

TEACHING UNIT: IMPLEMENTATION REPORT

In accordance to the implementation of my teaching unit, I would say that I had planned too many activities for most of the sessions, so that I had to adapt the materials and the activities to the timing and the needs of my students promptly. Thus, I did not have much time to do it as I had to carry out several sessions within a week.

To start with, in **session 1**, I explained the purpose of the session and the following ones, which was to do a cat lapbook to learn more about the animal that represents the classroom. I also added that this lapbook would be very important as after doing it, the kids would be able to understand the cats better and explain what they have learnt to their families.

Then, a **Classification game** was carried out to introduce the class that the cats belong to: the mammals. I placed some pictures that showed the characteristics of the mammals and pictures that displayed the characteristics of other animal groups on the blackboard. I also brought two small buckets and placed them on the teachers' desk. The blue bucket that had a sticker with the word "Mammals" written on it while the floral bucket had a sticker with the word "Other animals" drafted on it. I explained that they would have to place the characteristics of the mammals in the blue bucket and the characteristics of other animals in the floral one.

Afterwards, I asked for a volunteer to come and choose a picture of the ones disposed on the blackboard. He chose a picture and took it and I read the characteristic out loud. I asked for the meaning of the particular characteristic in Catalan to the whole class and with the intervention of various students, the pupils understood the meaning of the words written in the pictures. This process was repeated numerous times with each of the pictures. However, some of the characteristics were difficult for them as they were not familiar with some concepts or they had not studied them. This was the case of the concepts "warm-blooded" and "cold-blooded". They were unable to comprehend their meaning so that I explained these characteristics in English while I did a lot of gestures and I asked for the meaning of some words that they already know (e.g: hot or cold) so as for them to grasp the significance of these notions. While doing the activity, to illustrate the meaning of "warm-blooded", I asked for a volunteer to do an **experiment** as it was difficult for them to understand that mammals are warm-blooded. I mentioned that we humans are mammals as cats and we share this characteristic. Consequently, I compared the temperature of a kid when he was in the classroom and his temperature when he was next to the heating.

Subsequently, I introduced to the students the following activity that they were going to carry out: a **Picture and sentence matching game**. I explained the instructions and while I was explaining them, I realized that it was really difficult for me to get all the students to listen to me. I tried using several management strategies such as the rhyme: "one, two, three, eyes on me. One, two, eyes on you". I also congratulated the kids on the tables that were listening to me and I even asked a youngster that had listened to me to come in front of the classroom to

explain the instructions of the tasks in Catalan. Nonetheless, I was unable to capture all students' attention.

Hence, with the help of my tutor, I started providing to each pupil some sentences and a set of pictures. Each sentence was about a characteristic of the mammal animals. Each student had to cut the various sentences and the pictures next to them.



Once this was done, individually the students had to jumble up the set of pictures with their corresponding sentences about the mammals' characteristics. After giving the materials, I realized that most of the students did not know what they had to do and they were constantly asking me or my tutor what to do. Likewise, I had to go table by table to do a general explanation of the activity. This way, it was easier to keep their attention even though there were also some

youngsters that were not regarding me.

Moreover, while proffering the resources to do the task, I realized that I had not talked about the **Mammal word bank** that I had prepared in order to review with the students the main words to describe the mammals. Nevertheless, before starting the activity, I decided to hang the **Mammal word bank** on the classroom wall to use as a scaffolding tool for the youngsters. Next to the words there was a drawing/picture that illustrated its meaning. I told the students that they could take a look to the Mammal word bank if they needed help when doing the game.

Notwithstanding, when I was going to project the solution of the game in the blackboard I became aware of the fact that the timing was up. That is why I had to continue with the session the next day, which was the one that I had prepared for the second one. Still, my teacher told me that it was not a problem because we could do more sessions to finish the lapbook. Moreover, we did not have time to tidy up so that we rapidly gave an envelope to each kid in which they put their images and sentences and wrote their names in the front.

The following day, I let children time to finish playing the game. When they finished, they called me or my tutor and we corrected them. Afterwards, me and my tutor gave a **Checklist** to each student that serve as self- assessment tool. This was an improvised situation as I thought that it would have been more suitable to project the solution of the game and comment it at the end of the session. Nevertheless, there were kids who finished really fast and there was a lack of communication between me and my tutor as I did not tell them that I wanted to

project the solution. Later, we gave an envelope to each kid so that they had to put the pictures and sentences inside and glue it in a lapbook that was provided to each one of them. When the children finished the task and they self-assessed I told them to help the other classmates.

After reflecting on this session, I became aware of the fact that if I continued doing the lessons as planned I would not be able to state to the timing. Therefore, I also realized that the students had a lower level of English than I expected so that most of them were unable to comprehend the sentences given and relate them with the images without needing help. Thus, I had to modify the materials in order to adapt them to the needs of my students and implement only the activities that were more essential for the children to reach the learning objectives planned. Thus, in this session the results were not very positive as most of the students did not even know the characteristics of the mammals in catalan. However, if I individually explained them to them in Catalan after trying several times in English without succeeding, some of them were able to make connections among the words in Catalan and in English. Nonetheless, it was a minority. Regarding the evaluation, the students had some troubles understanding the Checklist so that me and my mentor had to explain it to them in Catalan at the end. Thus it was ineffective as plenty of times we had to evaluate them.

In relation to the **second session**, I changed the first part, which consisted in learning the difference among domestic cats and wild cats. I prioritized the language content, which was about the physical traits of cats.

To start with, I introduced the adjectives to describe cats physically using flashcards. Firstly I hanged the flashcards on the blackboard. Afterwards, I took a flashcard and I showed it to the classroom. I asked them for the meaning of the adjective and this occurred multiple times as I did the same with the other flashcards. Later, I asked to several students the meaning of some adjectives randomly, without paying attention to the order in which they were put in the blackboard. Afterwards, I told them to repeat the adjectives that I said following the order that they were put. They repeated twice and then we played the **What is missing?** game with the flashcards of the blackboard. I asked for two volunteers: one went out and the other chose a flashcard. Then, I called the kid who was outside and he had to guess which flashcard was missing. To guide this process I mentioned the adjectives that were in the blackboard outloud in order for the pupil to guess the adjective easily.



After this game, I introduced the subsequent activity, which consisted of telling a story about a cat and its owner. I told the students that it was really important that they listened to me very carefully as after they were going to do a task related to the story. The story was about a cat and its owner and it was made especially to work the adjectives previously presented with the flashcards. While I was telling the story, I asked the pupils about how the animals that appear were (e.g: Is it big or small? Is it thin or fat?). Moreover, there was a moment in which a wild cat appeared so that here I was able to briefly explain what is a "domestic cat" and "wildcat".

Next, I presented the last activity which consisted of filling the gaps of the story explained. The gaps had to be filled with the adjectives worked through the story. After explaining them the instructions, I gave a small comic with the same story that was presented to each of the pupils. It was already stapled and the vignettes were cut by myself at home because I did not want them to lose time constructing and sequencing the comic. They filled the gaps while me and my mentor helped them.

As they were finishing, me and my tutor corrected them and we corrected them. Afterwards, we gave to each youngster a **Traffic lights assessment** in which they have to evaluate their performance of the activity in accordance to the mistakes they had made (coloring the red, the orange or the green light). Then, they had to glue the comic to their lapbooks.

According to the results obtained, this activity worked pretty well in comparison to the last one. Most of the students were able to complete the story correctly as the story was really helpful for them to assimilate the adjectives previously introduced. Even though some of them needed help the task was rather successful. Moreover, in relation to the evaluation, as they were able to see how many mistakes they had done, it was easier for them to see which light they have to colour. Moreover, as the traffic light was more visual they enjoyed more this assessment task. All in all, I believe that this lesson went adequately and I stucked to the timing planned.

With respect to the **third session**, I had also to modify it because if not, I would not have time to do all the activities. Thus, through this session I wanted to continue working on the adjectives to describe cats physically but I also wanted to introduce the animals that belong to the same family as cats: **The feline family**.

Hence, firstly I introduced the feline family by saying that the cats belong to a family of animals that share some characteristics with them and that they are physically pretty similar. Afterwards, I hanged some flashcards about the animals that belong to the feline family and I made children tell me the name of each animal. They already knew the name of some of these animals but other names

were introduced such as lynx or panther. After, I made them repeat with me the names of the animals in the blackboard and I asked some kids to tell me the name of the animals in the blackboard.



Later, I explained the instructions for the subsequent activity: **The cat roulette**. I showed the materials while explaining how to construct the cat roulette: a round cardboard with a missing slice, a binder and a round paper sheet divided into different slices (each slice contained a different animal of the feline family and its name written

below). Then, I described what they were going to do with the cat roulette: they were going to play the **Who is who?** game. In order to illustrate how they were expected to play I asked one volunteer to come and model the game with me. We modelled the game using a model of the cat roulette and a **Question card** and an **Answer card**. These cards had a similar structure to a substitution table, so that they served as scaffolding tools for the students to construct the questions/answers that they could ask to their corresponding classmates or answer. I told them that they had to play in pairs and change the roles. They had to play with the kid next to them. After giving the instructions, my mentor and I provided the materials needed for the task to each kid.

Surprisingly, they did not need much help as they just had to place the round cardboard with a missing slice over the round cardboard that had the animals drawn and put a binder in the middle. The holes of the two round paper sheets were already made so that the construction of the roulette did not have much difficulty. Afterwards, I was surprised by the fact that when they finished they started playing with their classmates automatically, without having to ask me what to do in most cases so that meant I made myself understood. This was really rewarding. Moreover, it was also satisfying to see that the students that are not usually intrinsic with the English language were motivated to play the game. In fact, the most problematic children got engaged in the task when they usually do not want to participate or do the class' activities.

Then, at the end of the classroom, I gave a self-assessment paper sheet to each kid. It was called: **Write three words!**. Thus, the students had to write three words that they had learnt that day. However, this assessment task was not very clear because even though I explained it in front of the class, me and my mentor had to go table by table to explain what they had to do as many pupils were lost with this task.

Thus, regarding the results of the lesson, I would say that the majority of the students interiorized most of the vocabulary related to the physical traits of cats

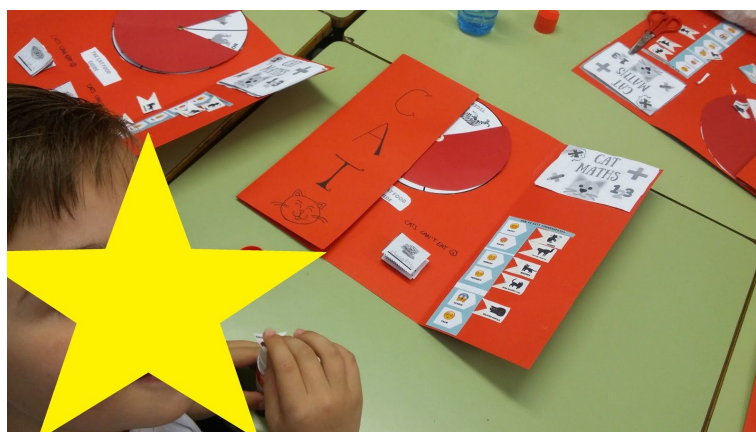
through this subject and they also assimilated the vocabulary of the animals that belong to the feline family. Nonetheless, there were some cases that had troubles with this assimilation and this was reflected on the assessment paper sheet. However, I was able to see that the students managed adequately when asking and answering questions in the **Who is who?** game with the help of the **Question card** and the **Answer card**. All in all, I would say that the lesson went as planned and that the students had fun when learning new vocabulary and internalizing the previous worked.

On the other hand, in accordance to the evaluation, I would mention that the assessment tool used should have contained an example in order for the students to see what they had to do. Indeed, even though most of them had learnt the vocabulary worked the results extracted from the self-assessment instrument do not show this learning. That is due to the fact that the students did not understood what they had to do.

With regard to the **fourth session**, I had to modify some parts of the session but I also maintained the most relevant activity for me. To start with, I hanged two flashcards on the blackboard which illustrated the meat and the plants. Then, I told the students what they were going to learn: the classification of the animals in accordance to what they eat. I asked them if they knew how do we call the animals that eat meat, and they told me the word in Catalan so that I wrote it above the “meat” flashcard in English. The same happened with the animals that eat plants, the herbivores, and under the flashcards I wrote the name of the animals that eat both meat and plants: the omnivores. Then, I had some flashcards of several animals prepared and I asked for a volunteer to come in front of the classroom. I took a flashcard and I showed it to the class group and then I asked the students to tell me the name of the animal that appear in the flashcard (e.g: pig). After, I asked the student to place the flashcard of the animal in the corresponding place in accordance to what it eats. The same process occurred with the other pupils that volunteered. I guided the process by asking if they thought the animals of the flashcards were carnivores, herbivores or omnivores.

After finishing this introductory activity, I presented the following task to the students: the **Hot Seat** called **What can the cat eat?**. To introduce this task, I told the kids that we were going to play a game.

This session was carried out with half of the group, so that I told the students to sit doing a semicircle in front of the whiteboard. Afterwards, I projected the food that the cats can eat on the whiteboard. I told the students that in order to play the game first we needed to know what the cats can eat. While the children was



looking at the whiteboard, I started asking questions about the food that the cats can eat (e.g: What is cat food?). Once they knew what the cats can eat, I asked for a volunteer to come in front of their classmates. I told the students that this kid was going to pretend that he is a cat. Thus, I gave a card to each kid except for the one who was in the middle of the circle looking at his/her classmates, not the blackboard. The card contained a food and its name written below. Then, I wrote on the blackboard how could they ask what the cat can eat and how the kid that took on the role of the cat could answer (Can you eat...? Yes, I can/No, I can't).

After doing this, I told the students that they would have to ask the cat if it can eat the food that they had in their cards (e.g: Can you eat ice cream?). Before letting them carry out the activity, I modelled what they had to do so that it was easier for them. I also reminded them that the student who was the cat had to look at the whiteboard to see what the cats can eat. Depending on the foods that the students mentioned, the student that represented the cat had to respond saying: Yes, I can or No, I can't. I also mentioned to them that they had the question and the possible answers written on the blackboard so as to help them realize the task properly. Through this activity, I was able to see if the pupils had assimilated the can and can't constructions when asking and answering questions. They already had practiced these notions so that they should have been familiar with them. I regarded the activity as a review of what they had already learnt. Several kids took on the role of the cat and this way the activity was more engaging for them as they all wanted to be the cats. It was interesting to see if the students who had interpreted the cat and also had the food card in another occasion were able to construct the questions adequately and answer properly to them.

Afterwards, I presented the next task which was about doing a **Cat food guide**. I explained to the students that they were going to do a guide for the people that have cats, want to have cats or want to know more about cats in order for them to know what they can eat and what they cannot eat. Thus, I explained the instructions. They would be given a paper sheet with a title and two columns. One of the columns would be about the foods that cats can eat and the other one about the foods that the cats cannot eat. They would have to cut the title and the two columns. Afterwards, they would have to glue the title in the lapbook and they would have to write the names of the foods that appear in the columns. Once they had done that, they would have to bend the columns following the marked lines. After, they would have to put glue in the last square of the column and place the bent columns below the title. After explaining it, my tutor and I gave the materials to the children and they started working on the Cat food guide. In order to help them fill in the gaps I prepared two paper sheets with the food cards previously used and I hanged them on the blackboard. This way, the pupils were able to consult the paper sheets if they did not know the name of some foods.

However, we realized that above each column there should be the sentence: Cats can eat/Cats can't eat, depending on the foods that appear in each column. That is why we decided to write them in each lapbook as the children were still undertaking the task.

At the end of the session, I gave an **Exit ticket** to each kid in which they had to circle the food that the cats can eat or they had to indicate if the cats are carnivores or herbivores (some students had to do one and others the other). However, we were in a rush because I did not calculate very precisely the timing in this lesson so that not all the students were able to complete the **Exit ticket**. Nonetheless, in another English session in which I did not have to implement my teaching unit my mentor gave me permission to give the Exit ticket to the students that did not have time to complete it.

To sum up, taking into consideration the results of this session, I would mention that this session was a bit chaotic. The first part worked well (the introduction and the Hot Seat) but the second one was too difficult for the children to do on their own. First of all, they had not had time to assimilate the concepts worked. They would have needed more sessions to know all the food vocabulary that was introduced. Thus, the planning of this activity was unrealistic as I wanted to encompass too much and I should have just reviewed the vocabulary that they already knew about food and maybe introduce two or three new words, but not more. On the other hand, the timing was not planned accurately as I did not expect that the students would have problems when bending the columns and I also did not think about adding a title to each one of the columns. Furthermore, to see the names of the foods the students had to come to the blackboard were the paper sheets were hanged and it was difficult for the pupils to see the words because many children were looking at them. When I became aware of this I projected the foods that cats can eat on the whiteboard, but the foods that the cats cannot eat could not be seen in a big screen. With respect to the evaluation, I believe that the Exit tickets were really visual and easy to be completed by the students. However, I would have controlled better the time so as for all the



students to have time to do their self-assessment. I would also mention that the last activity did not motivate the students and some of them were bored so I think that I should have thought about another task or about modifying this activity so as to catch the attention of the pupils and enhance their predisposition towards learning this vocabulary.

Concerning the **fifth session**, I wanted to adapt the activities but to do that I would have to erase the Plickers' task so that I was not sure about what to do. I explained it to my mentor and she told me that we would find time to do the Plickers' activity another day. Hence, I would include it within this session.

Firstly, I decided to start the lesson as I usually had done with them: using flashcards, as it was a resource that really got the students engaged. Likewise, I presented the vocabulary of the body parts of the cat to children by asking them about the meaning of the words that appeared in the flashcards. I asked for a volunteer each time to show the flashcard to the class group and hang it in the correspondent place of the blackboard.

Afterwards, I made them repeat the vocabulary parts twice so as for them to internalize the names. Later, I randomly asked children to tell me how do we say the words that illustrate the body parts in English so I was asking them the questions saying the name of the body part in Catalan (e.g: How do we say "ulls" in English?). After, I told them that we were going to play the **What is missing?** game with these flashcards. I asked for two volunteers and we started playing the game.

Subsequently, when finished playing this game, I introduced the following activity: we were going to do a Bingo game to interiorize the vocabulary of the cats' body parts. I asked the children if they knew the Bingo game and most of them told me that indeed they knew which game was it and they had played it. Nonetheless, I explained the instructions of how to play in order to clarify them how the task was going to be developed. They all were intrinsic towards the activity and this cheered me up. Along these lines, I told the students that they had to be placed in pairs (they would do the activity with the classmate that they had next to them). I told them I was going to give a Bingo card to each pair. In the Bingo card there would be several pictures of the parts of the body and their name written below.

The pupils would have to cross out the distinct body parts that I was going to mention and write on the blackboard. I explained them that when they had all the images of the Bingo card crossed, they would have to say: Bingo! outloud. Then, I showed a model of card with a crossed image for them to see how they had to cross the pictures. I put the example in accordance to the card cross (e.g: for example if I say: whiskers!, you would have to cross out the image in which whiskers appear). Before playing, some children asked me if they could say: Line! when crossing a whole horizontal line of pictures. I told them that they only had to say it with the first line that they had, not the others. Afterwards, I checked for understanding and my mentor and I provided the materials needed. Then, we started to play the game. When implementing the task I was surprised by the fact that all the students were really engaged and they all participated so that I felt satisfied with the results.

This game was a little bit tricky because even though the names of the body were written below, the kids had to be able to relate the phonetics of the word with its corresponding written form. This could confuse them and that is why I decided to write down the names of the words when I articulated them on the blackboard. At the end of the game, the winners came in front of the classroom and I checked

if they had adequately crossed out the words uttered. Indeed they had so that I congratulated them.

Conclusively, we had to carry out another activity which was the **Cat maths' booklet**. I told the students that they had to do a Cat maths' booklet which would consist of solving several problems related to the cats' body parts. I explained what they would have to do: they would be given a paper sheet with three small squares which included problems related to the cats' body parts. One of them would be the cover of the booklet. They would have to solve the problems and then cut the three squares. After cutting the squares they would have to order them and call me or my tutor and we would staple the three squares so that they would obtain a booklet. I showed an example of the booklet finished so that they could see how I wanted them to do the task. On the other hand, I also gave an example on how to solve a problem (e.g: I have three cats. How many legs do they have?). I said that they would have to write the response using numbers, not the written words of numbers. They would had to fill in the gap of the answer with the correct number. If needed, they could also do the operations above the part in which they had to put the response. Afterwards, I told them that once finished the booklet, they would have to glue them in their individual lapbooks. Then, my mentor and I supplied the students with the resources that they would need effectuate the activity.

When doing the task, I realized that some students had problems to understand the statements of the problem even though I simplified them the maximum that I could. Moreover I also added drawings to facilitate the comprehension of the problems. Nonetheless, for various pupils this was not enough. Thus, me and my mentor had to help these students. On the other hand, we told to the youngsters that finished quickly because they did not have difficulties when comprehending the headings and they were good at maths to give assistance to the pupils who had more troubles. During the development of the task, my mentor and I corrected their problems.

At the end of the lesson, I provided a different **Exit ticket!** to each of the students which contained the drawing of a body part. They individually had to write the name of the body part that was illustrated. This self-assessment task worked well as the students already were familiarized with some of the vocabulary presented in the session so that they did not have problems writing the name of the body parts.

Therefore, in another session the Plickers' activity was developed. However, it did not contained the vocabulary that I initially wanted to work which was the verbs of movement and the use of can/can't. Instead, I decided to change the task and use it to review the vocabulary related to the parts of the body of cats.

Thus, first of all I gave instructions for an adequate development of the task. I told the students that they were going to review the vocabulary learnt in the previous session and to do that, they were going to play a game.

I told them that each student would be given a card with QR code. I showed them what it was a QR code as I had an example of a QR card.

I told them that I was going to project some questions in the blackboard (e.g: How do we say “potes” in English?). I explained to them that each question would have several possible answers so that they would have to guess which would be the correct answer. In order for them to understand me I showed an example of a question and its possible responses on the blackboard. Nonetheless, there were some kids that still had troubles to understand what they would have to do so that I saw myself obliged to use Catalan in some parts of the explanation. Hence, I was disappointed with myself, as I did not want to use the vehicular language in any moment of my teaching unit. Afterwards, I told them how they had to answer to the questions posed. I explained them that each card had a letter written on each side of the QR code. I showed the example of the QR code card, which had the letters written with a marker next to each side as I wanted the students to see clearly which letter corresponded to each side. They would have to answer rotating the QR card and putting at the top of the card the letter that correspond to the correct response. In order for the students to see better what they had to do I showed them how to respond to the question projected on the whiteboard. I asked for a volunteer and I gave to her a QR card. I asked her which she thought it was the right answer for the question projected on the whiteboard. She told me she thought it was a concrete letter (e.g: letter C) and I told her to put the letter C at the top of the QR card. Then, I scanned her answer and it appeared on the whiteboard. Afterwards, we checked if it was correct or not.

After the development of this example, me and my tutor provided the QR cards to the pupils. Then, we started playing. The first questions were pretty chaotic but the kids ended up understanding the functioning of the game. Hence, I was shocked by the fact that my mobile phone was able to capture all students' answers, as at home I had tried it and it was more difficult to get it to detect the QR codes. Likewise, I was really relieved after the game. When they finished playing, I told them to give me the QR cards and many pupils told me that they had liked very much the activity so that this fact was really rewarding.

Regarding the results of this session, I was quite satisfied with how the session went even though some parts were more successful than others. For example, the bingo game went really good as they were all implicated when carrying out the task and they really enjoy the games in which they have to compete. Moreover, in regards to the Cat maths' booklet, it was difficult for some students but at the end they all managed to do the task adequately. It was really appropriate to tell the students who are more advantaged to help those who tend to have more difficulties as they both learnt from this exchange. The most advanced reinforced they knowledge and abilities and the other ones learnt how to properly do the task and they assimilated the meaning of some key words. Finally, in relation to the evaluation, I would say that the Exit tickets were really adequate as the students are able to fulfill them quickly and without any kind of obstruction. All in all, after reflecting on this session, I would say that it was implemented appropriately and I stated to the timing planned except for the Plickers activity. Moreover, I believe that pupils had fun during this lesson so this was gratifying, as I was able to see that they had learnt significantly.



With respect to the sixth session, I only had to change the introductory activity as it was too long to be carried out, but I maintained the second one.

First of all, I introduced the lesson by mentioning that they were going to learn what the cats do in accordance to what they feel. To do it though, firstly we were going to start by identifying what do we do as humans when we feel several emotions (e.g: When I am happy, I laugh). Hence, I placed several flashcards of feelings on the blackboard. The students had already worked the feelings vocabulary in first grade so that in this lesson, I was going to focus on reviewing this vocabulary. Thus, I asked the students for the meaning of the feelings that were in the blackboard. Afterwards, I asked randomly several students to tell me the meaning of some words in Catalan (e.g: What is the meaning of scared?). Then, I asked for a volunteer and I gave to him a flashcard with an action. I told him to show the flashcard and I asked about the meaning of the action (e.g: What does "shout" means?). Once they responded, I asked the concrete student when do we do this action as humans (e.g: When do we shout? When we are angry or when we are happy?). The student had to respond and then he placed the action below the correspondent feeling.

Afterwards, I told them that we were going to watch a video in order to see if the cats do the same as us when they are happy, scared, calm, hungry etc or if they do other actions. I reminded them that they had to listen very carefully to what the video says and watch it paying attention as later we would have to do an activity related to the video. Afterwards, I projected the video, which is called: How can we understand cats better?. While watching the video, I stopped it in several occasions as it had vocabulary that was difficult for the kids to comprehend. Moreover, I also stopped the video in the parts which were related to the activity that was going to be implemented later, which was about relating the feelings of the cats with the actions that they do.

After the video finished, I explained to the students the instructions for the following activity. I told them that they were going to do a **Picture linking activity**. They would have two pieces of paper sheet. One would be about the cats' feelings and the other one about the actions that cats do. Each paper sheet contained a column with several pictures that illustrated the words and the words written below. First of all, they would have to glue the one of the cats' feelings in their lapbook. Thus, in that moment, my mentor and I provided this paper sheet to the students and I told them that they had to cut the column and glue it in the lapbook. I decided that it would be easier to do the activity all together as if not it would have been really chaotic as the actions of some cats had vocabulary that was pretty complicated for the kids to understand. After they cut and glue the column in the lapbook, I told them that in this paper sheet they will have to cut the column and wait for my next instructions. Afterwards, we reflected all together about which action corresponded to each feeling. I guided this process asking questions (e.g: When does the cat purr? When it is happy,

calm or hungry?). When they told me what do they think I said the statement out loud (e.g: The cat purrs when it is happy). Then, I told them to cut the column by the marked lines and to place the piece of paper with the happy feeling next to “purrs”. This occurred with the other feelings and actions. They did the actions that I was telling them although they spent a lot of time cutting and gluing the different pieces of paper.

Once they finished, I gave to each one of them a self-assessment tool called **Guess the feeling!**. In this paper sheet, the students had to observe an illustration of a cat doing an action (e.g: meows) and write next to it how does the cat feel when it does this action (e.g: hungry).



To sum up, concerning the results of this session, I would state that I should have planned more accurately this session as the organization of the lesson was not really good. I thought that I would have time to carry out all the activities but we had to do them pretty quickly. I also was not

able to adapt to the level of English of my students as I thought they would be able to do the task on their own but it was too demanding for them. That is why I choose doing the task collectively, but this action was improvised during the session, as I saw that if I did not implement it this way I would not be able to state to the timing and finish the lesson. Thus, I was able to observe that the kids had only interiorized the vocabulary related to the feelings but they did not comprehend the vocabulary related to the actions that cats do. Still, some of them had troubles with the feelings' vocabulary as I was able to observe in the self-assessment paper sheet. Likewise, I also think that the video was too long for them so that they frequently got distracted and while giving instructions to them it was really difficult for me to capture their attention. Regarding to the evaluation of this session, I was able to see that some of the pupils had problems when filling the Guess the feeling paper sheet as they did not know what they had to do. What surprised me was that the advanced students had difficulties to identify the feeling that corresponded to the action. I think that this assessment tool was not adequate as it required higher cognitive skills than the ones that my students have. To conclude, I was not happy with how this session went and I felt a bit disappointed.

EVIDENCES OF LEARNING

Regarding to what my students have learnt, I would say that I have been able to display that they have internalized the vocabulary worked in more than one session, such as the physical traits of the cats and the body parts. This was shown in the self-assessment instruments but I was also able to see it during the development of the sessions. I have been able to identify a correlation between the interest and motivation that the students had towards the activities and the significance of their learning. Indeed, in the tasks that they enjoyed more such as the **Who is who? game** or the **Body parts' bingo**, I was able to discern that the students were able to use the vocabulary practiced and construct sentences adequately. Hence, their communicative skills in English also were enhanced as well as they worked other competences related to the English language such as their listening skills. Thus, I was able to observe an improvement in some areas related to the use of the second language and I was really satisfied when seeing these evidences of learning. Nonetheless, in regards to the activities that were not appealing to them I was not able to perceive that they had learnt. In some specific cases I was able to identify that they had acquired the vocabulary worked or that they were ameliorating their linguistic abilities. However, regarding other pupils I saw that they had not upgraded their English skills and they did not have reached the learning objectives stated. Thus, it was really obvious the relation among the interest that they had in the activities implemented and if they have learned or not, especially in the case of the students who have more difficulties with the English language. To sum up, the students only reached the objectives planned in the tasks in which they were actively engaged.

CRITICAL REFLECTION ON ONE'S TEACHING PERFORMANCE ADDING WAYS OF IMPROVING THE T.U.

In relation to my teaching performance during all the sessions, I would say that after reflecting on how I implemented the lessons and how they went that I feel pretty satisfied regarding how I taught. Nonetheless, I think that I still have to improve a lot and that there are several elements that I had not paid much attention to during the implementation of the teaching unit and many skills that I have to work on.

Thus, I believe that I have not always known how to adapt to the language level that my students have, as it has been explained in the first session or the sixth one. That is because I encompassed too much in this teaching unit, and I prioritized the completion of all the activities planned beyond other elements that have to be taken into account, such as if students were able to follow the sessions adequately. Hence, I would have had to reduce the learning objectives

focusing on a few important ones and ensuring that these were reached by the students, instead of embracing a lot of content as I have done. After the completion of the teaching unit I was able to see that if I had done it this way, the elaboration of this project would have been much more successful and the students would have learnt much more.

Furthermore, I did not have time to do any routine when implementing the sessions, as some of them lasted 45 minutes so that I considered that I did not have time to do them. However, I think it should have been a good opportunity to review the vocabulary practiced or to create a learning climate more appealing for the students to acquire new knowledge. For example, a relaxation routine would have calmed the pupils so that it would have been really useful, especially when implementing the project after the playground. On the other hand, a song about cats also would have motivated them more before doing the activities planned.

In relation to the classroom language, I think that I did not pay enough attention to the expressions that are useful to use in the classroom or to recap for instance. Likewise, I believe that I even though used expressions to give positive/negative/encouraging feedback, I tried some strategies for behaviour control or to keep their attention, I used expressions to check for understanding and to get the students' to provide a word or expression in English, I should have used many more expressions. I should have given more importance to recapping as I was not able to do it in the sessions as I prioritized the completion of the tasks planned. Indeed, the recapping it is really relevant for children to assimilate the concepts worked. I also think I should have used rhythms or attention chants to manage the class group but I feel embarrassed to do it so that I chose not to. However, I think I should go out of my comfort zone and try out these strategies because the ones used by me were not really effective.

At last, I would like to make reference to the classroom management. I would say that I was able to manage the classroom much better than in other practicums, as I knew more strategies in this one. Some of them worked and in other occasions did not or I trusted my instinct many times when trying to keep the students' attention, doing the actions that came to my mind that may function. However, when explaining it was really difficult for me to catch the attention of my students and it was really exhausting because I had to raise the voice multiple times. I think I should have tried other strategies because the ones tried did not always worked. In spite of that, I consider that I was able to manage the classroom quite well when I was not explaining what they had to do. Indeed, I was surprised by the fact that I have acquired resolute skills during this practicum. I was able to react to the unexpected situations quite quickly and to find solutions or adapt the lessons immediately when I saw that something was not working. Thus, I would say that I have also acquired improvisation skills during the realization of this project, as plenty of times I modified some activities or elements

that were planned at the moment, in accordance to how went the development of the lesson.

Still, regarding my management abilities, now I feel much more secure when doing my lessons so that I believe that this was transmitted to my students. Consequently, I believe that now I know where do I have to put limits and when I have to punish a student for his or her actions. Nonetheless, I believe that this is still a weakness for me because sometimes I am soft with the pupils.

All in all, regarding my teaching performance, I think that I did a good job when preparing the materials and planning engaging activities. Nevertheless, I believe that I should have done less activities and reduced the learning objectives as well as the content planned for the students to learn. Moreover, although I have earned security I also need to improve my management skills as well as my organizational skills.

REFLECTION ABOUT A SHORT VIDEO WHILE IMPLEMENTING THE T.U.

In this video, I was implementing the **Hot Seat** activity, called ***What can the cats eat?***. In this activity I was able to observe that I seem quite confident when teaching and that students were listening to me and they were quite engaged in the activity. I also made several gestures which helped the children to follow better the development of the task and I also think that my pitch tone and intonation was adequate while implementing it. Indeed, I was able to capture the students' attention. Moreover, I realized that when the students were asking/answering questions I repeated their questions/answers after they have said it, in order for them to internalize the constructions that they had to use. I think that it was pretty useful to do this and I did not even thought about it. Furthermore, there is a kid that is constantly moving and he is a problematic kid. I tell him during the video to sit down and he obeys me, even though it he was unable to keep the position. I also displayed the fact that I pronounce better than I thought. I think I exaggerated the pronunciation with the students but anyways I was quite surprised with it. However, there are a few words that I did not pronounce correctly and I think it was because I was focusing in other issues such as if my students were understanding me or not.

On the other hand, I also realized that I constructed a question incorrectly and then I corrected it or I used a singular noun instead of a plural one (e.g: carnivore instead of carnivores). I think that is due to the nerves of the moment. Nonetheless, I also was able to discern that I am quite fluent when speaking in English and I was relieved that I did not had a lapsus at any moment. Besides, I saw that changing the kid that had to take on the role of the cat quite frequently was a good point, as it provided dynamism to the game. Finally, I was able to see that the kids had some problems while formulating the questions and answering them even though they had them written on the blackboard. Maybe I should have spent more time explaining the meaning of the question and its possible

answers as well as I might have put more examples before starting the game to facilitate the development of the activity. I believe that I should have been more enthusiastic when doing the activity as this enthusiasm would have been transmitted to the students and the activity would have been more dynamic. In addition, I believe that the semicircle was adequate for carrying out this task as it created group cohesion and the organization of the space promotes an horizontal relationship among the teacher and the students. Hence, I am quite happy with the results of the video as it went much better than expected, even though there are some things that I should definitely improve.

Along these lines, making reference to my initial expectations, I have to mention that I thought that the activity would be more chaotic and that it would be more difficult for me to manage the classroom. I also thought that I seemed more insecure when teaching and that I would not have this naturality that I have been able to observe in the video. I also thought that the activity would be useful for their to improve their oral skills but I did not think they would find it quite engaging and they were all be willing to be the cat.

STRENGTHS AND WEAKNESSES OF THE TEACHING UNIT

Regarding the strengths of my teaching unit, I would say that a strong point is that I focused the project on a central question, which was: **How can we understand cats better?** Thus, this question awoke the intrinsic motivation of students as it is related to a topic which is interesting for them: the cats, which are the animals that they chose to represent their classroom. I would also mention that most of the tasks are aligned to the contents and competences that I wanted to focus on. Moreover, the project is interdisciplinary as it includes content of four different subjects: English, Natural sciences, Maths and Arts & Crafts. I consider that the scaffolding provided was also really adequate for ensuring a proper development of the several tasks and it gave assistance to those students who have more difficulties with the English language. I think that the diverse needs of the students were mostly covered as I offered a variety of tasks that attend the distinct intelligences that can be found within a classroom. Moreover, the scaffolding provided allowed all students to complete the tasks successfully in almost all the activities. Furthermore, in the final product are reflected the learning objectives of the project and is meaningful for the pupils. In addition, the formative assessment is used regularly with a variety of tools.

On the other hand, regarding the weaknesses, I consider that even I knew the previous knowledge the students had about the topic, I was not able to adapt to the level of the students in some occasions, as I thought that they would be able to do some activities that required further cognitive abilities than the ones that they have. I think that even though I make the students work individually and in pairs it would have been very beneficial for them to work in cooperative groups. This way, more group cohesion would have been created and the students would

have been able to help each other and learn much more through interacting with others. As it has been said before, I also think that I would have used more classroom language when getting attention, giving feedback... Moreover, I should have also given more importance to recapping and the routines. Besides, I consider that even though I used a variety of assessment tools, I should have done other types of assessment, not only the self-assessment type. Indeed, it would have been more enrichful for the students to use peer assessment tools, as they would have been able to identify the mistakes of the others while comparing them with what they have done. It also would have encouraged the students' involvement and responsibility and it would be more significant for the students to receive feedback generated by their peers. Moreover, although the plickers app is really interesting and engaging for students, it may be a bit difficult for second graders to understand its functioning. In fact, there are other digital resources that would have been more suitable to the age of the students. In addition, I would say that even though at the end I managed to structure the teaching unit in balanced sessions, when I had planned it the sessions were not balanced at all. I had planned too many activities for each one of them. Therefore, the tasks were not planned accordingly to a realistic timing. I think I have to really focus on ameliorating this aspect because in all practicums that I have done I have had a lot of problems designing and adjusting my activities to the timing stated. To conclude, I wanted to enhance the fact that I had a lot of fun doing this project and I think that my students have enjoyed the time that we have spent carrying it out. However, there are many elements that I should polish. For instance, I should learn a lot of strategies to manage the classroom and I should be able to simplify my lessons and focus only on a few learning objectives that I am sure that my students will be able to achieve. Nevertheless, I still have many years of continuous learning and I hope I will be able to upgrade my teaching abilities along the time.

Helena Sansa Planas