

SESSIONS PLANNING

Session 1: Introducing the story

- Routines: rules, weather and days of the week.
- Stories feedback*: we read families' feedback about the stories.
- Hot & Cold: one or more students try to find the book hidden by the teacher.
- Storytelling: just gestures.
- Magic box: they choose a song or a game to finish the class (*if time*).
- Bye bye routine.

Session 2: Vocabulary 1*

- Routines.
- Storytelling: just gestures.
- Guess the character under the paper: we hide a picture related with the story. Students have to guess it by asking questions.
- Learning tree: we elicit from the students the vocabulary related with the story. We draw a tree on the blackboard and then we complete it with the flashcards from the topic of the module (*If time make the students repeat the new words*).
- Bye bye routine.

Session 3: Vocabulary 2*

- Routines.
- Storytelling: just gestures.
- Beat the teacher: students have to repeat the word I point only when I say it right. Otherwise they have to remain in silence.
- Bye bye routine.

Session 4: Vocabulary 3*

- Routines.

- Storytelling: book.
- Flyswatter: they stand back to the blackboard. When I say a word they have to turn around and hit the flashcard on the blackboard with their flyswatter.
- Bye bye routine

Session 5: Song

- Routines
- Song: 1st listen, 2nd gestures, 3rd pictures
- Storytelling: book.
- Song dance: the teacher gives the flashcards to the students. Children stand up when they listen to their word (*only if time*).
- Magic box (*only if time*).
- Bye bye routine.

Session 6: Preparing the story 1

- Routines.
- Storytelling: with the theatre.
- Song.
- Story Preparation (*Only if time, we organise a market with all the materials the students need*):
 - Put papers in the folders; glue the envelope; start cutting and marking the pieces (*if time*).
- Bye bye routine.

Session 7: Preparing the story 2

- Routines.
- Storytelling: with the theatre.
- Song.
- Story Preparation (*Only if time, we organise a market with all the materials the students need*):
 - Cutting and marking the pieces.

- Peer rehearse: they practice the story in pairs (*only if time*).
- Bye bye routine.

Session 8: Assessment 1 (vocabulary)

- Routines
- Story: with the theatre.
- Song
- Vocabulary peer assessment: they use the peer assessment worksheet to assess their knowledge about the vocabulary on the module. First they have to complete individually the ME column. Then, in pairs, they check their knowledge filling the DOUBLE-CHECK column. The point here is that the Double-check column is filled by a colleague, not by the student himself
- Peer storytelling: in pairs they tell the story (*only if time*).
- Bye bye routine.

Session 9: Assessment 2 (story)

- Routines.
- Song.
- Peer storytelling: in pairs they tell each other the story.
- Story assessment: in pairs they fill in the Story Assessment worksheet. The space of *la sua opinión es* has to be filled by their colleague.
- Bye bye routine.

***Extra Activities for Vocabulary**

- Musical chairs: we put the chairs in a circle. In every chair there's a flashcard. I play the song of the module. When the music stops they sit in a chair but there's always one child without chair. That child has to ask to one of those that are sitting down "What's this?". If the child sitting down is able to answer she keeps her sit. If she doesn't, they exchange places.