

**About the unit/ Where this unit fits**

This Unit “After school fun”, created from the Literacy Area, is designed for pupils between ages 8 and 9, this means children in the third level. It is divided in seven lessons, which are taking place during the first and second week of May. This unit is going to be developing in order to work in a more dynamic way with content set by the book.

Children will be able to introduce themselves talking about main personal data, answer questions about what someone is doing, identify the main rooms of a house and describe their own houses as well as participate actively in group games. We will start working from the previous knowledge.

Prior Learning	Language used in the unit	Important Resources
<p>Check that children can already:</p> <ul style="list-style-type: none"> <li>- Count to twenty.</li> <li>- Identify and mime the animals.</li> <li>- Know the alphabet</li> <li>- Reading: Identify and extract specific information in an instructional text.</li> <li>- Listening: keep silence when is necessary.</li> <li>- Oral: vary the intonation and the rhythm according to the context.</li> <li>- Take turns.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Public language:</b> the teacher is going to make questions to the students. All of them are related to the unit and they serve to pupils to think what they are looking for with this unit and guide the process of learning. It is also used in order they could acquire language respecting silence period.</li> <li>- <b>Private language.</b></li> <li>- <b>Caretaker speech</b></li> <li>- <b>Non verbal language:</b> very important with leisure time activities and making the definitions of the different furniture and rooms of the house</li> <li>- <b>Key words</b> related with leisure times activities and room houses.</li> <li>- <b>TEXT:</b> Descriptive dialogue and instructional.</li> </ul>	<ul style="list-style-type: none"> <li>Hobbies flashcards.</li> <li>Mediator to talk about their likes and hobbies.</li> <li>Memory game instructions.</li> <li>Mediator memory game.</li> <li>Children faces</li> <li>Balloons.</li> <li>Mediator for personal description.</li> <li>Material to build the house.</li> <li>TV show form.</li> <li>Mediators to play with the house.</li> <li>Self assessment sheet.</li> </ul>

**.Expectations**

<p>At the end of this unit all the children must</p>	<ul style="list-style-type: none"> <li>- Answer yes no question about their hobbies.</li> <li>- Understand and participate in short dialogues imitating their partners or using the mediators.</li> <li>- Participate actively in the TV show.</li> <li>- Respect their partners in group activities.</li> <li>- Respect what the other like.</li> <li>- Identify places of the house.</li> <li>- Answer personal data questions.</li> <li>- Make a short description including correctly most of the given structures.</li> </ul>
<p>At the end of this unit most of the children should</p>	<ul style="list-style-type: none"> <li>- Talk about their hobbies and about their family hobbies using correctly given structures.</li> <li>- Ask and answer about where is someone and what is he/she doing.</li> <li>- Make a short description including correctly all given structures.</li> <li>- Understand and participate in short dialogues.</li> </ul>
<p>At the end of this unit some of the children could</p>	<ul style="list-style-type: none"> <li>- Make a short description about their houses.</li> <li>- Interact with all their partners and teacher and use verbal and non verbal to communicate effectively during the TV show.</li> </ul>

## Lessons Overview

Lesson	Learning goals	Learning outcomes	Main activity	Assessment criteria
1	<ul style="list-style-type: none"> <li>-Recognize and select the hobbies they and their families like</li> <li>- Participate in oral interactions giving verbal and nonverbal responses, which require the choice between a limited repertory of possibilities</li> <li>- Appreciate the difference as something positive</li> <li>-Acquire a wider range of hobbies names.</li> </ul>	<ul style="list-style-type: none"> <li>- Be able to express orally their likes or their family likes through a given structure</li> <li>-Be able to respect and appreciate others likes and dislikes.</li> </ul>	They talk about their hobbies and about their family hobbies. Sitting in a circle with the flashcards in the middle of the circle they must take two leisure time activities they like saying "I like..." "My mother likes..."	<ul style="list-style-type: none"> <li>- They take two flashcard they like producing orally "I like..." "My mother likes"</li> <li>- They respect and value the hobbies of everyone.</li> </ul>
2	<ul style="list-style-type: none"> <li>- Participate actively in the game in a reflexive way trying to make couples.</li> <li>- Recognize written words and link them with the correct picture.</li> <li>- Respect turns letting the others think.</li> <li>-Participate in oral interaction producing orally the hobbies names and answering the question.</li> <li>- Understand the information of an instructional text.</li> </ul>	<ul style="list-style-type: none"> <li>- Be able to concentrate and take time to think in order to try make couples.</li> <li>- Be able to match the written word with the correct picture.</li> <li>-Be able to respect turns and the others rhythms.</li> <li>- Be able to name hobbies and answer questions about my likes following the given structure.</li> <li>-Be able to extract general and specific information of a instructional text.</li> </ul>	Play memory game: sitting in a circle they have to match pink cards (picture) with yellow ones (written). In order to win the couple they must say the name of the card and answer the question "Do you like...?"	<ul style="list-style-type: none"> <li>-They show they understand rule games turning one pink card and one yellow card.</li> <li>-They take time to remember where each card was in order to make the couple.</li> <li>- They let the others think in their turn.</li> <li>- They answer correctly yes/no questions about their hobbies given a full answer following the given structure.</li> </ul>
3	<ul style="list-style-type: none"> <li>-Compose a simple descriptive text about them from a given model and using phrases worked in previous lessons and previous knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>- Be able to use sentences worked the previous day and basic personal data to make a complete meaningful description about them following a given structure.</li> </ul>	They colour one different face per child and fill the balloon introducing themselves including name, age, place of residence and hobbies.	<ul style="list-style-type: none"> <li>- They color their faces according to their real image.</li> <li>-They make a complete and meaningful introduction using the given structure.</li> </ul>
4	<ul style="list-style-type: none"> <li>-Listen and understand the definition and relate it with the correct image.</li> <li>-Recognize the different parts of the house.</li> </ul>	<ul style="list-style-type: none"> <li>-Be able to listen and understand simple definition about the different furniture of the house.</li> <li>-Be able to identify and name</li> </ul>	In pairs they build their own houses. Teacher describes one of the furniture and they must point it. Then built the house through cutting furniture and sticking it in the correct house room.	<ul style="list-style-type: none"> <li>- They listen and keep silence when the teacher makes definitions.</li> <li>- They point the correct image after the definition ends.</li> </ul>

		the different places of the house.		- They stick the different furniture in the correct place.
5	<ul style="list-style-type: none"> <li>- Participate, follow and understand short dialogues using a given structure.</li> <li>- Enjoy playing a game with my partner using English language.</li> </ul>	<ul style="list-style-type: none"> <li>- Be able to maintain a dialogue with a partner following a given structure.</li> <li>-Be able to enjoy using English language in a partner game.</li> </ul>	<p>In pairs they play with the houses and their mini custom print dolls.</p> <p>One of them sticks his/her doll wherever he/she wants her/his partner must ask two questions "Where are you?" and "What are you doing?" Then change roles.</p>	<ul style="list-style-type: none"> <li>-They participate in oral interaction following the dialogue asking both questions to their partners and waiting the answer.</li> <li>- They stick their doll in different places of the house and answer correctly their partner questions.</li> </ul>
6	<ul style="list-style-type: none"> <li>- Listen and understand how to fill the information asked by a form.</li> <li>- Fill a form with personal data and using structures used in previous lessons.</li> </ul>	<ul style="list-style-type: none"> <li>-Be able to listen and understand the necessary steps to fill a form with personal information.</li> <li>- Be able to use learnt structures and knowledge to fill a form with personal basic data.</li> </ul>	They fill the TV show form in order to be able to participate in it.	<ul style="list-style-type: none"> <li>- They listen and show interest on how fill the form.</li> <li>-They write the correct data and answer the questions of the TV form.</li> </ul>
7	<ul style="list-style-type: none"> <li>- Value the foreign language as a communication tool</li> <li>-Participate actively in a group game respecting their partners.</li> <li>- Use acquired knowledge within a context.</li> </ul>	<ul style="list-style-type: none"> <li>-Be able to participate actively in a group game respecting my partners.</li> <li>-Be able apply their knowledge when is necessary in a real context.</li> </ul>	<p>TV show. In groups they do different tests where they knowledge, behaviour and English level is important to win the TV show.</p> <ol style="list-style-type: none"> <li>1. Mime an animal.</li> <li>2. Memory game.</li> <li>3. Guess the hobbies (play hangman).</li> </ol>	<ul style="list-style-type: none"> <li>- They show enthusiasm for participating in the TV show.</li> <li>- They interact and participate in the different test respecting their partners.</li> <li>- They made the effort to express themselves in English.</li> </ul>