal understanding of the world and language through authentic learning experiences that address all aspects of their lives. That is to say, that this vision of learning takes into account social, physical, affective, aesthetic, cognitive and language factors to favor different learning opportunities in real situations and using multiple resources.

Vision of classroom

For this pedagogical proposal and in accordance with Tudor (2001), the classroom vision involves communication and socialization since these privilege the interaction of the student in their social reality. The author argues that the classroom should be a social environment where language and practices are a means of learning. In addition, this vision establishes that the communication that occurs from the interaction in the classroom creates a link with the communicative language in other contexts. In other words, this vision of classroom guarantees social and pedagogical communicative experiences that turn students into active subjects.

Besides, this vision proposes a constant transformation of the classroom in order to privilege the student's experience to promote individual, cooperative and social communicative growth. In this sense, the classroom should be a space to question, explore, interpret and relate academic knowledge with social reality, in this way students integrate different competencies into their learning process.

On the other hand, due to the educational challenges that emerged during the pandemic, this proposal includes Blended learning in the vision of classroom since this pedagogical

modality guarantees that students have opportunities for interaction and communication in virtual and face-to-face literacy contexts. In addition, Pardede (2012) argues that Blended learning provides environments and support tools to build knowledge individually and collaboratively through LMS platforms.

CHAPTER IV

DIDACTIC AND PEDAGOGICAL INNOVATION PROPOSAL

This proposal seeks to favor the processes of the first approach to the English language through the integration of the six domains of early childhood development in activities and didactic material supported by free access web 2.0 tools in blended learning contexts. In accordance with this, a series of activities organized in three intervention cycles are planned. Each cycle contains four lesson plans about self-recognition as the main topic. Finally, at the end of each lesson plan will be a link that will allow direct access to the digital material developed.

CYCLE 1	LESSON	DOMAIN	WEB 2.0 TOOLS	OBJECTIVES	LANGUAGE VOCABULARY / GRAMMAR
<p>In this cycle: 4 Lesson plans for 12 classes.</p> <p>Cycle 1 Who am I? How am I? I am unique.</p> <p>Week 1 to week 6</p>	<p>Lesson plan 1:</p> <ul style="list-style-type: none"> All about me <p>4 sessions each one of 90 minutes</p>	<p>The affective domain</p> <p>The social domain</p> <p>The language domain</p>	<p>Genially Classroom</p> <p>YouTube- videos</p> <p>ClassDojo</p>	<p>-To recognize the importance of who we are.</p> <p>-To reflect on the importance of companionship, stimulation, and sense of belonging.</p> <p>- To identify initial vocabulary of EFL.</p>	<p>Greetings</p> <p>Shapes</p> <p>Numbers</p> <p>Colors</p> <p>Personal Pronouns</p>
	<p>Lesson plan 2:</p> <ul style="list-style-type: none"> My incredible body <p>4 sessions each one of 90 minutes</p>	<p>The language domain</p> <p>The physical domain</p> <p>The aesthetic domain</p>	<p>Genially Classroom</p> <p>YouTube- videos</p> <p>ClassDojo</p>	<p>- To recognize some letters of the alphabet through movements.</p> <p>-To foster love and respect for me and the others.</p> <p>To recognize vocabulary about body parts</p>	<p>Body parts</p> <p>Numbers</p> <p>Colors</p> <p>Adjectives</p> <p>Verbs (Touch)</p>
	<p>Lesson plan 3:</p> <ul style="list-style-type: none"> Exploring , what is inside us? <p>2 sessions each one of 90 minutes</p>	<p>The language domain</p> <p>The aesthetic domain</p> <p>The cognitive domain</p>	<p>Genially Classroom</p> <p>YouTube- videos</p> <p>ClassDojo</p>	<p>- To appreciate our body nature through arts.</p> <p>- To identify my organs and their function in my body.</p>	<p>Body parts (organs)</p> <p>Personal Pronouns</p> <p>Verbs (Breath: Inhale/Exhale)</p>
	<p>Lesson plan 4:</p> <ul style="list-style-type: none"> Health and self-care <p>2 sessions each one of 90 minutes</p>	<p>The affective domain</p> <p>The social domain</p> <p>The physical domain</p>	<p>Genially Classroom</p> <p>YouTube- videos</p> <p>ClassDojo</p>	<p>-To reflect on the importance of making healthy choices in relation to my body.</p> <p>- To recognize responsibilities of self-care in classroom.</p>	<p>Body parts</p> <p>Food</p> <p>Cleaning tools</p> <p>Questions Verbs (Eat, wash, clean, bathe)</p>

Table 1. Cycle of intervention #1.

CYCLE 2	LESSON	DOMAIN	WEB 2.0 TOOLS	OBJECTIVES	LANGUAGE VOCABULARY / GRAMMAR
<p>In this cycle: 4 Lesson plans for 12 classes.</p> <p>Cycle 2 My brain, my senses, and my emotions.</p> <p>Week 7 to week 12</p>	<p>Lesson plan 1:</p> <ul style="list-style-type: none"> What happens inside my head? <p>2 sessions each one of 90 minutes</p>	<p>The cognitive domain</p> <p>The language domain</p> <p>The aesthetic domain</p>	<p>Genially Classroom</p> <p>YouTube- videos</p> <p>ClassDojo</p>	<p>- To explore and recognize the importance of my brain and its functions in my body.</p>	<p>Shapes/ Textures</p> <p>Numbers/ Colors</p> <p>Brain parts</p> <p>Questions/ Verbs (Think)</p>
	<p>Lesson plan 2:</p> <ul style="list-style-type: none"> Exploring my 5 senses <p>4 sessions each one of 90 minutes</p>	<p>The aesthetic domain</p> <p>The language domain</p> <p>The affective domain</p>	<p>Genially Classroom</p> <p>YouTube- videos</p> <p>ClassDojo</p>	<p>-To explore sensorially objects and sounds.</p> <p>-To explore writing based on sensory recognition of letters.</p> <p>-To appreciate nature.</p>	<p>Body parts/ Senses</p> <p>Shapes /Textures</p> <p>Adjectives</p> <p>Verbs (Related to the senses)</p>
	<p>Lesson plan 3:</p> <ul style="list-style-type: none"> My emotions, How I feel today? <p>4 sessions each one of 90 minutes</p>	<p>The affective domain</p> <p>The social domain</p> <p>The language domain</p>	<p>Genially Classroom</p> <p>YouTube- videos</p> <p>ClassDojo</p>	<p>-To recognize other people's emotions and needs, (wait and take turns).</p> <p>-To identify the importance of stablishing contact with others.</p> <p>-To establishing likes and dislikes</p>	<p>Emotions</p> <p>Colors</p> <p>Materials</p> <p>Verbs (Feel)</p> <p>Pronouns</p>
	<p>Lesson plan 4:</p> <ul style="list-style-type: none"> My body is mine <p>2 sessions each one of 90 minutes</p>	<p>The affective domain</p> <p>The social domain</p>	<p>Genially Classroom</p> <p>YouTube- videos</p> <p>ClassDojo</p>	<p>- To encourage voluntary actions.</p> <p>- To recognize the RIGHT to say "NO" and tell someone you trust.</p>	<p>Body parts</p> <p>Emotions</p> <p>Possessives (Mine)</p> <p>Likes/Dislikes</p>

Table 2. Cycle of intervention #2.

CYCLE 3	LESSON	DOMAIN	WEB 2.0 TOOLS	OBJECTIVES	LANGUAGE VOCABULARY / GRAMMAR
<p>In this cycle: 4 Lesson plans for 8 classes.</p> <p>Cycle 3 My family and my house.</p> <p>Week 13 to week 17</p>	<p>Lesson plan 1:</p> <ul style="list-style-type: none"> All kinds of families <p>2 sessions each one of 90 minutes</p>	<p>The social domain</p> <p>The affective domain</p> <p>The language domain</p>	<p>Genially</p> <p>Classroom</p> <p>YouTube- videos</p> <p>ClassDojo</p>	<p>-To reflect on the importance of diversity and respect.</p> <p>- To trace the history of my family.</p>	<p>Family members</p> <p>Numbers</p> <p>Colors/clothes</p> <p>Adjectives</p> <p>Pronouns</p>
	<p>Lesson plan 2:</p> <ul style="list-style-type: none"> My safe place <p>2 sessions each one of 90 minutes</p>	<p>The affective domain</p> <p>The language domain</p> <p>The aesthetic domain</p>	<p>Genially</p> <p>Classroom</p> <p>YouTube- videos</p> <p>ClassDojo</p>	<p>-To recognize important events in their lives.</p>	<p>Rooms of the house</p> <p>Shapes/ colors</p> <p>Emotions</p> <p>Adjectives</p> <p>Verbs (Be)</p>
	<p>Lesson plan 3:</p> <ul style="list-style-type: none"> My rights and responsibilities <p>2 sessions each one of 90 minutes</p>	<p>The social domain</p> <p>The language domain</p>	<p>Genially</p> <p>Classroom</p> <p>YouTube- videos</p> <p>ClassDojo</p>	<p>- To recognize the importance of setting and following rules, social behaviors, and routines.</p> <p>-To demonstrate responsibilities in different contexts.</p>	<p>Family members</p> <p>Food</p> <p>Nature</p> <p>Verbs/ Modal verbs</p>
	<p>Lesson plan 4:</p> <ul style="list-style-type: none"> Role play <p>2 sessions each one of 90 minutes</p>	<p>The social domain</p> <p>The physical domain</p>	<p>Genially</p> <p>Classroom</p> <p>YouTube- videos</p> <p>ClassDojo</p>	<p>- To develop knowledge of self within the context of family, peers, and communities.</p> <p>-To demonstrate ways to improve the quality of life.</p>	<p>Professions/Occupations</p> <p>Clothes/ costumes</p> <p>Pronouns</p> <p>Verbs</p>

Table 3. Cycle of intervention #3.

Cycle 1

The name of this cycle is *Who am I? How am I? I am unique*. This first cycle of intervention embraces four lesson plans for twelve classes (All about me, My incredible body, Exploring what is inside us? And Health and self-care). These lesson plans seek to foster

students' self-recognition, love and respect for themselves and others and reflect on the importance of making healthy choices in relation their bodies through the use of web 2.0 tools such as; virtual classrooms for socialization, music videos about the parts of the body, interactive presentations with initial vocabulary and games related to the reality of the students that allow them to reflect on the importance of the sense of belonging, companionship and self-care. For this reason, the design of the activities and material of this cycle specifically considered the affective, physical and social domains.

Cycle 2

This second cycle of intervention is called *My brain, my senses and my emotions*. This cycle includes four lesson plans for twelve class sessions (What happens inside my head? Exploring my 5 senses, My emotions and My body is mine). These lesson plans, seek to promote opportunities for children to explore and recognize their own feelings, emotions and needs and those of others identifying the importance of setting and following rules, social behaviors, and routines in our community through activities supported by digital resources such as; Record and share videos of opinions, likes and dislikes in the virtual classroom, have synchronous spaces for dialogue, watch and listen to music videos about the basic functions of our brain and interact with games that encourage voluntary actions in relation to our bodies and the use of our 5 senses. Therefore, the cognitive, aesthetic and social domains are the main ones in this intervention cycle.

Cycle 3

The last cycle of this proposal is *My family and my house*. This cycle of intervention is made up of four lesson plans for ten classes (All kinds of families, My safe place, My rights and

responsibilities and Role play). The activities of these lesson plans seek that students have the opportunity to recognize and explore the history of their own families and their contexts and reflect on the importance of respecting the cultural diversity of others through virtual resources such as; music videos to strengthen the vocabulary of family members, virtual classrooms and blogs where children can share photos and videos of their families and where they live and games and interactive flashcards that allow them to identify their own responsibilities at home, school and neighborhood and to demonstrate ways to improve the quality of life. Hence, this cycle mainly takes into account the affective, social and language domains since these topics are related to their reality.

Instructional design

In regard to the previous information of the development of the activities proposed in the three cycles of intervention, in this section of the chapter the first two cycles will be presented in detail with its corresponding lesson plans and annexes for their implementation. Cycle 3 will be shown at the end of the document (see Annex #10).

CYCLE 1

Who am I? How am I? I am unique.

Date: Week 1 to week 2

Time: 4 sessions each one of 90 minutes

Grade: First grade

Number of students: 30 to 35 (approximately)

Instructional setting: Whole class and Small groups

Language Contents: Personal pronouns, nouns, adjectives, verbs, yes/no questions.

Vocabulary: Greetings, shapes, numbers, colors, body parts, food, human body systems, cleaning tools and School materials.

Objectives:

- To recognize the importance of who we are.
- To identify vocabulary about body parts.
- To foster love and respect for me and the others.

- To reflect on the importance of making healthy choices in relation to my body.

Lesson Plan 1: All about me

Date: Week 1 Session: 1	Domains: affective, social and language	Topic: All about me
PROCEDURE		TIME
<p>Materials:</p> <ul style="list-style-type: none"> - Computer, tablet or cell phone, virtual platform <i>Classroom</i> (Google services). - <i>Hello and Good morning</i> and <i>Numbers</i> flashcards (Genially). - <i>Hello</i> and <i>The Cookie Jar Song</i>, YouTube- videos. 		
<p>Warm up: The teacher will say hello and will present a digital visual resource "Flashcards" to introduce the greetings "Hello" and "Good morning".(Annex 1) The teacher asks the students to stand up and say hello in one of the two ways presented to the person next to them.</p>		2 Minutes
<p>Initial activity: We will sing the song "HELLO" (Annex 2) First, the whole class will watch the video. Then, they will watch the video again and learn the movements. Students will have 3 minutes to practice. later, the teacher will ask for each of the movements, in order to build the whole dance. Finally, we will replay the video for the last time and will sing and dance together.</p>		18 Minutes
<p>Central activity: The cookie Jar The teacher will show a jar to her students and will explain that it is a cookie jar and then she will put it in the middle of the classroom. Next, the teacher will tell her students that a cookie is missing from her jar, but they will find it together. The whole class will sit on the floor making a circle around the jar. The teacher will begin to make a rhythm pattern with the floor and her palms as she sings the song "The cookie jar." (Annex 3) The teacher will teach the pattern: clap with the hands and clap on the floor, then she will repeat it a couple of times and she will introduce the activity. The teacher will start and will say the name of the student on her right side (Student1). S1: Start singing <i>Who took the cookie from the cookie jar?</i> (Name of Student 2) <i>took the cookie from the cookie jar</i> S2: <i>Who, me?</i> S1: <i>Yes, you!</i> S2: <i>Not me!</i> S1: <i>Then who?</i> (Name of Student 3) (The next person to the right) and the song will be repeated That is, (student 3) says the name of (student 4) and (student 4) says the name of (student 5), in this way sequentially until finishing with the last student. Finally, when it is the teacher's turn again, she will end the song: T: <i>Okay, okay... I took the cookie</i> <i>I took the cookie from the cookie jar</i> <i>The yummy, yummy cookie from the cookie jar!!</i></p>		40 Minutes

<p>Closing activity: Reading the numbers</p> <ul style="list-style-type: none"> - Students will have 5 minutes to return to their seats. <p>The teacher will use a digital visual resource to present the numbers from 1 to 10. (<i>Annex 4</i>)</p> <ul style="list-style-type: none"> -We will repeat the numbers together a couple of times and then we will trace them in the air following teacher's instruction: <p>Ex</p> <p>T: Draw the number "five"</p> <p>Extra practice activity</p> <ol style="list-style-type: none"> 1. Paint a number from 1 to 10 without using your hands. (be creative and use another part of your body). 2. Go to virtual Classroom, click on All about me, week 1 – Paint a number and with the support of your parents upload the evidence of the activity. <p>*For the next week: bring 2 important objects for you (small size) and a colored plastic bag.</p>	<p>30 Minutes</p>
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Annex 1: Hello and Good morning flashcards



- <https://view.genial.ly/5fb0786878d7c00d0bd9c04c/horizontal-infographic-review-greetingsflashcards-annex-1>

Annex 2: Hello! Song

- <https://www.youtube.com/watch?v=tVlcKp3bWH8>



Annex 3: The Cookie Jar Song

- <https://www.youtube.com/watch?v=OzKY5YHnOTg>



Annex 4: The numbers flashcards



- <https://view.genial.ly/5fb04f942b1a4c0d04ed6f80/horizontal-infographic-review-numbers-flashcards-annex-4>

Date: Week 1 Domains: affective, social and language Topic: All about me	
Session: 2	
PROCEDURE	TIME
<p>Materials:</p> <ul style="list-style-type: none"> - Computer, tablet or cell phone, virtual platform <i>Classroom</i> (Google services). - <i>Hello and Good Morning, The shapes</i> and <i>The colors</i> flashcards (Genially). - <i>Different ways of greeting keeping distance</i> and <i>Verbs</i>, Images. - <i>Numbers</i> Worksheet. - <i>Let's exercise</i> game (Genially). - 1 colored plastic bag, 2 important objects (small size). 	
<p>Warm up: The teacher will ask if someone remember the two ways to say hello in English class. "Hello" and "Good Morning" If they do not remember the teacher will help them. Next, the teacher will present 4 images that will show 4 different ways of greeting keeping distance by making different movements (Annex 5). The teacher will ask the students to greet the person behind them saying "good morning" or "hello", making any of the 4 movements.</p>	<p>10 Minutes</p>
<p>Initial activity: The teacher will present 4 interactive images to introduce 4 verbs: stand up, sit down, jump and turn around. (annex 6) Then, she will present each image making the representation of each verb and will ask the students to repeat the movements. Following this, the teacher will present an interactive game on Genially called Let's exercise. (annex 7) link The teacher will explain what the game is about and will give the instructions: There will be 6 groups of 5 to 7 people. Each group will choose an animal that appears on the screen and that will be the token with which the team will play. They will pass one by one and they will roll the die. The student will move the animal token (from her/his group) according to the number on the die. The students must collect stars and complete the challenges or follow the instructions. The boxes will have challenges related to the vocabulary of the verbs presented above and the numbers.</p> <p>EX: "Jump 5 times" or "Stand up and sit down 4 times".</p> <p>In all the teams each student will have the opportunity to participate</p>	<p>30 Minutes</p>

The game will end when all students have played.	
<p>Central activity: Important objects and riddles</p> <p>The teacher will use The shapes and The colors flashcards to support and strengthen vocabulary for this activity. (annex 8) (annex 9)</p> <p>The whole class will listen carefully and then they will read and repeat.</p> <p>The teacher will start the activity by putting her important objects in the secret bag, she will provide clues for the students to guess which objects she has hidden.</p> <p>EX: shapes, colors or sizes.</p> <p>Students will have 3 chances to guess. Asking: <i>Is it _____?</i></p> <p>When someone discovers the object, the teacher will tell why that object is important to her.</p> <p>The students will form pairs and will play to guess their own objects (2 small objects) with their classmates, they will talk about the object and they will change turns (swapping roles).</p> <p>The activity will be repeated once more with a different classmate.</p>	40 Minutes
<p>Closing activity: Numbers</p> <p>The teacher will distribute a worksheet about the numbers (1-10) to each student. At first, they will observe and identify the numbers. (annex 10)</p> <p>After this, the teacher will present some interactive flashcards with the pronunciation of each number and they will listen carefully.</p> <p>Finally, everyone will read and repeat the numbers from 1 to 10.</p> <p>The teacher will remind the students that they should keep their worksheet because they will use it to do the homework for the week in virtual Classroom</p> <p>Extra practice activity</p> <p>1. Go to virtual "Classroom", click on (All about me - numbers) you will find the numbers flashcards. You can explore and study with it.</p> <p>*For the next class, the students should bring: Numbers worksheet, colors and recycled paper.</p>	10 Minutes

Annex 5: Social distancing getting's



- <https://view.genial.ly/5fb08d7e6d180c0d49dec0da/presentation-social-distancing-greetings-annex-5>

Annex 6: Let's exercise vocabulary



- <https://view.genial.ly/5fb0a2ea2b1a4c0d04ed7360/guide-vocabularylets-exercise-annex-6>

Annex 7: Let's exercise game



- <https://view.genial.ly/5fa460dde0a8330d43d9b1f3/game-lets-exercise-game-annex-7>

Annex 8: The color flashcards



- <https://view.genial.ly/5fb187b1aa18220d2c638875/horizontal-infographic-review-colorsflashcards-annex-8>

Annex 9: The shapes flashcards



- <https://view.genial.ly/5fb1925b9943fb0d2ca3778e/horizontal-infographic-review-shapesflashcards-annex-9>

Annex 10: Numbers flashcards

- <https://classroom.google.com/c/MTY1MjE5MzkwNDA5/m/MTY2OTM0NDQ2MjM4/details>



Date: Week 2		Domains: affective, social and language		Topic: All about me	
Session: 1					
PROCEDURE			TIME		
Materials:					
- Computer, tablet or cell phone, virtual platform <i>Classroom</i> (Google services) and <i>ClassDojo</i> .					
- <i>The shapes</i> and <i>The colors</i> flashcards (Genially).					
- <i>Verbs</i> , Images.					
- <i>Numbers</i> Worksheet.					
- <i>How Many Fingers</i> YouTube- videos					
- Colors, scissors, glue and recycled paper.					
Warm up: The teacher will ask the students to greet the person in front of them saying "good morning" or "hello". We will sing the song How Many Fingers? https://www.youtube.com/watch?v=xNw1SSz18Gg (watch up to minute 1:25) (<i>annex11</i>)					8 Minutes

<p>First, the whole class will watch the video carefully. Then, they will repeat the video and learn the movements. Finally, we will replay the video for the last time and will sing and dance together.</p>	
<p>Initial activity: The teacher will give the instruction to look for Numbers worksheet and colors. (annex 10) Next, when students have their materials ready, the teacher will ask them: T: <i>How old are you?</i> The teacher will explain the question and the correct way to answer it. T: <i>I am 2___years old.</i> Next, the teacher will present the example and will ask each student her age. Students will answer their age using the structure presented. Finally, the teacher will give the instruction to color or decorate the age of each one in “the numbers” worksheet. EX: If I am 7 years old, I will paint the number 7 on my worksheet.</p>	<p>32 Minutes</p>
<p>Central activity: The teacher will present The shapes and The colors flashcards. (annex 8) (annex 9) Then, she will give a blank sheet for each student to make an artistic representation. First, the students will put their name on the blank sheet, and they will use the scissors and the recycled paper to make many colored figures. Finally, they will paste the shapes on the sheet in order to make a portrait of themselves.</p>	<p>45 Minutes</p>
<p>Closing activity: The teacher will present the personal pronouns and the verb to be with the sentences: <i>I am ___(Name)___</i> <i>She is ___(Name)___</i> The students will exchange their portrait with another classmate and then they will present her classmate portrait using the sentence: She is: ___(Name)___</p> <p>Homework: 1. Go to virtual "Classroom", click on (All about me – Printable poster). (annex 12). 2. Print the worksheet activity and complete it with the support of your parents. 3. Go to "ClassDojo", click on Portfolio. Then, click on To Do – All about me. Finally click on Start and take a picture response showing the poster you carried out (All about me) 4. Prepare and bring the poster to present it to our classmates.</p>	<p>15 Minutes</p>

Annex 11: How many fingers song

- <https://www.youtube.com/watch?v=xNw1SSz18Gg>



Date: Week 2
Session: 2

Domains: affective, social and language

Topic: All about me

PROCEDURE	TIME
<p>Materials:</p> <ul style="list-style-type: none">- Computer, tablet or cell phone, virtual platform <i>Classroom</i> (Google services).- All about me poster worksheet.- The Mixed-Up Chameleon YouTube- video.- The Mixed-Up Chameleon game (Genially).	
<p>Warm up:</p> <p>The teacher will organize the students in groups of 5 people. Each group will have two minutes to create a greeting by making a minimum of 2 movements. The teacher will show her example and finally each group will present their greeting.</p>	10 Minutes
<p>Initial activity:</p> <p>First, the teacher will ask the whole class to stand up and take out their All about me poster. (annex 12)</p> <p>The teacher will divide the classroom into two parts using tape on the floor. Then, she will put on one side of the classroom a sign with the word "YES" and on the other side she will put a sign with the word "NO".</p> <p>All the students will be in the middle of the classroom and then the teacher will give the instructions:</p> <ul style="list-style-type: none">-Go to the "YES" or "NO" place answering the questions according to your "all about me" poster.*The teacher will ask random questions related to the vocabulary of the poster (names, colors, food, animals and images). <p>EX 1: The teacher will ask: T: <i>Is RED your favorite color?</i> and students will check in their own posters. If they answered RED in "My favorite color" box, they should go to the place "YES". If they wrote another color in "My favorite color" box, they should go to the place "NO".</p> <p>EX 2: The teacher will ask: T: <i>Is PIZZA your favorite food?</i> and students will check in their own posters. If they answered PIZZA in "My favorite food" box, they should go to the place "YES". If they wrote another answer in "My favorite food" box, they should go to the place "NO".</p> <p>Finally, the teacher will talk about the differences and the things in common that we have with other people In order to show that we are unique.</p>	35 Minutes
<p>Central activity: The Mixed-Up Chameleon - dress up interactive game</p> <p>First, the teacher will present the story The Mixed-Up Chameleon in a video. https://www.youtube.com/watch?v=FrmZeXf7ScU&t=130s (annex 13)</p> <p>The whole class will watch the video and will pay attention to the details of the story. At the end of the video, the teacher will ask the students what are the situations in the story?</p> <p>Next, the video will be repeated but this time the students will "dress up the Chameleon" according to the order of the story in an interactive game. (annex 14)</p>	40 Minutes

<p>EX: If the Chameleon wears a blue trunk, the student will have to put the image of a <i>blue trunk</i> in the correct place on the chameleon body.</p> <p>Finally, the teacher will use the story “The Mixed-Up Chameleon” as an example to explain the reasons why it is not okay to imitate others.</p>	
<p>Closing activity: The students will draw the silhouette of a human body in their notebooks. After that, they will paint over the silhouette with another color a part of their body (a special part for each one). EX: Hair, eyes, mouth, feet, hands, etc. Homework 1.Go to virtual "Classroom", click on (My incredible body –Body worksheet) Print the (body worksheet) and bring it the next class. (annex 17)</p>	<p>5 Minutes</p>

Annex 12: All about me worksheet

- <https://classroom.google.com/c/MTY1MjE5MzkwNDA5/a/MTY2OTM1NzIzODE1/details>



Annex 13: The mixed up chameleon video book

- <https://www.youtube.com/watch?v=FrmZeXf7ScU&t=4s>



Annex 14: The mixed up chameleon game



- <https://view.genial.ly/5fb1a25278d7c00d0bd9caca/game-the-mix-ed-up-chameleondrees-up-game-annex-14>

Lesson Plan 2: My incredible body

Date: Week 3 Session: 1	Domains: language, physical and aesthetic	Topic: My incredible body
PROCEDURE		TIME

<p>Materials:</p> <ul style="list-style-type: none"> - Computer, tablet or cell phone, virtual platform <i>Classroom</i> (Google services). - <i>Hands and Feet Hop</i> images. - <i>Body</i> and <i>Body Parts list</i> worksheet. - Body and The color of us presentation (Genially). - <i>Parts of the body</i> YouTube- video. - Scissors, glue and recycled cardboard or cardstock 	
<p>Warm up: Hands and Feet Hop Game</p> <p>The teacher will create movement track in the classroom. she will put some pictures of right feet and left feet and right hands and left hands on the floor (Annex 15).</p> <p>Students will go through the track and they will do the 5 movements. Each movement will have 3 images.</p> <p>EX: Movement 1</p> <p style="padding-left: 40px;">Left foot, right hand, right foot</p> <p style="padding-left: 80px;">Image1 Image 2 Image3</p> <p>-Students will make the correct movement, that is:</p> <p>First, they will put their left foot on (Image 1), then they will put their right hand on (Image 2) and finally, they will put their right foot on (Image 3). In this way, they will be able to move to movement 2.</p> <p>At the end of the last movement (5), they should go to their seats.</p> <p>* The teacher must organize the 5 movements (15 images) in a row and with an adequate distance for the students.</p> <p>* Movement patterns must be different. The teacher can alternate the direction of the image.</p>	<p>10 Minutes</p>
<p>Initial activity:</p> <p>First, the whole class will watch the video Parts of the body (Annex 16).Then, they will watch the video again and they will remember the vocabulary about body parts.</p> <p>After that, everyone will practice the vocabulary, pointing out the parts of their own body.</p> <p>Finally, we will use the Body worksheet to point out the parts of the body that we learned with the song. (annex 17)</p> <p>* The teacher will use an interactive image as support for the vocabulary. (annex 18)</p>	<p>30 Minutes</p>
<p>Central activity: The missing letter</p> <p>The teacher will distribute a worksheet with a vocabulary list about body parts. (annex 19)</p> <p>Each word on the list will have a missing letter.</p> <p>Students will look for the missing letter to complete the word and after that, they will check the words.</p> <p>Next, students will cut out each word and then they will paste it on the cardstock or piece of cardboard. finally, they will cut out the words from the cardboard. (the result will be some cards)</p> <p>When the whole class have their cards ready, we will read and repeat the words out loud.</p>	<p>30 Minutes</p>

Closing activity: The colors of us

First, the teacher will ask the students to draw the silhouette of their hand in the notebook.

Afterwards, the teacher will present some flashcards with vocabulary for the development of activity. (annex 20)

-Students will write on the same page in their notebook the following sentence: My skin is like_____.

The teacher will ask the students to imagine something that has their skin color (animal, object, food, etc.) Next, she will show her example:

My skin is like: ____ (sand) ____.

And the students will do the same, they will search the word and write it.

Homework:

1. Decorate the silhouette of your hand with a something similar to your skin color (Be creative). with the support of your parents take a photo and upload it to the virtual Classroom.

2. Bring : the “Body parts” cards that we made, some old newspaper or magazines, chalk, glue and scissors.

* Go to virtual "Classroom", click on (My incredible body – Interactive material) and you will find the presentation of “The human body” in Genially. You can explore and study with it for next week.

20
Minutes

Annex 15: Hands and feet worksheet

- <https://classroom.google.com/c/MTY1MjE5MzkwNDA5/m/MTY2OTM4OTQyOTU0/details>



Annex 16: Body parts song

- <https://www.youtube.com/watch?v=SUt8q0EKbms&t=1s>



Annex 17: Body worksheet

- <https://classroom.google.com/c/MTY1MjE5MzkwNDA5/m/MTY2OTM4OTUwNTgw/details>



Annex 18: Body parts presentation



- <https://view.genial.ly/5fa3236157302a0d1d6a130f/presentation-body-partsflashcards-annex-18>

Annex 19: Body parts worksheet

- <https://classroom.google.com/c/MTY1MjE5MzkwNDA5/m/MTY2OTM5NjYyOTc0/details>



Annex 20: The color of us flashcards



- <https://view.genial.ly/5fb1c46f78d7c00d0bd9cce9/horizontal-infographic-review-the-colors-of-usflashcards-annex-20>

Date: Week 3 Domains: language, physical and aesthetic Topic: My incredible body		
Session: 2		
	PROCEDURE	TIME
Materials:		
<ul style="list-style-type: none"> - Computer, tablet or cell phone, virtual platform <i>Classroom</i> (Google services). - <i>Body Parts</i> cards. - <i>Funny quiz</i> game (Genially). - <i>Yoga alphabet</i> YouTube- video. - Chalk, scissors, glue and old newspaper or magazines. 		
	<p>Warm up: First, the whole class will watch the video Yoga alphabet (A, B, C,D and E) https://youtu.be/E0RUN0e3ZGY (Annex 21). They will watch the video again and will repeat the movements. Finally, the teacher will say a random letter (A, B, C, D or E) and the students will have to do the corresponding movement.</p>	8 Minutes
	<p>Initial activity: For this activity, students will use chalk and the “body parts” cards First, the teacher will go out to the playground with the students and they will organize in pairs. First, a person will lie down on the floor and her partner will draw her silhouette using chalk. Then they will change shifts. Each student will have their silhouette drawn on the floor. Finally, students will have to locate their “body parts” cards in the correct place of the silhouette. * Students can help each other.</p>	32 Minutes

<p>Central activity: The teacher will ask the students to take out the scissors and the old newspaper or magazines. Then, the students will have 15 minutes to cut as many images of parts of the body as possible. (eyes, mouths, noses, legs, arms, feet, ears, etc.) The teacher will give to each student a "Create your Monster" worksheet. (annex) The students will have the pictures they cut out, the glue and the worksheet ready on their seats. The teacher will put some cards with the numbers from 1 to 5 inside a plastic bag and then she will take the "body parts" cards and will put it inside another plastic bag. The teacher will take out a card with a number and a card with a body part and the union of these 2 cards, will be the feature of our monster. EX: Numbers card: (<i>Three</i>) Body Parts Card: (<i>Eyes</i>) Students must follow the instruction. They will stick (<i>three</i>) images of (<i>eyes</i>) on their "Create your Monster" worksheet. Repeat the instruction, until finished all "body parts". * Number cards can be repeated</p>	35 Minutes
<p>Closing activity: Fun Quiz Body Parts Students will have to form 5 teams. (approximately 7 people) The teacher will present a game on genially called Funny Quiz. (annex 22) The objective of the game is to correctly answer the name of the body parts to get the boat to the island. Every time the boat advances, they will get a point. The teacher will record the points on the board Homework With the support of your parents print a black and white photo of your face and bring it to the next session. Extra practice activity * Go to virtual "Classroom", click on (My incredible body –Funny quiz) you will find the game "Body parts" in Genially. You can play again and study with it for next week.</p>	15 Minutes

Annex 21: Alphabet yoga song

- <https://youtu.be/E0RUN0e3ZGY>



Annex 22: Body parts game



- <https://view.genial.ly/5fb1cf5b2b1a4c0d04ed7fe4/game-funny-quiz-body-parts-annex-22>

PROCEDURE	TIME
<p>Materials:</p> <ul style="list-style-type: none"> - Computer, tablet or cell phone, virtual platform <i>Classroom</i> (Google services) and <i>ClassDojo</i>. - <i>Guess the animal</i> worksheet. - <i>The shapes</i> and <i>The colors</i> flashcards. (Genially) - <i>Yoga alphabet</i> YouTube- video. - A black and white photography of themselves (full body) and colors. 	
<p>Warm up:</p> <p>First, the whole class will help to remember the movements learned the previous class. (A, B, C,D and E)</p> <p>They will watch the video Yoga alphabet (F, G, H, I, J, K and L) https://youtu.be/E0RUN0e3ZGY (Annex 21).</p> <p>They will watch the video again and will repeat the all the movements.</p> <p>Finally, the teacher will say a at random letter (F, G, H, I, J, K or L) and the students will have to do the corresponding movement.</p>	<p>10 Minutes</p>
<p>Initial activity: Guess the animal</p> <p>First, the teacher will give a Guess the animal worksheet to each student. (annex 23)</p> <p>The teacher will present The shapes and The colors flashcards. (annex 8) (annex 9)</p> <p>Each of the figures in the Guess the animal worksheet has a color written on it.</p> <p>The teacher will give the indication to color each figure accordingly</p> <p>EX: If a triangle has the word (<i>black</i>) inside, the student must color the triangle with <i>black</i> color.</p> <p>When all the students have finished coloring all the shapes, they will cut them out.</p> <p>Next, the teacher will read one by one the clues in order to discover the face of our animal while the students will glue the figures following the teacher:</p> <ol style="list-style-type: none"> 1. The face of the animal: 1 yellow oval 2. The hair of the animal: 10 orange triangles 3. The ears of the animal: 2 yellow circles 4. The eyes of the animal: 2 white circles 5. The nose of the animal: 1 black triangle 6. The teeth of the animal: 2 white triangles 7. The whiskers of the animal: 4 black rectangles <p>When the students glue all the figures, the teacher will ask:</p> <p>T: <i>what animal is it?</i></p> <p>The answer will be: Lion</p>	<p>40 Minutes</p>

<p>Central activity: Body parts and color Test</p> <p>For this activity, the students will need a photography of themselves (full body) and colors.</p> <p>First the students will write their name on the back of the photo. Then, the teacher will explain the activity.</p> <p>They will listen carefully and follow the 7 instructions that the teacher will read. each sentence will be repeated 2 times.</p> <p>T: <i>use your colored pencils to color:</i></p> <ol style="list-style-type: none"> 1. Blue arms x2 2. Red ears x2 3. Green hair x2 4. Purple feet x2 5. Orange hands x2 6. Pink head x2 7. Black eyes x2 <p>Students will have 1 minute to color each part.</p> <p>At the end, they will give the photography to the teacher.</p>	<p>30 Minutes</p>
<p>Closing activity:</p> <p>The teacher will show the students a presentation with the directions about the use of the tool ClassDojo. She will explain:</p> <p>-How to record a video response in ClassDojo?</p>	<p>10 Minutes</p>

Annex 23: Guess the animal worksheet

- <https://classroom.google.com/c/MTY1MjE5MzkwNDA5/m/MTY2OTQwNDA5OTc3/details>



<p>Date: Week 4 Domains: language, physical and aesthetic Topic: My incredible body Session: 2</p>	
<p>PROCEDURE</p>	<p>TIME</p>
<p>Materials:</p> <ul style="list-style-type: none"> - Computer, tablet or cell phone, virtual platform <i>Classroom</i>. (Google services) - Locate the body parts game. (Genially) - <i>Random</i> tool kit. (ClassDojo) - Tape 	
<p>Warm up:</p> <p>The teacher will trace a straight line on the classroom floor, (using tape) the corners of the line will mark the “start” and “End”.</p> <p>The students will be located in the starting corner, they will cross the line with one foot until they reach the” end”. Then, they will be returned to “start” but using the opposite foot.</p> <p>At the end of the exercise students will go to their seats.</p>	<p>10 Minutes</p>

<p>Initial activity: I measure with my body Students must identify 5 objects that are in the classroom. Then, they will draw the objects in their notebooks. The teacher will give 20 minutes for search the objects again and measure it using different parts of our body. Finally, students will write the result of the measurement next to the drawing of each object. Ex: I draw a bag in my notebook I measure a bag using my "<i>fingers</i>", then I will write the result in front of the image: Bag = 10 <i>fingers</i> Students will do the same exercise with each object. They will not be able to repeat any part of the body to measure again.</p>	35 Minutes
<p>Central activity: Locate the body parts The teacher will present a game on genially called Locate the body parts. (annex 24) The teacher will use the ClassDojo (Random) tool kit to give each student a random turn to participate in the game. (annex 25). when the student's name appears on the screen, the participant will have to locate a part of the body, according to the instructions of the game</p>	35 Minutes
<p>Closing activity: Simon says Simon, (The teacher) will be the leader and commander of the group of listeners (students). Simon will give commands to the group of listeners. Simon's commands will start with the words, "Simon says: touch your.....(<i>body part</i>)....." EX: T: "<i>Simon says: touch you (head)</i>". Students should touch their head. Listeners must listen closely to what the leader, Simon, commands them to do. *If Simon gives a command without first saying, "Simon says..." or If a listener incorrectly obeys Simon's command, they will be eliminated from the rest of the game round. Homework For the next class students should bring recycled material to decorate</p>	10 Minutes

Annex 24: The body parts game



- <https://view.genial.ly/5fa812524c2668155cdf16f6/learning-experience-challenges-locate-body-parts-annex-24>

Annex 25: Random tool ClassDojo

- <https://teach.classdojo.com/#/classes/5fa713f548a34b03638e2ffb/points>



Random

Lesson Plan 3: Exploring, what is inside us?

Date: Week 5 Domains: language, aesthetic and cognitive Topic: What is inside us? Session: 1			
	PROCEDURE	TIME	
<p>Materials:</p> <ul style="list-style-type: none"> - Computer, tablet or cell phone, virtual platform <i>Classroom</i>. (Google services) - <i>Skeleton</i> worksheet. - <i>Human body systems</i> presentation. (Genially) - Clay, 5 large size cardboards, glue and recycle materials. 			
<p>Warm up:</p> <p>The teacher will start asking: T: <i>What is inside our body?</i></p> <p>The students will raise their hands and give their answers. And the teacher will write the brainstorming on the board.</p> <p>Next, the teacher will ask them to imagine a human bone and they will have to make it with clay.</p>			10 Minutes
<p>Initial activity: Skeleton worksheet</p> <p>The teacher will give a Skeleton worksheet to each student in order to create their own skeletons.(annex 26)</p> <p>They will have to cut out all the bones and piece them together to form a skeleton. After that, they will paste it on a piece of paper.</p> <p>The teacher will present an interactive image about the functions of the skeleton in our body.</p>			30 Minutes
<p>Central activity:</p> <p>First, the teacher will ask students to take out the recycle materials.</p> <p>Students will have to form 5 teams. (approximately 7 people)</p> <p>The teacher will give to each team a large size cardboard.</p> <p>Each team will draw a silhouette of a team member on their cardboard.</p> <p>The teacher will tell the students to think again about the question: T: <i>What is inside our body?</i></p> <p>They will have 20 minutes to decorate the silhouette representing their ideas of how they think our body is inside us.</p> <p>Finally, each team will have the opportunity to share their works with the whole class.</p>			40 Minutes
<p>Closing activity:</p> <p>The teacher will present a presentation in Genially about human body systems students should pay attention and take notes. (annex 27)</p> <p>The teacher will indicate that the students will be able to see the presentation in the virtual classroom.</p> <p>Homework:</p> <p>Bring for the next class: plastic, zip-top bag, 1 cookie, 1 balloon and markers</p> <p>Extra practice activity</p> <p>* Go to virtual "Classroom", click on Exploring, what is inside us. Then click on the human body systems, you will find the presentation. You can explore it and study with it for next week.</p>			10 Minutes

Annex 26: Skeleton worksheet

- <https://classroom.google.com/c/MTY1MjE5MzkwNDA5/m/MTY2OTQyOTc4MTU5/details>



Annex 27: Human body systems presentation



- <https://view.genial.ly/5fb1d4e96d180c0d49dece26/presentation-human-body-systems-annex-27>

Date: Week Domains: language, aesthetic and cognitive Topic: What is inside us?	
Session: 2	
PROCEDURE	TIME
<p>Materials:</p> <ul style="list-style-type: none"> - Computer, tablet or cell phone, virtual platform <i>Classroom</i> (Google services) and <i>ClassDojo</i>. - <i>Digestive system</i> image. (Genially) - <i>Human body systems</i> memory game. (Genially) - <i>Lungs - Twin Lungs</i> and <i>How to make a lung</i> YouTube video. - 1 plastic, zip-top bag, 1 cookie, 1 balloon and markers. 	
<p>Warm up:</p> <p>First, the whole class will watch the video Lungs - Twin Lungs (Annex 28). They will watch the video again and will follow the instructions:</p> <ul style="list-style-type: none"> -Breathe in -Breathe out <p>Then, the teacher will ask students to take out the ballons. She will use the ClassDojo (Timer) tool kit.</p> <p>The teaher will ask the students to hold their breath as long as possible and take the time according to (Timer). Then, they will repeat the exercise, they will inflate the balloon and take the time.</p>	10 Minutes
<p>Initial activity: Digestive system experiment</p> <p>First, the teacher will ask students to take out the plastic, zip-top bag, the cookie and markers.</p> <p>The teacher will present an image about the digestive system. (annex 29)</p> <p>Students will use the markers to draw a stomach on the surface of the transparent plastic bag.</p> <p>When the stomach drawing dries, the students will put their cookie inside the plastic, zip-top bag. the students will close their bag and will break cookie.</p> <p>The teaher will explain that in addition to physically churning the food to break it down, the stomach also uses chemicals in the form of acids to break down food. Then, she will put some acid (which is really water) inside each student's plastic, zip-top bag.</p>	35 Minutes

<p>Students will likely notice that the food begins to break down more rapidly and easily after adding the “acid”.</p> <p>Finally, the teacher will explain to students that our stomach has a very important job in our body, which is to break down the food that we eat. The process of breaking down food so it can be used by the body is called digestion.</p>	
<p>Central activity: Human body systems – Memory matching game</p> <p>The teacher will present a game on genially called “Human body systems”. (annex 30)</p> <p>Students will have to form 5 teams. (approximately 7 people)</p> <p>The teacher will show the game on the screen. The whole class will have 40 seconds to observe the images.</p> <p>Afterwards, the images will be hidden. Then, each team will have 2 chances to guess the correct position of 2 images.</p> <p>* Nobody loses, each team will have the required opportunities to guess at least 2 images</p>	<p>35 Minutes</p>
<p>Closing activity:</p> <p>First, the whole class will watch the video How to make a lung model – First grade (annex 31)</p> <p>They will watch the video again and will write the materials they need to do the experiment</p> <p>Homework:</p> <ol style="list-style-type: none"> 1. Go to virtual "Classroom", click on Exploring, what is inside us. Then, click on How to make a lung model, you will find the video of the respiratory system experiment. With the support of your parents you will carry out this experiment 2. Go to "ClassDojo", click on Portfolio. Then, click on To Do - Lungs Activity. Finally click on Start and make a video response showing the experiment you carried out (How to make a lung model) 	<p>10 Minutes</p>

Annex 28: Lungs song

- <https://www.youtube.com/watch?v=UPk4esW0Rbw>



Annex 29: Human digestive systems worksheet

- <https://classroom.google.com/c/MTY1MjE5MzkwNDA5/m/MTY2OTQyOTc4NDIz/details>



Annex 30: Memory game



- <https://view.genial.ly/5fa879d09760520d9a6846d1/game-memory-matchig-game-annex-30>

Annex 31: How to make a lung model experiment

- <https://youtu.be/5Fu3kvBH8Gg>



HOW TO MAKE A LUNG MODEL

Añadir descripción

Lesson Plan 4: Health and Self-care

Date: Week 6 Domains: affective, social and physical Topic: Health and self-care		
Session: 1		
	PROCEDURE	TIME
Materials: - Computer, tablet or cell phone, virtual platform <i>Classroom</i> (Google services) and <i>ClassDojo</i> . - <i>Yoga Bear</i> presentation. (Genially) - <i>Mask</i> worksheet. - <i>Wash Your Hands with Baby Shark</i> YouTube video. - 1 plate, black pepper, water, dish soap.		
	Warm up: First, the whole class will watch the video Wash Your Hands with Baby Shark (Annex 32). The teacher will instruct the students to go to the bathroom to wash their hands. Students will go to the door and ask the teacher: Can you give me some soap please?	10 Minutes
	Initial activity: Black Pepper Activity First, the teacher will talk about germs and the importance of using SOAP when washing our hands. The teacher will present an interactive image about Germs. Students will have to form 5 teams. (Approximately 7 people). Each team will have a large plastic plate. Then, they will fill it full of water. They will add a couple sprinkles of black pepper. (enough pepper to be visible along the top of the water).Next, they will add a couple drops of dish soap to the water and they will observe as the germs ‘run away’ from the soap and cling to the side of the plate. Finally, students will talk about what they observed.	30 Minutes

<p>Central activity: Yoga Bear book The teacher will do a Yoga activity. She will ask students to move their seats against the walls to have a larger space in the middle of the classroom. Students will take physical distance and they will sit on the floor. The teacher will make an interactive presentation of the book Yoga Bear (annex 33) Finally, the teacher will ask the students to repeat the yoga movements that appear in each image. Students will have a relaxing time.</p>	40 Minutes
<p>Closing activity: Mask worksheet First, the teacher will give a Mask worksheet to each student. (annex). Next, she will ask the students how is the correct use of the mask. (Annex 34) The teacher will explain the activity that is in the worksheet. Finally, students will cut out and design their own mask</p> <p>Extra practice activity * Go to virtual "Classroom", click on Health and self-care. Then click on healthy and unhealthy food, you will find vocabulary flashcards. You can explore it and study with it for next week.</p>	10 Minutes

Annex 32: Wash your hands with Baby Shark

- <https://www.youtube.com/watch?v=L89nN03pBzI>



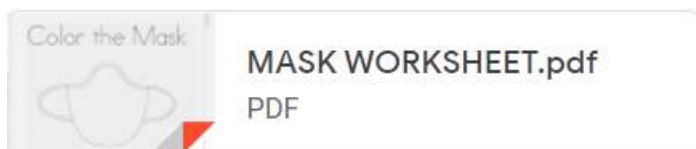
Annex 33: Yoga presentation



- <https://view.genial.ly/5fb1fecf61eec90d25003803/presentation-yoga-presentation-annex-33>

Annex 34: Mask worksheet

- <https://classroom.google.com/c/MTY1MjE5MzkwNDA5/m/MTY2OTQ1ODEzNjU4/details>



Date: Week 6 Session: 2	Domains: affective, social and physical	Topic: Health and self-care
PROCEDURE		TIME

<p>Materials:</p> <ul style="list-style-type: none"> - Computer, tablet or cell phone, virtual platform <i>Classroom</i> (Google services) and ClassDojo. - <i>Healthy choice</i> game. (Genially) - <i>Healthy and unhealthy food</i> worksheet. - <i>Wash Your Hands with Baby Shark</i> YouTube video. - 1 plastic plate, colors and markers. 	
<p>Warm up:</p> <p>The teacher will ask the students to imagine that they have soap in their hands. Then, she will give directions for the students to take an imaginary bath: ex: Wash your ears. Then the students will have to perform the movement (washing their ears)</p> <p>The teacher will invent 5 different movements using the verb <i>Wash</i>.</p>	<p>10 Minutes</p>
<p>Initial activity: Healthy and unhealthy food – worksheet</p> <p>First, the teacher will give a Healthy and unhealthy food worksheet to each student. (annex 36).</p> <p>Students will color and cut out each piece of the worksheet.</p> <p>The teacher will give the instruction to paste the food cards inside the wheel. students will choose if the food card belongs to healthy or unhealthy place.</p> <p>*Students will write their name on the back of the wheel and after that they will give it to the teacher.</p>	<p>30 Minutes</p>
<p>Central activity: True or false</p> <p>The teacher will present a game on genially called Healthy choice. The game will be played individually.</p> <p>In list order, the teacher will call each student and she will ask him to make a healthy decision by putting (True or false) in the game.</p> <p>* The game will advance if the student answers correctly.</p>	<p>35 Minutes</p>
<p>Closing activity:</p> <p>The teacher will give a plastic plate to each student. They will make their "I feel good" masks to show how they feel.</p> <p>The students will draw on one side of the plate, a happy and energetic face and on the other side of the plate they will draw a tired and sick face.</p> <p>The teacher will read and interpret the following sentences:</p> <ul style="list-style-type: none"> • I ate a healthy meal. • I ate a lot for lunch. • I slept well. • I was up all night. • I played ball with my friends. • I was sitting all day doing nothing. • I ran with my friends. <p>At the end of each sentence, students should respond: I feel good or I feel bad, showing the faces of their plates</p> <p>Extra practice activity</p> <p>1. Students will prepare a healthy recipe with the support of their families.</p>	<p>15 Minutes</p>

Annex 35: Healthy and unhealthy food cards

- <https://classroom.google.com/c/MTY1MjE5MzkwNDA5/m/MTY2OTQ2MjQ0ODAz/details>



Annex 36: Healthy and unhealthy food worksheet

- <https://classroom.google.com/c/MTY1MjE5MzkwNDA5/m/MTY2OTQ3NzA4ODcy/details>



CYCLE 2

My brain, my senses and my emotions

Date: Week 7 to week 12

Time: 12 sessions each one of 90 minutes

Grade: First grade

Number of students: 30 to 35 (approximately)

Instructional setting: Whole class and Small groups

Language Contents: Personal pronouns, nouns, adjectives, verbs, possessives, likes and dislikes.

Vocabulary: Senses, textures, shapes, emotions, vowels, numbers, colors, brain parts, food, feelings and school materials.

Objetives:

- To favor writing experiences based on sensory recognition of letters.
- To recognize my feelings and my emotions.
- To identify the importance of establishing contact (Greetings, respond positively to others, smile and invite others).
- To encourage voluntary actions.

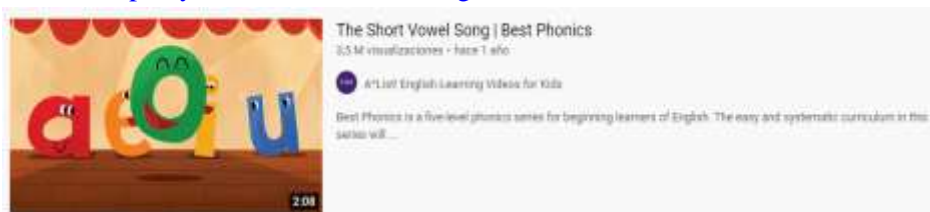
Lesson Plan 1: What happens inside my head?

Date: Week 7	Domains: Cognitive, language and aesthetic	Topic: What happens inside my head?
Session: 1		
	PROCEDURE	TIME
Materials:		
- Computer, tablet or cell phone, virtual platform <i>Classroom</i> (Google services).		
- <i>The short vowels song, How Your Brain Works?</i> YouTube- video.		
- <i>The brain</i> interactive presentation. (Genially)		
- Tape, clay, notebook.		
Warm up: Vowels song The teacher will present: <i>The short vowels song.</i> (annex 1) First, students will watch the video carefully. Then, the teacher will repeat the video and they will repeat the lyrics.		5 Minutes

Finally, the teacher will replay the video for the last time and everyone will sing together.	
<p>Initial activity: Trace the vowels</p> <p>The teacher will ask students to organize 5 groups. Each group will be in charge of tracing a vowel on the floor using tape. (Big size)</p> <p>Afterwards, with the support of the teacher each group will share with the rest of the class a word with their corresponding vowel.</p> <p>Finally, the whole class will go through the vowels making a creative movement.</p> <p>Ex: Dancing, jumping, on one foot, etc.</p>	25 Minutes
<p>Central activity: The Brain</p> <p>First the teacher will present an educational video called <i>How Your Brain Works?</i>.(annex 2)</p> <p>The teacher will ask students to pay attention to the video in order to discuss about the topic.</p> <p>The video will be repeated for the last time and then students will have 15 minutes to share their ideas about the video and ask questions.</p> <ul style="list-style-type: none"> • ¿what did you find in the video? ¿what are the parts of your brain? ¿What are they for? <p>After that, the teacher will present an interactive image about parts of the brain. (Annex 3).</p> <p>Finally, using the interactive image as a support, the students will make a brain figure using clay.</p>	40 Minutes
<p>Closing activity: Hemispheres of the brain</p> <p>The teacher will present the human brain hemispheres and their functions. Using (annex 3) as a support.</p> <p>After the explanation, the teacher will ask students to take a sheet. On one side, they will draw an action related to functions of right hemisphere and on the other side of the sheet they will draw an action related to functions of left hemisphere.</p> <p>EX: Do a math exercise and Dancing.</p> <p>Extra practice activity</p> <p>1. Go to virtual Classroom, click on What happens inside my head? You will find the video and the interactive presentations about <i>The Brain</i>. You can explore and study with it.</p> <p>*For the next week: bring colored papers.</p>	20 Minutes

Annex 1: The short vowels song

- <https://youtu.be/RUSCz41aDug>



Annex 2: How Your Brain Works?

- https://www.youtube.com/watch?v=ndDpjT0_IM0



Annex 3: The Brain presentation



- <https://view.genial.ly/5fc6fcd405a5df0d37026a6f/presentation-the-brain-annex-40>

Date: Week 7		Domains: Cognitive, language and aesthetic		Topic: What happens inside my head?	
Session: 2		PROCEDURE		TIME	
<p>Materials:</p> <ul style="list-style-type: none"> - Computer, tablet or cell phone, virtual platform <i>Classroom</i> (Google services). - <i>Brain hemisphere hat</i>, Worksheet. - <i>Brain hemispheres</i> game (Wordwall). - Colored papers and scissors. 					
<p>Warm up: Brain gymnastics</p> <p>The teacher will draw different patterns of lines and figures on the board. Students will copy them into their notebooks following the teacher's instruction.</p> <p>EX: Students will trace the lines using both hands. One hand at a time first, then try both together.</p>				10 Minutes	
<p>Initial activity: Hemispheres of the brain hat</p> <p>First, the teacher will give a Hemispheres of the brain hat worksheet to each student. (annex 4)</p> <p>Students will cut out both hemispheres. Then, they will fold the solid "V" lines. (Don't cut out the dotted lines).</p> <p>Finally, students will glue all the flaps using glue or tape to have the final mold of their hats.</p> <p>After that, the teacher will give the instructions to paint each part of the brain hat according to the functions of the brain.</p>				30 Minutes	
<p>Central activity: Hemispheres of the brain game</p> <p>Students will form 5 teams. (approximately 7 people)</p> <p>The teacher will present a game on (Wordwall) called <i>Hemispheres of the brain game</i>. (annex 5)</p> <p>The objective of the game is to select the correct name of the hemisphere in charge of the function (image) that appears on the screen.</p>					

<p>Students will work as a team to give the answer. Each team will take 3 turns to participate and obtain points. The teacher will record the points on the board.</p>	35 Minutes
<p>Closing activity: Balance game and practice shapes. Students will draw squares, circles, stars, triangles and rectangles of different sizes and colors (use color paper). Then, they will cut them out. The teacher will collect the shapes and will make 5 race tracks (rows) sticking the shapes on the floor in a random way. After that, the whole class will create a pattern of movement for each shape. EX: Shape: Star Movement: Raise your arms. Students will jump on the shapes to follow the pattern rows. *If a student makes a wrong movement pattern, She/he should go back to the first shape and start again. The idea is that students can create strategies to learn the movement patterns and also help their classmates.</p>	15 Minutes

Annex 4: Hemispheres of the brain hat

- <https://classroom.google.com/c/MTY1MjE5MzkwNDA5/m/MTczMzg5OTY1ODg0/details>



Annex 5: Hemispheres of the game



- <https://wordwall.net/play/7674/135/659>

Lesson Plan 2: Exploring my 5 senses

Date: Week 8	Domains: Language, affective and aesthetic	Topic: Exploring my 5 senses
Session: 1		
	PROCEDURE	TIME
<p>Materials:</p> <ul style="list-style-type: none"> - Computer, tablet or cell phone, virtual platform <i>Classroom</i> (Google services). - <i>Five senses</i> YouTube- video. - <i>Traffic light</i> interactive image. (Genially) - <i>Nature walk</i> worksheet. - Scissors, glue and recycled cardboard or cardstock. 		

<p>Warm up: Five Senses Song First, the whole class will watch the video Five Senses Song. (Annex 6). The teacher will repeat the video again and the students will try to repeat the lyrics of the song</p>	<p>5 Minutes</p>
<p>Initial activity: Traffic Light First, the teacher will discuss how the traffic lights works and what traffic has to do at the lights. Supporting by an interactive presentation. (annex 7) Students will be the traffic and have to obey the traffic lights. Teacher will hold up colored objects (or use the interactive presentation). Teacher will tell students what to do each time she/he changes the color. (Two or three times). Progressively, the teacher will change the color but without saying the instruction. *Students must using sight.</p>	<p>30 Minutes</p>
<p>Central activity: Nature walk First, the teacher will present some flashcards with vocabulary about 5 sense for the development of activity. (annex 8) Then, the teacher will give to each student a Nature walk worksheet. (annex 9) The students and the teacher will go outside the classroom to an outdoor place. They will complete the guide according to the instructions. This means that students will have the freedom to explore with the things they find around them.</p>	<p>45 Minutes</p>
<p>Closing activity: Share experiences First, students will have 5 minutes to review their worksheets and complete it if necessary. In the classroom, students will participate voluntarily by reading their Nature Walk worksheet and sharing their experiences. Homework * For the next class students should bring a scarf or something similar to cover their eyes, a recycled plastic bottle and small object with some particular texture.</p>	<p>10 Minutes</p>

Annex 6: Five senses song

- <https://youtu.be/vXXiyIGqliE>



Annex 7: Traffic light



- <https://view.genial.ly/5fc7384405a5df0d37026c6a/interactive-image-traffic-light-annex-44>

Annex 8: Five senses flashcards



- <https://view.genial.ly/5fc745975906430cf8afd5c4/presentation-five-senses-flashcards-annex-45>

Annex 9: Nature walk

- <https://classroom.google.com/c/MTY1MjE5MzkwNDA5/m/MTczMzg5OTY2MTUx/details>



Date: Week 8 Domains: Language, affective and aesthetic Topic: Exploring my 5 senses		
Session: 2		
	PROCEDURE	TIME
Materials:		
- Computer, tablet or cell phone, virtual platform <i>Classroom</i> (Google services) and <i>ClassDojo</i> .		
- It feels Worksheet.		
- 2 recycled plastic bottles, a small object and a black bag.		
Warm up: What's That Sound In advance, the teacher will record different sounds such as a cat meowing, a dog barking, someone walking, a car horn blowing, etc. (Teacher may also be able to find sounds online). The teacher will play a sound and pause it. Then, students will try to guess what each sound is.		8 Minutes
Initial activity: Draw without seeing For this activity, students will use their scarves or their piece of cloth to cover their eyes. The teacher will ask the students to use a blank sheet and their colored pencils. Next, she will ask them to cover their eyes. Students will follow the teacher's instructions. First, they will have to write their name in the position of the sheet indicated by the teacher and then they will draw themselves. Finally, the teacher will ask them to uncover their eyes to see the result and share their experiences doing the drawing.		22 Minutes

<p>Central activity: Maracas Students will use the empty plastic bottles The teacher will ask the students to form a round table. Then, the teacher will put in the middle of the classroom several containers with: rocks of different sizes, corn grains, beans, rice, buttons, etc. Students will take some of these materials and put them in their containers. After this, they should cap their bottles and secure it with tape. Finally, the students will decorate their own maracas. At the end, everyone will play their maracas and discuss the reasons why some of them may sound higher or lower.</p>	35 Minutes
<p>Closing activity: Secret Sensory Bag The teacher will ask the students for their objects inside a secret black bag. Each student will have the opportunity to put their hand inside the bag, touch and try to guess an object. Homework With the support of your parents, go to virtual "Classroom", click on Exploring my 5 senses – It feels Worksheet (annex 10). Then, print it out the worksheet and complete it. After that, go to ClassDojo, click on (To Do - Textures) and upload a photo of the evidence of your work. *For the next class students should bring 1 meter of pipe cleaners (or 10 individual pieces), glue and a piece of recycle cardboard (216 x 279 mm) size.</p>	25 Minutes

Annex 10: It feels

- <https://classroom.google.com/c/MTY1MjE5MzkwNDA5/a/MTczMzg5OTY2MTg3/details>



<p>Date: Week 9 Domains: Language, affective and aesthetic Topic: Exploring my 5 senses</p>		
<p>Session: 1</p>		
<p>PROCEDURE</p>	<p>TIME</p>	
<p>Materials: - Computer, tablet or cell phone, virtual platform <i>Classroom</i> (Google services) - Vocabulary list. - 10 products with different smells and 10 containers (Just the teacher). - Pipe cleaners, glue and a recycle cardboard.</p>		
<p>Warm up: Brainstorming (Flavors) The teacher will ask the students: -T: What flavors do you know? The students will raise their hands to give their answers and the teacher will write them on the board. * The teacher will help the students to express their ideas in English.</p>	10 Minutes	

<p>Initial activity: What is that smell? The teacher will use 10 products with different smells, each one in a mystery container. (They can be bottles painted in a dark color or covered with paper) The products will be: Orange peels, toothpaste, coffee beans, vinegar, some aromatic flower or herb, a sweet, strawberries, a piece of cheese and onion. First the teacher will present the game “What is that smell”. Students will pass one by one to the smell station. There, they will select one of the containers. The teacher will ask the student to close her/his eyes and bring the container near to her/his nose for 5 seconds. Then, teacher will cover the container again and ask the student to open her/his eyes. Later, the student will tell the answer to the teacher and she will tell him if it is correct or incorrect. When all the students have participated. The teacher will reveal the contents of the bottles and at the end the students will socialize their olfactory experiences.</p>	30 Minutes
<p>Central activity: Touch and feel letters For the development of this activity, the students will use their pieces of cardboard, glue, scissors and pipe cleaners. First, the teacher will give each student a “Touch and feel letters” worksheet and will give the instructions for the activity. Students will glue the worksheet onto the piece of cardboard and cut out each alphabet tile as directed by the guide. Then, the students will fold the pipe cleaners following the template for each letter of the alphabet and glue them together. In this way the result will be some teaching cards with texture of the alphabet.</p>	30 Minutes
<p>Closing activity: Guess the word Once the craft of the previous activity is ready, the students will organize themselves in pairs. The teacher will project on the screen a list with vocabulary seen in this cycle. (annex 11) Students will have to construct some of these words for their classmates to read only using their sense of touch. That is without seeing. EX: Student A: Write with the texture cards the word (B-L-U-E) Student B: He will close his eyes and try to identify it. Afterwards, the students will switch roles. Homework: The students will prepare a simple recipe with the support of their parents. Then, they will write in a word document the ingredients they used for their recipe and their FLAVORS in front of them. EX: Sugar - Sweet- Lemon – Acid * For the next class, students should bring a small bottle of glue and a small plastic recipe.</p>	20 Minutes

Annex 11: Vocabulary list

- <https://classroom.google.com/c/MTY1MjE5MzkwNDA5/m/MTczMzg5OTY2MjE5/details>



Date: Week 9 Domains: Language, affective and aesthetic Topic: Exploring my 5 senses		
Session: 2		
	PROCEDURE	TIME
<p>Materials:</p> <ul style="list-style-type: none"> - Computer, tablet or cell phone, virtual platform <i>Classroom</i>. (Google services) - <i>Popcorn and senses</i> worksheet. - <i>5 senses</i> quiz. (Wordwall) - Baking soda, contact lens solution, food coloring (Just teacher) - A small bottle of glue and a plastic recipe 		
	<p>Warm up: Sensory observation with Popcorn The teacher will share popcorn with the whole class. After that, teacher will give each student a worksheet called <i>Popcorn and senses</i>. (annex 12) Finally, students will complete the guide according to their experience with popcorn.</p>	15 Minutes
	<p>Initial activity: Let's make slime For this activity each student will use their glue bottle and plastic container. The teacher will provide: -Baking soda -Contact lens solution -Food coloring First, students will pour all of the content from their glue bottle into the plastic container. Next, the teacher will put a spoon of baking soda in each student's container and they will mix it. Second, the students will choose a color of their preference and the teacher will put 2 drops of the respective color in each container. They will keep mixing. Finally, the teacher will put a spoon of contact lens solution in each student's container and they will mix until the content forms a mass. Students will freely experiment with the slime.</p>	30 Minutes
	<p>Central activity: 5 senses quiz Students will form 5 teams. (approximately 7 people) The teacher will present a game on <i>Wordwall</i> called <i>5 senses Game</i>. (annex 13) Students will select the correct picture of the sense (Sight, Hearing, Smell, Taste, and Touch) in relation to the question that will appears on the screen. EX:</p> <ul style="list-style-type: none"> • Question: What sense would you use to know when the school bell rings? • Answer: The student will select the image of HEARING 	35 Minutes

Students will work as a team to give the answer. Each team will take 3 turns to participate and obtain points. The teacher will record the points on the board.	
Closing activity: Reflection time (Writing) The students will write their experiences about the topic of the 5 senses in their notebooks. The teacher will ask them to write: 1. If they have fun or not with the activities. 2. One curious fact about the senses learned in class. 3. Why is it important to explore through our senses?	10 Minutes

Annex 12: Five senses and popcorn

- <https://classroom.google.com/c/MTY1MjE5MzkwNDA5/m/MTczMzg5OTY2MjQ2/details>



Annex 13: Five senses game



- <https://wordwall.net/play/7858/595/124>

Lesson Plan3: My emotions, How I feel today?

Date: Week 10	Domains: Social, language, and affective	Topic: My emotion, How I feel today?
Session: 1	PROCEDURE	TIME
Materials:		
- Computer, tablet or cell phone, virtual platform <i>Classroom</i> . (Google services)		
- <i>Mood meter</i> poster.		
- <i>Feelings</i> and <i>Mandala</i> worksheet.		
- <i>Feelings roulette</i> game. (Genially)		
Warm up: Mood meter The teacher will stick a poster called Mood meter on the door of the classroom. (annex 14) At the beginning of class, the students will draw an arrow and write their name in the place of the meter according to their mood.		10 Minutes
Initial activity: Read and match (Feelings) First, the teacher will give to each student a Feelings worksheet. (annex 15)		20

<p>Then, the teacher will read the words aloud doing the respective mime and the students will have to interpret the teacher's actions to relate the meaning of the word.</p> <p>Then, Students will name the words, colour the images and finally they will match the image with the corresponding word.</p>	Minutes
<p>Central activity: Feelings roulette acting game</p> <p>The teacher will present the game of emotions roulette and give the instructions. (annex 16)</p> <p>First, the students will be organized into 8 teams (From 4 to 5 people)</p> <p>Each team will spin the roulette wheel to select a mood.</p> <p>When all teams have a mood, they will have 10 minutes to do a performance in which the participants face a situation related to the corresponding mood.</p> <p>Ex: Team 1 are in charge of the ANGRY mood</p> <p>-Team 1 will do a performance of a daily situation where anger is represented.</p> <p>All students must participate in the performance.</p> <p>Finally, each team will share their performance with the whole class.</p>	40 Minutes
<p>Closing activity: Self-regulation activities</p> <p>The teacher will ask the students:</p> <p>T: What activities do you do when you are angry or stressed?</p> <p>The students will brainstorm ideas and the teacher will write them on the board.</p> <p>Afterwards, the teacher will share some ideas to relax. For example coloring.</p> <p>Finally, the teacher will give each student a Mandala worksheet and the students will have to color it. (Annex 17)</p>	20 Minutes

Annex 14: Mood meter

- <https://classroom.google.com/c/MTY1MjE5MzkwNDA5/m/MTczMzk1OTE1MTI4/details>



Annex 15: Feelings worksheet

- <https://classroom.google.com/c/MTY1MjE5MzkwNDA5/m/MTczMzk1OTE1MTYw/details>



Annex 16: Feelings Roulette



- <https://www.youtube.com/watch?v=SUt8q0EKbms&t=1s>

Annex 17: Mandala

- <https://classroom.google.com/c/MTY1MjE5MzkwNDA5/m/MTczMzk1OTE1MzYw/details>



Date: Week 10 Domains: Social, language, and affective Topic: My emotion, How I feel today?		
Session: 2		
	PROCEDURE	TIME
Materials:	<ul style="list-style-type: none"> - Computer, tablet or cell phone, virtual platform <i>Classroom</i> (Google services) and <i>ClassDojo</i>. - <i>Feelings song</i> YouTube video. - <i>The Color monster</i> digital Book. - 5 colored containers (Just teacher). - <i>My color moster</i> worksheet. 	
Warm up: Feelings song	<p>First, the whole class will watch the video Feelings song (Annex 18). The teacher will repeat the video again and the students will try to repeat the lyrics and the sounds of the song</p> <p>Ex: SAD: Boh hoo hoo! -ANGRY: Grrrr!</p>	10 Minutes
Initial activity: The Color Monster Book	<p>The teacher will ask the students to form a circle sitting on the floor to do a group reading aloud.</p> <p>Then the teacher will present the digital book: <i>The Color monster</i> (annex 19).</p> <p>The teacher will start reading and then each student will have the opportunity to read or interpret 1 page of the book.</p>	35 Minutes
Central activity: Emotional jars	<p>The teacher will put 5 colored containers on the table according to the book <i>The Color monster</i></p> <p>Yellow: Happiness Green: Calm Blue: Sadness Red: Rage Black: Fear</p> <p>Students will write a school situation on a piece of paper and put the paper into the jars as appropriate.</p> <p>Ex: Student A writes: When I study for an exam. Then I will put the paper in the green jar because it means that I feel calm.</p> <p>Finally, the teacher will read the papers in each jar.</p>	35 Minutes
Closing activity: My color monster	<p>First, the teacher will give to each student a My color moster worksheet. (annex 20)</p>	10 Minutes

Then, the teacher will ask the students to color or paint the worksheet pattern according to their personality and taking into account the colors presented in the book.

Ex: If a student considers she/he is a calm person. She/he will color the monster with color green.

*Students can use more than one color

Homework:

For the next class, students will bring 2 blank paper cups or 2 Styrofoam cups and markers.

Annex 18: Feelings song

- https://youtu.be/eMOnyPxE_w8



Annex 19: The Color Monster book

- <https://www.flipsnack.com/FB8B78CC5A8/the-color-monster-by-anna-llenas.html>



Annex 20: My color monster

- <https://classroom.google.com/c/MTY1MjE5MzkwNDA5/m/MTczMzk1OTE1NDYx/details>



Date: Week 11		Domains: Social, language, and affective		Topic: My emotion, How I feel today?	
Session: 1					
			PROCEDURE		TIME
Materials:					
- Computer, tablet or cell phone, virtual platform <i>Classroom</i> (Google services).					
- <i>Feelings</i> quiz game. (Wordwall)					
- <i>Emoji</i> worksheet.					
- Popsicle sticks (Just teacher).					
- 2 blank paper cups or 2 Styrofoam cups and markers.					
-Warm up: Guess the Mood First the teacher will organize the students into five teams of seven Students (approximately). Each team will select a person which will pass to the board.					10 Minutes

<p>The teacher will whisper to the student ear an emotion and she/he will draw an action that represents the emotion and the team must guess what emotion it is</p> <p>Each team will have just two minutes otherwise they will not get the point.</p>	
<p>Initial activity: Mood of the day cups</p> <p>For this activity each student will use their blank paper or Styrofoam cups and markers.</p> <p>Carefully, the teacher will help students to cut a large square shape out of one of the cups using scissors.</p> <p>Then, students will insert the second cup inside the cup with a square cutout on the side. They will write “Mood of the Day” on the outside cup around the square cutout.</p> <p>Teacher will ask them to draw pictures of different feelings inside the square. Once they draw one feeling have them turn the inside cup to another blank space and then draw another.</p> <p>The students should be able to draw 4-5 feelings on their cups.</p> <p>Finally, they will write their names on the bottom of the cup so they will know it is theirs.</p> <p>Students will spin the cup inside to see all the emotions scroll by.</p>	<p>30 Minutes</p>
<p>Central activity: Feelings individual quiz game</p> <p>The teacher will introduce the whole group to the game called Feelings. (annex 21)</p> <p>Students will match the image with the corresponding word, there will be 5 questions.</p> <p>Next, the teacher will call the students one by one and ask them to solve the quiz. (The game will automatically register the result of the student writing her/his name)</p> <p>At the end, the game will show the general results with the names of each child.</p>	<p>40 Minutes</p>
<p>Closing activity:</p> <p>First, the teacher will distribute an Emoji worksheet (annex 22) and five popsicle sticks to each student.</p> <p>The guide will have five emoji which represent emotions.</p> <p>Students will have to cut it out and then they will stick each emoji on the popsicle sticks. After this, the teacher will present different daily situations and the students will express how they would feel in these situations by raising their corresponding emoji.</p> <p>Ex: T: How do I feel when someone doesn't pay attention to me?</p> <p>Students will rise the emoji with which they identify.</p>	<p>10 Minutes</p>

Annex 21: Feelings Quiz

- <https://wordwall.net/play/7855/854/801>



Annex 22: Emoji

- <https://classroom.google.com/c/MTY1MjE5MzkwNDA5/m/MTczMzk2MzM5NDU5/details>



Date: Week 11 Domains: Social, language, and affective Topic: My emotion, How I feel today?	
Session: 2	
PROCEDURE	TIME
Materials: - Computer and TV. - Inside Out/Intensamente - Movie.	
Warm up: Movie Day The teacher will introduce the activity of the day and instruct the students to adjust their seats to watch the movie	3 Minutes
Central activity: Movie The whole class will watch the movie <i>Inside Out</i> (Intensamente). (annex 22)	85 Minutes
Closing activity: Homework Students will draw their favorite character from the movie and they will explain why they chose that character.	2 Minutes

Annex 22: Inside Out movie



Lesson Plan 4: My body is mine

Date: Week 12 Domains: affective, social and physical Topic: My body is mine	
Session: 1	
PROCEDURE	TIME
Materials: - Computer, tablet or cell phone, virtual platform <i>Classroom</i> (Google services) and <i>ClassDojo</i> . - <i>Safe Touch / Unsafe Touch</i> YouTube video.	

<p>- Ping pong balls (Just teacher) - Markers, five pieces of paper and wool.</p>	
<p>Warm up: Protect Yourself Rules First, the whole class will watch the video <i>Safe Touch / Unsafe Touch</i> (Annex 23). The teacher will repeat the video again and the students will tell what they understood from the video. Finally, the teacher will clarify the main aspects of the video.</p>	<p>10 Minutes</p>
<p>Initial activity: First the teacher will organize the students in five teams of seven Students (approximately). Students will draw a silhouette of a classmate body. With a red marker they will mark the parts of the body that can be touched only by themselves, with a blue marker the parts of the body that can be touched by trusted people and with black marker the parts that unknown people can be touch. Finally, each team will share their posters with the whole class.</p>	<p>30 Minutes</p>
<p>Central activity: Approved and unwanted touches For this activity, the teacher will distribute two ping pong balls for each student. One red and the other green, The green one will be use to express approved touches and the red will be use to express unwanted touches. After this, the teacher will present different situations through interactive pictures. Students will identify which type of touch is presented in each the image and finally they will decide if it represents an approved or an unwanted touch. They will rise one of the ping pong balls.</p>	<p>40 Minutes</p>
<p>Closing activity: Safe Keychain The teacher will present a strategy about the topic : When students should ask for help? For this activity, students will brainstorm about the topic. Then, the teacher will give five pieces of paper with hole on it and a piece of wool. The whole will select the best 5 ideas to write on the pieces of paper. Finally the "cards" or pieces of paper will be tied with the piece of wool. Students can use it as a keychain in order to always carry it with themselves. Extra practice activity *Laminate the safe keychain cards with the support of your parents.</p>	<p>10 Minutes</p>

Annex 23: Protect yourself rules - Safe and unsafe touch

- <https://youtu.be/zNTUMNKSNowk>



Date: Week 12 Domains: affective, social and physical Topic: My body is mine	
Session: 2	
PROCEDURE	TIME
<p>Materials:</p> <ul style="list-style-type: none"> - Computer, tablet or cell phone, virtual platform <i>Classroom</i> (Google services) - <i>Trusted people</i> Game. (Wordwall) - <i>Ni un besito a la fuerza</i> digital book. - 1 jar (just teacher). 	
<p>Warm up: Potion of Positivism</p> <p>The teacher will present the activity of the potion of positivism. First, the teacher will show a poster as a vocabulary support for the activity. The teacher will put a jar where each student will put his or her ingredient. They will write on a small piece of paper a value or positive action as an ingredient for our potion:</p> <p>Ex: The teacher will add 2 drops of self-love to the recipe.</p> <p>When all the students put their ingredients into the jar. The potion will be ready.</p>	10 Minutes
<p>Initial activity: Trusted people</p> <p>The teacher will present the game <i>Trusted people</i>. (annex 24)</p> <p>Students will answer a true or false question.</p> <p>They will be asked if they should trust or should not trust the person in a specific context</p>	30 Minutes
<p>Central activity: My Body Belongs to Me from My Head to My Toes</p> <p>The teacher will ask the students to form a round table</p> <p>Then the teacher will present the digital book:</p> <p><i>My Body Belongs to Me from My Head to My Toes</i> (annex 25)</p> <p>The teacher will read the entire book by dramatizing the situations presented in it.</p> <p>(exaggerated smile or sad or angry face / or the gesture of the thumb towards up or down: Like / Dislike)</p>	30 Minutes
<p>Closing activity: The right to say “NO”</p> <p>The teacher will ask the students to continue in a round table. The whole class will participate in a discussion activity.</p> <p>The teacher will guide this discussion by asking some questions about the book:</p> <ul style="list-style-type: none"> - How can you give a kiss without touching the other person? - How do you feel when a friend kisses you? - When you do not want to be kissed, what do you do? - Is it important to respect other people's decisions? If a boy or a girl does not want to be kissed we must say: <p>I do not want, I do not feel comfortable ... and we must respect it.</p> <p>2. Do you think it is okay to be kissed when you do not want do it. Why? What should you tell them? Whom should I inform?</p>	20 Minutes

Annex 24: Trusted people

- <https://wordwall.net/play/7841/978/229>



Annex 25: My Body Belongs to Me from My Head to My Toes

- <https://youtu.be/mCTpyzC6LGQ>



CHAPTER V

CONCLUSIONS AND IMPLICATIONS

This chapter displays the conclusions of this proposal considering the objectives and the design and elaboration of the instructional design which includes the lesson plans and the digital didactic material created for its development. Furthermore, the implications of this proposal for the educational field, the target population, the school in which the proposal might be implemented, and the teachers involved will be introduced. Lastly, some limitations and ideas for further research will be presented.

Conclusions and Implications

The present proposal, which seeks to generate an impact on the processes of first approach to the English language through the integration of the domains of childhood development based on interactive activities supported by web 2.0 tools in blended learning contexts, generates a series of conclusions and implications for the EFL community in Colombia, for educational institutions and also for teachers and participants involved.

Conclusions

Keeping in mind the research objectives, the implementation of Web resources works as a support tool that facilitates the learning processes in EFL since it promotes interactive experiences that generate interest and motivation in students. First, because these types of tools allow teachers to be more interactive and provide more variety of content to them. For example,

audiovisual material for the acquisition of new vocabulary, free access virtual classrooms to share study material and games and digital activities to promote participation in students through different expressions.

Second, these tools also favor the individual experiences of young learners in relation to adaptive skills that allow them to make use of technology based on their development. Finally, by interacting with this resource, interactive and quality possibilities are created in learning contexts that occur through virtual contexts and also in face-to-face academic spaces that have technological resources in the classrooms.

In response to the second objective, it is possible to design a proposal that would innovate in the field of ELT by linking the domains of childhood development in first grade curriculum in educational contexts of blended learning. This, because children's literacy processes are favored when learning experiences allow the development of social, physical, emotional and cultural processes. Therefore, enabling learning opportunities in which children can explore the world and reflect on their own practices and interests helps the cognitive processes related to the acquisition of English language to be faster, easier and more meaningful.

Finally, integrating child development domains and web 2.0 tools into an EFL blended learning curriculum for young learners not only ensures that learning processes are not interrupted, but also enables students to have personalized educational experience that meets their needs in relation to the world in which they live and their own comprehensive development skills.

Implications

First, it is indispensable to make reference to the implications that this proposal has in the field of ELT in the Colombian community, considering that the application of these activities based on digital resources favors learning experiences in an innovative, dynamic and different way in foreign languages. Nowadays, introducing this type of proposals and activities in the classroom implies accepting that the ways of teaching in EFL have evolved and must be adjusted to the needs and processes of integral development of the students. In the same way, this implies that the processes of first approach to EFL must take into account how the processes of English literacy occur in the community and what are the resources that facilitate learning processes and the development of skills in the language. That is to say, to embrace the different methods and tools in which the learning of the English language can be favored. For example: blended learning and the use of ICT and free access educational platforms.

Secondly, regarding the implications for educational institutions which might be the contexts for a future implementation of this proposal, it is fundamental to consider that EFL classrooms need to be equipped with technological resources such as: computers, televisions, tablets or other devices that allow internet access for the development of these activities. In addition, in virtual contexts, educational platforms of free access must be guaranteed so that students have meetings with their teachers, access to different content and carry out activities synchronously. On the other hand, schools must rethink foreign language curriculums since the childhood development factors cannot be separated from cognitive processes.

Similarly, another implication that arises from the design and the implementation of this proposal is for the participants involved since according to the incorporation of the blended learning method, they must have technological resources at home that allow them to get access to the content shared by the school. In addition, the student must know how to move and interact

within the virtual classroom, and in the activities supported by the web resource provided by the teacher. Hence, they may require some type of training to use the platforms and web tools, as do their parents who are the ones who support the academic activities at home.

Finally, the implications for teachers in this proposal are two. Firstly, they must constantly update themselves in relation to the resources offered by the web for the development of their classes since they must think, design and create new strategies that favor the development of activities with authentic and interactive material that meet the needs and interests of the students. This means, that they must be trained for the implementation of new technologies in their EFL classes. On the other hand, the second limitation consists in changing the traditional ways of teaching English so that students feel motivated in a comprehensive learning environment fostered by the teacher.

Possible Limitations

During the implementation of this proposal, some limiting factors might occur, especially related to the social and economic gap in our country in terms of access to virtual education, technology and equipment. Colombian students who belong to rural sectors or less economically favored contexts might not have access to technological tools or to an Internet connection which will become in an obstacle due to the nature of this proposal. Furthermore, the majority of public institutions in the country do not have computer rooms or televisions in classrooms. Secondly, regarding the proper use of web 2.0 tools and learning platforms, if teachers and participants are not able to interact with the resources it will be difficult to have positive outcomes. Therefore, they may need adequate training in the employment of this digital material. Lastly, the use of the mother tongue when using or explaining the material and in the oral speeches within the class

due to low proficiency levels, could prevent students and teachers from developing successful learning and teaching processes.

Further research suggestions

This proposal focused on very relevant and appropriate concepts for the development of web 2.0 activities that integrated the domains of child development in a blended learning model to enrich the experiences in the first approach to the English language. Therefore, this proposal can be the basis for proposing more research studies and creating digital educational material in the field of EFL, taking into account that as a result of the contingency measures implemented due to the pandemic the revolution of the virtual education took place. In addition, creating proposals that include the domains of childhood development in foreign language literacy can reveal significant results to carry out the implementation of studies in other populations and in other learning fields in order to have an integral education.

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ANNEXES

ANNEX # 1:

CYLE 3 My Family and my house.

Date: Week 13 to week 16

Time: 8 sessions each one of 90 minutes

Grade: First grade

Number of students: 30 to 35 (approximately)

Instructional setting: Whole class and Small groups

Language Contents: Personal pronouns, nouns, adjectives, verbs, possessives (mine, your) likes and dislikes.

Vocabulary: Family members, numbers, colors, clothes, Rooms of the house, shapes, colors, emotions, food, nature, professions, occupations, costumes.

Objetives:

- To reflect on the importance of diversity and respect.
- To recognize the history of my family
- To demonstrate responsibilities of self in house, school, and neighborhood settings.
- To demonstrate ways to improve the quality of life.

1. All kinds of families

Date: Week 13	Domains: Social, affective and, language	Topic: All kinds of families
Session: 1	PROCEDURE	TIME
Materials: - Computer, tablet or cell phone, virtual platform <i>Classroom</i> (Google services). - <i>Finger Family Song</i> YouTube- video. - <i>Family member's</i> flashcards. (Genially) - <i>Family tree</i> worksheet.		
Warm up: Finger family song The teacher will present: <i>Finger Family Song</i> . (annex 1) First, students will watch the video carefully. Then, the teacher will repeat the video and they will repeat the lyrics. Finally, the teacher will replay the video for the last time and everyone will sing together and repeat the movements with their fingers.		5 Minutes

<p>Initial activity: Family members</p> <p>The teacher will present the students with interactive flash cards with vocabulary for the family. (annex 2)</p> <p>The teacher will ask her students to repeat each member of the family with her as she teaches the flash card</p> <p>Finally, the teacher will present the images in alternate order and then ask the students the family member that belongs to each corresponding image.</p>	<p>25 Minutes</p>
<p>Central activity: Family tree worksheet</p> <p>First, the teacher will distribute the Family tree worksheets. (Annex 3).</p> <p>The teacher will ask the students to cut out the silhouette of the tree found on page 1. Then, they will cut out the number of pictures (Family members) they need to do their family tree page 2.</p> <p>Finally, the teacher will ask the children to color the pictures of the family members Worksheet according to the physical characteristics that correspond to their family members.</p>	<p>40 Minutes</p>
<p>Closing activity: Homework</p> <p>The teacher will explain to the students the activity to do at home.</p> <p>After having cut out the figures of the worksheets (Family members and the silhouette of the tree)</p> <p>The teacher will ask her students to collect data from her family members to back up the image assigned to each one. Next, with the necessary help, the students will organize the images of their family members in the silhouette of the tree.</p>	<p>20 Minutes</p>

Annex 1: Finger family song

- <https://www.youtube.com/watch?v=G6k7dChBaJ8>



Annex 2: Family flashcards

- <https://view.genial.ly/601ecf749cc1f0141aa049c1/presentation-family-flash-cards>



Annex 3: Family tree worksheet

- [https://classroom.google.com/c/MTY1MjE5MzkwNDA5/m/MjY5MDg4MzA2MzM5/details](https://classroom.google.com/c/MTY1MjE5MzkwNDA5/m/MjY5MDg4MzA2MzM5/detail)



Date: Week 13		Domains: Social, affective and, language		Topic: All kinds of families	
Session: 2		PROCEDURE		TIME	
<p>Materials:</p> <ul style="list-style-type: none"> - Computer, tablet or cell phone, virtual platform <i>Classroom</i> (Google services). - <i>Toy story</i> YouTube- video. - <i>Family member's</i> game. (Genially) - Recycled materials glue and scissors. 					
<p>Warm up: Family Members (Pets) First the teacher will greet the students and ask them how they are. Next, she will quickly ask some vocabulary about <i>Family members</i>. Finally, returning to the topic of family members, the teacher will ask her students Do you have pets, which ones? Students will have the opportunity to talk about their pets.</p>				<p>10 Minutes</p>	
<p>Initial activity: Sculpture video With the aim of promoting creativity in the classroom. The teacher will show a fragment of the movie <i>Toy Story</i> (Annex 4) The teacher will explain to the students: first, with recyclable materials we can create interesting things and second the teacher will explain the concept of what an abstract sculpture is. Finally, for the development of this activity the teacher will ask the students to make a sketch or plan of what they want to do in the sculpture.</p>				<p>20 Minutes</p>	
<p>Central activity: Sculpture For this activity, the teacher will have a large box of recycled materials that will be placed in the middle of the classroom. Then the teacher will ask the students to move their seats like a round table. For this, she will ask her students to think of a member of her family. (it can be someone they want to give a gift to) Finally, the teacher will ask the students to make use of her creativity and with the recyclable materials available, create a mini sculpture (it can be abstract) for that particular member of the family.</p>				<p>45 Minutes</p>	

<p>Closing activity: Family Members quiz Students will form 5 teams. (approximately 7 people) The teacher will present a game on <i>Genially</i> called Family members. (Annex 5) Students will select the correct answer in relation to the question that will appear on the screen. EX:</p> <ul style="list-style-type: none"> • Question: The SON of my MOTHER is my.....? • Answer: The student will select the option with the word BROTHER <p>Students will work as a team to give the answer. Each team will take 3 turns to participate</p>	15 Minutes
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Annex 4: Sculpture video

- <https://youtu.be/2vb9GxaU9wM>

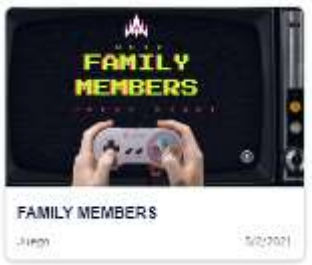


Toy Story 4 | Bonnie crea a Forky. Español Latino
Damián Olivares · 224.489 visualizaciones

Woody siempre ha tenido claro cuál es su labor en el mundo y cuál es su prioridad: cuidar a su dueño, ya sea Andy o Bonnie. Sin embargo, Woody descubrirá lo grande que puede ser el mundo...

Annex 5: Family member’s game

- <https://view.genial.ly/601e0ec67a3a9b0d76c4498b/game-family-members>



Lesson Plan 2: My safe place

Date: Week 14 Session: 1	Domains: Language, affective and aesthetic	Topic: My safe place
PROCEDURE		TIME
<p>Materials:</p> <ul style="list-style-type: none"> - Computer, tablet or cell phone, virtual platform <i>Classroom</i> (Google services) and ClassDojo. - <i>Gimnasia para niños</i> YouTube- video. - <i>My house</i> interactive presentation. (Genially) - Scissors, glue and recycled material to decorate 		

<p>Warm up: Kids exercise First, the teacher will greet her students The teacher will ask her students to name an object or place that makes them feel safe. Later, the teacher will ask the students to expand the space in the room to have a wide space to be able to do stretching Students will stretch with the video as a guide Kids exercise: (Annex 6)</p>	<p>8 Minutes</p>
<p>Initial activity: My House The teacher will make an interactive presentation in which she will introduce the students to vocabulary related to the rooms in the house and some objects that we find in it. (Annex 7) After this, the teacher will ask the students to identify their safe place at home and at school.</p>	<p>30 Minutes</p>
<p>Central activity: My safe place in Classroom For this activity, the teacher will have a free space in the classroom. The teacher will call this place "My safe place." Later, she will explain the purpose of having this type of space within the classroom. Afterwards, the teacher will ask the students to use their creativity and freely decorate this space. Students must make a craft, drawing or writing that shows a positive aspect or experience at school. Finally, the teacher will explain to the students that the purpose of this space is to promote and remember positive experiences at school.</p>	<p>42 Minutes</p>
<p>Closing activity: Taking into account the above, the teacher will explain the importance of feeling comfortable and safe at school and at home. Then the teacher will ask the students to create a safe space in their own rooms with the help of their parents. Students will be able to make use of any material that is available at home (blankets, sticks, pillows, toys, photographs, etc). Finally, students must present evidence of this activity in ClassDojo.</p> <p>* Enter the ClassDojo platform, enter the "English first grade" course. Then, click on "portfolio" and finally click on the assignment called "My safe place", take the photo of the evidence and upload it.</p>	<p>10 Minutes</p>

Annex 6: Kids exercise

- <https://youtu.be/ISzEpUjB9XA>



Annex 7: Parts of the house flashcards

- <https://view.genial.ly/601ee4a97a3a9b0d76c44e5f/presentation-parts-of-the-house-flash-cards>



Date: Week 14 Domains: Language, affective and aesthetic Topic: My safe place		
Session: 2		
PROCEDURE		TIME
<p>Materials:</p> <ul style="list-style-type: none"> - Computer, tablet or cell phone, virtual platform <i>Classroom</i> (Google services). - <i>Finger Family Song</i> YouTube- video. - <i>My bedroom</i> game. (Genially) - 13 pieces of cardboard or recycled cardboard, markers, ruler, glue, scissors and material to decorate. 		
<p>Warm up: Way home The teacher will ask the students to close their eyes and imagine the journey from the school to their homes. Next, students will draw the map of their journey on a sheet of paper.</p>		15 Minutes
<p>Initial activity: My Bedroom Game First, the teacher will present an interactive activity called My Bedroom Game. (Annex 8) This game will show a completely empty virtual bedroom. The objective of the game is to furnish and organize the bedroom making use of the different elements that are in the box. Students will have the opportunity to develop this activity individually. That is, each one will organize the virtual bedroom according to her tastes.</p>		30 Minutes
<p>Central activity: My Calendar For this activity, students will need the 13 pieces of cardboard or recycled cardboard, a ruler, markers, and different materials to decorate. The teacher will show students an example of a month-to-month calendar for this year. Students should follow the format for making their own calendars. That is, students must make a cover with 1 piece of cardboard. On the remaining 12 cards, they must copy the information corresponding to each 12 months of the year.</p>		35 Minutes
<p>Closing activity: Especial events First, the teacher will briefly introduce the benefits of using a calendar in relation to strategies for organizing our time, activities and remembering special events. Accordingly, students should place on their calendar at least 3 important events for them. (Birthdays, holidays, celebrations, etc)</p>		20 Minutes

Annex 8: My bedroom game

- <https://view.genial.ly/601e3f08f6aa900d24e80cc8/game-my-bedroom-game>



Lesson Plan 3: My rights and responsibilities

Date: Week 15		Domains: Social and language	Topic: My rights and responsibilities
Session: 1		PROCEDURE	TIME
<p>Materials:</p> <ul style="list-style-type: none"> - Computer, tablet or cell phone, virtual platform <i>Classroom</i>. (Google services) and ClassDojo. - <i>What is recycling</i> YouTube- video. - <i>My seed worksheet</i>. - Three boxes; one green, one black and one white. (For teacher) 			
<p>Warm up: Recycling bins</p> <p>First, the teacher will ask the students to leave the classroom for 2 minutes and pick up some paper, box, bottle, empty packaging or “garbage” from the floor. While the students are outside, the teacher will place three boxes near to the classroom door, one black, one white, and one green.</p> <p>When the students return to the classroom, each one must throw their item into the bin that they think is correct.</p>			10 Minutes
<p>Initial activity: What is recycling? Video</p> <p>In order to introduce the topic of the previous activity, the teacher will present to the students the video called <i>What is recycling ?</i> (Annex 9)</p> <p>The teacher will play the video again and ask the students to pay close attention to the actions carried out by the participants in the video.</p> <p>Finally, the teacher will provide a space for dialogue where students can express their ideas regarding the video.</p>			20 Minutes
<p>Central activity: Strategies to take care of my world</p> <p>First, the teacher will give an introduction about the meaning of “Environmental Responsibility”</p> <p>Afterwards, the teacher will present a proposal with a strategic plan to take care of the environment in the school.</p> <p>Finally, taking the teacher's proposal as a reference. Each student will have 20 minutes to propose a strategy that takes into account environmental care at school or in our homes.</p>			40 Minutes

<p>Closing activity: Plant a seed For this last activity, the teacher will give each student; a disposable cup, cotton, water and a bean seed. The teacher will give the appropriate instructions for the children to plant their seed. Finally, the teacher will give each child a <i>My seed</i> worksheet that contains a table to record what we observe that happens to our seed weekly. (Annex 10)</p> <p>Homework Students will have to complete the My seed worksheet weekly, according to their observations. That is, each student will have to take care of her plant. Finally, to have evidence of this, students will take a photo after two weeks of planting the seed and share it on the ClassDojo platform. * Enter the ClassDojo platform, enter the "English first grade" course. Then, click on "portfolio" and finally click on the assignment called "My seed", take the photo of the evidence and upload it.</p>	20 Minutes

Annex 9: What is recycling? Video

- <https://www.youtube.com/watch?v=XKGSaziqRE4&t=129s>



Annex 10: My seed worksheet

- <https://classroom.google.com/c/MTY1MjE5MzkwNDA5/m/MjY5MDg4MzA2NTE5/details>



Date: Week 15	Domains: Social and language	Topic: My rights and responsibilities?
Session: 2	PROCEDURE	TIME

<p>Materials:</p> <ul style="list-style-type: none"> - Computer, tablet or cell phone, virtual platform <i>Classroom</i>. (Google services) - <i>Pet of the year</i> presentation. - <i>My responsibilities</i> game. (Genially) 	
<p>Warm up: Children's rights and responsibilities</p> <p>The teacher will start the class by asking the students:</p> <p>Do you know what a right is?</p> <p>Do you know what a responsibility is?</p> <p>Do children have rights?</p> <p>Do children have responsibilities?</p> <p>The teacher will make a brief introduction on the subject of children's rights and responsibilities in different settings of our lives. Students will have the opportunity to share their ideas on the topic.</p>	<p>10 Minutes</p>
<p>Initial activity: My responsibilities Game</p> <p>The teacher will present and explain an interactive activity on Genially called <i>My responsibilities Game</i>. (Annex 11)</p> <p>The students will see in one part of the screen a table with 4 boxes, these correspond to a sub-category of responsibilities (At School, at home, with the environment and with myself). On the other side of the screen, they will find a list of activities that they must organize accordingly in the table.</p> <p>Example: If the student chooses the action "Walk the dog", she should place it in the box "My responsibilities at home".</p> <p>The activity must have a list of sufficient actions so that all students can participate</p>	<p>20 Minutes</p>
<p>Central activity: Pet of the year</p> <p>In order to present the content of the rights, the teacher will present an activity where all students will have the right to vote for the favorite pet of the year. First, the teacher explains what the right to vote is. After this, the teacher will make an interactive presentation with the qualities and defects that the candidates have to be the best pet of the year (Candidate 1: The cat and Candidate 2: The dog). (Annex 12)</p> <p>Taking this information into account, the students will go to the polling station (the computer) and will secretly vote for their favorite candidate.</p> <p>When all students have participated, the teacher will count the votes and then present the winning candidate.</p>	<p>40 Minutes</p>
<p>Closing activity: Is my opinion important?</p> <p>Taking the previous activity as a reference, the teacher will ask the students to organize themselves in a round table way.</p> <p>The teacher will propose a discussion in which each student will have the opportunity to express their ideas, thoughts and emotions regarding the previous activity.</p> <p>Finally, the teacher will guide the discussion with some questions related to the importance of voting and freely expressing our opinions and beliefs without affecting others.</p>	<p>20 Minutes</p>

Annex 11: My responsibilities game

- <https://view.genial.ly/601f102cf6aa900d24e812d7/presentation-my-responsibilities>



Annex 12: Pet of the year presentation

- <https://view.genial.ly/601eff52f6aa900d24e811ad/presentation-pet-of-the-year>



Lesson Plan4: Role Play

Date: Week 16 Session: 1	Domains: Social and physical	Topic: Role play
PROCEDURE		TIME
Materials: - Computer, tablet or cell phone, virtual platform <i>Classroom</i> (Google services) - <i>Jobs and Occupations</i> YouTube video. - <i>Where is my work tool</i> worksheet.		
Warm up: Professions and occupations To start the class in good spirits the teacher will put a video to his students about the professions <i>Jobs and Occupations</i> (Annex 13) Students will watch the video and repeat the vocabulary of the professions found in the video		10 Minutes
Initial activity: Where is my work tool? The teacher will give each of her students a <i>Where is my work tool</i> worksheet. (Annex 14) The activity aims to match the correspondence of the work tools with the occupation of the character shown in the image.		20 Minutes
Central activity: Mimic The teacher will organize the students into 5 groups to carry out the development of the activity. The activity is a mime game about occupations and professions. The teacher will have a bag with the name of some occupations.		40 Minutes

<p>Students will take one paper per group and mimic the occupation that appears on the paper.</p> <p>All members of each team will have the opportunity to pass in front of the class and do the mime.</p> <p>The other students will guess which profession or occupation the other teammates are representing.</p> <p>If the teams fail to guess the mimic, the point goes to the team that did the performance.</p>	
<p>Closing activity: I want to be ...</p> <p>In this last moment of class, the teacher will present an image of a teacher and explain to the students the work that a teacher does in society. Finally the teacher will tell the students the reason why he / she chose that profession</p> <p>For the next class the teacher will ask the students to bring an image related to a profession that is interesting for them in order to carry out the activity for the next class: how and Tell</p>	<p>20 Minutes</p>

Annex 13: Jobs and Occupations Video

- <https://youtu.be/G5UHA2sf-IE>



Annex 14: Where is my work tool? Worksheet

- <https://classroom.google.com/c/MTY1MjE5MzkwNDA5/m/MjY5MDg4MzA2NjM3/details>



<p>Date: Week 16 Session: 2</p>	<p>Domains: Social and physical</p>	<p>Topic: Role Play</p>
<p>PROCEDURE</p>		<p>TIME</p>
<p>Materials:</p> <ul style="list-style-type: none"> - Computer, tablet or cell phone, virtual platform <i>Classroom</i> (Google services). - Hairdressing worksheet. - The picture about occupations. 		

<p>Warm up: Guess my job The teacher will give the students 3 riddles about three different occupations. The students will listen to the clues of the actions that this character does. Students who guess will win a star.</p>	<p>10 Minutes</p>
<p>Initial activity: Show and tell Students will come to the front of the class and present to their classmates a picture or photograph of an occupation or profession. Each student will have to expose their image.</p>	<p>30 Minutes</p>
<p>Central activity: Hairdressing The teacher will give each student a worksheet of a character with woolly hair. (Annex 15) Then the teacher will give the instruction to the students to cut the hair of this character in a way. The objective is that students can experience and learn about occupations that are not so common. At the end of the activity, the teacher will emphasize: People should appreciate the work that other people do for them. People should do what makes them happy.</p>	<p>40 Minutes</p>
<p>Closing activity: All occupations matter The teacher will create a questionnaire in Google surveys. The questionnaire will be related to the content of the professions and occupations.</p>	<p>10 Minutes</p>

Annex 15: Hairdressing worksheet

- <https://classroom.google.com/c/MTY1MjE5MzkwNDA5/m/MjY5MDg4ODgwMTQ5/details>

