

## PROGRAMA AUXILIARS DE CONVERSA FITXA D'ACTIVITAT

<b>Títol</b>	<i>The Sparrows- A Fingerplay</i>		
<b>Nivell educatiu</b>	Primària	<b>Curs</b>	3r
		<b>Idioma</b>	Anglès
<b>Centre</b>	Escola Pau Casals de Rubí		
<b>Codi centre</b>	08032351	<b>ST</b>	Vallès Occidental
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<b>OBJECTIUS</b>	<b>De convivència, sensibilització i interculturalitat</b>	<p>This activity requires respect and active participation. This includes being respectful and quiet when the teacher or a classmate is speaking and also teaches children to have respect for the artwork and interpretations of others.</p> <p>This activity is good for all types of learners including audio, visual, and kinesthetic learners. As such, it requires listening and repeating, site-reading, writing, and motion and hand-eye coordination.</p> <p>Teachers and day-care providers in the United States place a high educational value on learning through motion and movement, or kinesthetic learning. According to New York educator Susan Griss and author of the book <i>Minds in Motion: A Kinesthetic Approach to Teaching Elementary Curriculum</i>, “representing academic concepts in physical ways makes the learning more accessible and memorable for children.” She also emphasizes the multicultural benefits of kinesthetic learning and believes that “physically interpreting poetry, literature, and folklores of diverse cultures” helps children to develop “deeper insights into the aesthetics and value systems of those cultures”.</p> <p>This activity is adapted from a book of fingerplays written by Emilie Poulsson in 1893 in Boston, Massachusetts, and has therefore inspired many rhymes and fingerplays becoming a traditional part of American culture in education since that time.</p>
	<b>De comunicació i aprenentatge lingüístic</b>	<p>Fingerplays require clear explanation and understanding of new vocabulary, music, and communicating the English language through movement and utilizes both verbal and non-verbal communication.</p> <p>Fingerplays combine many types of linguistic learning including: <b>listening, speaking, reading, writing, singing, rhyming, voice intonation, synonyms and antonyms, and memorization</b> aided by <b>gesturing and music</b>.</p>

**Part A**

- 1. Students are told that they will learn a song using their fingers.** This is also called a fingerplay.
- 2. Students are given copies of *The Sparrows* fingerplay.**
- 3. Students are asked to identify the title and asked to guess what the fingerplay is about.** (Although they don't know the word 'sparrow', as they have been studying animals, most do know the word 'bird'.
- 4. The teacher asks follow-up questions to encourage conversation.** For example, "Where do birds live?" (In trees.) "What do they do?" (Fly.) "Do they have wings? (Yes, they have.) This allows the students to review vocabulary and sentence-structure that they have been practicing the whole course.
- 5. The students listen to and repeat each line.** The teacher speaks slowly and clearly and checks for verbal understanding.  
**To listen to an example of this from C.E.I.P. Pau Casals click on this link:** <http://www.youtube.com/watch?v=XHLjpgPgYKk>
- 6. The students listen and repeat once more, but this time after each line, the students underline any words they don't understand.** Continue line by line until the end of the fingerplay.
- 7. The teacher gives students the vocabulary sheet with pictures and word blanks to help them learn new vocabulary.** The vocabulary sheet was created using clipart that visually depicts nouns, verbs, and adjectives to help the children guess the meaning of the new words in the fingerplay. Each blank also has the first letter of each word to help them easily locate and identify the corresponding word in the fingerplay.
- 8. The teacher explains while pointing to the first picture and blank on the vocabulary sheet that every word can be found in the fingerplay.** The teacher says, "The first word begins with 'S'" while pointing to the letter written on the blank.
- 9. The teacher asks, "What word is this?"** Once a student correctly guesses 'sparrows' the teacher asks, "What is a different word for 'sparrows'?" Most children will correctly guess 'bird' because of the picture on the vocabulary sheet.
- 10. The students are told to fill in the blank beginning with 'S'. S-P-A-R-R-O-W-S.** The teacher reminds the students they can look back at the fingerplay to be able to spell the word correctly and also writes the word on the board.
- 11. The teacher tells the students to look at the next picture on the vocabulary sheet and asks, "What letter does this word begin with?" (T.) "Who knows this word?" (Treetops.)** Again the teacher asks follow-up questions to check for understanding and writes the word on the board.
- 12. Steps 8-11 are repeated until the vocabulary sheet is complete.**

**Part B**

- 1. Now the teacher demonstrates the first gesture in the finger play.** In this case the "OK" symbol for the word sparrow.
- 2. The teacher tells the children to listen and repeat the first line:** *Little brown sparrows flying around...*

The teacher gestures the 'OK' symbol for the word 'sparrow' and then shakes the hand to show the word 'flying'.

\*\*Important note: The Teacher pronounces the words and does the gestures slowly and IS NOT singing yet!!\*\*

3. The teacher demonstrates the gestures for the next line.  
*Up in the treetops-* (stretches arms, hands, and fingers upward)  
*Down on the ground-* (arms, hands, and fingers point downward)

4. The teacher continues on in this manner until all of the gestures have been learned and and combined with each line.

5. **NOW IT'S TIME TO SING!** Teachers can go line by line or paragraph by paragraph. Practice makes perfect!! **To listen to an example of this from C.E.I.P. Pau Casals click here:**  
<http://www.youtube.com/watch?v=iKRh2zJ4mz4>

### **Part C** **OPTIONAL LESSON EXTENTION**

1. Finger puppets can be made using cloth, paper, colors, glue, and other types of recycling material to represent the characters in the fingerplay.

2. Children can make a stage for their finger puppets and be assigned different roles. After they have memorized all their lines... "LIGHTS...CAMERA...ACTION!!!!!" The fingerplays can be video or audio recorded which would add one more competency, tractament de la informació i competència digital.

#### **Observacions**

This activity helped students to explain and predict the meaning of new vocabulary words using visual, contextual, and gestural clues. The visual clues came from both the pictures on the vocabulary sheet, and on *The Sparrows* handouts. The contextual clues largely came from the conversation that the teacher facilitated that called on the students past studying of animals, habitats, etc. to help them link words together a vocabulary webs. A vocabulary web is a group of words that are naturally related to one another i.e. nest, treetops, fly, birds, chirp, etc. The gestural clues came from the hand movements that went with the song. For example, to gesticulate the word 'nest' the children cupped their hands together in a circle with their fingers intertwined. When the sparrows fly, the gesture is to flap the fingers in a back and forth motion.

This activity helped the students to establish a relationship between the sound, spelling, and pronunciation of words in English and helped the teacher recognize common difficulties that Catalan and Spanish speakers often have with English. The teacher then had the opportunity to help the student to identify and correct these common mistakes. For example, many of the children pronounced the word 'sparrows' as /esparrows/ or the word 'boughs' as /bogs/. Special emphasis was also given to words with double letters such as 'flapping' or 'flutter'.

<b>COMPETÈNCIES</b>	Comunicativa lingüística i audiovisual	X
	Artística i Cultura	X
	Tractament de la informació i competència digital	
	Aprendre a Aprendre	X
	Autonomia i iniciativa Personal	
	Social i Ciutadania	

<b>ORGANITZACIÓ ALUMNAT</b>	Individual	X
	Parelles	
	Petits grups	X
	Equip	
	Tota la classe	X
	Altres	

<b>RECURSOS</b>	<p><a href="http://www.mindsinmotion.org">www.mindsinmotion.org</a></p> <p><a href="http://www.kellscraft.com/FingerPlays/FingerPlays11.html">http://www.kellscraft.com/FingerPlays/FingerPlays11.html</a></p> <p><a href="http://familyfun.go.com/crafts/finger-puppet-stage-666308/">http://familyfun.go.com/crafts/finger-puppet-stage-666308/</a></p> <p><a href="http://www.artistshelpingchildren.org/animalsreptilesbugskidsartscraftstideasprojects.html">http://www.artistshelpingchildren.org/animalsreptilesbugskidsartscraftstideasprojects.html</a></p>
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<b>ANNEXOS</b>	<p>Listen to Audio Recordings uploaded on YouTube</p> <p>The following is a link to a speaking clip:  <a href="http://www.youtube.com/watch?v=XHLjppgYKk">http://www.youtube.com/watch?v=XHLjppgYKk</a></p> <p>The following is a link to a singing clip:  <a href="http://www.youtube.com/watch?v=iKRh2zJ4mz4">http://www.youtube.com/watch?v=iKRh2zJ4mz4</a></p>	<b>DATA</b>	Febrer 2010
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