

ANALYSIS OF AN EDUCATIONAL MATERIAL DEVELOPED FOR EARLY CHILDHOOD EDUCATION

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ABSTRACT: English language teaching as an additional language has increasingly been offered and sought out earlier for illiterate children, thus bringing new challenges and studies in the area. As an extremely important tool in teaching is the textbook. Therefore, this research aims to analyze a unit of an English language textbook, in order to identify the structure of an English language class as an additional language for children. For this, the analysis of the material was based on two concepts explored by Cameron (2001): Demands and Supports. Demands are understood as what is demanded of students to perform each activity of the material, and they are classified into five types: Cognitive Demand, Language Demand, Interactional Demand, Involvement Demand and Physical Demand. Supports, in turn, are understood as the supports/assistance that the material provides to student so that the demands are met. They are classified into Cognitive Support, Language Support, Interactional Support, Involvement Support and Physical Support. The corpus of this study is unit 6 of the textbook entitled *Best Buddies - level 2*, written by Sandie Mourão and Fran Gamboa, and published in 2009. The results point to the presence of Interactional and Involvement demands and supports in activities, in addition to a common structure in all classes, according to the didactic material.

Keywords: Early childhood education. Teaching. English language. Textbook.

1 INTRODUCTION

In the current context, teaching English as an additional language for early childhood education is increasingly present in the school context. For Aquino and Tonelli (2017, p.58) “Teaching English to children is a relatively new and challenging area. Among the many concerns that permeate teachers' daily lives in the area, we highlight the creation of activities and lesson planning. There is a scarcity of suitable materials to teach English to children and a lack of guiding parameters for selecting and adapting the available materials, in a way that adequately meets the teaching-learning needs of students”. According to Graddol (2006, p.

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88), “the age at which children start learning English has been lowering across the world”. Thus, it is necessary to understand the steps and methodology used to design classes for this group of students in particular.

According to LDB nº 13.415, of 2017, the teaching of English in Brazil is only mandatory from the sixth year of Elementary School, that is, there is no specific legislation on English in Early Childhood Education, also reflecting in the training of teachers, where there is no curriculum in higher education that prepares the teacher to teach English to children under the age of 12, and especially children in early childhood education between 2 and 6 years old, which is the focus of the material analyzed in this study. In view of this scenario, the authors Tonelli and Cristóvão (2010, p.66), believe:

it is essential that the Licentiate in Letters courses train professionals who are prepared to face the scenario described above: changes outside the school that end up influencing it greatly. One of these changes is precisely the offer of LI for children in large part from regular schools (Early Childhood Education and Primary School), language schools and also in some municipal schools.

Based on my own experience as an undergraduate student and as an English teacher of young children, I could observe gaps regarding the training of English teachers to work in early childhood education. Since the beginning of my undergraduate course, I have been interested in the universe of teaching English to children. I did internships with children from two to eight years old and, certainly, these experiences were essential to choose this research topic.

Pires and Paiva (2001, p.50) raise an important question:

The English teacher has many support materials for teaching in specialized bookstores. However, textbooks aimed at children who are not yet literate, are scarce. available on the Brazilian market, the vast majority are from Great Britain and the United States, but they are books designed for teaching English as a second language, not as a foreign language. so that the activities can be used. The same goes for games and other materials.

This was a point that I noticed a lot in my experiences with teaching English to young children. In addition to the lack of material and teacher preparation, the materials that are available are almost always not in accordance with the needs of Brazilian students and the Brazilian reality. An example that I remember and that clearly illustrates this situation was when I was looking for material for a breakfast class, and all materials, whether books or games, contained eggs, bacon, and other foods that Brazilian students, more specifically from the state from Rio Grande do Sul, they were not used to eating for breakfast in their culture, so I had to adapt the activity.

Another relevant aspect of this study is the fact that there are not many studies about designing classes and analysis of teaching materials for non-literate children. One of the problems faced in the practice of foreign language teaching before literacy, according to Pires (2001, p. 7), is “the dearth of teaching materials specifically targeted at children who are not yet literate learning English as a foreign language. There is plenty of English as a foreign language material for adults, teenagers and already literate children, not for children who can't read yet”.

Therefore, the objective of this study is to analyze an unit of the English language textbook *Best Buddies - level 2* focused on early childhood education, in order to identify the structure of an English language class and also check/verify to what extent the concepts of Demands and Supports (CAMERON, 2001) explored in these activities. According to Cameron (2001), there are types of demands that can be found in different activities. When performing an activity, student is faced with these demands, which require certain skills such as the demand for Interaction, the student's demand that he learns to work in groups, to answer questions, among other skills that involve interaction. Together with these demands, it is necessary to understand the meaning of the supports, which are scaffoldings offered to students by the material/teacher. These supports are also classified in types and for each specific demand there is a respective support. Following the example of the demand for interaction, we have the interaction support, which would be a support for the student to develop this requested interaction in a certain activity, for example, when teacher helps to answer questions, providing tips and stimuli for the interaction to occur.

The present study is organized as follows: Literature review, where are the main important concepts for the research, following the methodology where the corpus of the analyzed material and the study procedures are presented. Then there are the results and discussion, the conclusion of the study and the references.

2 LITERATURE REVIEW

In this section present some concepts that support this study. First, I present a brief overview of some studies on teaching English to children. Second, the concepts of Zone of Proximal Development (ZDP) and Routines are discussed. Finally, I discuss the types of demands and supports, which were used to analyze the didactic material.

2.1 TEACHING ENGLISH TO CHILDREN

The teaching of English for children has been sought and offered at an earlier age and, with this, different doubts and questions arise, about what are the benefits, if it can be harm to the development of the native language, what is the best methodology to be used, among other issues. In this subsection, we have some authors who talk about the importance of teaching English as a second language in early childhood education.

Teaching children from two years old can help “in the perception of the existence of different modes of expression and cultural practices, which, from an optimistic perspective, can create adults more tolerant of difference” (GARCIA, 2011, p. 139). In addition, Leffa and Irala (2014) bring the discussion that the teaching of an additional language considers the first language of learners, so this learning occurs with themes that make sense to those who are learning, according to their interests and “not to serve the interests of other countries” (LEFFA; IRALA, 2014, p. 33). When it comes to Early Childhood Education, it is extremely important to remember that children are increasingly born in a globalized world, where they often watch cartoons in English, or have contact through toys and videos available on the Internet; therefore, teaching English to small children is necessary for today’s society at various stages of the student’s life.

Teaching English to children has many benefits, according to Ligbtown and Spada (2003, apud MOTTER, 2007, p. 81) because child’s ability to learn more than one language even in his early years of life enables advances in development in both mother and foreign languages. Therefore, inserting this teaching practice in early childhood (children under 6 years old), allows them to have a first contact with the Second Language from an early age, so that there is a familiarization with the language.

Furthermore, regarding the development of language in childhood, Vygotsky (1996 apud PEREIRA; PERES, 2011, p. 41) says that the most striking manifestation of the child occurs, approximately, at the age of two, when the curves of thought and speech meet and unite to develop verbal thinking.

According to Pires and Paiva (2011, p.32):

Children have great potential, essential needs and varied talents. Neuroscience demonstrates that learning is making the brain more efficient. A child's brain potential is kept almost unchanged until the ten years old, when the unused synapses start to be undone. This information confirms the common sense that the child is easier to learn, which has crucial implications for language teaching.

Contact with English from the first years of life is especially important for the acquisition of a second language, as according to McLaughlin (1984, p.14-15):

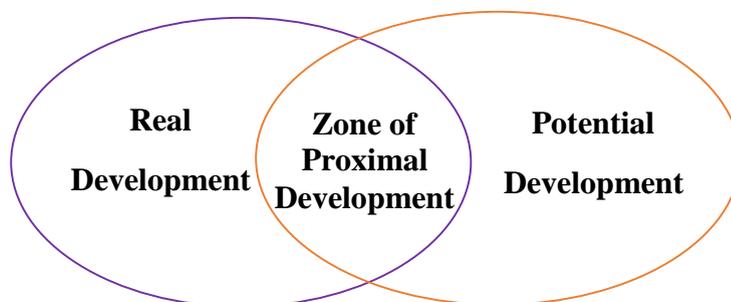
"The evidence suggests that children as young as six years old learn their mother tongue and a second language in a very similar way, formulating hypotheses about the developing linguistic system and reconstructing its rules based on what they hear."

2.2 ZONE OF PROXIMAL DEVELOPMENT

The Zone of Proximal Development is the distance between the level of real development, consisting of functions already consolidated by the subject, which allow him/her to perform tasks with autonomy, and the level of potential development, characterized by the functions that, according to Vygotsky, would be in an embryonic stage and not matured (VYGOTSKY, 1989, p. 97). Thus, in this embryonic stage, the individual needs mediation and support to perform a certain activity or task and reach its level of potential development.

According to Vygotsky, the Zone of Proximal Development is causally related to development and learning, because when learning is mediated by more experienced people it becomes an impulse for the development process of that subject. In the diagram below, there is a visual representation of the Zone of Proximal Development.

Figure 1 – Zone of Proximal Development



Source: Author

When observing at the diagram above, on the left is shown the student's *real development*, the knowledge he/she already has from his/her experiences. On the right, it is represented the *potential development*, the one that can be achieved by the student. In the center of the diagram, we have *the Zone of Proximal Development*, where the student needs support and mediation to move from his real development to the potential. As for the Zone of Proximal Development, Vygotsky states that:

The distance between the actual level of development, which is determine through independent problem solving, and the level potential development, determined through the solution of problems under the guidance of an adult or in collaboration with more capable companions. (VYGOTSKY, 1989 apud BERGER; MORO; LAROCCA, 2010, p. 51).

In the next subsection, I will explore some of the existing concepts about routines in children's education and their relevance in an English class for children.

2.3 ROUTINES

The routine is understood as a pedagogical category of Early Childhood Education that operates as a basic structure that organizes everyday life in a certain type of social space, daycare centers or pre-school. All recurring or repetitive activities in everyday collective life should be part of the routine, but they do not need to be repetitive (BARBOSA, 2006, p. 201).

According to Mantagute (2008), routine can be defined as a pedagogical category used in educational institutions to assist the work of the educator, above all, to ensure quality care for children. The author adds that the routine can also be considered as a way to ensure the tranquility of the environment, since the repetition of daily actions signals to children every situation of the day. That is, the repetition of certain practices gives subjects stability and security. By knowing that after one task will occur another, it reduces people's anxiety, whether they are big or small (MANTAGUTE, 2008).

Based on Roth (1998 apud PIRES; PAIVA, 2001), students in the pre-school age group assimilate their native language and another language in an absolutely similar way, so it is important that the teacher follows a daily routine in English classes. The idea is to adopt activities that bring students together and allow them to realize that the English class has started, for example, a song or rhyme that they know well. The idea is to end the class with

the same routine so that the children realize that the class is over (ROTH, 1998 apud PIRES; PAIVA, 2001, p. 50-51).

The routine in English classes brings several positive aspects for children's learning, as Oliveira (2002) says: daily routine is for children what the walls are for a home, giving limits, borders and dimension to life. The routine gives a feeling of security. The established routine gives a sense of order from which freedom is born.

The routine can also be present in the format of the activities of a didactic material, to Cameron (2001, p. 32), "it has been common practice for many years to plan reading activities in three stages: pre-reading, reading and post-reading. The three-stage format has been applied to listening, to mainstream task-based learning (SKEHAN, 1996) and to activity-based language learning in primary classrooms (VALE, 1990)". The author also adopts this format, with the following labels: PREPARATION - CORE ACTIVITY- FOLLOW UP and says that "the 'core activity' is central to the task, just as the earth has a hot, molten core or an apple has its pips inside the core. Without the core, the task would collapse. The core activity is set up through its language learning goals. Preparation activities prepare the learners to be able to complete the core activity successfully and might include pre-teaching of language items or activation of topic vocabulary. The "follow-up" stage builds on successful completion of the core, perhaps with a public performance of work done in the core or with written work based on oral language used in the core" (CAMERON, 2001, p.32).

In addition, according to Cameron (2001, p.11), routines "can provide opportunities for meaningful language development; they allow the new language from familiar experience and provide a space for language growth. Routines will open many possibilities for developing language skills".

2.4 ANALYSIS OF TEACHING MATERIAL

Cameron (2001, p. 25-27) brings the idea of the types of task that an activity can demand to student. These demands are explained in the tables below:

Table 1- Types of task demands

<ul style="list-style-type: none"> • Cognitive demand <p>Demands vary with the degree of contextualization of language, difficulty of concepts that are needed to do the task (e.g., use of graphics, colors, telling the time).</p>
<ul style="list-style-type: none"> • Language demand <p>Demands vary with the whether the language is spoken or written, understanding or production, extended talk, or conversation; with vocabulary and grammar needed; with the genre; with the amount of L1 and L2.</p>
<ul style="list-style-type: none"> • Interactional demand <p>Demands vary with the type or interaction required, e.g. pair work; with the participants in talk – adult/peers; with the nature of the interaction, e.g. question + answer.</p>
<ul style="list-style-type: none"> • Metalinguistic demand <p>Demands may include the use of technical terms about language in production or comprehension e.g., in instructions, in feedback.</p>
<ul style="list-style-type: none"> • Involvement demand <p>Demands vary with the ease or difficulty the learner has in engaging with the task, e.g., length of task stages; links to child’s interest and concerns; novelty, humor, suspense.</p>
<ul style="list-style-type: none"> • Physical demand <p>Demands vary with how long the child must sit still for; with actions needed; with fine motor skills needed e.g., to write or draw.</p>

Source: Cameron (2001)

According to Cameron (2001, p. 25), “the analysis of the demands that a task places on pupils is a keyway to assess its suitability and its learning potential. It is, however, only one side of the equation; we also need to look at how the child is supported in achieving the goals of the task”. Therefore, table 2 shows the types of supports for a task.

Table 2- Types of task supports

(To be continued)

<ul style="list-style-type: none"> • Cognitive support <p>Can come from the contextualization of language; from the use of concepts already developed; from familiar formats of graphics or activity; from familiar topics and content.</p>
<ul style="list-style-type: none"> • Language support

Can come from re-use of language already mastered; from moving from easier domain to more difficult, e.g. spoken to written; from using known vocabulary and grammar to help with the new; from use of Lr to support L2 development.
<ul style="list-style-type: none"> • Interactional support <p>Can come from the type of interaction, e.g., pair work; from helpful co-participants; from the use of familiar routines.</p>
<ul style="list-style-type: none"> • Involvement support <p>Can come from content and activity that is easy for the learner to engage with, e.g. links to child's interest and concerns; from mixing physical movement and calm, seated activities.</p>
<ul style="list-style-type: none"> • Physical support <p>Variation in sitting and moving; use of familiar actions; match to level of fine motor skills development, e.g. to write or draw.</p>
<ul style="list-style-type: none"> • Metalinguistic support <p>Can come from familiar technical terms to talk about new language; clear explanations.</p>

Source: CAMERON (2001)

3 METHODOLOGY

3.1 CORPUS SELECTION CRITERIA

The criteria used for corpus selection were, firstly, the delimitation of a material that had as public target illiterate children who were in a school context. As a second criterion, the question of accessibility to the material was considered, since often these textbooks geared to early childhood education are not available online and are also not found in bookstores.

For the choice of the textbook to be analyzed, research was carried out on the internet and in local bookstores, however the materials found aimed at young children were paid and the prices were high. The first contact I had with the book Best Buddies level 2 was in a physical bookstore, so I looked on the internet for the material and the only unit available completely, with a teacher manual, student book and activity book, was the unit of 6 which was an online sample of the material, so it was chosen for analysis.

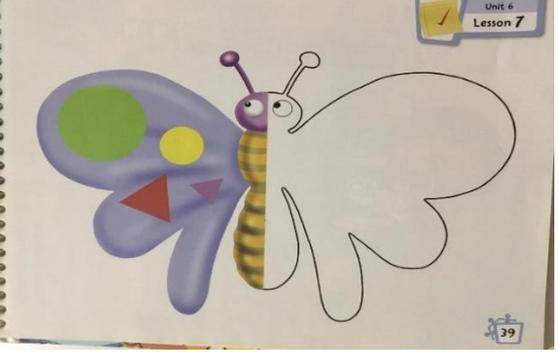
3.2 THE CORPUS

The corpus of analysis of this research is unit 6 of the Best Buddies – level 2 textbook, that is part of a three-level sequence written by Sandie Mourão and Fran Combs Gamboa, aimed at teaching English in early childhood and published by Macmillan Publishing house in 2009. The book has a total of nine units, where a theme in each is explored, the units' names are: *My school, Colors and shapes, In my house, We do sports, My body, My yard, My favorite food, the weather, A trip*. All units follow the same activity model and have seven lessons in all, that is, seven lessons according to the teacher's manual. The corpus consists of two parts: the student's textbook in the printed version and the teacher's manual in the online version. The first part of the corpus consists of six pages and seven lessons formed only by colorful images. It also accompanies a CD with songs for each lesson.

Table 3 – Student's book

(To be continued)

Page 34, Lesson 1	 An illustration of a girl with dark hair in a yellow dress and a boy with curly hair in a white shirt and orange shorts standing in a green yard. A sign above them says 'Unit 6 Lesson 1 My Yard'. Various insects are visible: a butterfly, a ladybug, a caterpillar, and an ant. The page number '34' is in the bottom left corner, and a small text box at the bottom reads 'Vocabulary: bug, caterpillar, ant, ladybug'.
Page 35, Lesson 2	 An illustration of three cartoon bees: a blue one, a white one, and a brown one, all with large wings and antennae. They are standing on a green field with small flowers. A sign in the top right corner says 'Unit 6 Lesson 2'.

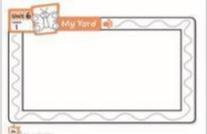
<p>Page 36, Lessons 3-4</p>	
<p>Page 27, Lesson 5</p>	
<p>Page 38, Lesson 6</p>	
<p>Page 39, Lesson 7</p>	

Source: Mourão e Gamboa (2009)

The second part of the corpus is composed of fifteen pages and separated into seven lessons, where a guide is presented to the teacher, consisting of images from the student's

book, music, support activities and general instructions on how the teacher should conduct the class.

Table 4 - Teacher's manual

<p>Pages 93-94</p> <p>Lesson 1</p>	<div style="text-align: right;">Unit 6 Lesson 1</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Unit 6 Lesson 1</p> <p>Objectives:</p> <ul style="list-style-type: none"> To understand bug vocabulary <p>Developmental Areas:</p> <p>Language & communication: oral language – chant</p> <p>Creative artistic expression: actions to chant, free drawing</p> <p>Discovery & knowledge of the world: identifying and finding out about bugs</p> <p>Personal & social development: respecting living creatures (EA)</p> <p>Key Vocabulary: bug, caterpillar, ant, ladybug</p> <p>Extra Language: march, wiggle, fly, grass</p> <p>Materials: Buddy, Action Cards, CD, PPPs (ladybug, caterpillar, ant), Student's Book p. 34, Buddy Book p. 34, crayons</p> </div> <div style="text-align: center; margin-bottom: 10px;">  </div> <div> <p>Hello Time</p> <p>Attendance Routine and Buddy Bear Jingle (p. 18).</p> <p>Remembering Time</p> <p>T: Let's remember!</p> <p>Sing a favorite song from Unit 4 or 5:</p> <ul style="list-style-type: none"> Sports Song (p. 65) My Monster Song (p. 80) </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Unit 6 Lesson 1</p> <p>Encounter</p> <p>Use Buddy to introduce the new unit.</p> <p>T: What's new, Buddy?</p> <p>B: Bugs! Lots of bugs! Look!</p> <p>Take out the caterpillar PPP.</p> <p>Read accordingly:</p> <p>T: Oh, I like bugs! It's a caterpillar!</p> <p>Wiggle Buddy. Wiggle your body about:</p> <p>T: Wiggle like a caterpillar!</p> <p>Encourage the children to wiggle with you, praising them when they do.</p> <p>T: A caterpillar can wiggle. Good job!</p> <p>Repeat for the ant and the ladybug, using march and fly.</p> <p>Now ask the children to name the bugs when you do the actions. Check pronunciation.</p> <p>Book Time</p> <p>Finding Page Routine (Student's Book p. 34).</p> <p>T: Look! It's Ben and Becky in the yard with bugs!</p> <p>Show the caterpillar PPP.</p> <p>T: Where's the caterpillar? Point to the caterpillar.</p> <p>Repeat for the ant and the ladybug.</p> <p>Circling Buddy Routine.</p> </div> <div style="text-align: center; margin-top: 10px;"> <p>D.R. © Macmillan Publishers, S.A. de C.V. 2009</p> <p>www.macmillanyounglearners.com</p> <p>93</p> </div>
	<div style="text-align: right;">Unit 6 Lesson 1</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Unit 6 Lesson 1</p> <p>Engage</p> <p>Show the Action Card.</p> <p>T: Let's listen! Listen and point to the bugs.</p> <p>Play the Bugs Everywhere Chant. Repeat twice. The children join in as they point.</p> <p>Bugs Everywhere Chant</p> <p>Bugs, bugs everywhere.</p> <p>It's an ant.</p> <p>Marching on the grass.</p> <p>Bugs, bugs everywhere.</p> <p>It's a caterpillar.</p> <p>Wiggling on a leaf.</p> <p>Bugs, bugs everywhere.</p> <p>It's a ladybug.</p> <p>Flying in the air.</p> <p>Bugs, bugs everywhere.</p> <p>Show the Action Card.</p> <p>T: Let's pretend.</p> <p>You could divide the children into three groups (ant, caterpillar, ladybug) and do the actions for marching, wiggling, and flying. (For the ladybug, choose a flying action with no flapping, as you will later introduce a different flying action for butterfly.)</p> <p>Sing the Sit Down Jingle (p. 21).</p> <p>Working Time</p> <p>Finding Page Routine (Buddy Book p. 34).</p> <p>Sing the Work Jingle (p. 19).</p> <p>Demonstrate thinking, then say:</p> <p>T: I like bugs! My favorite bug is a ladybug!</p> <p>Draw a ladybug on the board. Then erase it to avoid the children copying instead of thinking of their own favorite bug.</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>T: Look! Take your crayons. Draw a picture of your favorite bug.</p> <p>Circulate, checking and providing feedback. Help the children draw around the frame.</p> <p>Sing the Clean Up Jingle (p. 19).</p> </div> <div style="text-align: center; margin-bottom: 10px;">  </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Reflecting Time</p> <p>Show the Action Card.</p> <p>T: Let's think!</p> <p>Reflecting Time Routine (see p. 21).</p> <p>Prompts: Singing Action Card, Student's Book, Buddy Book, Buddy Bear Emotion Cards.</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Goodbye Time</p> <p>Goodbye Routine: Sing the Goodbye Jingle (p. 19).</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Enrichment Activity</p> <p>To develop first-hand knowledge of the bug world</p> <p>Bug Hunt</p> <p>Take the children outside to a patio or yard with paper, crayons, and magnifying glasses. Tell them to look for bugs. When a child finds a bug, have him/her use a magnifying glass to see it more clearly. Give the children paper and crayons to draw the bugs they see. If they find other creatures, such as worms or spiders, let them draw them, too.</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Kinder Tip</p> <p>This is a good time to help children see that bugs are not for squashing. Talk about how important bugs are to us, even though sometimes they can be pests (as when ants get into the house). Respect for bugs helps children become more respectful towards people.</p> </div> <div style="text-align: center; margin-top: 10px;"> <p>D.R. © Macmillan Publishers, S.A. de C.V. 2009</p> <p>www.macmillanyounglearners.com</p> <p>94</p> </div>

Pages 95-96
Lesson 2

Unit 6
Lesson 2

Objective:
• To review and practice bug vocabulary

Developmental Areas:
Language & communication: oral language – song
Creative artistic expression: actions to song
Discovery & knowledge of the world: finding out about bugs
Physical development & health: healthy eating (EA)

Key Vocabulary:
butterfly, wings

Extra Language:
fly, march, buzz

Review:
bugs (ladybug, ant, caterpillar, bee), honey, legs, body

Materials:
Buddy, Action Cards, CD, PPPs (butterfly, ladybug, bee, caterpillar, ant), Student's Book p. 35, Buddy Book p. 35, crayons



Hello Time

1 Attendance Routine and Buddy Bear Jingle (p. 18).

Remembering Time

T: Let's remember!
2 Sing the Bugs Everywhere Chant (p. 94). Encourage the children to do the actions and sing along.

Unit 6
Lesson 2
Encounter

Playing Time

Show the Action Card
T: Let's play!
Use Buddy to show the children the bug PPPs. Show the ladybug, caterpillar, and ant. Encourage the children to say the name in English.

C: Ladybug.
T: Yes, it's a ladybug.

Then introduce bee (children may remember it from Level 1) and butterfly.

Play Buddy's Game with the bug PPPs (p. 35).

Remind children of the actions for the bugs (ant – marching, caterpillar – wiggling, ladybug – flying) and together invent actions for bee (buzzing) and butterfly (flying with a flapping action). Play the STOP Game (pp. 33–4) using these actions.

Book Time

Finding Page Routine (Student's Book p. 35).

T: It's Buddy and his friends. Look at Buddy. Is he a butterfly? No! He's a bee!

Repeat for the other bugs, pausing so the children can identify the bug each time.

T: Let's listen to the CD! Listen and point.

Show the Action Card.
T: Let's listen! Listen and point to the bugs.

3 Play the Bug Song. The children listen and point to Buddy and his friends.

Repeat twice. Encourage the children to sing along as they point.

Unit 6
Lesson 2

Bug Song

I'm a little ant.
I have six legs.
I can march! I can march!

I'm a butterfly!
I have two wings.
I can fly! I can fly!

I'm a busy bee.
I have a yellow body
I can buzz, I can buzz

Coloring the Blank Object Routine (Yellow Bear – yellow).

Engage

Show the Action Card.
T: Let's pretend!
Remind the children of the actions for the bugs and show them the additional actions for the chant. Divide the children into three groups.

I have six legs. [get your legs marching]
I can march! [march]
I have two wings. [pretend to open your wings]
I can fly! [pretend to fly (flapping)]
I have a yellow body. [wiggle your bottom]
I can buzz! [make a buzzing noise]

1 Play the song at least three times so the children get the chance to be each bug.
2 Sing the Sit Down Jingle (p. 21).

Working Time

Finding Page Routine (Buddy Book p. 35).

1 Sing the Work Jingle (p. 19).

Demonstrate following the butterfly's path to the flower.

T: Point to the butterfly. A butterfly can fly! Use your finger. Follow the path to the flower.

Repeat with the other bugs.

Then demonstrate drawing the paths with a crayon.

Circulate, checking and providing feedback.

Quick finishers can color the pictures.

2 Sing the Clean Up Jingle (p. 19).

Reflecting Time

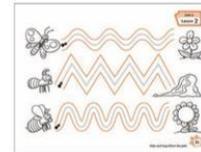
Show the Action Card.
T: Let's think!

Reflecting Time Routine (see p. 21).

Prompts: Singing Action Card, Student's Book, Buddy Book; Buddy Bear Emotion Cards.

Goodbye Time

1 Goodbye Routine: Sing the Goodbye Jingle (p. 19).



Enrichment Activity

To develop healthy eating

Ants on a Log
This is a simple cooking project using nutritious ingredients.

Ingredients

• 1 or 2 celery sticks (about 10 cm. long)

• for each child

• peanut butter or soft cream cheese

• raisins

Procedure

Children fill their celery stick with peanut butter or soft cream cheese. They then place several "ants" (raisins) on the filling and eat. Check first for food allergies, particularly to nuts.

Pages 97-98
Lesson 3

Unit 6
Lesson 3

Objectives

- To listen to and recall a story in sequence
- To review and practice bug vocabulary
- To practice counting to eight

Developmental Areas:
Language & communication: oral language – story

Mathematical thinking: the concept of 8, counting, number sequencing (8A)

Language & communication: oral language – story

Key Vocabulary:
spider, eight

Grammar:
It has (six legs).

Review:
bugs (ladybug, butterfly, bee), colors (red, black, blue, yellow, white, brown), legs, numbers 1–7.

Materials:
Buddy, Action Cards, CD, Story Cards 6A–6D, Student's Book p. 36, Buddy Book p. 36, crayons



Hello Time

Attendance Routine and Buddy Bear Jingle (p. 18).

Encounter

Remembering Time

Let's remember!

Sing the Bug Song (p. 96). The children do the actions and sing along.

Play Buddy's Game with the PPPs (p. 35).

Unit 6
Lesson 3
Engage

Book Time

Have Buddy hold the PPPs so the children can't see them.

T: I can march. What am I?
C: An ant!

Buddy shows the card to confirm.

Repeat with butterfly – can fly, bee – can buzz, caterpillar – can wiggle, ladybug – can fly.

Now show the PPP of the spider. Say spider and have children repeat. Check pronunciation.

T: The spider can run! Look! Lots of legs! How many legs?

Count its legs, slowly. Encourage the children to join in.

Show eight fingers and count them aloud, again getting the children to join in. Check pronunciation of eight.

Finding Page Routine (Student's Book p. 36). Generate interest and ask questions.

T: Let's listen to the story! Listen and point.

Tell the story using the Story Cards. Point to the bugs on the cards. (See p. 13 for story telling tips.)

Unit 6
Lesson 3

Is it a Bee?

6A
Buddy: Is it a bee?
Blue Bear: It's red and black. One, two, three, four, five, six ... It has six legs.
Buddy: No! It's a ladybug.

6B
Buddy: Is it a bee?
Blue Bear: It's purple, blue and orange. One, two, three, four, five, six ... It has six legs.
Buddy: No! It's a butterfly!

6C
Buddy: Is it a bee?
Blue Bear: It's brown. One, two, three, four, five, six, seven, eight ... It has eight legs.
Buddy: No! It's a spider!

6D
Buddy: Is it a bee?
Blue Bear: It's black and yellow. One, two, three, four, five, six ... It has six legs ...
Buddy: It's a bee! Here's the honey! It's delicious!

Repeat, either retelling or using the CD. Encourage the children to begin saying some of the story with you, by pausing before key words.

T: It's a ... spider!

Thinking Time

Select four children to hold the Story Cards. Bring them to the front of the class.

Retell the story. As you do so, the children can hold up the card and stand in line.

Repeat several times, encouraging all the children to help you tell the story.

Sing the Sit Down Jingle (p. 21).

Working Time

Finding Page Routine (Buddy Book p. 36).

Sing the Work Jingle (p. 19).

T: What is it?
Point to the butterfly in the picture.
T: Is it a bee?

Elicit response:
C: No! It's a butterfly!

Do the same with the other bugs.

Tell the children to find and circle the bugs. Circulate, checking and providing feedback.

Sing the Clean Up Jingle (p. 19).

Reflecting Time

Show the Action Card.
T: Let's think!

Reflecting Time Routine (see p. 21).
Prompts: Singing Action Card, Story Card, Buddy Book, Buddy Bear Emotion Cards.

Goodbye Time

Goodbye Routine: Sing the Goodbye Jingle (p. 19).



Enrichment Activity
To develop mathematical thinking (number sequencing)

Carlos the Caterpillar

Materials

- 1 sheet of circles for each child (draw once and copy)
- 1 long sheet of paper for each child (big enough for all the circles to be put together in a line)
- pens/crayons for coloring

Draw nine equal circles on a sheet of paper. On one circle put two antennae, two eyes, and a simple smiling mouth. In the other circles, write a number (1–8, but not in order). Make a copy of this sheet for each child.

Children write over each numeral to make it easier to see, then color the circles and cut them all out.

The children paste the face circle on the left-hand side of their long sheet of paper. They then paste the other circles in numerical order to complete their caterpillar.

Pages 99-100
Lesson 4

Unit 6
Lesson 4

Objectives

- To listen to and recall a story in sequence
- To learn how to play a game (Buddy Pairs)

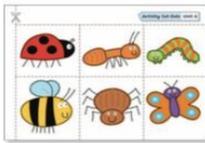
Developmental Areas:
Language & communication: oral language – story

Creative artistic expression: enactment of story, papier mâché (8A)

Review:
bugs (ladybug, butterfly, bee, ant, caterpillar), spider, eight

Materials:
Buddy, Action Cards, CD, PPPs (ladybug, butterfly, spider, bee, ant, caterpillar), Story Cards 6A–6D, Student's Book p. 36, Unit 6 Activity Cut-Outs (bugs/spider)

Before the Lesson:
Prepare the Activity Cut-Outs for the children.



Hello Time

Attendance Routine and Buddy Bear Jingle (p. 18).

Encounter

Remembering Time

Let's remember!

Sing the Bug Song (p. 96). Encourage the children to do the actions and sing along.

Play the STOP! Game with the bugs/spider PPPs (p. 33–4). Encourage children to chant I can march, etc., as they do the actions.

Unit 6
Lesson 4
Engage

Show the Activity Cut-Outs you prepared.

T: Look! What's this?
C: Ladybug.
T: Yes – it's a ladybug. What can a ladybug do? A ladybug can ...
C: Fly!

Repeat with the other cut-outs.

Give out the cut-outs.

Ask the children to show you the items. Encourage them to tell you what each one is.

You could also describe some of the bugs and ask the children to hold up the appropriate cut-out, e.g.

T: It's black and yellow. It has six legs. It can buzz. What is it?
C: (Holding up the bee cut-out) It's a bee.

Story Time

T: Let's listen to the story!

Ensure each child has all the cut-outs on the table in front of him/her. Explain that the children will listen to the story and hold up the correct cut-out when they hear it in the story.

T: Listen and hold up the cut-out.

Tell Story 6: Is it a Bee? (p. 98) and help the children hold up their cut-outs at the right time.

Repeat, either retelling or using the CD. Encourage the children to begin saying some of the story with you as they hold the cut-outs up, by pausing before key words, e.g.

T: It is a ... bee? It's a ... spider, etc.

Pages 101-102
Lesson 5

Unit 6
Lesson 4

Playing Time
Show the Action Card.
T: Let's play the **Buddy Pairs Game**.
Demonstrate how to play the **Buddy Pairs Game** with a child.
You and the child put your cut-outs face down on the table.
Take turns turning over one of your own cut-outs and one of your partner's. You go first. If they match, say: *It's a (bee). It's a pair. It's for me.* If they don't match, say: *It's a (butterfly). It's not a pair. Turn them over. Your turn.*
Play until all pairs are identified.
Use Buddy to put the children in pairs to play. Repeat the game several times.
Sing the **Sit Down Jingle** (p. 21).

Reflecting Time
Show the Action Card.
T: Let's think!
Reflecting Time Routine (see p. 21).
Prompts: Singing Action Card, Story Card, Playing Action Card, Buddy Bear Emotion Cards.

Goodbye Time
Goodbye Routine: Sing the **Goodbye Jingle** (p. 19).

Enrichment Activity
To develop creative artistic expression
Papier Mâché Bugs
This project will take several days to complete.
Material
• small balloons
• strips of newspaper
• paste (a mixture of white flour and water, laundry starch, or watered-down white glue all work fine)
• scraps of paper, cloth, and other odds and ends for decoration
• pipe cleaners or toothpicks for antennae
• tempera paints
Procedure
Blow up the balloons. The children paste strips of newspaper all over the balloons, completely covering them. Ideally they should do more than one layer.
Let the balloons dry completely – turn them over several times when they are drying.
When the balloons are dry, cut them in half lengthways, to give two parts to work with. Some children will only need one half but others might want three parts to make their bug.
Children paint the balloon halves and let them dry. They then use the scraps and other items to decorate their bugs.
Safety tip: Talk to the children about NEVER sucking on balloon pieces. Tell them how dangerous this is.

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Unit 6
Lesson 5

Objectives
• To practice identifying items from a detail

Developmental Areas:
Language & communication: oral language – dialog
Mathematical thinking: counting
Discovery & knowledge of the world: identifying bugs and spiders
Creative artistic expression: making fingerprint bugs and spiders (EA)

Reviews:
bugs (ladybug, butterfly, bee, ant, caterpillar), spider, legs, colors (black, yellow, red, blue, brown), numbers 3–8; it has (six) legs.

Materials:
Buddy, Action Cards, CD, Student's Book p. 37, Buddy Book p. 37, PPPs (ladybug, butterfly, spider, bee, ant, caterpillar), Story Cards 6A–6D, Story Mini-Book 6, pencils, crayons

Before the Lesson:
Prepare Story 6 Mini-Book for each child.

Engage
Remembering Time
T: Let's remember!
Sing the **Bug Song** (p. 96). Encourage children to do the actions and sing along.
Play the **STOP! Game** (pp. 33–4) with bugs.

Book Time
Use Buddy to show the bug PPPs. Choose one (e.g. a ladybug or an ant) and ask the children what it is. Count its legs with the children: *One, two, three, four, five, six. T: It has six legs. A ladybug has six legs...* etc.
Encourage the children to repeat.
Do the same with the other bugs (but not the spider).
Then show the spider PPP:
T: What's this? ... Yes – a spider. *How many legs does a spider have?*
Count with the children: *One, two, three, four, five, six... seven, eight!*
T: A spider has eight legs.
Encourage the children to repeat.
Finding Page Routine (Student's Book p. 37).
T: *What is it? It is black and yellow. Is it a ladybug?*
Elicit *No! It's a bee!*
Do the same with the other pictures, getting the children to use the colors and other details to identify what it is each time.

Hello Time
Attendance Routine and **Buddy Bear Jingle** (p. 18).



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Unit 6
Lesson 5

Show the Action Card.
T: Listen and point to the bugs.

Play the recording.
Ben: What is it?
Becky: It's black and yellow. It has six legs. It's a bee!
Ben: This bug is red and black. It has six legs. Too. It's a ladybug!
Becky: Look! This bug is red, blue, and yellow. It has wings. What is it?
Ben: It's a butterfly! It has six legs.
Becky: What's this? It's brown. It has lots of legs. One, two, three, four, five, six, seven, eight!
Ben: It's a spider!

Repeat several times. You could pause the recording before the creature is identified each time and ask the children to give the word: *It's a ...* etc.
Then ask the children how many legs each creature has. Encourage them to use *it has* in their answers.

Thinking Time
Have Buddy hold the PPPs so that the children can't see them.
T: *It has six legs. It's red and black.*
Elicit the bug's name from a child, who then comes to the front of the class. Help him/her describe another bug.
C: *It has eight legs. It's brown.*
Support as necessary, prompting with the start of the sentences: *It has ... etc.*

Exploit
Working Time
Finding Page Routine (Buddy Book p. 37).
Sing the **Work Jingle** (p. 19).
T: Look! What is it?
Elicit *spider*. Count the legs together.
T: Complete the spider.
Circulate, checking and providing feedback.
The children can then color the spider.
Sing the **Clean Up Jingle** (p. 19).

Family Time
Use Buddy to hand out Story Mini-Book 6.
T: *It's Family Time!*
Have the children tell the story using the Story Cards and the Mini-Books. Encourage as much participation as possible.
The children put the Mini-Books and the Student's Take Home CDs away in their bags/home folders.

Reflecting Time
Show the Action Card.
T: Let's think!
Reflecting Time Routine (see p. 21).
Prompts: Singing Action Card, Listening Action Card, Buddy Book; Buddy Bear Emotion Cards.

Goodbye Time
Goodbye Routine: Sing the **Goodbye Jingle** (p. 19).



Enrichment Activity
To develop creative artistic expression
Making Fingerprint Bugs & Spiders
Materials
• 1/2 or 3/4 letter-sized paper for each child
• ink pad (blue or black preferably)
• thin water-soluble markers
Procedure
Talk about bugs. Ask about colors and number of legs.
T: *What color is a ladybug?*
A ladybug is...
C: *Red and black.*
T: *How many legs?*
C: *Six, etc.*
Make sure you cover spider, as a reminder that they have eight legs.
Children use the ink pad to make some fingerprints on their paper. They can use the markers or crayons to complete the bugs and finish the picture.

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Pages 103-104
Lesson 6

Unit 6
Lesson 6

Objective:
• To practice counting to eight

Developmental Areas:
Language & communication: oral language – chant
Creative artistic expression: actions to dialog, making ladybugs (EA)
Mathematical thinking: counting

Extra Languages:
great

Review:
eight, spider, ant

Materials:
Buddy, Action Cards, CD, PPPs (numbers 1–8), Student's Book p. 38, Buddy Book p. 38, Family Time Activity Sheet 6 (Teacher's Edition p. 157), crayons

Before the Lesson:
Prepare Family Time Activity Sheet 6 for each child.
Bring sets of eight objects into the classroom, e.g. eight toy cars, eight blocks, eight books, eight apples, eight cookies.



Hello Time
1 Attendance Routine and Buddy Bear Jingle (p. 18).

Engage

1 Remembering Time

T: Let's remember!
1 Sing the **Bug Song** (p. 96). Encourage children to do the actions and sing along. Children choose a bug to mime in front of the class. The other children guess which bug it is. Encourage them to say *It has (six) legs. It is (red and black). It can (fly)*, etc.

Book Time

Use Buddy to show the children the sets of eight objects and ask them to identify them.
T: What are these? ... Yes, they're cars. How many cars? Let's count. One, two, three, four, five, six, seven, eight.

Repeat for the other items.

Bring eight children up to the front and count these children together. Give each one a number PPP to hold up as the class counts. Look around the classroom for sets of eight objects. Count these together.

2 Sing the **Sit Down Jingle** (p. 21).

Exploit

Finding Page Routine (Student's Book p. 38). Ask the children to point to each character. Point out the number 8 on the T-shirts. Have the children repeat *eight* and follow all the 8s with their finger.

Unit 6
Lesson 6

Count Becky's fingers together, then the spider's legs and the ants.

Counting Buddy Routine.

Show the Action Card.
T: Let's listen. Listen and point to Ben and Becky and the number eight.

2 Play the **I Like Eight! Chant**. Repeat twice. The children join in with the counting.

I Like Eight! Chant
I like eight!
Eight is great!
Let's all make a number eight.
One, two, three, four, five, six, seven, eight!
I like eight!
Eight is great!
Let's all make a number eight.
One, two, three, four, five, six, seven, eight!

Coloring Blank Object Routine (spider – choose a color).

Show the Action Card.
T: Let's pretend.

Use Buddy to divide the children into Ben and Becky pairs.

I like eight! [hold your heart]
Eight is great! [thumb up]
Let's all make a number eight. [begin to draw the number eight in the air]
One, two, ... eight. [continue drawing the number 8 as you count]
Repeat at least once so that each child gets to be Ben and Becky.

3 Sing the **Sit Down Jingle** (p. 21).

Working Time

Finding Page Routine (Buddy Book p. 38).

2 Sing the **Work Jingle** (p. 19).

T: Look! It's the number seven!

Look surprised when the children say *No! Ask: What number is it?*

C: Eight!

Ask how many spiders and ants there are (eight).

T: Let's complete the number eight!

The children draw over the number eight with a crayon. They then circle the spiders in red and the ants in blue.

Circulate, checking and providing feedback.

3 Sing the **Clean Up Jingle** (p. 19).

Family Time

Hold up Family Time Activity Sheet 6. Tell the children to look for bugs and spiders at home and tally how many they see.

The children put the sheet and the Student's Take Home CD in their bags/home folders.

Reflecting Time

Show the Action Card.

T: Let's think!

Reflecting Time Routine (see p. 21).

Prompts: Singing Action Card, Playing Action Card, Listening Action Card, Buddy Book; Buddy Bear Emotion Cards.

Goodbye Time

3 Goodbye Routine: Sing the **Goodbye Jingle** (p. 19).



Enrichment Activity

To develop concepts of literacy: To develop creative artistic expression

Ladybugs

Read Eric Carle's *The Grouchy Ladybug* (Thomas Crowell, 1977). Discuss how the ladybug won't share and wants to fight everyone. Talk about the size of each animal she meets.

Using paper plates, paint or crayons, and brass fasteners, make ladybugs with the children. You can make wings for the ladybug using a second paper plate, cut in half and fastened to the body with brass fasteners.

Unit 6
Lesson 7

Objectives:

- To review and practice unit language and concepts
- To recognize and apply patterns

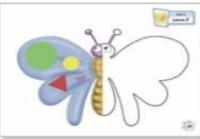
Developmental Areas:

Mathematical thinking: categorizing, symmetry

Discovery & knowledge of the world: making an art form (EA)

Reviews: same, wings, circle, triangle, big, little, colors (brown, orange, green, yellow, red, purple)

Materials: Buddy, Action Cards, CD, PPPs (shapes, sports, bugs), Student's Book p. 39, Buddy Book p. 39, pencils, crayons



Engage

Remembering Time

T: *Let's remember!*

1. Sing the **I Like Eight!** Chant using the actions (p. 104). Repeat twice.

Select one more activity the children enjoyed from this unit:

2. **Bug Song** (p. 96)

• Retell **Story 6: Is it a Bee?** using Story Cards 6A–6D (p. 98). Encourage as much participation as possible.

Unit 6
Lesson 7

Thinking Time

Put the PPPs (shapes, sports, bugs) in a pile on your table/in a bag/on the floor. The children take turns pulling out/picking up a card and saying what it is.

Help the children group the PPPs into thematic categories and play the **Buddy Sets Game** (p. 61).

1. Sing the **Sit Down Jingle** (p. 21).

Working Time

Finding Page Routine (Buddy Book p. 39).

2. Sing the **Work Jingle** (p. 19).

T: *Ants! Ants with food. Yum, yum!*
Lots of ants! How many ants?

Elicit eight.

Demonstrate drawing a way through the maze to the food.

T: *Help the ant hide his food. Take your pencil.*

Circulate, checking and providing feedback.

Quick finishers can color the ants and their anthill.

3. Sing the **Clean Up Jingle** (p. 19).

Reflecting Time

Show the Action Card.

T: *Let's think!*

Reflecting Time Routine (see p. 21).

Prompts: Singing Action Card, Student's Book, Buddy Book, Buddy Bear Emotion Cards.



Exploit

Book Time

Finding Page Routine (Student's Book p. 39).

T: *It's a butterfly.*

Ask the children about the colored wing.

T: *Point to the big circle. What color is it?, etc.*

Repeat for all shapes.

Show the children the butterfly PPP. Point to the wings and say:

T: *They are the same.*

Now point to the butterfly in the book.

T: *Let's complete the butterfly. Make it the same. Draw a big circle ... Draw a little circle, etc.*

Circulate, checking and providing feedback.

Unit 6
Lesson 7

Goodbye Time

2. Goodbye Routine: Sing the **Goodbye Jingle** (p. 19).

Enrichment Activity

To develop world knowledge and observation skills

Making an Ant Farm

Materials

- 1 very large clear glass jar
- 1 medium glass jar with lid (to fit in large jar)
- a strip of black paper to cover about 2/3 of the large jar
- slightly moist dirt
- 20–30 ants from the same anthill

Procedure

Set the medium jar with lid inside the large jar. Fill it with dirt to the level of the lid.

Tape the black paper around the large jar so that it covers the earth and can slide up and down.

Put a small piece of cotton with water on the lid.

Put in some small leaves, dead bugs, and crumbs of bread or cookies for food.

Put in the ants. Make sure they cannot get out through the top of the big jar — cover with a lid with holes or a piece of plastic with air holes smaller than the ants. The ants will begin to tunnel next to the covered glass as it is easier. Every few days, slip the paper up and let the children see how the tunnels are going.

Source: Mourão and Gamboa (2009)

The student's book only presents non-verbal texts (images, in this case). The activities and guidelines are shown in the teacher's manual, then the analysis will be based mainly on the teacher's manual. The images in the student's book are very colorful drawings and revolve around three characters: Ben, Becky and his toy teddy named Buddy, who throughout the book's activities appear as a toy for two children, but also in certain activities the teddy Buddy is portrayed with his bear family and his friends in his world. The unit 6 of the book Best buddies: level 2 is composed by seven lessons, where each lesson presents an objective, developmental areas, key vocabulary, review, materials, and some lessons also have extra grammar and language.

3.3 PROCEDURES

After selecting the material, the analysis of the unit began, which was divided into stages. In the first stage, each lesson in the unit, which corresponds to one class, was analyzed. In this primary analysis, all the steps of each lesson were identified, with a focus on how each lesson began and ends in the material to identify if there was a routine common to all classes, the method of three steps explored by Cameron (2001, p. 32), where each class or activity is divided into three stages: *Preparation, Central Activity and Follow up*, was also used to confirm this routine. Through this established method, we sought to identify whether the unit's activities followed this routine pattern.

In the second step of the analysis, the activities were classified quantitatively and qualitatively according to categories of analysis explored by Cameron (2001, p. 25-27) in relation to the types of demands and types of Support that an activity can demand/offer to the student and the number of each type of demands and supports that appear in the unit's activities. The types of demands and supports are classified by Cognitive, Language, Interactional, Involvement and Physical. For this analysis, all types of activities present in the didactic material were considered.

4 RESULTS AND DISCUSSION

All the lessons, except lesson four, has seven steps and an extra activity entitled enrichment activity. The steps are *Hello time, Remembering time, Book time, Playing time, Working time, Reflecting time* and *Goodbye time*. Lessons five and six still have one more step called *Family time*, in which children take home an activity sheet to do with their parents. For example, in the lesson number six, kids should look for spiders and insects at home, together with family members and record the number they saw on this sheet. Then, in the following class, the task is reviewed in the classroom with the class.

Each of the seven moments mentioned above basically presents the same characteristics throughout the lessons of the whole unit six. In the step *Hello time*, it is time to show the children that the English class started, so the material recommends the use of a Buddy puppet and to sing the song Buddy bear Jingle to say hello.

The *Remembering time* is a quick language review with a song or a chant and a game using visual prompts and in each lesson the teacher's manual recommends a specific song already seen in the previous units. In the lesson two, a recommendation is to encourage

children to do the actions and sing along, but in the lesson four, in addition to the song, the children also participate in a game of questions and riddles. The teacher talks about the characteristics of a certain bug (among those being worked on in the unit) and the children point to the insect being referred to, using images arranged on the floor.

Throughout the activities, teachers can use the Action card to attract the attention of the children. It indicates that they will start another activity that can be listening, pretending, imitating, thinking, or playing.

Figure 2 – Actions cards.



Source: Mourão and Gamboa (2009)

In the *Book time* children use the Student's Book, meeting the language in context and interacting simply with the materials (e.g., by finding and circling Buddy or coloring an object). Lessons 1–6 are accompanied by a recording – song, story, or dialog.

Playing time – this routine covers two types of activity: games using visual prompts and mimes/role-plays. Children work in small groups.

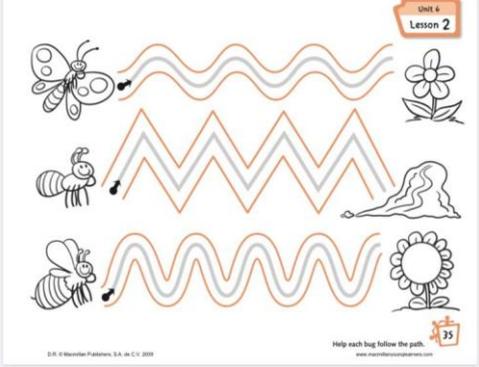
The *Working time* – children do an activity in the Buddy Book to consolidate new language. (Activities present in **table 5**)

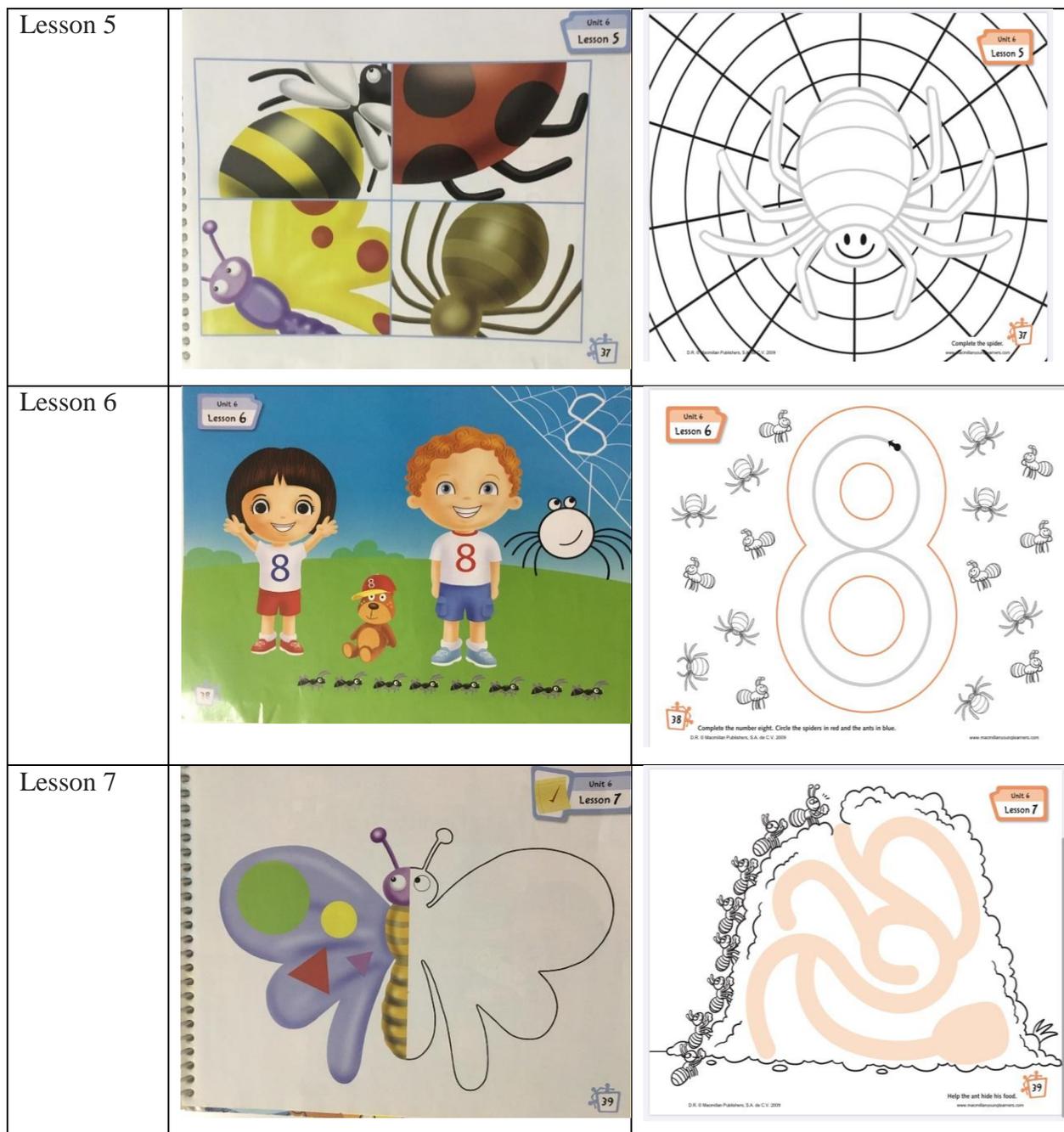
The *Reflecting time* is the moment that the children can reflect on and discuss what they did in the lesson and whether they enjoyed it.

The *Good-bye time* it is time to say goodbye. Children sing along with puppet *Buddy* the same song that starts the class called *Buddy bear*.

Table 5 shows the lessons from the student's book and their respective activities from the Buddy book.

Table 5- Lessons from student's book and activity book.

Lesson	Student's book	Buddy book
Lesson 1	 <p>Unit 6 Lesson 1 My Yard</p> <p>34 Vocabulary: bug, caterpillar, ant, ladybug</p>	 <p>Unit 6 Lesson 1 My Yard</p> <p>34 Draw your favorite bug. D.R. © Pearson Publishers, S.A. de C.V. 2019 www.pearsonedukacion.com</p>
Lesson 2	 <p>Unit 6 Lesson 2</p>	 <p>Unit 6 Lesson 2</p> <p>35 Help each bug follow the path. D.R. © Pearson Publishers, S.A. de C.V. 2019 www.pearsonedukacion.com</p>
Lesson 3-4	 <p>Unit 6 Lessons 3-4</p> <p>Vocabulary: spider, eight Grammar: It has (six legs)</p>	 <p>Unit 6 Lesson 3</p> <p>36 Find and circle the bugs. D.R. © Pearson Publishers, S.A. de C.V. 2019 www.pearsonedukacion.com</p>



Source: Mourão and Gamboa (2009)

The following is an example of activity for each lesson in the material Best Buddies level 2:

Lesson 1 – Teacher talks about the characters Ben and Becky that appear in the image and then asks students where the insects are and asks them to point and circulate in their books. Soon after, the children sing a song and play to imitate the bugs.

Lesson 2 – In this activity, children listen and sing a song by Buddy and his friends while coloring the drawing.

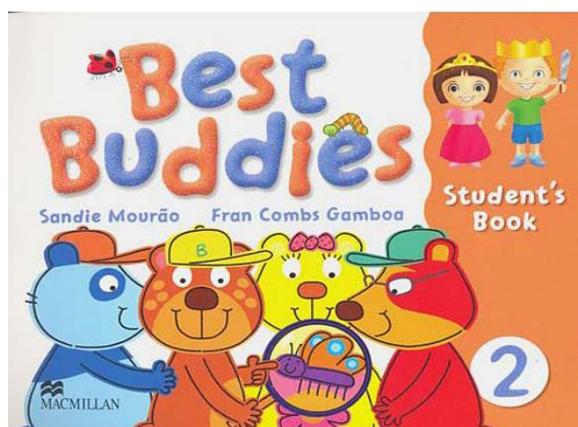
Lesson 3 and 4 – In this stage of lessons, a story is told to children about the images that appear in the book. In the lesson 4, children listen to the story again, but this time holding the cut-outs of the support material, showing them at the right time in the story.

Lesson 5 – In this activity, children count how many legs each insect has and then guess which insect is in each figure.

Lesson 6 – On this page of the book, children work at number eight, count the number of fingers on Becky's hands, the number of spiders and where the number eight is appearing. Then they paint the spider.

Lesson 7 – In this activity, children remember the names of some shapes and colors. Then draw the other side of the butterfly.

Figure 3 – book cover best Buddies level 2



Source: Mourão and Gamboa (2009)

Based on the steps discussed by Cameron (2001, p. 32), when analyzing unit 6 of the book *Best buddies: level 2* it is possible to recognize the presence of this structure in activities, the Hello time and Remembering time are classified as the first of the three stages explored by Cameron, the *Preparation*, because it introduces the student to the content, preparing him for Book time and Playing time that would be the *Core activity* because it is the main activity of the lesson, where the content is more explored and then this content is reinforced and internalized by the student in the *Follow up* that would be the step Working time and Reflecting time.

The didactic material has the same routine in all lessons, that is, all classes start and follow the same steps and moments, which follow the same order, for example, the Hello time

and the Goodbye time with the presence of the teddy Buddy, the class mascot that indicates when the class starts and ends, which according to Roth (1998 apud PIREZ; PAIVA, 2001), it is important to use “an activity that brings students together and allows them to realize that the English class started, for example, a song or rhyme that they know well. Never start with something new [...] Always end the class with the same routine so that the children realize that the class is over”. The best *Buddies level 2* textbook brings this routine into their activities, in addition to always following the same main steps, with activities already known to students, thus children already know what comes before and what comes after the activity, thus bringing a greater security in classes, as author Mantagute points out “knowing that after one task will occur another, it reduces people’s anxiety, whether they are big or small” (MANTAGUTE, 2008).

Based on the categories of analysis presented by Cameron in table 1, the types of demands found in the activities of the *Best buddies: level 2* teaching material are presented in table 2. The activities analyzed are divided by lessons according to the textbook (L1 refers to the lesson 1, L2 refers to lesson 2 and so on).

Table 2- Types of task demands of the book Best Buddies

Types of task demands	L 1	L 2	L 3	L 4	L 5	L 6	L 7
Cognitive	5	7	6	6	7	6	6
Language	9	10	8	7	9	11	9
Interaccional	10	10	10	9	10	13	8
Involvement	10	10	10	9	10	13	8
Physical	7	11	9	9	10	7	5

To conduct a quantitative analysis, all types of exercises presented in the teacher’s manual were considered as activities, including songs, games, and storytelling. In order to understand how these demands, appear in didactic material, in the following paragraphs there are examples of activities found in the material for each type of demand.

The first activity selected consists of playing the Buddy Pairs Game in pairs, also known as Memory game. To play it, it is necessary that children place all the available cutouts face down and arranged separately on a flat surface. Then, each child has their turn to play and must untap two cards to find cards with identical figures. If the turned cards are the same, with the drawing of the same bug, the child says out loud the name of the insect and keeps the pair. The goal is to find the pairs. There is a cognitive demand because children need to access their prior knowledge about the game Buddy pairs, or some other game that is similar and may be that children has never had contact with this type of game. When dealing with children, cognitive demands are implicated in most activities because in this age group in many situations they are having their first contact with various types of activities, according to Cameron (2001, p. 24), “are those related to concepts, and to understanding of the world and other people”.

In the second activity selected, children need to hear the song *Bugs everywhere* and using the image from the student’s book to point to where the insects are as they hear in the song. Throughout the song, three insects are mentioned: ladybug, caterpillar, and ant. This activity brings students a language demands as the song is in L2 and children need to hear and respond quickly associating listening to the image in the printed material.

The name of the third activity is *let's pretend* and in order to carry it out children need to be divided into three different groups. Each group will imitate one of the insects that are worked along the unit (ladybug, caterpillar, and ant), through an action. Ladybugs will fly, caterpillars will swing, and ants will march. It is possible to identify the Interactional demand (CAMERON, 2001) in this activity, because it requires children working in groups, interacting, and listening to other children.

The fourth activity selected is time to tell a story and for that each child will have four different cutouts available, a ladybug, a bee, a spider, and a butterfly. As teacher tells the story of the adorable Buddy Bear on page 99 of the student’s book, children should listen carefully and raise the correct cut-out when they hear the bug in the story. This task brings the involvement demand for children, as it is necessary that the attention in story is maintained for the complete accomplishment of the task, it is necessary for children to be involved.

As a next example, we have an activity with physical demand. It begins with a conversation about the favorite bugs and then children are asked to take their crayons and draw their favorite bug inside the frame available on page 34 of the activity book. A physical demand is presented in this activity, as it requires that children have motor coordination to

take the colored pencils accurately, draw within the available space and remain seated to carry out the activity.

When analyzing the demands, according to Cameron (2001), it is necessary to analyze the supports offered to students. In this specific case, as the material consists only of images and activities with no written part, due to the young age of the students and therefore they are not literate, the supports are mainly in the teacher's actions that are specified and guided in the teacher's manual which is where this analysis is based. In activities that have cognitive demand, the teacher's manual offers support for these activities to be performed by students. In these cognitive demands, student needs to have access to previous knowledge using memory, reasoning, and perception in understanding how to perform each proposed task. Therefore, the support offered for this demand is a contextualization of the activity, as for example in the games proposed in the material, such as the Buddy pairs Game that requires prior knowledge to understand the activity, the teacher explains how the game works for students, using examples and activities already known by children, providing cognitive support for students to develop the skills that are being demanded.

In all the activities proposed by the didactic material, there is a Language demand (CAMERON, 2001), since all the material and the guidelines in the teacher's manual on how to perform each activity with the students are in L2. In this way, the children are always in contact with L2 and need language support to perform the tasks and these supports are offered in different ways by the material. Such as the images of the material and on the cards used by the teacher during each activity, with the drawing of the bugs, which helps students to understand what is being said, as well as the material shows how the teacher should act with students, pointing and guiding them, offering support for the language to be understood and the activities carried out.

The material requires interactional demands from students in almost all activities, whether between student and teacher or between students, whether participating in storytelling, answering teacher questions orally or pointing and with activities and games in pairs and groups. For this demand, the material brings interactional support mainly through the teacher's speeches that help students to interact and answer the questions, such as when the teacher is guided to ask a question and assist in the answer, speaking the beginning of it and leaving children complete, or when teacher makes the insect gesture and asks which insect, he/she is referring to, thus providing interactional support to students.

When dealing with children, mainly small children, the Involvement demands are present in most activities. In the didactic material analyzed, these demands are present in

several proposed tasks and for the accomplishment of these tasks the material also offers the necessary supports for the accomplishment. The support offered is involvement support, where the teacher approaches the activities in an interesting and fun way for the students. In the material the teddy bear called Buddy is used among the tasks to attract students' attention, he is the mascot of the material and is present in all activities, making them more playful and interesting. Another factor is that the activities proposed by the material are usually varied and interspersed, including listening, speaking, painting and images and audio resources. They are used to arouse the interest of small students and actively involve them in the tasks.

Physical demands appear more in some specific activities of the material, such as in activities that require the use of motor coordination or require students to sit for a longer time; however, when dealing with children, physical demands are present in all activities in general; therefore, physical support is something that needs to be always given for a good use and performance of activities. In the analyzed material, this support is offered to students through short activities, where children do not need to sit for a long or to pay attention for a long period of time in the same activity. In addition, the material provides support for activities that require motor coordination, always with an explanation from the teacher and monitoring.

In the figure below is an example of an activity where the relation between demand and supports occurs.

Figure 4- Example of relation between demands and supports.

Story Time
T: *Let's listen to the story!*
 Ensure each child has all the cut-outs on the table in front of him/her. Explain that the children will listen to the story and hold up the correct cut-out when they hear it in the story.
T: *Listen and hold up the cut-out.*
 Tell **Story 6: Is it a Bee?** (p. 98) and help the children hold up their cut-outs at the right time.
 34 Repeat, either retelling or using the CD. Encourage the children to begin saying some of the story with you as they hold the cut-outs up, by pausing before key words, e.g.
T: *Is it a ... bee?. It's a ... spider., etc.*

Involvement demand

Involvement support

Activity Cut-Outs Unit 6

The figure displays a grid of six insect cut-outs: a ladybug, an ant, a caterpillar, a bee, a spider, and a butterfly. Two blue arrows originate from the cut-out grid. One arrow points towards the text 'Involvement demand', and the other points towards the text 'Involvement support'.

In this activity, a story is told, where children need to be attentive, so that there is a demand for involvement. The bug clippings work in this case as an involvement support, as children need to show the clippings as they hear the name of each bug, which helps to keep them involved and interested in the activity, not becoming tiring.

This is an example of an activity where you can better observe and understand the relationship between demand and supply that was analyzed in the activities of unit 6 of the material.

5 CONCLUDING REMARKS

Unit 6 of the Best Buddies Level 2 textbook has three stages in the lessons: preparation, core activity and follow up, as well as the same steps in all lessons in the unit, thus providing a common routine for classes. This established common routine can support the demands of the material, especially the language demands, being thus important in the steps of an English class for illiterate children.

The involvement demand and the interactional demand are those that appear in greater quantity in the activities present in the unit, so it can be said that the material focuses on interactive activities using orality as the main teaching tool, probably due to the age group, which is intended. After the analysis, it is possible to conclude that for each activity, there are one or more demands and one or more supports, respectively, offering the necessary support to the student to perform each task in his zone of proximal development and thus successfully reach his zone of potential development, that is, consolidate learning.

Based on the results found in this study, unit 6 of the book Best Buddies level 2 can be considered as a good material for teaching English as a second language for illiterate children in general, but to be used with Brazilian children who are learning English as a foreign language, it needs some adaptations both in the amount of L1 and L2 brought by the material as well as in the context, as the authors Sarmiento and Lamberts (2016, p.71) say that "In this case, the teacher can complement the topics and the tasks relating to the students' context and thinking about the needs of each class or of each individual ". Therefore, with some adaptations the material can work and be very well explored for teaching English to illiterate children, in different contexts.

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