	CO-TEACHING: POETRY CONTEST												
SCHOOL Y	SCHOOL YEAR GRADES T				RM	NUMBER (OF SESSIONS				TEACHERS	S	
2017/20)18	3rd and 5	oth grade	3rd	term	1 s	ession	Anaïs García Martínez and Anna Martín Ribot					
	TEACHING AREAS								RATIONALE				
→ English→ Catalan Literature				to deliver p	rizes to the l different gro	best stories i	in eight differen	categori	es. Howeve y in each co	r, and before	e delivering t	Contest will be celebrated, in order he prizes, students will be asked to ney will get a piece of a puzzle that	
	CEFR L	EVEL				PRODUCT				DF	RIVING QUES	TION	
of Reference f	According to the Common European Framework of Reference for Languages, students' English level belongs to the A1.				the stude used to do a	ents, yet, the closure of the he poetry c	e teaching units contest can be	→ How can we take part in the Poetry Contest?					
		LEARNING C				ASSESSMENT CRITERIA							
	To reco	gnise the thr		he story		Identify at least 2 out of the 3 parts correctly							
		To foster				Reproduce the structure provided in each corner							
		uild simple E					Order the sentence appropriately						
То	To recognise the dialogue of a specific character					Relate at least two characters with their dialogue appropriately							
							ENGLISH						
ORAL CO	ORAL COMMUNICATION						WRITING		LITERATURE EDUCATION		PLURILINGUAL & INTERCULTURAL EDUCATION		
1	2	3	4	5	6	7	8	9 10		11	12	13	

							CATALAN						
ORAL	ORAL COMMUNICATION			REA	DING		W	RITING		LITER/ EDUC		PLURILINGUAL & INTERCULTURAL EDUCATION	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
							CDANICH						
			ı				SPANISH						
ORAL	COMMUNIC	ATION		REA	DING		W	RITING					
1	2	3	4	5	6	7	8	9	10	11	12	13	14
						MA	THEMATICS						
	PROBLEM SOLVING				REASON	ING SKILLS	;		MAKING C	ONNECTIO	EDUCATION 11 12 13 14 LITERATURE PLURILINGUAL & INTERCULTURAL EDUCATION 11 12 13 14 COMMUNICATION 6		
1	2	;	3	4	5		6	7	8	9		10	
					;	SCIENCE 8	SOCIAL SCI	ENCES					
	THE MODERN WORLD				PER	SONAL HEA			OLOGY & 'DAY LIFE	CITIZENSHIP EDUCATION			CATION
1	2	3	4	5	6	7	8	9	10	11	12		13
							ARTS						
PR	PRECEPTION, COMPREHENSION & APP			PPRECIATI	ON	INTER	PRETATION &	PRODU	CTION		IMAGINA	TION & CREATIVITY	
1	2	<u> </u>	3	3 4			5	6	7	}	3		9
						PHYSIC	CAL EDUCAT	ON					
PHY	SICAL ACTI	VITY		HEALTH	/ HABITS		BODY	LANGUA	\GE	L	EISURE ED	UCATION &	MOVEMENT

1		2	3	4		5		6	-	7	8		
					VALU	E EDUCATIO	N						
	PERSONAL					ERPERSONAL					SOCIAL		
1	1 2 3 4				4	5		6	1	7	8		
					DIGITA	AL EDUCATION							
							COMM	JNICATION					
			DEALIN		ORMATION	& VIRTUAL		&					
	_	NTS & APPS			ONMENTS			BORATION		•	JCATION & DIGITAL IDENTITY		
1	2	3	4	5		6	7	8	(9	10		
					LEARN	IING TO LEA	RN						
							POSITIVE ATTIT				TIVE ATTITUDES TOWARDS		
SELF	F-AWARENE	SS IN LEARNIN	G	INDIVIDUA	AL LEARNIN	G				LEARNING			
	1	2	3	3		4		5			6		
				AUTONO	MY, INITIA	TIVE & ENTE	RPRENE	URSHIP					
	SELF-C	ONCEPT		DECISIO	ON TAKING		CREA	ATING & IMP	LEMENTIN	EMENTING INDIVIDUAL & COLLECTIVE PROJECTS			
	1	2	3	3		4		5			6		
	KEY CONTENTS & CURRICULUM CONNECTIONS												
	ENGLISH CURRICULUM					SUBJECT-MATTER CURRICULUM							
- TI	- This is					- Structure of a narrative text							
	- I have a pair				- Specific vocabulary of narrative texts								
	laces												
- To	o be												

	PROJECT OVERVIEW									
		I FARMING AND		GROUPING	TII	ME				
SESSION	SESSION PURPOSE	LEARNING AND ASSESSMENT ACTIVITIES	RESOURCES	(WC whole class / PW pair work / GW group work / IW individual work)	ACTIVITY	SESSION	DEALING WITH DIVERSITY			
		Introduce ourselves: do you remember her?		WC	5 min.					
		Introduce the activities of the day: corners + Poetry contest		WC	5 min.					
1	To do a closure of the teaching units. To practice students' oral skills.	story which they will have to put in order (introduction, body and ending). 2) Students will play a memory game in which they will have to find pairs of pieces of	Story for Sant Jordi School Corner 2 Corner 3 Corner 4 Corner 5 Corner 6		4 min./ corner	60 minutes	All the activities provided are hands-on and require different competencies to achieve them: some of them are highly visual, others require more critical thinking, there are others in which movement plays a key role, etc. so as to attend the different learning styles.			

	with places. They will have to take one card from each and create a sentence (e.g. Peter Pan is in the bookstore). 4) Students will have to look for words related to stories on a wordsearch puzzle. 5) Students will play the telephone game with words that they are going to be provided with. 6) Students will have to relate famous sentences said in known stories.				
	relate famous sentences said in known stories with the characters that say each sentence.				
	Construction of the puzzle (invitation to the poetry contest)	<u>Invitation</u>	GW	5 min.	
	· Poetry contest	Prizes: each student gets a diploma and a bookmark.	WC	10 min.	