

PROJECT TITLE: HOW CAN WE BECOME WRITERS?

| SCHOOL YEAR | GRADE | TERM | NUMBER OF SESSIONS | TEACHER |
|--|--|--|--------------------|-------------------|
| 2017-2018 | 5 th grade Primary Education | 3rd | 8 | Anna Martín Ribot |
| TEACHING AREAS | | RATIONALE | | |
| English, Catalan, Arts & Crafts, Digital Education | | <p>This teaching unit is aimed to students from 5th grade. As it will be implemented in April, the month in which all schools dedicate part of their time to work on the legend of Sant Jordi, I wanted to focus my Teaching Unit (TU) to literature. In this case, students will not be creating stories for itself, but for a real purpose: to share them with students from another school.</p> <p>At the end of this TU, students will create illustrated albums mixing the characters of the most known stories for children, which will later be scanned and uploaded in a shared website with the other school. The students of 5th grade will vote for the best stories of the students of 3rd grade of the other school participating in the project.</p> <p>With this TU, my intention is to give students the opportunity to be creative when writing and find pleasure doing so. The TU will last eight sessions and will be carried out in the two classes of 5th grade. Students will not only work on aspects of literature and English (as a foreign language), but they will also learn how to use some digital tools. Once the TU is finished, my colleague (who is carrying out the project in the other school) and I want to take advantage of a co-teaching session to celebrate a day of Floral Games in which those groups who have been voted the most by the other school will receive a prize and will have to read their story (as it is done in any awards ceremony).</p> | | |
| CEFR LEVEL | FINAL PRODUCT | DRIVING QUESTION | | |
| A1 (English) | Virtual library (shared with another school) | How can we become writers? | | |
| LEARNING OBJECTIVES | | ASSESSMENT CRITERIA | | |
| <ul style="list-style-type: none"> To produce narrative texts in English. | | Their final product answers to the WH questions that a story needs to include (who, where, when, what, how). | | |
| <ul style="list-style-type: none"> To demonstrate oral and written understanding of short stories in English. | | Fill in correctly a mind map of a story. | | |
| <ul style="list-style-type: none"> To recognize and construct simple sentences in English. | | Write simple sentences in English. | | |
| <ul style="list-style-type: none"> To identify the structure of a narrative text. | | Differentiation of the three parts of a story (introduction, body and ending). | | |

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| <ul style="list-style-type: none"> To identify the characteristics of a narrative text. | Use of the main characteristics of stories (past tense of verbs, introduction, body, ending, the information needed in each part, etc.). |
| <ul style="list-style-type: none"> To design the cover of a narrative text using the digital competence (Canvas). | Respect towards the ICT material and appropriate use of the digital competence. |
| <ul style="list-style-type: none"> To collaborate between schools to achieve the final product. | To behave and participate actively in the activities. |

ENGLISH

| ORAL COMMUNICATION | | | READING | | | WRITING | | | LITERATURE EDUCATION | | PLURILINGUAL & INTERCULTURAL EDUCATION | |
|--------------------|---|---|---------|---|---|---------|---|---|----------------------|----|--|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |

CATALAN

| ORAL COMMUNICATION | | | READING | | | | WRITING | | | LITERATURE EDUCATION | | PLURILINGUAL & INTERCULTURAL EDUCATION | |
|--------------------|---|---|---------|---|---|---|---------|---|----|----------------------|----|--|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |

SPANISH

| ORAL COMMUNICATION | | | READING | | | WRITING | | | | LITERATURE EDUCATION | | PLURILINGUAL & INTERCULTURAL EDUCATION | |
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| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |

MATHEMATICS

| PROBLEM SOLVING | | | REASONING SKILLS | | | MAKING CONNECTIONS | | | COMMUNICATION & REPRESENTATIONS | |
|-----------------|---|---|------------------|---|---|--------------------|---|---|---------------------------------|--|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |

SCIENCE & SOCIAL SCIENCES

| THE MODERN WORLD | | | | | PERSONAL HEALTH & EQUILIBRIUM | | | TECHNOLOGY & EVERYDAY LIFE | | CITIZENSHIP EDUCATION | | |
|------------------|---|---|---|---|-------------------------------|---|---|----------------------------|----|-----------------------|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |

ARTS

| PRECEPTION, COMPREHENSION & APPRECIATION | | | | | INTERPRETATION & PRODUCTION | | | | IMAGINATION & CREATIVITY | | | |
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| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | |
| PHYSICAL EDUCATION | | | | | | | | | |
| PHYSICAL ACTIVITY | | | HEALTHY HABITS | | | BODY LANGUAGE | | LEISURE EDUCATION & MOVEMENT | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | |
| VALUE EDUCATION | | | | | | | | | |
| PERSONAL | | | INTERPERSONAL | | | | SOCIAL | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | |
| DIGITAL EDUCATION | | | | | | | | | |
| INSTRUMENTS & APPS | | | DEALING WITH INFORMATION & VIRTUAL ENVIRONMENTS | | | COMMUNICATION & COLLABORATION | | HABITS, CIVIC EDUCATION & DIGITAL IDENTITY | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| LEARNING TO LEARN | | | | | | | | | |
| SELF-AWARENESS IN LEARNING | | INDIVIDUAL LEARNING | | | GROUP LEARNING | | | POSITIVE ATTITUDES TOWARDS LEARNING | |
| 1 | 2 | 3 | 4 | 5 | 6 | | | | |
| AUTONOMY, INITIATIVE & ENTERPRENEURSHIP | | | | | | | | | |
| SELF-CONCEPT | | DECISION TAKING | | | CREATING & IMPLEMENTING INDIVIDUAL & COLLECTIVE PROJECTS | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | | | | |

KEY CONTENTS & CURRICULUM CONNECTIONS

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| ENGLISH CURRICULUM | SUBJECT-MATTER CURRICULUM |
|---|---|
| <ul style="list-style-type: none"> • Introductory sentences for stories. • Ending sentences for stories. • Past simple. • WH questions. • Sentence structure. • Connectors. • English: Verb to be, past simple, sentence structures, places, characters, English culture (Sant Jordi is the England's patron saint). | <ul style="list-style-type: none"> • Catalan/Spanish literature: Structure of narrative texts, components of a story, plurilingual competence (sharing books for Sant Jordi). • English: Verb to be, past simple, sentence structures, places, characters, English culture (Sant Jordi is the England's patron saint). • Arts and crafts: Creation of a picture book. • ICT: Use of ICT to create a digital cover for the book (Canva). |

PROJECT OVERVIEW

| SESSI ON | SESSION PURPOSE | LEARNING AND ASSESSMENT ACTIVITIES | RESOURCES | GROUPIN G (WCwhole class / PWpair work / GW group work / IW individual work) | TIME | | DEALING WITH DIVERSITY |
|-------------|---|--|---|---|----------|-------------|--|
| | | | | | ACTIVITY | SESSIO N | |
| 1 | To introduce the project to students. | <u>Routines + Introduction of the pocket calendar:</u> calendar full of envelopes in which there is one for each of the sessions. Each day, a different student opens the envelope which corresponds to that session and reads what there is inside; the objective of the lesson. | <u>Pocket calendar</u> (each envelope prepared with the objectives written inside). | WC | 5 min | 45 min | Scaffolding for the session: <u>Video to introduce the project:</u> the most relevant information |
| | | <u>Introduction of the project (video):</u> the two teachers (collaboration between two schools) show the video that they have recorded presenting what the project is going to be about (<i>what</i> they are going to do, <i>when</i> , <i>why</i> , <i>how</i> , <i>where</i> and with <i>who</i>). | Video done by the two teachers. | WC | 5 min | | |

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| | | <p><u>Mindmap to check the understanding of the video</u>: students work in pairs. There is a mind map projected with some questions about the video they have just watched, thus, about their project. Each pair has a piece of paper with the answer to one of them, they have to read their answer outloud when the correspondent questions is read. Special attention is given to the WH questions: who, when, where, what and how.</p> <p><u>Recording of a video presentation for the other school</u>: as this project is in collaboration with another school (both schools write stories and upload them on the shared website; once this is done, students from one school vote for the best stories from the other school and viceversa), students have to record a video introducing themselves to their telecollaboration mates and asking them something they want to know about them (the other school will reply via email). Students are asked what they want to tell the other school, the teachers writes the information on the blackboard and they say it outloud all together while the teacher records.</p> <p><u>Canva tutorial</u>: the teacher shows the students where (in their Moodle) they can find a video tutorial to know how the programme Canva (the online programme that they will use to create the cover of their stories) works.</p> <p><u>DOL</u>: each student will have to answer on a piece of paper some information about the project shown in the video (what they are going to do and with whom).</p> | <p><u>Mind map</u> with the questions (another slide with the answers next to each question).</p> <p>Projector.</p> <p>Pieces of paper to give to each pair with the <u>answers</u> written down.</p> <p>Camera.</p> <p>Blackboard.</p> <p>Video 5è A</p> <p>Video 5è B</p> <p>Computer and projector to show it to students.</p> <p><u>DOL</u>.</p> | PW | 10 min | | <p>is written down (script/subtitles).</p> <p><u>Mindmap</u>: there are drawings next to each of the WH questions so that students can guess their meaning if they do not know it yet. WH questions: what, when, why/what for, how, where, who.</p> <p><u>Recording a video (ideas)</u>: Hello! Hi! Good morning! How are you? We are ... (+names) We are in 5th grade. We go to the school ... We are looking forward to reading your stories. We hope you love our stories. See you soon! Bye!</p> |
| 2 | To know the parts of a story and its characteristics | <p><u>Routines + Recap</u>: the teacher shows the mind map created (both by the students and the teacher) in the previous lesson about what the project is going to consist of.</p> | <p><u>Mindmap</u>.</p> | WC | 5 min | 45 min | |

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| | <p><u>Pocket calendar</u>: one student opens the envelope to read outloud the objective of the lesson.</p> | <p><u>Pocket calendar</u> (each envelope prepared with the objectives written inside).</p> | WC | 5 min | | |
| | <p><u>Watch the video of the other school</u>: all the class watches the video recorded by the other school to meet their telecollaboration mates and answers the question they have asked.</p> | <p>Projector. Video from the other school.</p> | WC | 5 min | | |
| | <p><u>Groups distribution</u>: the teacher tells the students the groups they are going to work in during the project.</p> | | WC | 5 min | | |
| | <p><u>Identify the WH questions of a story (modelling)</u>: the teacher reads a <u>story</u> to the class that they already know. Then, both the teacher and the students analyse it following a worksheet provided (mural). In it, students are asked to answer the following questions about the story:</p> <ul style="list-style-type: none"> - <i>Who</i> are the main characters? - <i>When</i> does the story happen? - <i>Where</i> is the story located? - <i>What</i> happens? <i>What</i> is the problem? - <i>How</i> does the story end? <p>Special attention is given to WH questions.</p> | <p><u>Mural</u> to show the worksheet to all the students.</p> | WC | 5 min | | |
| | <p><u>Corners</u>: each group analyses one <u>story</u> that they already know (following the strategy previously shown by the teacher, the mural). Each group of students will have post-its of a color and they will have to write the information on them and stick them next to the correct place on the mural (e.g. students will stick their post-it with the characters of their story next to the question: <i>Who are the main characters?</i>).</p> | <p>The mural and post-its for each group of students. <u>Slide</u> projected on the digital board to help students.</p> | GW | 10 min | | |
| | <p><u>Characters distribution</u>: each group has to create their story using two characters that they are going to be assigned. There are pieces of paper with some of the most known characters of stories for kids. Each group takes two papers from the jar; these will be the characters that will have to appear in their stories.</p> | <p><u>Pieces of paper</u>. Jar.</p> | GW | 5 min | | |

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| | | <u>DOL</u> : each student will have to answer to the question: “ <i>who will be the main characters of your story?</i> ”. | <u>DOL</u> . | IW | 5 min | | |
| | | <u>IF TIME activity</u> : pass the ball telling others what they have been assigned. The person who receives the ball has to talk; once s/he has said their characters s/he passes the ball to another person. | Ball. | WC | | | |
| 3 | To work on verbs in the past | <u>Routines + Recap</u> : the teacher shows the mind map about what the project is going to consist of. | <u>Mindmap</u> . Projector. | WC | 5 min | 45 min (half group) | Scaffolding for the session: Board game: students will have the help of a slide on the blackboard so that they can check how each verb is conjugated in the past. |
| | | <u>Pocket calendar</u> : one student opens the envelope to read outloud the objective of the lesson. | <u>Pocket calendar</u> (each envelope prepared with the objectives written inside). | WC | 5 min | | |
| | | <u>Introduction to verbs in the past</u> : students are asked what a verb is and they are asked to reproduce some: “Jan, can you jump?”. The teacher reminds students that they will have to use the past in their stories. | Blackboard to write the questions the teacher says. | WC | 5 min | | |
| | | <u>Mixed verbs</u> : there are different flashcards with verbs in infinitive and verbs in the past. Students have to classify them into two groups as they think they can be classified (the terms regular and irregular verbs are not introduced yet). | <u>Flashcards</u> with verbs in infinitive and in the past. Blackboard to stick them in the classification done by the students. | WC | 5 min | | |
| | | <u>Discussion</u> : students debate on what they can observe from the classification they have done and the terms regular and irregular verbs are introduced. | | WC | 10 min | | |
| | | <u>Board game about verbs in the past</u> : students play a board game created by the teacher in which they need to create sentences using verbs in the past. Students throw the dice and if they conjugate the verb correctly, it is the next player’s turn. If they say it wrong, they go back on square. | <u>Board game</u> . Dices. Projector to remind students how each verb is conjugated in the past (<u>scaffolding</u>). | GW | 10 min | | |

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| | | <u>DOL</u> : each student gets a piece of paper with verbs conjugated in the past. They have to underline the irregular verbs. | <u>DOL</u> . | IW | 5 min | | |
| 4 | To work on the introduction of the stories | <u>Routines + Recap</u> : the teacher shows students the mural used in the session 2 to analyse stories (paying special attention to the WH questions that are answered during a story: <i>who, when, where, what</i> and <i>how</i>). | <u>Mural</u> . Projector. | WC | 5 min | 45 min | Scaffolding for the session: <u>Analysis of a story</u> : slide with this information that they can check whenever they need it. |
| | | <u>Pocket calendar</u> : one student opens the envelope to read aloud the objective of the lesson. | <u>Pocket calendar</u> (each envelope prepared with the objectives written inside). | WC | 5 min | | <u>Guidelines for the amount of pages of each part of the story</u> : on the blackboard. |
| | | <u>Analysis of a story</u> : the teacher presents a <u>story</u> on the board to analyse all together paying attention to: - Introduction of the story (<i>what, when</i> and <i>where</i>). - Body of the story (<i>what</i> happens). - Ending of the story (<i>how</i> it ends). | Projector. | WC | 10 min | | |
| | | <u>Guidelines on how much the stories should last</u> : the teacher tells students how many pages their story needs to last: - Introduction: three pages (one to present the characters, <i>who</i> , one to present the time, <i>when</i> , and one to present the space, <i>where</i>). - Body: five pages - Ending: two pages The pages do not need to be full of writing, from two to five sentences each, approximately. | Blackboard to write the information there. | WC | 5 min | | <u>Introduction of the stories</u> : To start the story: once upon a time, etc. To introduce who the main characters are: there was/were, etc. To introduce the location / where the story is located: In the forest, in a castle, etc. To introduce when the story happens: In 1996, in Winter, in July, etc. |
| | | <u>Introduction of the stories</u> : students write the introduction to their stories. | Cardboard, pencils, etc., (<u>scaffolding</u>). | GW | 15 min | | |
| | | <u>DOL</u> : given a text, students will underline where and when the story happens and label it correctly. | <u>DOL</u> . | IW | 5 min | | |

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| 5 | To work on the body of the stories | <u>Routines + Recap:</u> parts of a story and their characteristics: <ul style="list-style-type: none"> - Introduction of the story (<i>what, when and where</i>). - Body of the story (<i>what happens</i>). - Ending of the story (<i>how it ends</i>). | Projector to show a slide with this information. | WC | 5 min | 45 min | Scaffolding of the session: <u>Recap:</u> they are presented with a slide with this information that they can check whenever they need it. <u>Body of the stories:</u> scaffolding will be provided at the moment when it is needed. |
| | | <u>Pocket calendar:</u> one student opens the envelope to read aloud the objective of the lesson. | Pocket calendar (each envelope prepared with the objectives written inside). | WC | 5 min | | |
| | | <u>Video of a story:</u> students are shown a story and they are asked to identify when the body starts and which is the problem that the characters face. | Video . | WC | 10 min | | |
| | | <u>Body of the stories:</u> students write the body of their stories. The teacher reminds them the amount of pages that the body of their story should last (five, approximately). | Cardboard, pencils, etc. | GW | 20 min | | |
| | | <u>DOL:</u> students get a brief body of a story and have to underline where they can find the problem; what happens in it. | DOL . | IW | 5 min | | |
| 6 | To work on the ending of the stories | <u>Routines + Recap:</u> parts of a story and their characteristics: <ul style="list-style-type: none"> - Introduction of the story (<i>what, when and where</i>). - Body of the story (<i>what happens</i>). - Ending of the story (<i>how it ends</i>). | Projector to show a slide with this information. | WC | 5 min | 45 min (half group) | Scaffolding of the session: <u>Recap:</u> they are presented with a slide with this information that they can check whenever they need it. <u>Ending of the stories:</u> scaffolding will be provided at the moment when it is needed. |
| | | <u>Pocket calendar:</u> one student opens the envelope to read aloud the objective of the lesson. | Pocket calendar (each envelope prepared with the objectives written inside). | WC | 5 min | | |
| | | <u>Ways of ending stories:</u> students pass the ball to each other to tell the others the type of ending of the stories they became experts in during the lesson 2 (opened or closed ending). | Ball. Blackboard to write the names of the stories of the second session. | WC | 10 min | | |
| | | <u>Ending of the stories:</u> students write the ending of their stories. The teacher reminds them the amount of pages that the ending of their story should last (two, approximately). | Cardboard, pencils, etc. | GW | 15 min | | |

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| | | <p><u>Revision</u>: of all that has been done. Students have to finish the written part of their story.</p> <p><u>DOL</u>: students get a brief ending of a story and have to say whether the ending is open or close.</p> | Cardboard, pencils, etc. | GW | 5 min | | |
| | | | DOL . | IW | 5 min | | |
| 7 | To finish off their story (and drawings) | <p><u>Routines + Recap</u>: parts of a story and their characteristics:</p> <ul style="list-style-type: none"> - Introduction of the story (<i>what, when and where</i>). - Body of the story (<i>what happens</i>). - Ending of the story (<i>how it ends</i>). | Projector to show a slide with this information. | WC | 5 min | 45 min | |
| | | <p><u>Pocket calendar</u>: one student opens the envelope to read outloud the objective of the lesson.</p> | Pocket calendar (each envelope prepared with the objectives written inside). | WC | 5 min | | |
| | | <p><u>Finish their stories</u>: students have to finish the written part of their stories and do and color the drawings of it.</p> | Cardboard, pencils, etc. | GW | 20 min | | |
| | | <p><u>Design of the cover</u>: students design the cover of their stories that they will do online.</p> | Cardboard, pencils, etc. | GW | 10 min | | |
| | | <p><u>DOL</u>: each student has to write the WH questions in the correspondant part of the story (introduction, body and ending).</p> | DOL . | IW | 5 min | | |
| 8 | To create the cover of their story | <p><u>Routines + Recap</u>: check if everything which is supposed to be done is done.</p> | | WC | 5 min | 45 min | |
| | | <p><u>Pocket calendar</u>: one student opens the envelope to read outloud the objective of the lesson.</p> | Pocket calendar (each envelope prepared with the objectives written inside). | WC | 5 min | | |
| | | <p><u>Canva</u>: students do the cover of their stories using this online programme.</p> | Computers. | GW | 25 min | | |
| | | <p><u>Peer assessment</u>: students are asked to assess themselves as a group.</p> | Peer assessment sheet . | GW | 10 min | | |

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In one of the classes that this TU is going to be carried out, there is a girl with a visual disability. She has difficulties when reading with a normal paper format; that is why all the scaffolding provided to students will be projected on the screen (so that it would be bigger) instead of being printed.

All those tasks in which students have to read some information in a normal format are thought to be done in groups so that one of the members of the group reads for the rest, so she will not have a special role (different from any other member of her group).

Regarding the DOL activities, as she does not like when teachers give her special treatment, she is going to be given the same paper as the others but I will go around and ask her the questions orally. However, she will not be the only student with this treatment; other students will also have the help of the teacher and will be asked some questions individually.