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**Título: “Storytelling in the Nursery Classroom: *Alice's
Adventures in Wonderland* as a Case Study”**

Alumno/a:

Laura Pacheco Gracia 736463

Profesor/a: **Ismael Ibáñez Rosales**

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Table of contents

INTRODUCTION.....	4
Why have I chosen this topic/tale?	4
Why do I think classic literature will work in Nursery School?.....	4
Will storytelling help in the students' learning process in Nursery syllabus?	4
THEORETICAL FRAME: English literature in 19 th and 20 th centuries.....	5
Great Britain in the 19 th and 20 th centuries	5
British children's fairy tale literature	6
Author: Lewis Carroll	7
IMPORTANCE OF TEACHING CLASSIC TALES IN NURSERY SCHOOL. Using storytelling with Young learners in the bilingual classroom.	8
LESSON PLAN: "Alice's Adventures in Wonderland"	12
INTRODUCTION	12
OBJECTIVES	12
General Objectives:	12
Specific Objectives:.....	12
TIMETABLE FIT	13
METHODOLOGY	14
ACTIVITIES	14
Introduction	14
Session 1.....	16
Session 2.....	17
Session 3.....	18
Session 4.....	19
PROBLEMS AND SOLUTIONS	21
EVALUATION	22

BIBLIOGRAPHY:	25
APPENDIX	27

INTRODUCTION

Why have I chosen this topic/tale?

Storytelling is a good resource if we want our younger students to learn in an entertaining way and also, encourage them to choose a topic which might be of interest to them. There are a variety of genres such as science fiction, romance or horror. In this project, I have chosen the book “*Alice’s Adventures in Wonderland*”, a fantasy genre with a touch of imagination. *Alice in Wonderland* is very well-known among children and adults, too. There are a lot of remakes about this tale turned into a movie by Disney. In this sense, I want to focus on the original tale because I found it more interesting to take into account the real story and make children think and learn about classic story tales in the class with the teacher in a bilingual classroom.

Why do I think classic literature will work in Nursery School?

Classic literature is a fundamental part of children’s story tales. The vast majority of story tales nowadays are adaptations of the original ones, such as *Little Red Riding Hood* by Charles Perrault, *Hansel and Gretel* by The Grimm Brothers or *Alice’s Adventures in Wonderland* by Lewis Carroll.

Will storytelling help in the students’ learning process in Nursery syllabus?

Younger learners love listening a good story from the teacher and that is an opportunity if we want children to learn in an indirect way. As I said before, Storytelling has multiple genres, different topics, books with text or, even only with illustrations on it. In Nursery Education, we can apply it to the syllabus and the three big blocks (Knowing about oneself and others, knowing about the environment, Communication: Language and Representation) and matching with the tale chosen and what we want to work in the classroom with our pupils.

THEORETICAL FRAME: English literature in 19th and 20th centuries

Before getting into the topic, we have to take into account the time and the context our author, Lewis Carroll, lived in. The context frame moves around the end of the 18th and the beginning of the 19th centuries in the momentous event of the Industrial Revolution in England. In addition, I would like to undertake an in-depth analysis of the beginning of 20th century and its effect on the author of that literary age regarding the influence of the Victorian period.

Great Britain in the 19th and 20th centuries

The Victorian era in England had a big impact on social and economic matters which significantly affected the bourgeoisie rather than the lower classes. As Zipes observes, “[s]upported by the Industrial Revolution (1830-1890), the rise of the middle class meant an institutionalization of all forms of life. But the impact of the Industrial Revolution was much pervasive than this. It changed the very fabric of society in Great Britain” (1987: xv).

If we are talking about the consequences, in arts, “there were three ways of escape from this dilemma. One was to insist on representing all reality, including the unpleasant or dangerous” (Hobsbawm, 1995: 340). In this book, the author also treats alternatives through this period in Great Britain which was “to abandon contemporary or any reality entirely, either by cutting the links between art and life, or more specifically contemporary life, (“art for art’s sake”) or by deliberately choosing (...) the evasive fantasy of humorists like Edward Lear (1812-88) and Lewis Carroll (1832-98) in Britain (Hobsbawm, 1995: 340).

To conclude, we should consider also the end of 19th century. As Zipes (1987: xix) observes, “In the period between 1840 and 1880, the general trend among the prominent fairy-tale from innovate ways to raise social consciousness about the disparities among the different social classes and the problems faced by the oppressed due to the Industrial Revolution”.

British children's fairy tale literature

Knowing the context frame about Victorian era, we continue our adventure through literature and in this case, children's fairy tales in the UK. The 19th century was such a harder time for literature due to difficulties about that time and express their thoughts through fictional characters. Zipes (1987: xvii) wrote about children's fairy tales and its impact:

The popular tales of England have been too much neglected. They are nearly discarded from the libraries of childhood. Philosophy is made the companion of the nursery, this is the age of reason, no imagination, and the loveliest dreams of fairy innocence are considered as vain and frivolous.

In fairy tales, there is no age to reading this kind of books, or even lecturers who prefer reading certain stories. In the Victorian period, writers had to focus on a specific public to influence, that is why, "The Victorian writers always had two implied ideal readers in mind: The middle class, parent and child; so that they would take a noble and ethical stand against forces of intolerance and authoritarianism" (Zipes, 1987: xix). As has been said before, "the authors from 19th century employed the fairy tale at one point to question the injustices and inequalities engendered by the social upheaval in England" (Zipes, 1987: xvi). This way, for the authors of Victorian age, "to write a Fairy tale was considered by many writers a social symbolical act that could have implications for the education of children and the future of society" (Zipes, 1987: xix).

There is a typical cast of characters in 19th-century fairy tales which are common in today's children's narratives, movies or even videogames: "Dazzling fairies, mischievous elves, frightening beast, clumsy giants, daring thieves, clever peasants, cruel witches, stalwart knights, and damsels in distress have been the cultural staple of the peasants who told their tales at the heart in the fields throughout the British Isles" (Zipes, 1987: xii).

Author: Lewis Carroll

Before we get into the topic, it is important to know about the author of this work: “*Alice’s Adventures in Wonderland*”.

According to the Encyclopaedia Britannica, Lewis Carroll, pseudonym of Charles Lutwidge Dodgson, was born on January 27, 1832, in Daresbury, Cheshire, England, and died on January 14, 1898, Guildford, Surrey. Lewis was an English logician, mathematician, photographer, and novelist, especially remembered for *Alice’s Adventures in Wonderland* (1865) and its sequel, *Through the Looking-Glass* (1871). His poem “*The Hunting of the Snark*” (1876) is nonsense literature of the highest order.

In Victorian fairy tales, as Zipes wrote, “Lewis Carroll fought tenaciously to keep the child alive in himself and in his fiction as a critic of the absurd rules and regulations of the adult’s Victorian world” (Zipes, 1987: xxi)

As Zipes says about Lewis Carroll:

In *Alice’s adventures in Wonderland* (1865) and *Through the looking glass* (1871), Carroll made one of the most radical statements on behalf the fairy-tale and the child’s perspective by conceiving a fantastic plot without an ostensible moral purpose. The endeavor to reconcile the fairy world with the world of reality never meant compromising the imagination for Carroll (Zipes, 1987: xxii).

IMPORTANCE OF TEACHING CLASSIC TALES IN NURSERY SCHOOL. Using storytelling with Young learners in the bilingual classroom.

Nowadays, children are highly exposed to foreign languages, especially, as is our case of study, English. The vast majority of schools have a Bilingual syllabus which encompasses from Nursery to Secondary Education. The English language is demanded by society because it has become universal language to communicate. According to the second language acquisition theory, “Children learn faster and with much less difficulty than adults, but they should be exposed to natural learning environments, to real communication situations and to special teaching practices that make learning a meaningful, enjoyable and lifelong process” (Porrás, 2010).

Nursery school is the first stage of education. This is an opportunity to make children have fun with languages through a number of resources, such as storytelling, or drama. One thing we should consider, as Cameron says, is that, “stories offer a whole imaginary world created by language that children can enjoy, learning language as they go” (Cameron, 2010:159). Also, they allow us to work with emotional and social aspects and this is something that help us to maintain our traditional and cultural background (Castro, 2002: 52). This author continues goes on to say that through listening and talking, these children begin to develop a sense of what it is right or wrong and learn to appreciate other people’s feelings (Castro, 2002: 52).

First of all, storytelling is not only a resource based on reading a book, but also on acting and even feeling what the story is about. Consequently, children may learn English in an enjoyable and meaningful way. There is a good research from Castro (2002) which deals with the importance and appreciation of this resource, “the storytelling tradition is one of the richest possessions of any culture and both children and adults love to hear the same story over and over again and learn to remember every detail”. Young children particularly enjoy stories related to aspects of their own experience; for example, about the area which they live, the animals they are familiar with and so on (Castro, 2002: 53).

It is a very useful resource since the variety of genres, characters, topics and also interpretations of telling in front of your pupils. As Cameron (2010) suggests, "Themes begin from an overarching topic or idea that can branch out in many different direction allowing children to pursue personal interest through the foreign language" (Cameron, 2010: 159).

Children can acquire vocabulary, grammar structures and, with the help of the teacher, the pronunciation of those words of vocabulary. As Ellis & Brewster (2002: 2) observe that, "storytelling and the benefits of reading loud a story is that listening to stories help children become aware of the rhythm, intonation and pronunciation of the language". Whereas, storytelling is a good help for pupils, teachers also learn how to use storytelling as a fact of encouragement through pupils. Taking into account Ellis & Brewster's theory (2002:2), "using stories allows the teacher to introduce or revise new vocabulary and sentence structure by exposing the children to language in varied, memorable and familiar contexts, which will enrich their thinking and gradually enter their own speech".

Of course, storytelling can be read aloud or just listened to. According to Winch et al. (2004: 402), "children's literature provides wonderful opportunity for children to see language in action, a great resource about the structures of languages and a focus for learning about these structures in meaningful contexts". The purpose of reading stories is, "to give student's oral language input and a bridge to literacy" (Porrás, 2010: 98). This is important to motivate our pupils and make them feel comfortable when it comes to reading a story aloud. Parents are also a good resource if we want to increase motivation and interaction regarding the use of language with children, which is a way to practice in group working.

There are different ways to tell a story in the classroom and how to engage our pupils when we are in the assembly reading a book. This author in particular, Fox (2006: 20-23), who researched about telling a story, emphasizes the tone of the voice, how to adapt certain vocabulary to the pupils' English level, and includes original material to support the reading and to help children take part in the story.

While teachers are reading a book, children can ask questions whenever they need it, whether they do not understand or whether they need to explain something which appears on the book. Furthermore, it is important for pupils to learn why we read or, why it is important to read. As Barone (2011: 4) points out, “We read for pleasure or escape or to find information”. This also can include learning about culture issues, emotions or moral behaviors. According to the BOA in Aragonese Curriculum for Nursery Education, these issues are described in the “ORDEN de 28 de marzo de 2008, del Departamento de Educación, Cultura y Deporte, por la que se aprueba el currículo de la Educación infantil y se autoriza su aplicación en los centros docentes de la Comunidad Autónoma de Aragón”, there is a subtopic which talks about the approaching to literature in the third block *Languages: Representation and Communication*, which says:

La literatura es un recurso de aula que se justifica por ser parte fundamental de la cultura. Además, su lectura apunta al placer y a la satisfacción estética, a las emociones y sentimientos, a la diversión y a la fantasía, a los recuerdos, a los valores (BOA: 4969).

Young children are curious and ambitious when they are interested in something. That is why, teachers can explain to their pupils a piece of information through books or story tale about questions or doubts about a specific topic. Moreover, teachers need to be aware of the benefits and the reasons about this resource, storytelling, in order to work with our pupils. Barone proposes (2006: 4-5) a variety of benefits of reading. In this case, I have chosen the ones which could be adapted into Nursery Education and can be useful whenever teachers think about activities: “Reading to learn to read, reading for pleasure, reading to appreciate and reading to solve problems”.

In the bilingual classroom, we have to take into account the level and the capacity of the pupil if we want to achieve those objectives through the Nursery syllabus and the lesson plan. According to Krashen (1981), “storytelling is a useful resource in the L2 classroom that builds a good learning environment and provides meaningful and comprehensible input. “Teaching should be focused on children and on the development of their communicative skills that will be enable them to communicate meanings and messages in real social contexts” (Porrás, 2010: 97). That is the reason why teacher should keep

working only on sheets of work and move on practical resources. “Stories are motivating, challenging and great fun for younger learners, they can help develop positive attitudes towards the foreign language, culture and language learning” (Ellis & Brewster, 2002: 1).

As said before, storytelling requires a lot of attention both in listening and comprehension when the teacher is reading aloud. Listening is one of the most useful skills we will use in storytelling. It is quote on Castro’s document (2002: 53) about listening skills and the development on children’s listening and concentration skills and their ability to receive and understand information expressed in words (Ellis & Brewster, 2002). Also, stories expose children to new vocabulary and sentence structure which will enrich their thinking and gradually enter their own conversation.

Furthermore, we can work with vocabulary related to the story, how is it pronounces, play with the language. Cameron (2010: 164-165) thought about different aspects to work with stories and learn the language in an interesting way, such as: Alliteration (i.e.: Little **R**iding Hood), Contrast (i.e.: Good/Evil), Metaphor (i.e.: Wood: Dangerous/ Home: Safe), Narrative and Dialogue. For the last part of reading, the teacher can offer a vast of variety of task to evaluate pupils provided they really understood what the story read in class was about, which may make the story more comprehensible and move them from receptive skills (listening and reading) to productive skills (speaking and writing) Porras (2010: 98).

Nevertheless, in Nursery school, listening and speaking is a better option because children of ages 3 to 6 are still learning how to write and read and if it is difficult for them in Spanish, in other language as could be English, even more. Whereas in Primary school, pupils can acquire all the skills without difficulty and little by little.

LESSON PLAN: “Alice’s Adventures in Wonderland”

INTRODUCTION

The Project about *Alice’s Adventures in Wonderland* will include a Lesson plan in which the teacher will read the book and, from that point on, different activities related to the characters will be created always following the Nursery’s school syllabus. The reason why I have chosen this tale is because classic tales are a good way to learn about a specific culture, the British in this case, in an entertaining and meaningful way. To put it into context, this lesson plan is focused on five and six year-old pupils in the last year of Nursery school.

OBJECTIVES

- General Objectives:
 - Pupils will be able to acknowledge about British Isle’s culture through *Alice’s Adventures in Wonderland*.
 - Pupils will be able to embrace higher standards of moral behavior understanding the characters demeanor.
 - Pupils will be able to enjoy learning English through storytelling and to answer questions about the story told.
- Specific Objectives:
 - Conceptual Objectives:
 - To explain what is the story about using the vocabulary learnt in the English class.
 - To relate experiences or situations of scenes which could appear on the book read.
 - Procedural Objectives:
 - To create different situations or endings of the story.
 - To use authentic materials in the English class to support their learning process.

- Attitudinal Objectives:
 - To generate interest in storytelling with the resources used in the classroom
 - To help each other in the activities proposed by teachers if they need it.

TIMETABLE FIT

The activities of this lesson plan will be divided into 4 sessions. This project will start on May. English class are on Monday and Tuesday from 10 a.m. to 10:45 a.m. English class last around 45 minutes, but at the beginning of every session will be review the previous knowledge of children. Each session will count around 15 and 20 minutes, depends on how much time we spend, or if we need one more session to continue.

MAY (2 nd and 3 rd week)	MONDAY (11 th)	TUESDAY (12 th)
10:00 a.m. To 10:45 a.m.	SESSION 1 “ <i>Alice’ Adventures in Wonderland</i> ”	SESSION 2 “Alice and the Door”
	MONDAY (18 st)	TUESDAY (19 nd)
	SESSION 3: “Humpty Dumpty”	SESSION 4: “Cheshire the Cat ”

METHODOLOGY

The methodology chosen will be applied in the activities proposed. There will be 3 methods in total: One will be *Waldorf's methodology*: it will be used in all the activities because, as the own method says, it consists on let children “think, feel and do” what they are learning. This method in Nursery Education is very important to work on practical and meaningful activities if we want our pupils understand what they are doing. Other method is *Desuggestopedia*. Children will be less anxious and they will be interest in the decoration of their classroom with grammar and vocabulary flashcards, colourful posters, music at the background and clothes according to the thematic in each session. For the last method, Wright’s storytelling strategies will be the key and the purpose of doing the activities of this lesson plan. It will be applied in order to potential the book’s resource, the tone, the voice of the storyteller, to catch the attention of pupils to comprehend a story book and learn new vocabulary or grammar related to the story told.

ACTIVITIES

Introduction

In this project, there will be a thematic in order to get children involved in each session. Before teacher starts doing the activities, she will tell to children that she has received a letter from a person called: Lewis Carroll. In this letter will contain this information:

Hello, children from Nursery school,

I’m happy to hear you will be doing a project about a project about a tale I wrote. Do you know what my most well-known book is? (*Alice’s Adventures in Wonderland*). Well, the point is I have something important to tell you. My friends and I are going to visit your class this 2 weeks and we all together we are going into a fantasy and wonderful land with fantastic and extravagant creatures. Before I leave, I left another paper attached on this letter. There are the instructions to follow on each activity. Good Luck!

I’m looking forward to working with all of you,

Yours sincerely,

Lewis C.

When teacher finish reading the letter, she will stick the instructions on the blackboard. So, children would consult about what they have to do in each activity as L.C mention in the letter. The instructions will contain:

“All of us are characters of our own life. Wear the correspond colour of each activity and then, go into Wonderland with my precious characters. They are waiting for you. Oh, another and important quest, have fun and enjoy yourselves.

- *In the first session, you can wear your **favourite colour**, but it has to be an **accessory** (glasses, bracelet, headband...) to be fashionable.*
- *In the second session, the colours will be **blue and brown**, but it has to be a **t-shirt** or a **jumper** if you don't want to catch a cold.*
- *In the third session, a **white wool hat** you will have to wear to protect your head from eggshells.*
- *In the fourth session, **purple t-shirt** and **black leggings** to combine with our best buddie. And if you feel like... a pair of whiskers in your face (facial paint).*

In each activity will have a different music background depending on the scenario and energy in the classroom. Children will have to act according to their respective characters in this project. At the end of the sessions, Queen of Hearts will be the last character to appear and she will give a certificate to each child* (Appendix 6). This will contain a prize in recognition of participating in this English project, and the most important thing, at least the pupils have learnt interesting cultural issues.

Session 1

Activity	Alice's Adventures in Wonderland
Timing	15 minutes
Objective	<ul style="list-style-type: none"> - To identify the different kinds of objects with their illustration in the book. - To express their opinion about how it was the story read in class.
Materials/Equipment	<ul style="list-style-type: none"> - <i>Alice's Adventures in Wonderland</i> book. - Music at the background* (<i>Appendix 1</i>)
Skills and language	<ul style="list-style-type: none"> • Skills: Listening and speaking • Language: Vocabulary related to the story.
Step-by-step details	<p>PRE- At the beginning, the teacher will explain about all the process and activities which children will have to do. She will start telling in the assembly <i>Alice's Adventures in Wonderland</i>. Before she speaks, she will ask questions taking into account the support of the tale cover (illustration, characters, scenario...).</p> <p>WHILE- While the teacher is telling the story, she will ask about what is the name of the animals who appeared on each scene, or the objects (table, chair, cup of tea, teakettle, rug, flower...). This way, children would be more curious about the meaning of things in English.</p> <p>POST- When the teacher finishes, she will ask the children whether they whether they liked the story told or not, and what they would change if they were the author. At this last stage, the teacher will distribute a piece of paper to each child to draw their alternative endings.</p>

Interaction	Teacher-Pupils (PRE-/WHILE-) Pupils individual (POST-)
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Session 2

Activity	Alice and the Door
Timing	15 minutes
Objective	<ul style="list-style-type: none"> - To be able to use the words learnt in class in order to create a phrase. - To act according to the adjective use in the game.
Materials/Equipment	<ul style="list-style-type: none"> - Music at the background
Skills and language	<ul style="list-style-type: none"> • Skills: Listening and speaking. • Language: Grammatical structure (request) and adjective's vocabulary.
Step-by-step details	<p>PRE- This activity is based on the original game “The crocodile”, but with some variants of the tale <i>Alice Adventures in Wonderland</i>. In this game, will be adapted in the scene where Alice has to pass through the door being small or big. Before that, the teacher will revise some adjective's vocabulary for the children to better understand and have fun.</p> <p>WHILE- Teacher will explain to children that they will have to ask to the Door if they can pass inside of it. The Door will suggest about doing a certain action such as: If you want to pass inside, you should be small/big/happy/angry/fat/thin... And if children do the right action, they can pass.</p> <p>POST- At first, the teacher will be the Door in order to children understand what is the game about. When children have more confidence, teacher will let them doing the activity, controlling</p>

	themselves the situation and using the vocabulary learnt in the story tale.
Interaction	Teacher-Pupils (PRE-/WHILE-) Pupils all together (POST-)

Session 3

Activity	Humpty Dumpty
Timing	15 minutes
Objective	<ul style="list-style-type: none"> - To match the respective word sound with another word that sounds the same at the end of it. - To embrace the different sounds of words and how is pronounced
Materials/Equipment	<ul style="list-style-type: none"> - Computer - <i>Alice's through the looking glass</i> book (Humpty Dumpty scene)
Skills and language	<ul style="list-style-type: none"> • Skills: Listening and speaking • Language: Phonological awareness
Step-by-step details	<p>PRE- In the assembly, teacher will read the fragment when Humpty Dumpty appears on <i>Alice's through the looking glass</i>. She will explain about this character which is very well-known in the Isles Britain, and children of their same age work with this song about an egg called <i>Humpty Dumpty</i>. Of course, if there is enough time, teacher will tell the whole story at the end of the activity.</p> <p>WHILE- After teacher finish of reading, she will spread all around the class vocabulary which sound the same at the end of it* (<i>Appendix 2</i>). For example, wall/fall. This would be a warm up for the next step.</p>

	<p>Teacher will play a song, first listen and then, recognizing the letter sound that sound the same.</p> <p>POST-</p> <p>The second step is recognising the same sounds. This will be done at the end of the song when children listen the song plenty of times. In the assembly, teacher will show the flashcards of the words of the song and she will repeat on in on. The point is, teacher will repeat two words (e.g. “fall” and “wall”) and she will ask: “Sounds the same? Or not?” And children will have to answer</p>
Interaction	Teacher-pupils (PRE-/WHILE-/POST-)

Session 4

Activity	Cheshire the cat
Timing	15 minutes
Objective	<ul style="list-style-type: none"> - To stick in the correspond place the part of the body missing - To see the differences between reading “Alice Adventures in Wonderland” and watching the adapted film.
Materials/Equipment	<ul style="list-style-type: none"> - Cheshire’s parts of the body - BluTac - Computer
Skills and language	<ul style="list-style-type: none"> • Skills: Listening and speaking • Language: Vocabulary related to the parts of the body
Step-by-step details	<p>PRE-</p> <p>Teacher will introduce the topic what children are going to work related to the book read. In this case, we will be working the parts of the body with our friend Cheshire the cat. Before we start, teacher will revise first the vocabulary related to the body.</p>

	<p>WHILE-</p> <p>Teacher will give to each children a piece a paper with the different parts of the body of Cheshire* (<i>Appendix 4</i>). They will have to paint it and then, with the scissors to cut within the lines cut. When everyone finish, they will have to stick in the right order the parts of the body missing* (<i>Appendix 5</i>). To support the activity, teacher will do it fist, and then, children will follow what she is doing.</p> <p>POST-</p> <p>When children build up their own Cheshire. Teacher will revise to children if they understood the vocabulary asking them what part of the body she is pointing. Finally, to cheer up the environment, teacher will play the movie “Alice Adventures in Wonderland” to make children see the difference between reading the book and seeing the film.</p>
Interaction	Teacher-pupils (PRE-/WHILE-/POST-)

PROBLEMS AND SOLUTIONS

ANTICIPATING PROBLEMS	POSSIBLE SOLUTIONS
In activity 1, if pupils are struggling about expressing themselves about what they liked or not about the book read in class.	Teacher will stick all around the class chunks of grammar related to what they are doing in that moment (e.g. If they are working on expressing themselves “I like + ing, I didn’t like when...”)
In activity 2, if the child who has to say the phrase or action of the game and keep quiet because s/he is anxious.	Teacher will be a supporter and also, she will show a random flashcard’s action and the child only has to repeat what teacher is showing.
In activity 3, if children do not aware of sounds of the words, or get bored because the activity is difficult to follow.	Teacher will show all the words which sound the same with flashcards and pronouncing. If it keeps difficult, only we would work on the specific words and not only to listen the whole song.




EVALUATION

In Nursery Education, teachers count on a direct and an indirect way of assess our pupils. Of course, teachers have a list which assess through “Always, Sometimes and Never” or “Yes, No and Observations”. Activities sheets are also a resource to assess if we want to prove children’s learning process and if parents want to have their children’s work at home. In my case, in this lesson plan, I’m going to use a mutual assess. Children asses the activities I proposed, and I will assess their learning through all the project through my assess list. This method would be useful for a future project and what to do in order to increase or get better children’s learning process.

Children assessment will consist on stick a happy face, poker face or angry face in each activity which will be symbolize through a picture on it. Children also will have the opportunity to answer why or not they like it, if they feel like to do it.



ITEMS	HOW IT WAS THE ACTIVITY?

Teacher assessment will consist of a list with the terms “Always, Sometimes and Never” and the items which I will assess children L2 and their development in the English classroom.

ITEM	ALWAYS	SOMETIMES	NEVER
Pupil participates in the activity with a positive attitude			
Pupil speaks as much as possible the L2 in the classroom			
Pupil understands L2 without material support stocked all around the classroom			
Pupil answers in the L2 through questions asked by the English teacher			
Pupil asks questions about the story read if s/he didn't understand something			
Pupil helps their classmates if they are struggling with the L2 in the activities			

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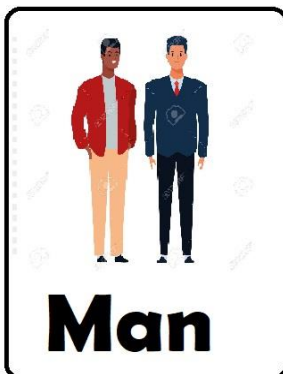
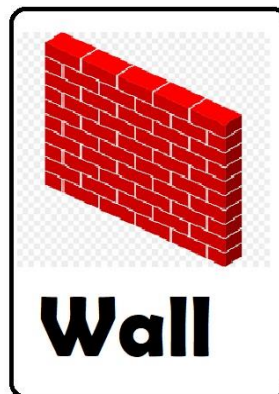
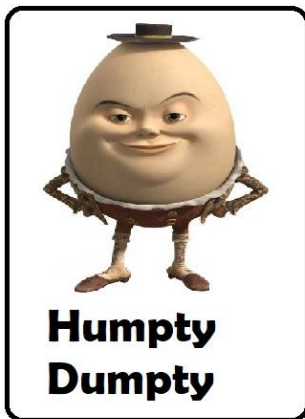
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APPENDIX

- Appendix 1. BGM

<https://www.youtube.com/watch?v=MfwOJWDj18k>

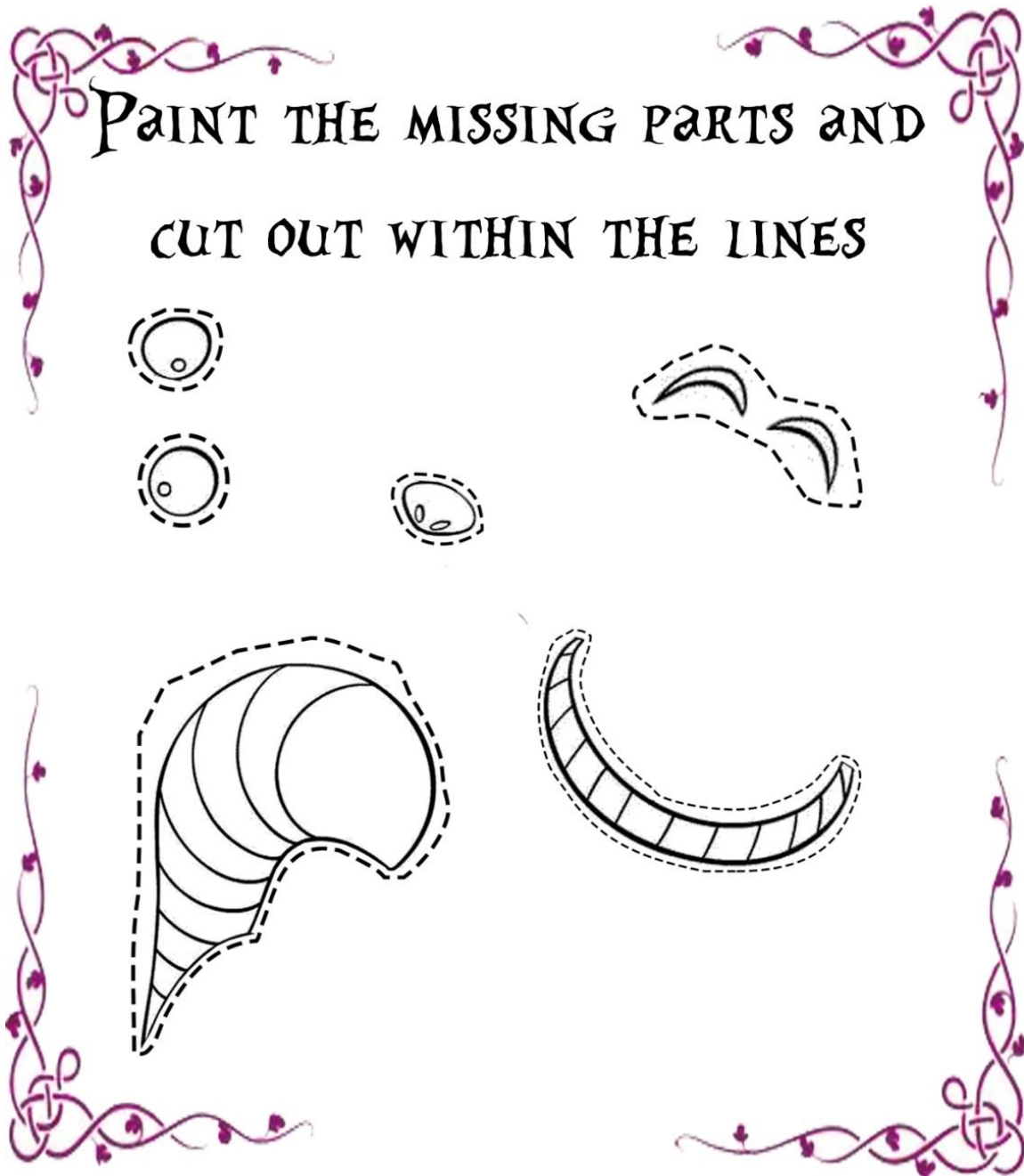
- Appendix 2. Vocabulary from *Humpty Dumpty* song



- Appendix 3. *Humpty Dumpty* song

<https://www.youtube.com/watch?v=nrv495corBc>

- Appendix 4. Cheshire missing parts of the body (cutout)



- Appendix 5. Cheshire missing parts of the body (Cheshire's figure)



- Appendix 6. Rew



THIS AWARD IS TO:
(NAME AND SURNAME)



FOR PARTICIPATING AND FOR
PASSING ALL THE CHALLENGES



SIGNED BY:
QUEEN OF HEARTS <3



