Identification of the GEP project

Title	Flying paper airplanes
Authorship	Júlia Cabrerizo, Mª Carmen Piedra
School	Escola Xarau
Students' CEFR Level (A1, A2...)	Primary (A1)
Grade	4th. 5th and 6th
Content area(s)	Maths
Number of sessions (4, 6 or 9)	6
Teacher(s) involved	Júlia, Mª Carmen,
Keywords	conversion tables. inches, feet,meters, world's record,paper airplane

Flying paper airplanes

Introduction: This project is embedded in the "proposal time" of our school. During this period of the day, students carry out individual or group projects that are shared together, guided and accompanied by the teacher and assessed together. Students are mixed together year 4, 5 and 6. There are six different spaces where they can go. In each space there are seven proposals. To choose them they put a pin on a small box with the proposal they prefer. (as shown below). The boxes have different colours according to the space they belong to. These small boxes are exposed in the corridor. Students can choose any box they like but each box can have a maximum of four students. There is a catalogue with all the proposals explained so students can have a look to decide which proposal they want to carry out. If a box is full they have to chose another box. At the beginning of the year student chose three boxes following a google forms and taking into account the students preferences they were assigned a box to start with. As students carry out the proposals at a different peace once they are done they look for another proposal they are interested in.

To carry out the proposal students follow a guide with all the steps they need to do. The guide, together with different support sheets and the material they need are found in a box in the space. At the beginning of each sessions students write down an objective about what they will do during the session. They share their objectives with the students and the teacher. At the end of the session each students argues why she/he has(n't) achieve their objective. This project is one of this proposals and it is called "Let's make an airplane.In this project students will have to build a paper airplane based on different models. They will have to fly the paper airplane 10 times and measure the distance it covers in meters and feet. With all the data obtained they will make a graphic with the results and students will analyze their results. During all the process students will interact, share ideas, discuss and agree on different aspects. Cooperative strategies and collaborative work, as well as individual work will be taking place in the project.

Driving question:
What can you do to beat the world's record for distance flying a paper airplane?

Final product:

- Graphic to expose in the corridor
- Paper airplanes to be shown and exposed in the corridor
- Creation of a "whole community" graphic showing the best thrown of each child
- Final presentation in front of the classmates.

2. GOALS	2. HOW DO YOU KNOW STUDENTS ARE MAKING PROGRESS? (assessment criteria)
1.To extract specific information from multimodal input, discuss and agree on a paper airplane to be built.	At the end of this project students will be able to: 1.To extract specific information from a video
2.To expose orally in front of others..	2 Make an oral presentation about the project.

3.To extract information from a conversion table, to share and to interact and to get to know English units of measurement for distance (inches and feet) .	3. To.convert inches and feet to meters and centimeters (and vice versa).
4. To fly a paper airplane, measure distances and write down the data obtained.	4.To fly paper airplanes and measure distances using a measuring tape.
5.To analyze, make a graphic and reflect on the data and information collected by asking questions to one another.	5.To do a graphic using specific data.
6.To reflect upon the own learning process and share it with others.	6. To account for their results and expose their work to an audience.

3. CURRICULUM CONNECTIONS SPECIFIC COMPETENCES AND KEY CONTENTS			
Subject-matter curriculum		Foreign language curriculum	
Specific Competences	Key Contents	Specific Competences	Key Contents
Competència 1. Traduir un problema a llenguatge	• Sentit de l'estadística. • Sentit i mesura de la probabilitat.	Competència 1. Obtenir informació bàsica i comprendre textos orals,	• Tipus de textos orals i audiovisuals de tipologia i contingut

matemàtic o a una representació matemàtica utilitzant variables, símbols, diagrames i models adequats. Competència 2 Emprar conceptes, eines i estratègies matemàtiques per resoldre problemes. Dimensió raonament i prova • Competència 6. Emprar el raonament matemàtic en entorns no matemàtics. COMPETÈNCIA 7 Usar les relacions que hi ha entre les diverses parts de les matemàtiques per analitzar situacions i per raonar	• Representació de funcions: gràfics, taules i fórmules. • Magnituds i mesura. Mètodes estadístics d'anàlisi de dades. • Dades, taules i gràfics estadístics.	senzills o adaptats, de la vida quotidiana, dels mitjans de comunicació i de l'àmbit escolar. Competència 2. Planificar i produir textos orals breus i senzills adequats a la situació comunicativa. Competència 3. Emprar estratègies d'interacció oral d'acord amb la situació comunicativa per iniciar, mantenir i acabar el discurs. Competència 4. Aplicar estratègies per obtenir informació bàsica i comprendre textos escrits senzills o adaptats de la	diversos (instruccions). • Tipus de comprensió: global, interpretativa. • Elements prosòdics: entonació, pronúncia i ritme. • Elements fonètics. • Elements de la situació comunicativa: finalitat, destinatari, context. Suport imprès i digital. • Organització del text: adequació, coherència i cohesió. • Estratègies per planificar i estructurar l'expressió oral: ús de les fonts, selecció d'informació, elaboració d'esquemes, guions i organitzadors gràfics Elements no verbals: gestualitat i ús de suport

Competència 11. Emprar la comunicació i el treball col·laboratiu per compartir i construir coneixement a partir d'idees matemàtiques.		vida quotidiana, dels mitjans de comunicació i de l'àmbit escolar Competència 7. Planificar textos senzills a partir de la identificació dels elements més rellevants de la situació comunicativa. Competència 8. Produir textos senzills amb adequació a la situació comunicativa i amb l'ajut de suports. Competència 9. Revisar el text per millorar-lo en funció de la situació comunicativa amb l'ajut de suports específics.	visual complementari. • Lectura en veu alta expressiva. • Fluïdesa. Tema, idea principal i idees secundàries. • Lèxic: lèxic d'ús freqüent i quotidià i vocabulari específic bàsic en relació amb el tema. • Estructura textual en funció de la tipologia. Morfosintaxi textual: connectors (But/because) • Fonts d'informació, en paper o en línia: glossaris, diccionaris (il·lustrats, bilingües, monolingües escolars...), traductors automàtics, llocs web educatius… Signes de puntuació. • Correcció lèxica,

			ortogràfica, morfosintàctica i discursiva.

4. 21st CENTURY COMPETENCES			
Collaboration	x	Information, media and technology	x
Communication	x	Leadership & Responsibility	
Critical Thinking and Problem Solving	x	Initiative & Self-direction	x
Creativity & Innovation	x	Social & Cross-cultural	
Others:			

5. KEY COMPETENCES

Communicative, linguistic and audiovisual competence	x	Digital competence	x
Mathematical competence	x	Social and civic competence	
Interaction with the physical world competence		Learning to learn competence	x
Cultural & artistic competence	x	Personal initiative and entrepreneurship competence	x

6. CONTENT (Knowledge and Skills)	
CONTENT-RELATED KNOWLEDGE	CONTENT-RELATED SKILLS
- English units of measurement for distance - Statistics - Origami - Conversion tables	- Analysing data - Doing a graphic - Making a paper airplane - Measuring distances.

	- Converting units of measurement - Written and oral account for the distance covered with their own paper airplane. - Discussing and agreeing on a paper airplane to built - Presenting orally in front of the classmates

7. REFERENCES

Books:

Emergy J.kelly *Paper airplanes. Models to build and fly*. Lerner Publication company

Websites :

https://edpuzzle.com/

https://answergarden.ch/

http://xtec.gencat.cat/ca/curriculum/primaria/

Videos:

https://www.youtube.com/watch?v=3BNg4fDJC8A

Images:

https://image.shutterstock.com/image-photo/hand-throwing-origami-paper-airplane-260nw-433417507.jpg

https://images.unsplash.com/photo-1550592704-6c76defa9985?ixlib=rb-1.2.1&ixid=eyJhcHBfaWQiOjEyMDd9&auto=format&fit=crop&w=1000&q=80

https://images.app.goo.gl/vGA1wM5jKwz2xrZk7

8. COMMENTS (optional)

9. ACKNOWLEDGEMENTS (optional)

10. UNIT OVERVIEW

This project takes places during the "proposal time" in our school. The students have different boxes with projects to choose from and this will be one of the boxes.

Session	Activities	Timing	Skills	Interaction	ICT	Assessment
1	Circle time	15	S,W,L , I	T-S, SS, WG	No	no
	Initial assessment. Google forms questionnaire.	20	R,W		YES	TA (initial assessment)
	Watching a video and extract information using ED puzzle	30	L		Yes	
	Through the **jigsaw technique** the group converts inches	20	S,R,I	SS, SG	Yes	

	and feet to meters and cm and work out the world's record in meters. Each student is assigned a card with some parts of a conversion table and questions to answer.					
	Closing circle	15	S,W,L, I-S, SS	T-S, SS, WG	No	SA
2	Circle time	15	S,W,L, I	T-S, SS	No	

	Observing different paper airplane models. Discussing and agreeing on an airplane to build .	25	R,L,S,I	SS	No	
	Making a paper airplane. Each student makes his/her own. They also make a hypothesis.	25	I		Yes	
	Closing circle	15	S,W,L ,I	T-S, SS,WG	No	SA
3	Circle time	15	S,W,L , I	T-S, SS,WG	No	
	Throwing and measuring.	45	I	SS	No	

	Students are assigned different roles.					
	Closing circle	15	S,W,L ,I	T-S, SS,WG	No	SA
4	Circle time	15	S,W,L , I	T-S, SS,WG	No	
	Complete the graphic: This activity is an adaptation of the Complementary text technique. Students get into pairs. They are given an uncompleted graphic (with feet or meters). Making questions to one another they have to complete the graphic .	15	S,I,L	S-S SG	No	

	Making a graphic with the data obtained (in meters or feet)	30			Yes	
	Students enter their record in a shared graphic and analyze the data together making questions based on graphic.	15	S,L, I	SS, SG	Yes	
	Closing circle	15	S,W,L ,I	T-S, SS,WG	No	SA

5	Circle time	15	S,W,L , I	T-S, SS,WG	No	
	Accounting for results: through	20	w	SS, SG	No	Yes

	technique think pair-share students account for their record and write their answer in an answer garden					
	Writing and preparing an oral presentation. (Check list)	40	w, s,	SS, SG		
	Closing circle	15	S,W,L ,I	T-S, SS,WG	No	SA

6	Circle time	15	S,W,L , I	T-S, SS,WG	No	
	Oral presentation	20	S	WG	No/yes	
	Peer assessment	20	I,W,R,	WG T-S S-S	No	peer assessment

			S			
	Self assessment	20	w		no	SA
	Closure circle	15	S,W,L ,I	T-S, SS,WG	No	SA

11. SESSION PLANNING	
	SESSION 1: The world's record for distance flying a paper airplane. Objectives of the session:

	- To reflect upon one's previous knowledge - To watch and listen to a video and extract information from it by using Ed puzzle . - To extract information from a conversion table, to share and to interact and to get to know English units of measurement for distance (inches and feet)					
	Content-obligatory language for the session: **Vocabulary:** Speed, Fly, paper airplane, distance, world's record, inches, feet, meters and centimetres **Structures:** How many feet are ..... meters? How many meters are ..... feet? How many inches are ..... centimeters? How many centimeters are ..... inches? What's the world record for distance flying a paper airplane?					
						
1.	**Circle time:** Students that have chosen the proposals done in English (the yellow	10	S,W	T-S	no	no

1	ones) sit together in the circle time. The students that have chosen the l*et's make an airplane* proposal get together to do the proposal in a group of four.  Students write down their individual aim for the session according to the proposal they have already chosen. The specific objectives are shared with the teacher and the rest of students and discussed together if necessary. To do so, students can use the language support provided.		,L,I	S-S W G		

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PLANNING

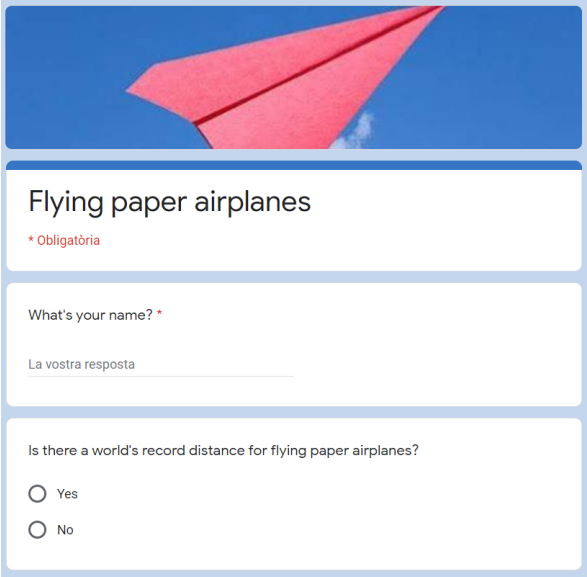
NAME:		
PROPOSAL:		
DATE	OBJECTIVE	ACHIEVEMENT YES - NO
session 1	-	
session 2	-	
session3	-	
session 4	-	
session 5	-	
Session 6	-	
session 7	-	
Session 8	-	

Session 9 extension	-	
Session 10 extension	-	
Session 11 extension	-	
session 12 extension	-	

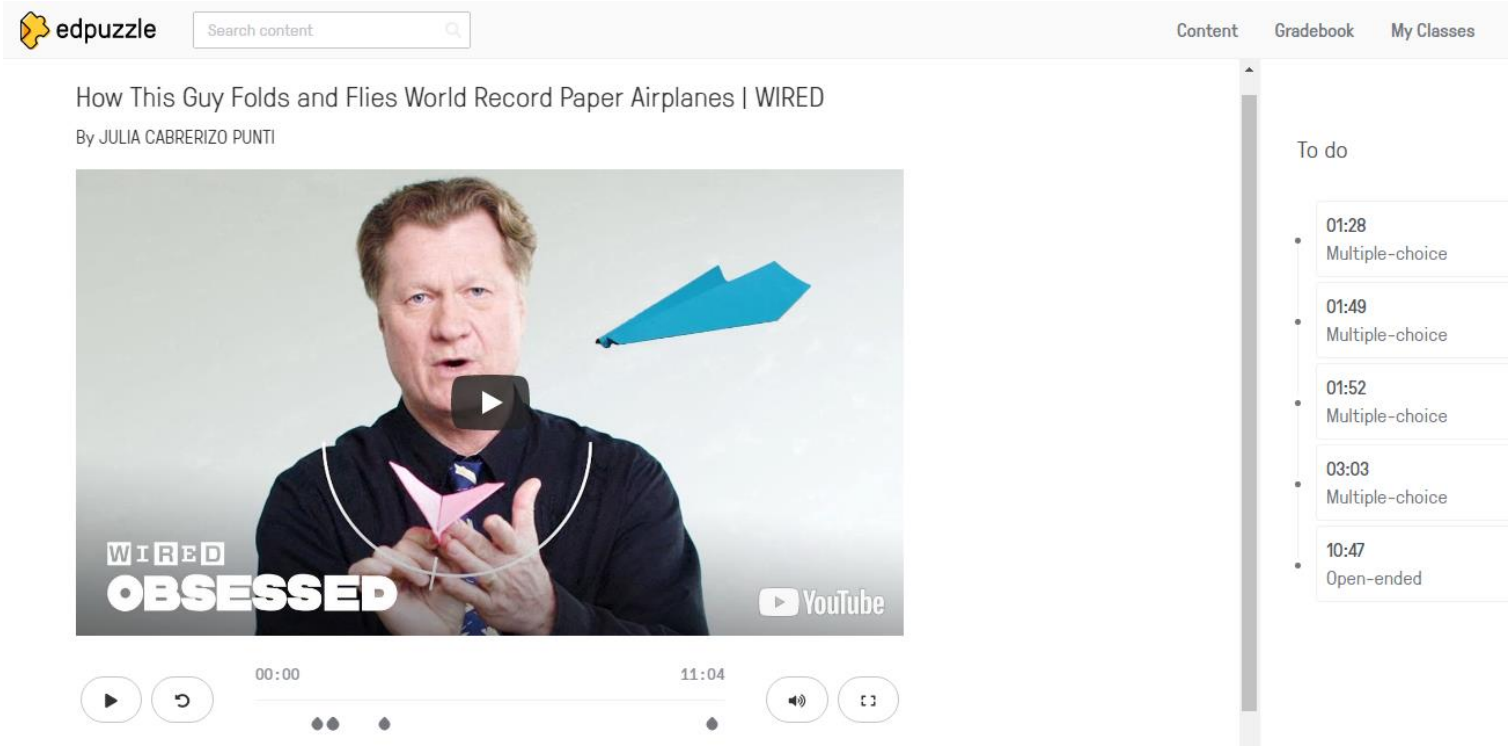
What would you improve to achieve your objectives?

Language support circle time:

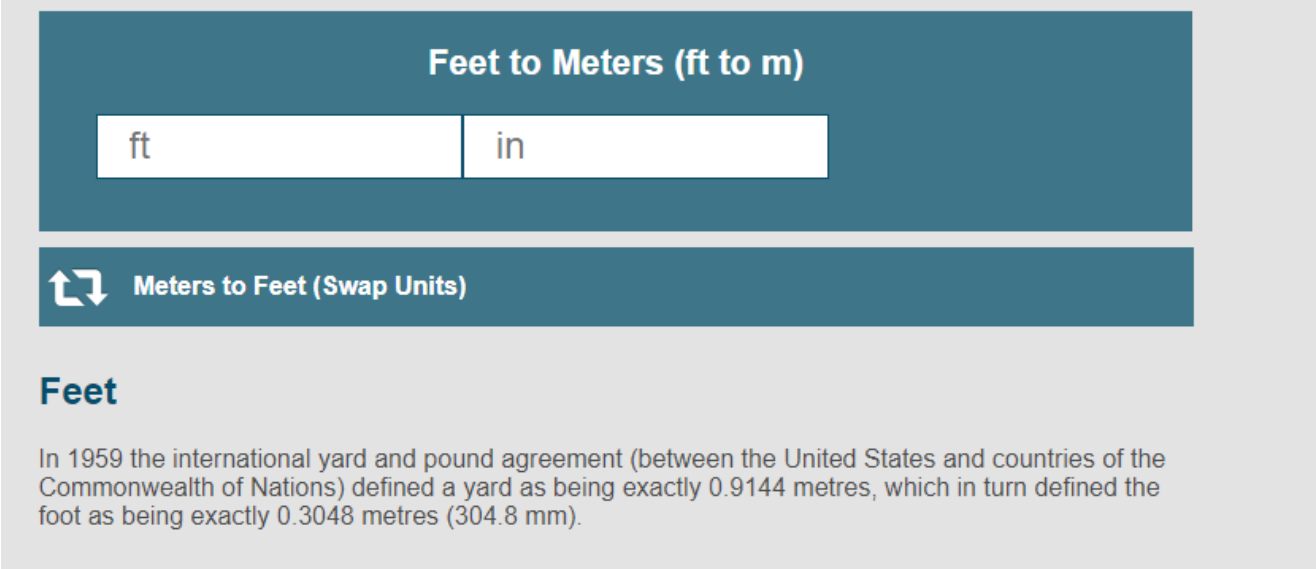
						
1.	**Initial assessment:** Students fill in a google form questionnaire about their previous	10	R,w		yes	TA

2	knowledge. The last question of the questionnaire is the driving question: What can you do to beat the world's record for distance flying a paper airplane?  To see this google form follow this link https://docs.google.com/forms/d/e/1FAIpQLScBTQDahGp2pcggRP_7oS2qvX0h4DL0vUypmLoCqzDPkkfR8g/viewform					
1. 3	**Watching a video and extract information by using ED puzzle**: Students watch a video of the inventor of the flying paper airplane that beated the world's record.	20	L, W		Yes	

Among other aspects they are to find the world's record distance (in feet and inches). Students self-correct themselves.



https://edpuzzle.com/assignments/5e590393028cd440c6a88015/watch

1. 4	**Conversion table:** The 4 students doing the box get together. Each student has a conversion table and some units he/she needs to convert. Students ask each other to get the information they need. Afterwards, they try to work out the world's record distance in meters and centimetres. They check their results with an online converter.  Feet to Meters (ft to m) ft in Meters to Feet (Swap Units) Feet In 1959 the international yard and pound agreement (between the United States and countries of the Commonwealth of Nations) defined a yard as being exactly 0.9144 metres, which in turn defined the foot as being exactly 0.3048 metres (304.8 mm). https://www.metric-conversions.org/length/feet-to-meters.htm	25	I,S,L	S-S SG	yes	

Conversion table 2

in	cm
13	33.0
14	35.6
15	38.1
16	40.6
17	43.2
18	45.7
19	48.3
20	50.8
21	53.3
22	55.9
23	58.4
24	61.0

cm	in
26	10.24
27	10.63
28	11.02
29	11.42
30	11.81
31	12.20
32	12.60
33	12.99
34	13.39
35	13.78
36	14.17
37	14.57

ft & in	in	m
9ft 1in	109	2.77
9ft 2in	110	2.79
9ft 3in	111	2.82
9ft 4in	112	2.84
9ft 5in	113	2.87
9ft 6in	114	2.90
9ft 7in	115	2.92
9ft 8in	116	2.95
9ft 9in	117	2.97
9ft 10in	118	3.00
9ft 11in	119	3.02
10ft 0in	120	3.05

20 m	65.6168 ft
30 m	98.4252 ft
40 m	131.2336 ft
50 m	164.0420 ft
60 m	196.8504 ft
70 m	229.6588 ft
80 m	262.4672 ft

How many centimeters is 39 inches?

How many centimeters is 47 inches?

How many meters is 11ft 8in?

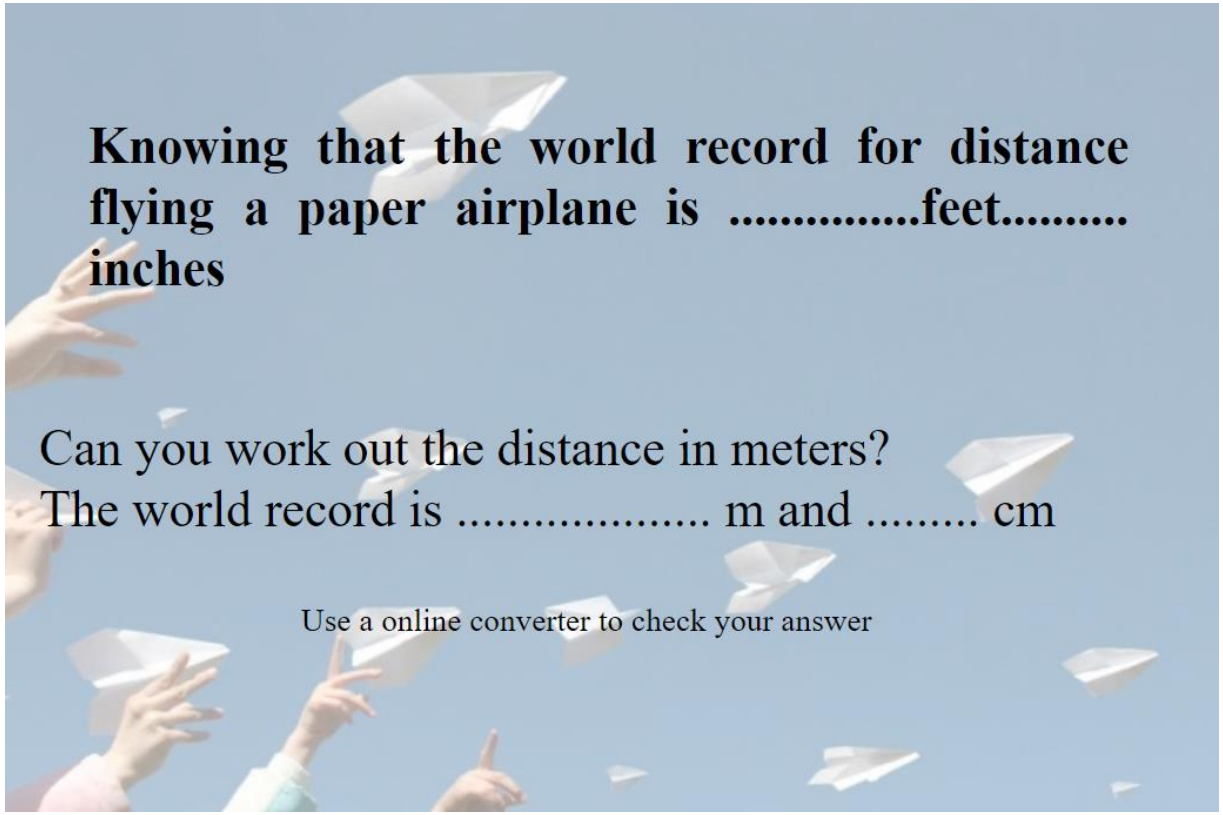
How many meters is 5 feet?

How many inches is 83 cm?

How many meters is 7 feet

All the cards:
https://drive.google.com/open?id=1KOmU6mHvue6Ly1TKFNx59wiblVm3bnOM

Together, they complete the last task:

						
1. 5	**Closure circle:** Students explain whether they have achieved their objective. They share it with the teacher and the rest of the students and discuss it together , if	10	S; I, W,L	S.S T-S	NO	SA

	necessary. To do so, students can use the language support provided. **Closure** • I think I have / haven't achieved the goal because.... • My difficulties were... • It was hard to... • It was easy because... • The conversion charts were very useful/ confusing...			W G		

	SESSION 2: Make your paper airplane! Objectives of the session: - To read, listen to the instructions on how to make a paper airplane, to extract specific information, discuss and agree on how to build a paper airplane .
	Content-obligatory language for the session: Vocabulary: Paper airplane, fold, cut, wings, stable Structures: I think the airplane has got stable/unstable wings because..

	I think the airplane will fly better/worse because ... I think the airplane will be easier/ more difficult to make because ..					
	Activities include : Name and description; Assessment tool (if any); Material (including language support)					
2. 1	**Circle time:** Students that have chosen the proposals done in English (the yellow ones) sit together in the circle time. The students that have chosen the l*et's make an airplane* proposal get together to do the proposal in a group of four.	10	S,W ,L,I	T-S S-S W G	no	no

	 Students write down their individual aim for the session according to the proposal they have already chosen. The specific objectives are shared with the teacher and the rest of students and discussed together if necessary. To do so, students can use the language support provided.					

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PLANNING

NAME:		
PROPOSAL:		
DATE	OBJECTIVE	ACHIEVEMENT YES - NO
session 1	-	
session 2	-	
session3	-	
session 4	-	
session 5	-	
Session 6	-	
session 7	-	
Session 8	-	

Session 9 extension	-	
Session 10 extension	-	
Session 11 extension	-	
session 12 extension	-	

What would you improve to achieve your objectives?

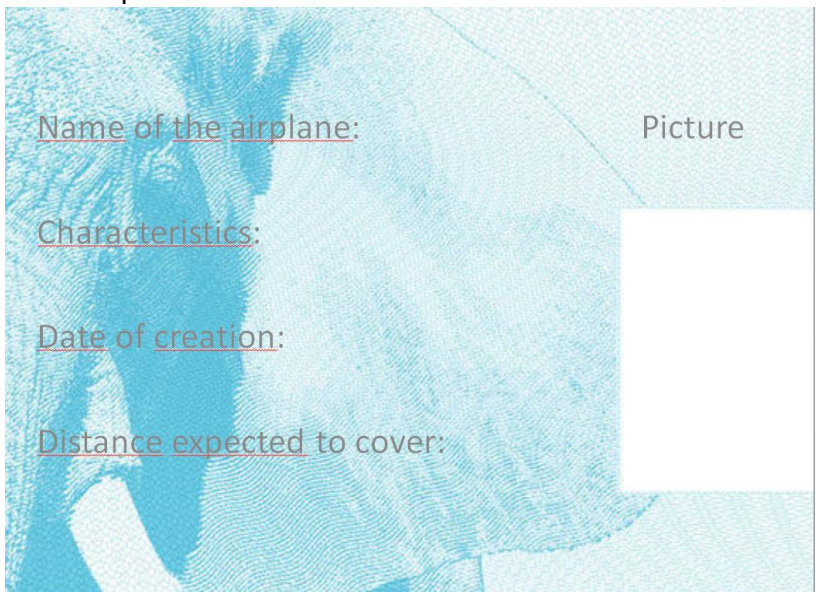
Language support circle time:

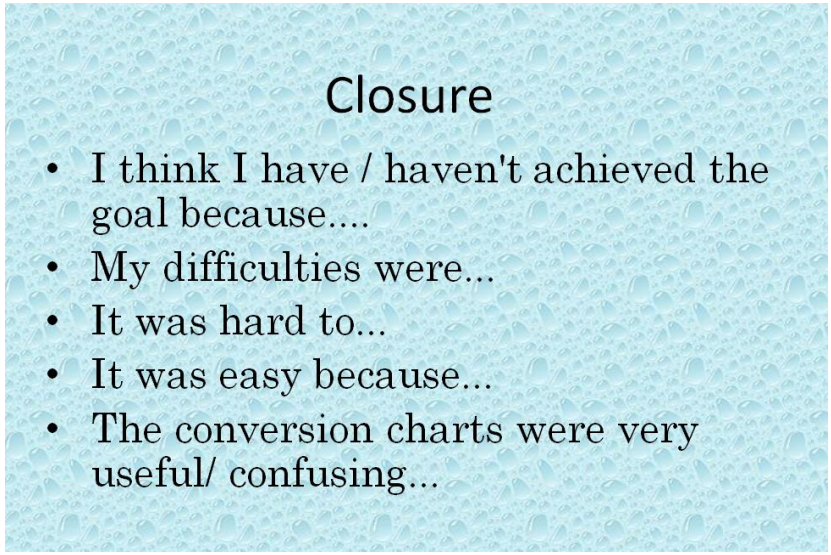
						
2.	**Observing and agreeing:** Students are provided with a book with different paper airplane models. They observe the different models and they need to agree on an	20	S, I,	S-S	No	yes

<table>
<tr>
<td>2</td>
<td>airplane to build . They can also choose the one from the video. Language support is provided.

<table>
<tr><td>I prefer this airplane because...</td><td colspan="3">It will fly better / will fly worse
It is easier / more difficult to make</td></tr>
<tr><td>I think this airplane</td><td colspan="3">Has more stable wings / has unstable wings
It is easier / more difficult to make</td></tr>
<tr><td>  </td><td>I agree!
I think so!
I completely agree</td><td>  </td><td>I don't agree!
I don't think so!
I strongly disagree</td></tr>
</table>

see this sheet
https://drive.google.com/open?id=1Xaduk9pCy5BqeMCK3lnTjbDh92115Qdf</td>
<td></td><td>R</td><td>SG</td><td></td><td>(video)</td>
</tr>
<tr>
<td>2.3</td>
<td>Making an airplane: Each student (individually)makes his/her own paper airplane following the steps or watching the video. Afterwards, students make a card naming his/her airplane, describing it and making a hypothesis about the distance</td>
<td>30</td><td>W,</td><td></td><td>no</td><td>no</td>
</tr>
</table>

	the airplane will cover.  		R			
2.4	**Closure circle:** Students explain whether they have achieved their objective. They share it with the teacher and the rest of the students and discuss it together , if necessary. To do so, students can use the language support provided.	10	S; I, W,L	S.S T-S W G	NO	SA

SESSION 3: Let's fly our airplane!

Objectives of the session:

- To fly a paper airplane, measure distances and write down the data obtained.

	Content-obligatory language for the session: Vocabulary: Throwings, flight, distance, to fly Structures: What's the distance? The distance is…. (meters/inches)					
	Activities include : Name and description; Assessment tool (if any); Material (including language support)					
3. 1	**Circle time:** Students that have chosen the proposals done in English (the yellow ones) sit together in the circle time. The students that have chosen the l*et's make an airplane* proposal get together to do the proposal in a group of four.  Students write down their individual aim for the session according to the proposal	10	S,W ,L,I	T-S S-S W G	no	no

	they have already chosen. The specific objectives are shared with the teacher and the rest of students and discussed together if necessary. To do so, students can use the language support provided.					

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PLANNING

NAME:		
PROPOSAL:		
DATE	OBJECTIVE	ACHIEVEMENT YES - NO
session 1	-	
session 2	-	
session3	-	
session 4	-	
session 5	-	
Session 6	-	
session 7	-	
Session 8	-	

Session 9 extension	-	
Session 10 extension	-	
Session 11 extension	-	
session 12 extension	-	

What would you improve to achieve your objectives?

Language support circle time:

						
3.	**Getting ready:** Students are assigned different roles (the secretary, the thrower, the measurer and the checker/photographer).	10	S,I,	S-S	No	no

2			W	SG		

ROLES	NAME
 Secretary	
 Thrower	
 Measurer	
 Checker/photographer	

	As each student will throw his or her own airplane the role of the thrower will change and so will the other roles .					
3. 3	**Throwing the airplanes:** Students go to the playground and throw the paper airplanes. They measure the distance in meters and feet and they write the results down. Language support is provided.	50	I,L,S	S-S SG	No	no

My hypotesis

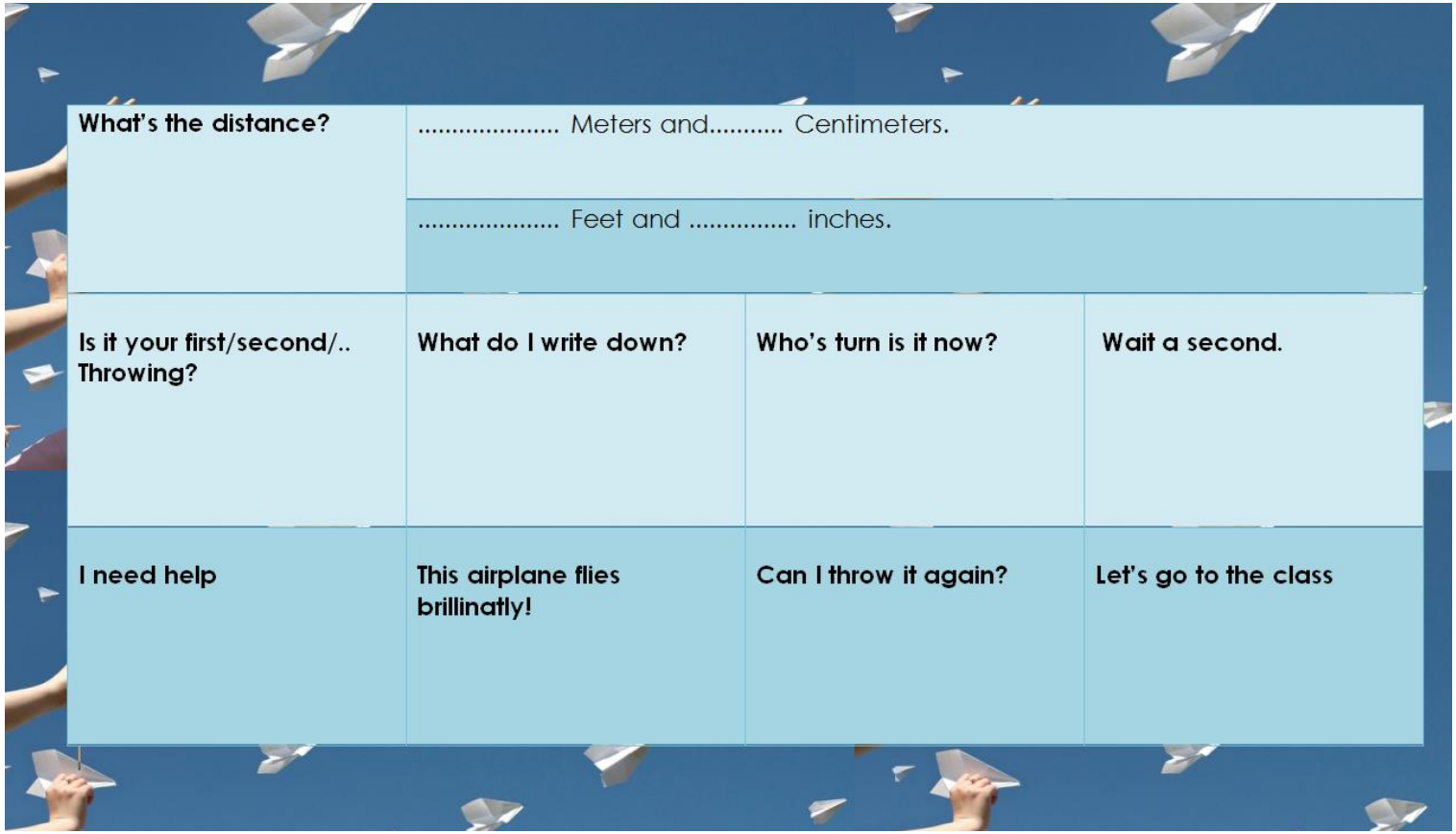
I think that my paper airplane will cover a distance of ..... metres ..... centimetres.

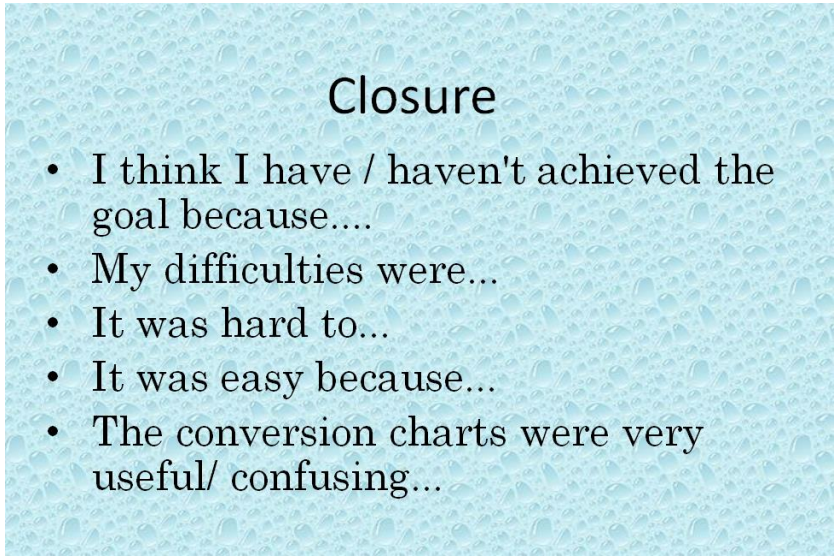
Which means ..... ft and ..... in.

Checking my hypotesis.

Do 10 throwings and write down the distance your airplane covers.

Flight	Distance m /cm	Distance ft/in
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

						
3. 4	**Closure circle:** Students explain whether they have achieved their objective. They share it with the teacher and the rest of the students and discuss it together , if necessary. To do so, students can use the language support provided.	10	S; I, W,L	S.S T-S W	NO	SA

				G		

SESSION 4: How can I make a graphic?

Objectives of the session:

- To analyze information, make a graphic based on the data obtained and to ask questions to one another.

	Content-obligatory language for the session: Vocabulary: Coordinates "X" and "Y", throwings, largest distance, shortest distance, graphic Structures: What is the largest/shortest distance? How many throwings are there in your graphic? Can you tell me the distance covered in the 1st/2nd/3rd/4th throwing?					
	Activities include : Name and description; Assessment tool (if any); Material (including language support)					
4.1	**Circle time:** Students that have chosen the proposals done in English (the yellow ones) sit together in the circle time. The students that have chosen the l*et's make an airplane* proposal get together to do the proposal in a group of four.	10	S,W,L,I	T-S S-S W G	no	no

	 Students write down their individual aim for the session according to the proposal they have already chosen. The specific objectives are shared with the teacher and the rest of students and discussed together if necessary. To do so, students can use the language support provided.					

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PLANNING

NAME:		
PROPOSAL:		
DATE	OBJECTIVE	ACHIEVEMENT YES - NO
session 1	-	
session 2	-	
session3	-	
session 4	-	
session 5	-	
Session 6	-	
session 7	-	
Session 8	-	

Session 9 extension	-	
Session 10 extension	-	
Session 11 extension	-	
session 12 extension	-	

What would you improve to achieve your objectives?

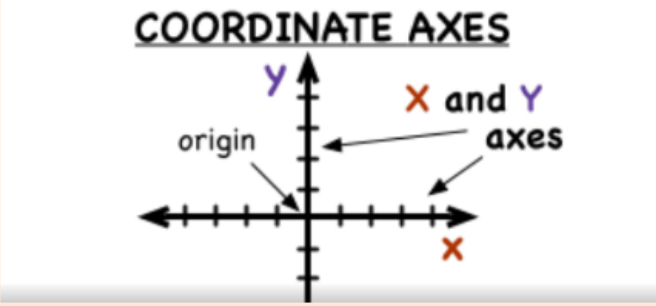
Language support circle time:

						
4.	**Complete the graphic:** This activity is an adaptation of the Complementary text technique. Students get into pairs. They are given an uncompleted graphic (with in	20	S, I	S-S	No	no

2	feet or meters). Making questions to one another they have to complete it. At the same time they become aware of the parts of the graphic and how to make them.			SG		

Before you make your own graphic have a look at this uncompleted graph:

In a bar graph we can find the coordinate axes. The axes Y and x. You only have one axe, ask your classmate for the other one and all information you need to complete it. Here you have some questions as a guide.



1. What do you have in the .....(Y/X)..... coordinate axe?

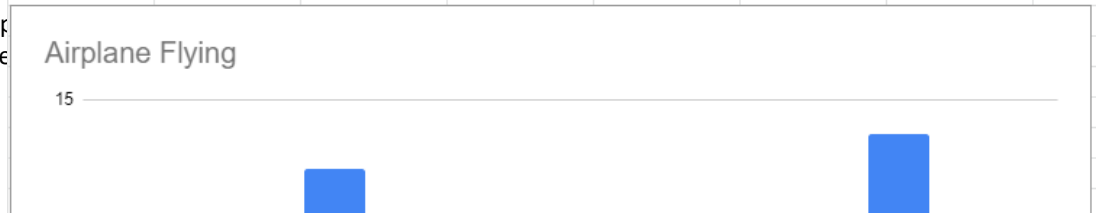
2. How many throwings are there in your bar graph?

3. Can you tell me the distance covered in the ..... (1st/2nd/ 3rd/ 4th /...) throwing?

4. What is the largest distance covered?

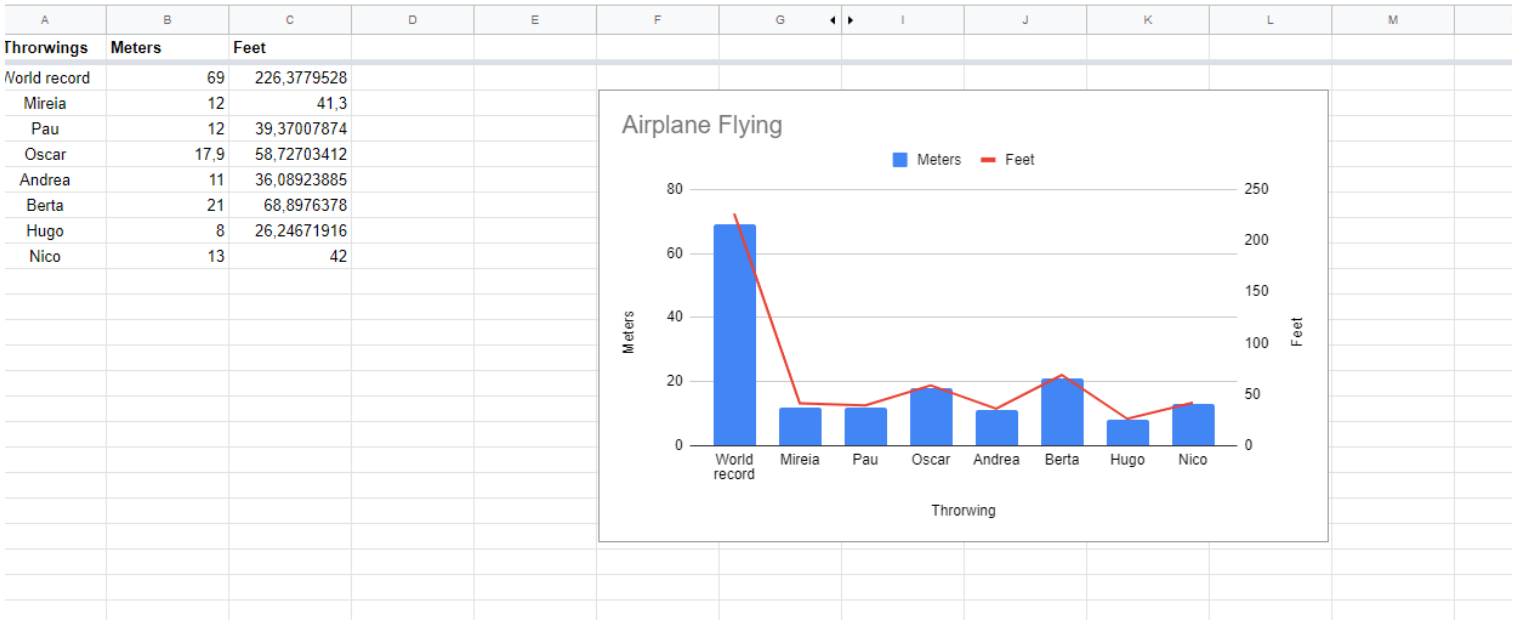
5. What is the shortest distance covered?

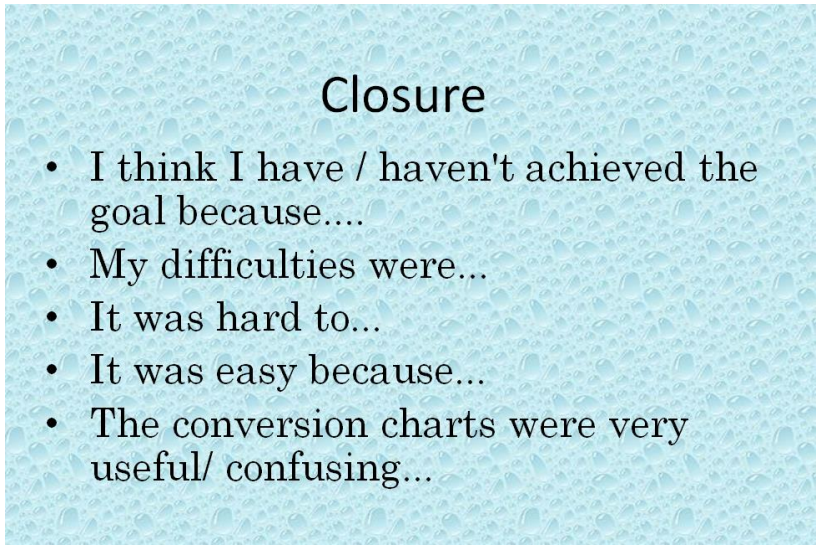
Student graphic 1



Temp
More

4. 3	**Make your own graphic:** individually, students make a bar graph of their own throwings based on the data obtained. They can do it either on a paper, a cardboard or using google sheets.	20			no	yes
4. 4	**Online data gathering and analysis:** Students enter their best throwing into a shared google sheet . Afterwards, they can have a look at the final bar graph with all the classmates' throwings. To make this analysis they get into pairs. One person looks at the graphic and the other makes the questions. Students get with the person they have not work with in the previous activity. They can use the questions from the previous activity and they are also provided with these new ones: Questions: - Who covered the longest distance? - Who covered the shortest distance? - What was …(Mireia).. best throw?	30	I, R, S	S-S S-G	no	yes

	Graphic flying airplanes Fitxer Edita Mostra Insereix Format Dades Eines Complements Ajuda La darrera modificació s'ha fet fa 8 hores  To see the google sheets follow this link: https://drive.google.com/open?id=1vsLpoeB0HBET8phm6eZtBC8xRRnjj1FTq0UK_GHFgxU					
4. 5	**Closure circle:** Students explain whether they have achieved their objective. They share it with the teacher and the rest of the students and discuss it together , if	10	S; I, W,L	S.S T-S	NO	SA

	necessary. To do so, students can use the language support provided.  			W G		

	SESSION 5: Did you beat the world record? Why? Objectives of the session: - To reflect together upon specific data obtained.

	Content-obligatory language for the session: Vocabulary: To beat, wings, world record Structures: I think the airplane didn't beat the world record because... I think I didn't beat the world record because.. I almost beat the world record because…					
	Activities include : Name and description; Assessment tool (if any); Material (including language support)					
5. 1	**Circle time:** Students that have chosen the proposals done in English (the yellow ones) sit together in the circle time. The students that have chosen the l*et's make an airplane* proposal get together to do the proposal in a group of four.	10	S,W ,L,I	T-S S-S W G	no	no

	 Students write down their individual aim for the session according to the proposal they have already chosen. The specific objectives are shared with the teacher and the rest of students and discussed together if necessary. To do so, students can use the language support provided.					

ESCOLA XARAU

PLANNING

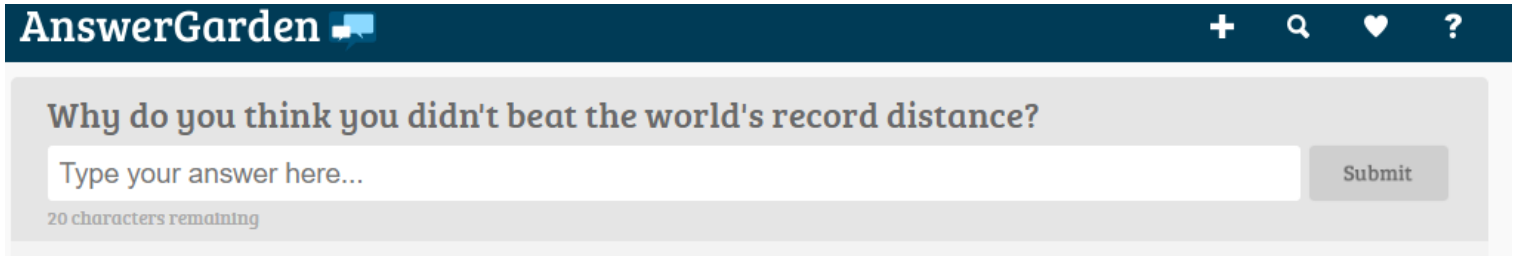
NAME:		
PROPOSAL:		
DATE	OBJECTIVE	ACHIEVEMENT YES - NO
session 1	-	
session 2	-	
session3	-	
session 4	-	
session 5	-	
Session 6	-	
session 7	-	
Session 8	-	

Session 9 extension	-	
Session 10 extension	-	
Session 11 extension	-	
session 12 extension	-	

What would you improve to achieve your objectives?

Language support circle time:

						
5.	**Think-pair-share reflection:** Students reflect upon their throwings: firstly individually, afterwards in pairs and finally in groups. The main question is "Why do you think	30	W,	S-S	yes	no

2	you didn't beat the world's record for distance flying a paper airplane?" One person of the group writes down the conclusions in an answer garden.  https://answergarden.ch/1118210 Language support:		S, L, I	SG		

I think the airplane didn't beat the world record because...	The wings were too... The airplane didn't have...		
I think didn't beat the world's record because..	When I was throwing... I do know a lot about.. it was difficult to...		
	I agree! I think so! I completely agree		I don't agree! I don't think so! I strongly disagree

1. 3	**Prepare an oral presentation:** The presentations can be done individually, in pairs or groups. Students explain the proposal and all the activities they have done as well as account for their throwings. They can freely choose how to present them (power point, with the materials, with a poster. They are provided with an example (as la language support) and a checklist to prepare the presentation and as a self-assessment tool..	20			SA	yes

Presentation

Hello! My name is .....

I did the ..... proposal

In this proposal you have to .....

I did ..... sessions and I found the proposal difficult/easy/fun

The most difficult part was .....

The easiest part was .....

What I have discovered with this proposal is .....

I have learnt these new words: _____, _____,

This is my paper airplane. It is called..... It covered ..... M and .....

feet and the world's record for distance throwing a paper airplane is.....

I think I did/didn't beat the world because .....

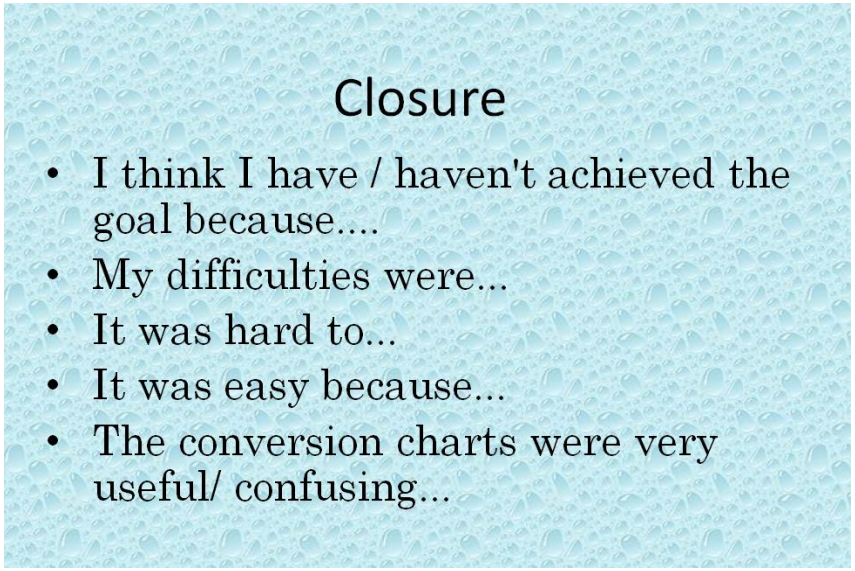
I (don't) recommend this proposal because.....

This is my bar graph.

Thanks for listening

See this sheet:
https://drive.google.com/open?id=12eClpyZFz2gVAnGqp7t5fxP0r5iC8vK

Checklist presentation

1.5	**Closure circle:** Students explain whether they have achieved their objective. They share it with the teacher and the rest of the students and discuss it together , if necessary. To do so, students can use the language support provided.  	10	S; I, W,L	S.S T-S W G	NO	SA

	SESSION 6: Let's share it! Objectives of the session: - To expose orally in front of others. - To reflect upon the own learning process and share it with others					
	Content-obligatory language for the session: - Vocabulary: Cover, measurement, world record - Structures: I (didn't)expect(ed)... My airplane covered… I am (not) satisfied because ...					
	Activities include : Name and description; Assessment tool (if any); Material (including language support)					
6.1	**Circle time:** Students that have chosen the proposals done in English (the yellow ones) sit together in the circle time. The students that have chosen the l*et's make an airplane* proposal get together to do the proposal in a group of four.	10	S,W ,L,I	T-S S-S	no	no

	 Students write down their individual aim for the session according to the proposal they have already chosen. The specific objectives are shared with the teacher and the rest of students and discussed together if necessary. To do so, students can use the language support provided.			W G		

ESCOLA XARAU

PLANNING

NAME:		
PROPOSAL:		
DATE	OBJECTIVE	ACHIEVEMENT YES - NO
session 1	-	
session 2	-	
session3	-	
session 4	-	
session 5	-	
Session 6	-	
session 7	-	
Session 8	-	

Session 9 extension	-	
Session 10 extension	-	
Session 11 extension	-	
session 12 extension	-	

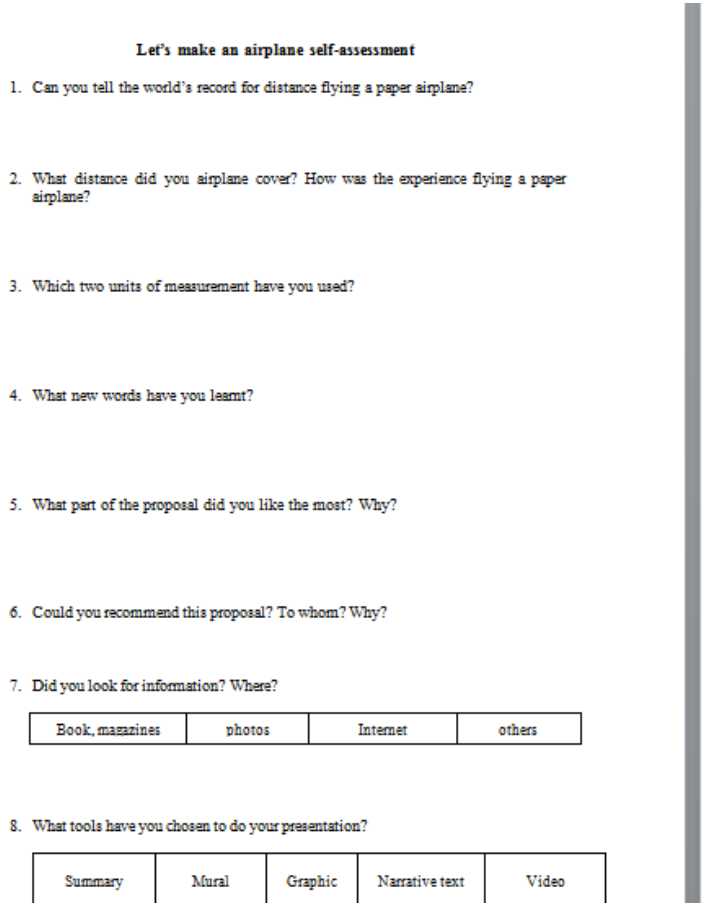
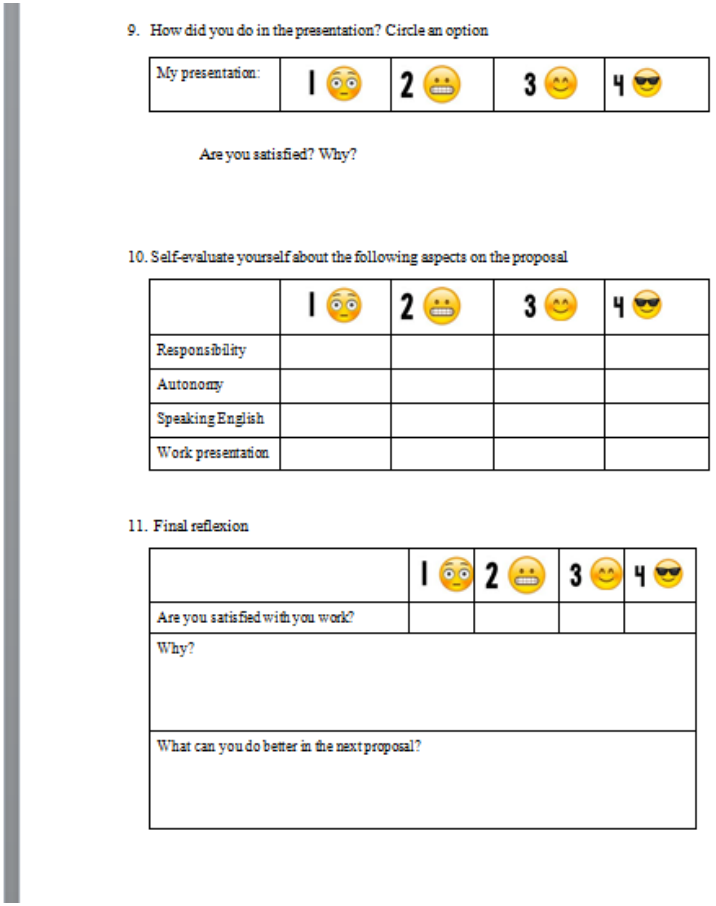
What would you improve to achieve your objectives?

Language support circle time:

						
6.	**Oral presentation**: Students present their proposal to their classmates and outside listeners (if possible e.g parents, other teachers,..)	20	S,	S-S		no

2				S-T W G		
6. 3	**Peer and teacher assessment:** While presenting four classmates, the outside listeners and the teacher will assess their performance and make comments if necessary. To do so, six volunteer students and the outside learners will be given a peer evaluation sheet with different items to assess.After the presentation there will be a shared moment to make comments.	15	S,l, w,l	S-S T-S Wg	PA TA	NO

	4	3	2	1
EYE CONATCT 				
PRONUNTIATION AND FLUENCY 				
INTERESTING PRESENTATION 				
COMMENTS				

6. 4	**Self-assessment:** Individually, students complete a self-assessment sheet.  **Let's make an airplane self-assessment** 1. Can you tell the world's record for distance flying a paper airplane? 2. What distance did you airplane cover? How was the experience flying a paper airplane? 3. Which two units of measurement have you used? 4. What new words have you learnt? 5. What part of the proposal did you like the most? Why? 6. Could you recommend this proposal? To whom? Why? 7. Did you look for information? Where? Book, magazines | photos | Internet | others 8. What tools have you chosen to do your presentation? Summary | Mural | Graphic | Narrative text | Video  9. How did you do in the presentation? Circle an option My presentation: 1 2 3 4 Are you satisfied? Why? 10. Self-evaluate yourself about the following aspects on the proposal Responsibility Autonomy Speaking English Work presentation 11. Final reflexion Are you satisfied with you work? Why? What can you do better in the next proposal? See this sheet: https://drive.google.com/file/d/11LaZHPBcziazcLXkOCquqG8pXYayaH1p/view?us	15	w		no	No

	p=sharing					
6.5	Students share orally with rest of the class a self-evaluation of themselves. They are provided with language the following language support. **Doing this proposal I have felt..** — **Happy / stressed / engaged..** **I think I have worked...** — Hard/cooperatively/ ... **Speaking in English in the circle time has been..** — Easy/difficult/ enjoyable/ a challenge / .. **For the next proposal I will try to...** — Be more autonomous / write down concrete objectives/ improve my presentation / revise my writings / ...	10	S; I, W,L	S.S T-S W G	NO	SA