



*UNIVERSITA' DEGLI STUDI DI UDINE*

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# INGLESE III

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## Crock's incredible journey

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## INTRODUCTION

We have decided to plan a unit about daily routines in the third year of a nursery school. We have chosen Crock, the crocodile as the protagonist of the complete unit. Crock is also the key to enter into the magic world of English.

Each pupil has a bracelet (see appendix 1) with a picture of Crock and a tail made with green fabric (see appendix 1), so at the beginning of every English lesson pupils put on their bracelets and the green tail to enter into the Magic World of English. They are in a circle and holding hands. The teacher uses various Brain Gym exercises like stretching arms and legs, the cross crawl, neck rolls, lazy eights and belly breathing. The children slowly learn these exercises for the Warm Up of every lesson. These exercises help them to open their minds, to relax, whilst using the target language in a meaningful way and promoting their motor skills.

Before the end of every English lesson pupils are in a circle, they turn right and each child takes off the tail from the child in front of him/her and they take off their bracelets and leave the Magic World of English. As with the warm up, the round up allows the children to develop both their linguistic and motor skills. However, we also explain the linguistic aspect of the warm up and round up in the units if we have added new features in the other units.

We have chosen these types of activities for two reasons: at first, we have decided to wear the bracelet and tail, using the method followed in "Hocus & Lotus" in which children wear T-shirt with the pictures of the protagonists; then, we have decided to use the L2 as language of communication, teaching some expressions about good manners like greetings.

In the **first unit** Crock is in Italy and so he lives a typical day of Italian children. We have divided the first unit into five lessons and each one talks about a different part of the day (morning, afternoon, evening and night) through a story with Crock as the protagonist (see appendix 2) except the last one which is used for the assessment of the first unit.

Pupils learn the main actions that occur during the day by listening, making gestures/mime, looking at pictures and repeating the sentences of the actions.

During these lessons the teacher gives the pupils some pictures that represent some daily actions. Each pupil has to colour and glue them into the correct chronological order on a little book built like a concertina (see appendix 3). This book is useful to document the work carried out in class and to help children talk about daily routines.

In the **second unit** Crock goes around four different countries that are the native countries of the foreign pupils of the class. Crock wakes up in London, he has lunch in Nairobi, he spends the afternoon in Buenos Aires and he has dinner and goes to bed in Manhattan. This unit is divided into four lessons and each one talks about a different part of the day, each one in a different country, through a new story with Crock as the protagonist (see appendix 4). During the storytelling, when pupils discover the new country where Crock is, the teacher glues the flag of this country on the correct place of the world map hung on the classroom wall and then she shows the location of these countries on Google Maps. In this way, children can focalize the position of the four countries of the story.

In this unit we want to teach distinctive features of other cultures through the L2 (English), develop a multicultural sensibility and help children discover different ways of living. Our hope is that children will later develop their multicultural identities. In addition, the foreign pupils of the class can feel more involved and they can give a personal contribution to discover the foreign daily routines.

In every lesson, after the storytelling, we have organized some activities to show and experiment foreign traditional habits. These different activities include: wearing a school uniform in London, cooking and

eating “ugali” (the typical Kenya dish which is very similar to our “polenta”) in Nairobi, playing a traditional game of Buenos Aires (we have added a linguistic context to this traditional game), and singing a lullaby song in Manhattan.

In the **third unit** we have organized three lessons which act and an anchoring as a revision of what we have already done previously. In these lessons we assess what pupils have learned, understood and what they can produce with the L2. Moreover, these lessons also permit us to check whether the educational aims in the units have been achieved.

However, all language items and models are recycled using different activities/tasks, which reflect our teaching approach (L2 is a means of communication). So, we have planned our unit taking into consideration the different multiple intelligences of the children as well as their different learning style (VAK).

Various strategies have been considered, especially the use of a puppet called Crock to involve pupils in the storytelling and the use of body language/bodily games and TPR. Moreover, we have decided to use the same structure in the first two units to help children following the lessons. We think that English lessons in nursery school are challenging for children so they need the same lay out for every lesson. In this way, we help children to focus on what they have to do and so they don't have to worry about how they have to do it because they've just follow from lesson to lesson. So, this repetition is been a desired choice and not casual.

In the complete unit we want to promote experiential learning in which children learn by doing.

We have decided to assess children through different structured assessment activities and not through traditional tests, because children are different from other groups of learners. In fact, traditional tests can have negative effects on their self-esteem, motivation, and overall attitudes towards learning and the target language. These structured assessment activities are tasks organized by the teacher in order to assess knowledge, skills and attitudes, as well as the ability to apply these to new situations. In particular we have planned activities in which children demonstrate understanding by doing, and useful for assessing receptive skills.

**CONTEXT:**

- last year of Nursery school: 5/6 years old children;
- 20 children;
- multicultural class (one English, one from USA, one Argentine, one Kenyan);
- children started studying English in the first year of the Nursery school.

**TIME:**

- three Units: the first one has 5 lessons, the second one has 4 lessons and the third one has 3 lessons;
- 12 lessons of 45-50 minutes.

**PLACES:** classroom, garden and gym.

**LINGUISTIC AIMS:**

- to listen and understand storytelling;
- to learn the daily routines expressions;
- to listen and repeat songs following a given model;
- to link listening with drawing or movement;
- to listen to and understand teacher's instructions.

**EDUCATIONAL AIMS:**

- to be able to work in groups;
- to know our daily routines;
- to know about the most representative foreign daily routines;
- to have positive feelings about foreign cultures;
- to respect rules in a game which reflect rules of everyday living.

**STRATEGIES:**

- puppet called Crock to involve pupils in the storytelling;
- activities involving all multiple intelligences and stimulating all sensory channels;
- use of body language/bodily games and TPR;
- the same lay out of every lesson in the first two units.

**CONTENTS:**

- daily routines language: part of day (morning, afternoon, evening, night);
- meals (breakfast, lunch, snacks, dinners);
- actions;
- stories;
- songs;
- games;
- basic structure of sentences given as linguistic models.

**PREREQUISITES:**

- the students already know our daily routines in L1;
- day-to-day classroom language.

**ASSESSMENT:**

We have chosen to assess the children's linguistic and educational skills and abilities during all different activities of the lessons, both in group work and individual activities.

We assess listening (e.g. inferring meaning from content) and speaking (e.g. to be able to convey messages) skills, but we focus more on listening.

There is also self-assessment in which pupils can monitor one's own progress, reflect on their own abilities and learning styles and set personal goals. Moreover, there is peer-assessment through which children learn to respect and accept each other through assessing each other's work.

Therefore, we have planned to assess children through observation and not through traditional tests: we observe if children follow instructions, if they perform the task correctly and if they are involved in these various tasks.

In particular, in the last Unit we assess the children's linguistic and educational skills and abilities, while they revise what they have already done in the first two units. The teacher goes over the work covered and the children show their understanding by using the L2.

# UNIT 1

Aims:

## LINGUISTIC AIMS:

- to listen to the story, looking at teacher's gestures/mime to understand the meaning of the story;
- to learn expressions about some actions that we usually do in the morning, afternoon, evening and at night;
- to link listening with pictures and movements that describe what they've listened to help the comprehension to understand daily routine expressions;
- to listen to and understand teacher's instructions, carrying out what the teacher has said;
- to listen to and repeat songs following a given model.

## EDUCATIONAL AIMS:

- to know about the most representative Italian routines.

### Linguistic aspect of the warm up

After the brain gym, the teacher says "Good morning Crock!", waving her hand, and pupils repeat this, miming the same gesture.

### Linguistic aspect of the round up

When children take off the tail and the bracelet, the teacher says "Good bye Crock!", waving her hand, and pupils repeat this, miming the same gesture.

# Lesson 1

## MAIN INTELLIGENCES INVOLVED:

- linguistic;
- bodily-kinesthetic;
- interpersonal.

PLACE: classroom.

## MATERIALS:

- papers with picture to colour;
- book built like a concertina;
- pc connected to internet.

## DESCRIPTION:

### Warm up

- 1) The teacher tells the first part of the story using gesture/mime to make understanding clear and pupils only look her. Then, the teacher repeats the story but she says one sentence at a time using gestures and pupils repeat and imitate her. (10 minutes)
- 2) The teacher gives each pupil some pieces of paper with some images of Crock while he's doing the actions of the story that they have just imitated. The pictures are in random order and they have to put them in order and glue them in the book built like a concertina. Then they colour the pictures. (15 minutes)
- 3) Pupils work in groups of four. They try to tell Crock's morning routine, looking at the images of the book created with the pictures that they have just glued in the correct order. The teacher goes around the classroom to listen and help children in groups. (15 minutes)
- 4) The teacher connects to <http://www.youtube.com/watch?v=-DMuBu-AnFA> to listen to the melody. Then she teaches the first verse of the song "Night and day", using different song teaching techniques (TPR). The teacher connects again to the link and they sing together the verse of the song. (5 minutes) (see appendix 5)

### Round up

## Lesson 2

### MAIN INTELLIGENCES INVOLVED:

- linguistic;
- bodily-kinesthetic;
- interpersonal.

PLACE: classroom.

### MATERIALS:

- papers with pictures to colour;
- book built like a concertina;
- pc connected to internet.

### DESCRIPTION:

#### Warm up

1) The teacher tells the first and the second parts of the story using gesture/mime and pupils only look her. Then, the teacher repeats only the second part of the story but she says one sentence at a time using gestures and pupils repeat and imitate her. (10 minutes)

2) The teacher gives each pupil some pieces of paper with some images of Crock while he's doing the actions of the story that they have just imitated. The pictures are in random order and they have to put them in order and glue them in the book built like a concertina. Then, they colour the pictures. (15 minutes)

3) Pupils work in groups of four. They try to tell Crock's afternoon routine, looking at the images of the book created with the pictures that they have just glued in the correct order. The teacher goes around the classroom to listen and help children in groups. (15 minutes)

4) The teacher connects to <http://www.youtube.com/watch?v=-DMuBu-AnFA> to listen to the melody. Then she teaches the second verse of the song "Night and day", using different song teaching techniques (TPR). The teacher connects again to the link and they sing together the verse of the song. (5 minutes) (see appendix 5)

#### Round up



## Lesson 3

### MAIN INTELLIGENCES INVOLVED:

- linguistic;
- bodily-kinesthetic;
- interpersonal.

PLACE: classroom.

### MATERIALS:

- papers with picture to colour,
- book built like a concertina;
- pc connected to internet.

### DESCRIPTION:

#### Warm up

1) The teacher tells the first, the second and the third parts of the story using gestures and pupils only look her. Then, the teacher repeats only the third part of the story but she says one sentence at a time using gestures and pupils repeat and imitate her. (15 minutes)

2) The teacher gives each pupil some pieces of paper with some images of Crock while he's doing the actions of the story that they have just imitated. The pictures are in random order and they have to put them in order and glue them in the book built like a concertina. Then they colour the pictures. (10 minutes)

3) Pupils work in groups of four. They try to tell Crock's evening routine, looking at the images of the book created with the pictures that they have just glued in the correct order. The teacher goes around the classroom to listen and help children in groups. (15 minutes)

4) The teacher connects to <http://www.youtube.com/watch?v=-DMuBu-AnFA> to listen to the melody. Then she teaches the third verse of the song "Night and day", using different song teaching techniques (TPR). The teacher connects again to the link and they sing together the verse of the song. (5 minutes) (see appendix 5)

#### Round up

## Lesson 4

### MAIN INTELLIGENCES INVOLVED:

- linguistic;
- bodily-kinesthetic;
- interpersonal.

PLACE: classroom.

### MATERIALS:

- papers with picture to colour;
- book built like a concertina;
- pc connected to internet.

### DESCRIPTION:

#### Warm up

- 1) The teacher tells the whole story using gestures and pupils only look her. Then, the teacher repeats only the fourth part of the story but she says one sentence at a time using gestures and pupils repeat and imitate her. (15 minutes)
- 2) The teacher gives each pupil some pieces of paper with some images of Crock while he's doing the actions of the story that they have just imitated. The pictures are in random order and they have to put them in order and glue them in the book built like a concertina. Then they colour the pictures. (10 minutes)
- 3) Pupils work in groups of four. They try to tell Crock's night routine, looking at the images of the book created with the pictures that they have just glued in the correct order. The teacher goes around the classroom to listen and help children in groups. (15 minutes)
- 4) The teacher connects to <http://www.youtube.com/watch?v=-DMuBu-AnFA> to listen to the melody. Then she teaches the fourth verse of the song "Night and day", using different song teaching techniques (TPR). The teacher connects again to the link and they sing together the verse of the song. (5 minutes) (see appendix 5)

#### Round up

## Lesson 5

### MAIN INTELLIGENCES INVOLVED:

- linguistic;
- bodily-kinesthetic;
- interpersonal.

### PLACE:

- classroom;
- gym.

### MATERIALS:

- 21 shoe boxes;
- 21 coloured fabric tapes;
- 2 baskets;
- Pictures.

### DESCRIPTION:

#### Warm up

1) The teacher and pupils build a bag useful for the coming journey of Crock (second unit). The teacher gives the instructions to build the bag, and she does it to show children how to do it. The steps to build the bag are colour it and make a flake with fabric tapes. Children can put in this bag all their handworks, realized during the complete unit of work. (15 minutes)

2) The teacher prepares two “paths” in the gym and divides the class into two teams. On every path there are two baskets: one in the middle and one at the end. In the first basket there are some cards that represent some of Crock’s different actions while, the second basket is empty. At the same time, one pupil of each team goes through their own path and when he/she arrives at the first basket he/she has to take one card and tell the others the action of the picture. If he/she guesses, he/she can continue the path and put the card into the second basket and then come back. However, if he/she fails, he/she has to put down the card and turn back. The winning team is the one that puts all cards into the second basket first. (30 minutes)

As this is the closing activity of the first unit, the teacher can use it as a general assessment of this unit.

#### Round up

## Evaluation grid for the teacher

This evaluation grid is used by the teacher as a visual support to note the development of the children and to show it to children's parents. So, it isn't an instrument for children.

We have decided to use some images to represent the level achieved by the children. In particular, we have chosen these images because they describe the Crock's growth, symbolizing the linguistic development.

We have decided to use this grid for all units, in according to the linguistic aims of each unit.

At the end, the teacher can compare the three grids to assess the development of each child.

AIMS	Children1	Children2	Children3	...
Can listen to the story, looking at teacher's gestures/mime to understand the meaning of the story.				
Can use expressions about some actions that we usually do in the morning, afternoon, evening and at night.				
Can link listening with pictures and movement that describe what they've listened to help the comprehension to understand daily routines expressions.				
Can listen to and understand teacher's instructions, doing what the teacher has said.				
Can listen to and repeat songs following a given model.				

The teacher uses these symbols to assess children:



You should work harder.



Good! You are almost a crocodile! Try to improve yourself.



Very Good! You have become a beautiful crocodile!

## UNIT 2

Aims:

### LINGUISTIC AIMS:

- to listen to the story, looking at teacher's gestures/mime to understand the meaning of the story;
- to link listening with pictures and movements that describe what they've heard to help the comprehension;
- to consolidate knowledge about some daily routine expressions;
- to listen to and understand teacher's instructions, carrying out what the teacher has said;
- to listen to and repeat songs following a given model.

### EDUCATIONAL AIMS:

- to know about the most representative morning routines in London;
- to know about the most representative lunch routines in Nairobi;
- to know about the most representative afternoon routines in Buenos Aires;
- to know about the most representative evening and night routines in Manhattan;
- to compare one's own habits with the habits of their classmates' native countries (London, Nairobi, Buenos Aires and Manhattan);
- to have positive feelings about foreign cultures;
- to motivate children's interest in learning some foreign habits;
- to increase children's curiosity in learning more things about foreign countries;
- to share making the typical Nairobi lunch;
- to share playing the typical Buenos Aires game;
- to respect rules in a game.

### Linguistic aspect of warm up

We have decided to add, to the beginning greeting "Good morning Crock", the question "How are you?". So children say "Good morning Crock, how are you?", and the teacher answers "I'm fine thanks". In this way the teacher introduces the natural utterance to show good manners.

### Linguistic aspect of round up

We have decided to add, to the ending greeting "Goodbye Crock", the sentence "See you soon". In this way the teacher introduces one of the linguistic models that native speakers use.

# Lesson 1

## MAIN INTELLIGENCES INVOLVED:

- linguistic;
- bodily-kinesthetic;
- spatial;
- interpersonal.

PLACE: classroom.

## MATERIALS:

- card;
- piece of coloured fabric;
- world map;
- country flag;
- pc connected to internet.

## DESCRIPTION:

### Warm up

1) The teacher tells the first part of the story using gestures and pupils only look her. When she says the city where Crock is, she glues the country flag of this city in the world map. Then, the teacher repeats the story but she says one sentence at a time using gestures and pupils repeat and imitate her. (10 minutes)

2) The teacher, using a projector or LIM, connects to <http://maps.google.it/maps?hl=it&tab=w> and clicks on signpost to show the journey from Udine to London. In this way, pupils can visualize where Crock was in the story of the first unit and where Crock is now. (5minutes)

3) The teacher, using a projector or LIM, connects to <http://maps.google.it/maps?hl=it&tab=w> and shows the satellite photo of their school and says that this is their school. Then again, she clicks on the signpost to show the journey from Udine to London and she enlarges until the children see the satellite photo of a nursery school in London. In this way we want to make them aware of the different location of the two countries and the distance they cover in the world through Crock's story. (10 minutes)

4) The teacher gives each pupil a paper divided into two parts and in both there are drawn some pupils shapes: in the first part there is Italian flag, instead in the second there is flag of UK. Pupils have to cut out some pieces of fabric "to dress" the pupils' shapes. In the "Italian" section they can glue any kind of coloured fabric, instead in the "England" section they have to glue only one coloured piece of fabric to represent the school uniform. (20 minutes)

(see appendix 6)

### Round up

## Lesson 2

### MAIN INTELLIGENCES INVOLVED:

- linguistic;
- bodily-kinesthetic;
- interpersonal.

PLACE: classroom.

### MATERIALS:

- cooker;
- polenta ingredients;
- plasticized flag of Kenya used like table cloth;
- world map;
- country flag;
- pc connected to internet.

### DESCRIPTION:

#### Warm up

1) The teacher tells the first and the second parts of the story using gestures and pupils only look her. When she says the city where Crock is, she glues the country flag of this city in the world map. Then, the teacher repeats only the second part of the story, but she says one sentence at a time using gestures and pupils repeat and imitate her. (10 minutes)

2) The teacher, using a projector or LIM, connects to <http://maps.google.it/maps?hl=it&tab=wl> and clicks on the signpost to show the journey from London to Nairobi. In this way, pupils can visualize where Crock was in the morning and where Crock is now. (5 minutes)

3) To recreate the lunch routines in Nairobi, the teacher and pupils cook polenta together. The teacher puts a pot of water with salt on the cooker; when the water boils, she puts into the pot the snapshot polenta. She switches off the cooker and mixes. The teacher describes in English what she is doing step by step (e.g. “fill the pot with water”) and children repeat what she says and do the same gestures/mime. Then, they sit down on floor in circle and teacher puts in the middle polenta on plasticized flag of Kenya used like a table cloth. Now the teacher cuts the polenta with a string and the children eat it with their hands. In fact, in Nairobi, it’s usual to eat ugali (a dish similar to our polenta) with one’s hands. (35 minutes)

#### Round up

## Lesson 3

### MAIN INTELLIGENCES INVOLVED:

- linguistic;
- bodily-kinesthetic;
- spatial;
- interpersonal.

### PLACE:

- classroom;
- garden.

### MATERIALS:

- 4 sticks;
- pictures;
- paper board;
- world map;
- country flag;
- pc connected to internet.

### DESCRIPTION:

#### Warm up

1) The teacher tells the first, the second and the third parts of the story using gestures and pupils only look her. When she says the city where Crock is, she glues the country flag of this city in the world map. Then, the teacher repeats only the third part of the story, but she says one sentence at a time using gestures and pupils repeat and imitate her. (15 minutes)

2) The teacher, using a projector or LIM, connects to <http://maps.google.it/maps?hl=it&tab=wl> and clicks on the signpost to show the journey from Nairobi to Buenos Aires. In this way, pupils can visualize where Crock was during the lunch and where Crock is now. (5 minutes)

3) Each pupil builds a horse-shoe with paper board. Then the teacher sinks four sticks in the garden and puts behind them four pictures that symbolize morning, afternoon, evening and night. Then the teacher calls out an action: each pupil has to throw his/her horseshoe on the stick that represents the part of the day in which the action happens. (25 minutes)

#### Round up



## Lesson 4

### MAIN INTELLIGENCES INVOLVED:

- linguistic;
- bodily-kinesthetic;
- musical;
- interpersonal.

PLACE: classroom.

### MATERIALS:

- world map;
- country flag;
- pc connected to internet.

### DESCRIPTION:

#### Warm up

1) The teacher tells the whole story using gestures and pupils only look her. When she says the city where Crock is, she glues the country flag of this city in the world map. Then, the teacher repeats only the fourth part of the story but she says one sentence at a time using gestures and pupils repeat and imitate her. (15 minutes)

2) The teacher, using a projector or LIM, connects to <http://maps.google.it/maps?hl=it&tab=wl> and clicks on the signpost to show the journey from Buenos Aires to Manhattan. In this way, pupils can visualize where Crock was in the afternoon and where Crock is now. (5 minutes)

3) To recreate the evening routines in Manhattan, the teacher connects the internet to the link <http://www.youtube.com/watch?v=yCjYiqpAuU&feature=fvwrel> to see the video of a typical lullaby song (see appendix 7) that mums sing to their babies before going to bed. (3 minutes)

4) The teacher teaches the lullaby rhyme: she tells the whole rhyme, then she tells one line at a time and pupils try to repeat it. Then the teacher says two lines at a time and pupils have to repeat them. Finally, the teacher says the whole rhyme and pupils have to repeat it together with the teacher. Then pupils see again the video and, if they want, they can sing the lullaby. (12 minutes)

5) Pupils draw what they want about the lullaby rhyme that they have just learned. (10 minutes)

#### Round up

## Evaluation grid for the teacher

AIMS	Children1	Children2	Children3	...
Can listen to the story, looking at teacher's gestures/mime to understand the meaning of the story.				
Can link listening with pictures and movement that describe what they've listened to help the comprehension to understand daily routines expressions.				
Can listen to and understand teacher's instructions, doing what the teacher has said.				
Can use some "daily routine expressions" confidently.				
Can listen to and repeat songs following a given model.				

The teacher uses these symbols to assess children:



You should work harder.



Good! You are almost a crocodile! Try to improve yourself.



Very Good! You have become a beautiful crocodile!

## UNIT 3

Aims:

### LINGUISTIC AIMS:

- to listen to and repeat songs following a given model;
- to link listening with drawing, pictures, objects and movements to help comprehension (TPR);
- to consolidate knowledge about some daily routine expressions;
- to listen to and understand teacher's instructions carrying out what the teacher has said.

### EDUCATIONAL AIMS:

- to differentiate one's own daily routines to general Italian routines of Crock's story;
- to be aware of one's own daily routines that could be different from Crock's routines;
- to be able to work in group and in pairs;
- to know about the most representative foreign daily routines;
- to have positive feelings about foreign cultures;
- to respect rules in a game.

### Linguistic aspect of the warm up

We have decided to extend the greeting conversation that pupils have already learned, using the typical greeting conversation:

Teacher: "Good morning Crock, how are you?"

Children: "Good morning Crock, how are you?"

Teacher: "I'm fine thanks, and you?"

Children: "Me too"

### Round up

It's the same as the second unit.

# Lesson 1

## MAIN INTELLIGENCES INVOLVED:

- linguistic;
- bodily-kinesthetic;
- musical;
- interpersonal.

PLACE: classroom.

## MATERIALS:

- pc connected to internet;
- pictures;
- poster.

## DESCRIPTION:

### Warm up

1) Pupils sing the whole song “Night and Day”, that they have already learned in the first unit, using gesture/mime. (5 minutes)

2) The teacher repeats some lines of the song and pupils have to do the gesture/mime. (10 minutes)

3) The teacher gives each one a strip of cardboard divided into eight squares: in the first there is a picture that describes a child who is getting up, in the last one there is a picture that describes a child who is going to bed. The teacher gives also eight pictures that describe some daily actions:

- |   |   |
|---|---|
| 1. a child who is brushing his teeth;             | 5. a child who is having dinner with his parents;                 |
| 2. a child who is putting on a t-shirt and jeans; | 6. a child who is putting on his pyjamas;                         |
| 3. a child who is having breakfast;               | 7. a child who is watching a cartoon;                             |
| 4. a child who is having dinner alone;            | 8. mum who is telling a story or she’s singing a song to her son. |

Children have to think about their daily routines and glue the pictures in their correct order.

The empty squares are only six, so children have to choose between 4 and 5 which picture to glue, and the same goes for 7 and 8. (10 minutes)

4) The teacher and pupils complete together a poster that describes the daily routines of every child.

In the poster there is a table with the name of every child (in column) and with the same pictures that they have glued (in line).

So one pupil at a time tells his/her own sequence using the expressions that they have already learned. The teacher asks the class where she has to put the tick in the correct column of the poster.

In this way, they describe some actions of the daily routines of every child. (20 minutes)

(see appendix 8)

### Round up

## Lesson 2

### MAIN INTELLIGENCES INVOLVED:

- linguistic;
- musical;
- interpersonal.

PLACE: classroom.

### MATERIALS:

- cards to colour.

### DESCRIPTION:

#### Warm up

1) The teacher gives each pupil a clock where are drawn the most representative actions of the four parts of the day are represented (see appendix 9). The teacher describes what happens in the pictures using the same linguistic model that they have already learned. Then, they have to colour them. (15 minutes)

2) The teacher puts on the wall, in four different places of the classroom, four pictures that represent breakfast, lunch, dinner, night.

The teacher divides pupils into four groups. Every group goes to a place of the classroom and dramatizes the corresponding part of the day. Then, every group changes the place of the classroom and dramatizes a different part of the day. At the end, every group has dramatized the whole day. (30 minutes)

#### Round up

## Lesson 3

### MAIN INTELLIGENCES INVOLVED:

- linguistic;
- logical-mathematical;
- musical;
- interpersonal.

PLACE: classroom.

### MATERIALS:

- box with objects and pictures.

### DESCRIPTION:

#### Warm up

1) The teacher prepares a box in which there are some objects or pictures that represent the daily routine actions (e.g. toothbrush, pillow, milk carton, soap, pictures of school uniform, bacon and eggs dish...) and she puts it in the middle of the classroom. Then she says a sentence that describes an action that they have already learned during the story telling. Then one pupil at a time has to take the object used in this action (or the picture of it) and repeat the sentence. (15 minutes)

2) For this activity, we use the method followed in the “Stanza Logomotoria”.

The teacher glues on the wall eight pictures of some actions and every time she glues a picture she tells pupils what the action is. Then the teacher tells pupils one of the actions represented in the pictures.

Pupils, working in pairs, have to listen to and go to the correct picture. When they arrive to the picture, the teacher tells pupils the action of the picture that pupils have chosen. If this sentence isn't the same as the first one, pupils can listen again to the first sentence and try to guess the correct picture again. However if this sentence is the same as the first one, pupils can listen to another sentence and go to the second picture and so on.

When a pair is working, the other pupils can help them.

When some pairs have worked with these pictures, the teacher changes them. (30 minutes)

As these are the closing activities, the teacher can use them as a general assessment of complete unit of work.

#### Round up

## Evaluation grid for the teacher

AIMS	Children1	Children2	Children3	...
Can link listening with pictures and movement that describe what they've listened to help the comprehension to understand daily routines expressions.				
Can listen to and understand teacher's instructions, doing what the teacher has said.				
Can use some "daily routine expressions" confidently.				
Can listen to and repeat songs following a given model.				

The teacher uses these symbols to assess children:



You should work harder.



Good! You are almost a crocodile! Try to improve yourself.



Very Good! You have become a beautiful crocodile!

## **Bibliography**

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<https://maps.google.it/maps?hl=it>

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(Appendix 1)

The bracelet.



The green tail.



## Story for Unit 1

Crock the crocodile.

1) Driin, driin! It's time to wake up Crock!

In the morning I wake up and wash my face.

In the morning I put on a t-shirt and jeans.

In the morning I have breakfast: I usually drink a cup of milk with some biscuits.

In the morning I brush my teeth.

In the morning I get my bag and go to school.

I arrive at school.

"Good morning teacher!"

"Good morning Crock!"

2) Driin, driin! It's time to have lunch Crock!

I wash my hands.

I have lunch: I like eating pasta with tomato sauce.

In the afternoon I play with my ball.

In the afternoon I sometimes play with my friends.

In the afternoon I have a snack: I like eating bread with Nutella.

3) Driin, driin! It's time to have dinner Crock!

In the evening I wash my hands.

In the evening I have my dinner: I like eating steak with peas.

In the evening, I watch a cartoon.

4) Driin, driin! It's time to go to bed Crock!

At night I brush my teeth and put on my pyjamas.

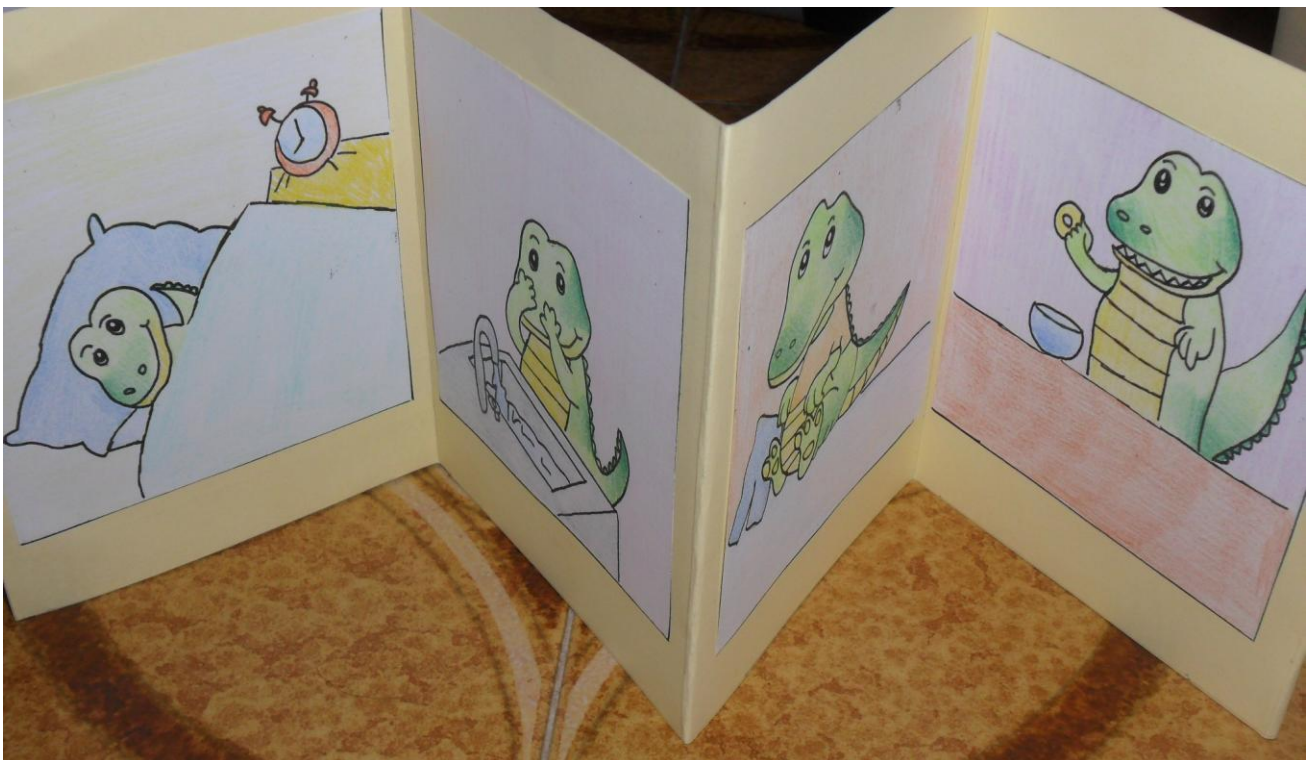
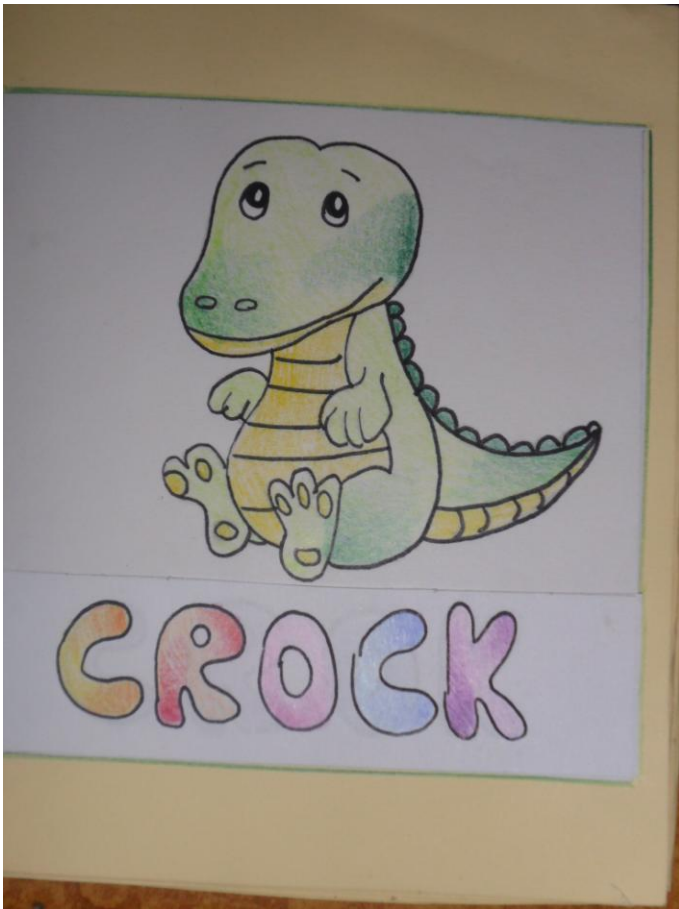
At night mum tells me a story.

At night I give a kiss and go to bed.

"Good night Crock!"

(Appendix 3)

Book built like a concertina.



## Story for Unit 2

Crock the crocodile.

1) Driin, driin! It's time to wake up Crock!

Where are you Crock? I'm in London.

In the morning I wake up and wash my face.

In the morning I put on my school uniform.

In the morning I have breakfast: I usually drink a cup of tea and I eat eggs and bacon or toast with butter and jam.

In the morning I brush my teeth.

In the morning I get my bag and go to school.

I arrive at school.

"Good morning teacher!"

"Good morning Crock!"

2) Driin, driin! It's time to have lunch Crock!

Where are you Crock? I'm in Nairobi.

I have lunch: I like eating ugali with vegetables.

I like eating it with my hands.

I usually have lunch with my friends in our village.

3) Driin, driin! It's time to have a snack Crock!

Where are you Crock? I'm in Buenos Aires.

In the afternoon I drink mate in a wood cup with biscuits.

I usually drink it in circle with my family.

In the afternoon I usually play the horseshoe game.

4) Driin, driin! It's time to have dinner Crock!

Is it time to have dinner?

Where are you Crock? I'm in Manhattan.

In the evening I have a shower and put on my pyjamas.

In the evening I have dinner: I usually eat alone before my parents.

In the evening I brush my teeth.

In the evening I watch a cartoon.

At night I go to bed.

At night mum sings me a song.

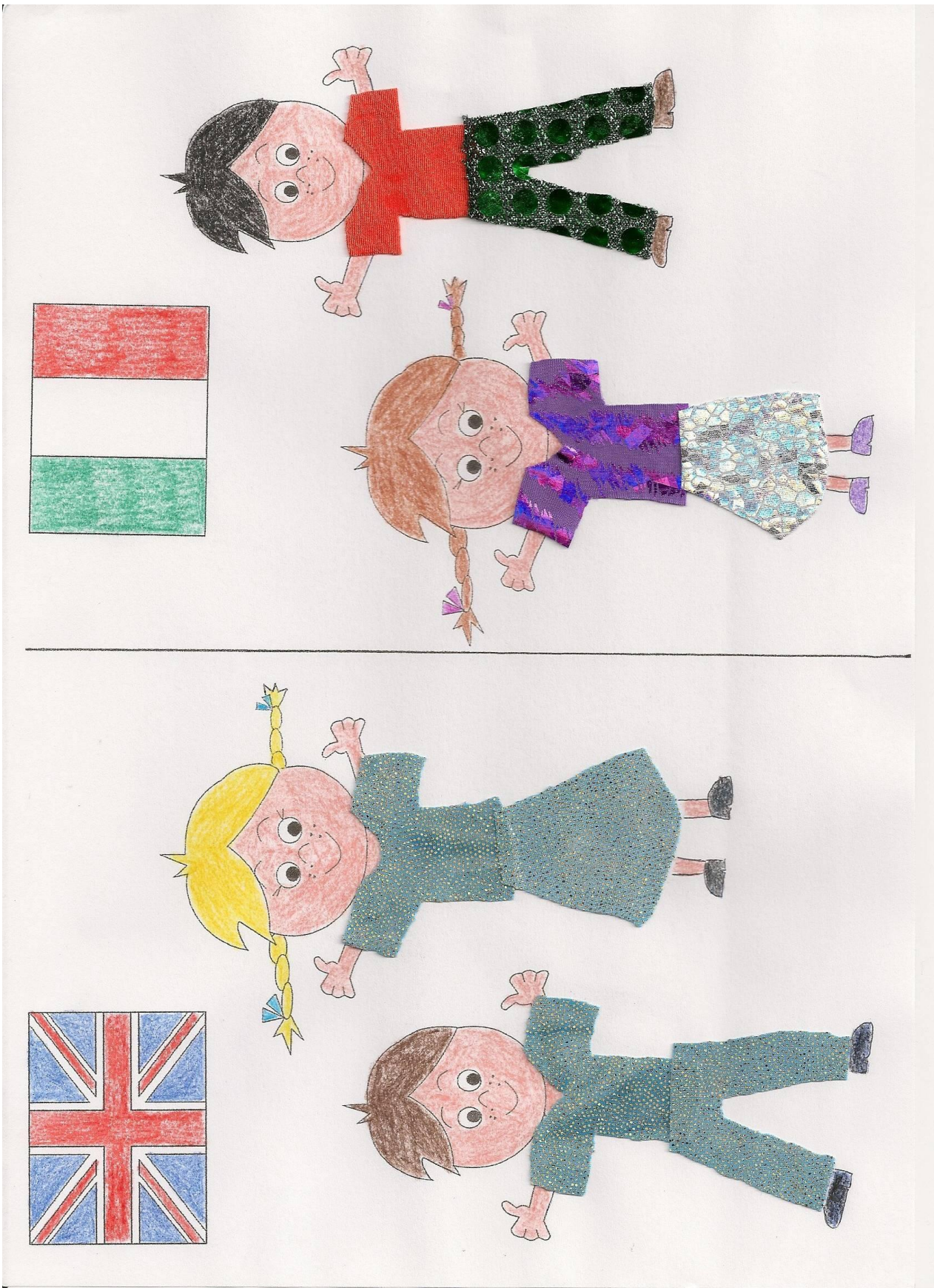
"Good night Crock!"

**Night and day**

- 1) In the morning I wake up and wash my face. (twice)  
In the morning I wake up. (twice)  
In the morning I wake up and wash my face!
- 2) In the afternoon I play with my ball. (twice)  
In the afternoon I play. (twice)  
In the afternoon I play with my ball!
- 3) In the evening I eat my dinner. (twice)  
In the evening I eat. (twice)  
In the evening I eat my dinner!
- 4) At night I give a kiss and go to bed. (twice)  
At night I give a kiss. (twice)  
At night I give a kiss and go to bed!



Activity about London school uniform.


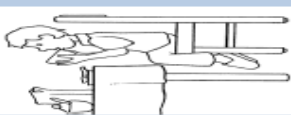









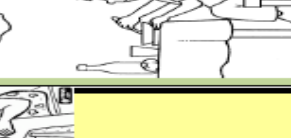




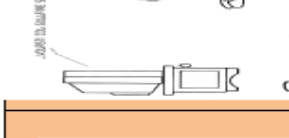





**Lullaby song**

Twinkle, twinkle, little star,  
How I wonder what you are!  
Up above the world so high,  
Like a diamond in the sky.  
Twinkle, twinkle, little star,  
How I wonder what you are!

Poster about daily routines of every pupil.

OUR DAILY ROUTINES

							
		X					
							
		X	X				
							
		X	X				
							
		X					
			X				
							



(appendix 9)

Clock about the parts of the day.

