

Title of the activity. Situations	
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Tale: The pigeon and the ant (Tales of India)	
Age group	
<input type="checkbox"/> From 3-6 years old <input checked="" type="checkbox"/> From 7-10 years old <input type="checkbox"/> From 11-14 years old	
Time 30 minutes	
Key Words: Place(s) Situation(s) Direction(s)	
Basic competences: <input type="checkbox"/> Communicative competence in L1 <input type="checkbox"/> Communicative competence in L2 <input type="checkbox"/> Mathematic, technical and scientific competence <input type="checkbox"/> Digital competence <input type="checkbox"/> Learning to learn <input type="checkbox"/> Civic and social competence <input type="checkbox"/> Entrepreneur sense and initiative (professional competences) <input checked="" type="checkbox"/> Cultural sense and expression	Cognitive Competences: Comprehension of the text's meaning and its grammar structures. Being able to picture places and the possibility of actions.
	Strategic and instrumental competences: Quality of performance will determine the level of communicational and cognitive competences. Working on reflexes and quick understanding of demands to put them into practice.
	Attitudinal competences: Readiness to do the activity and motivation
Expected Results	
- The learner is expected to settle knowledge about a grammar point. In order to do that, they should be able to respond to the demands made by the teacher in an accurate way.	
Action protocol :	

Activity 1: Warm-up - TPR with prepositions of place.

Activity 2: Read the text.

Activity 3: Search the text for prepositions of place, and try to add our own.

Activity 4: Tale enacting using the classroom to represent prepositions.

Materials:

- * Notes on the grammar point, if needed.
- * Classroom objects (TPR activity).
- * Cards with images to enact the tale.
- * Text (the tale).

Variations of the activity

The 4th step of the activity could be implemented differently, by using the cards with the drawings and making students pass them around by giving them orders (for example: 'María, take the pigeon to the second student in the last row', and so on). Students get to move and are encouraged to participate actively while they learn actions and its corresponding prepositions.

Evaluation of the activity

Activity leaves room for evaluation while it's in progress, when watching students perform the actions. We can also assess progression of the learning done by making them perform a writing task.

APPENDIX: The Pigeon and the ant

