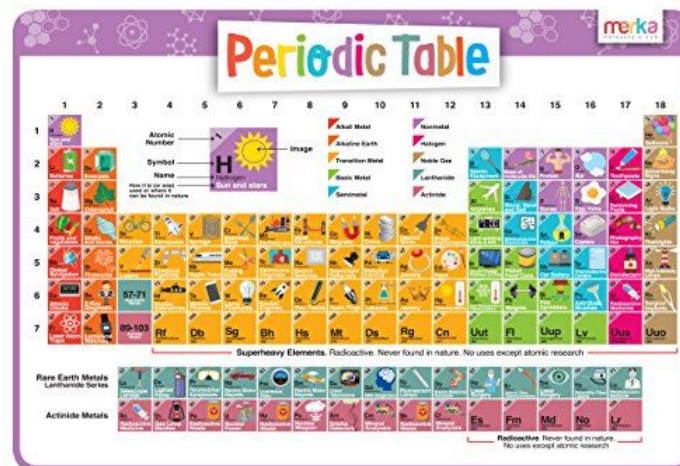


# THE SECRETS OF THE PERIODIC TABLE:



## PRE-HISTORY

How are we so different from the Prehistory?

Davínia Díaz i Doval

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# PROJECT PLANNING TEMPLATE for CLIL and Content-Rich Environments

## Identification of the GEP project:

Title	The secrets of the periodic table: Prehistory
Authorship	Davínia Díaz i Doval
School	Escola El Gegant del Rec
Students' CEFR Level (A1, A2...)	A1
Grade	Primary 4
Content area(s)	Science
Number of sessions (4, 6 or 9)	4
Teacher(s) involved	Ingrid de la Barrera - "The secrets of The Periodic Table of Elements: Leonardo da Vinci" (6 <sup>th</sup> Grade). Davínia Díaz - "The secrets of The Periodic Table of Elements: Prehistory" (4 <sup>th</sup> Grade). Magalí Masó - "The secrets of The Periodic Table of Elements: Bioluminescence" (3 <sup>rd</sup> Grade).
Key words	Prehistory , Paleolithic, Neolithic, Bronze Age

## 1. OUR PROJECT

Generació Plurilingüe

Second Year

2017-2018

**Introduction:**

The students will be surrounded by Prehistory material (flashcards and material from the Paleolithic's briefcase) while listening to the "Flintstones" soundtrack as background.

With their imagination and previous knowledge, they will have to guess what topic will we be dealing weekly during more than one term.

Once guessed or revealed the topic, we will start by doing an "[answergarden](#) activity", in which the pupils will brainstorm words related to this period.

**Driving question:**

How are we so different from the Prehistory?

**Final product:**

A written and oral presentation

2. GOALS	2. HOW DO YOU KNOW STUDENTS ARE MAKING PROGRESS? (assessment criteria)
1. Analyze the impact of Prehistory on our lives.	1.1. They can mention the differences between the Prehistory and nowadays. 1.2 They are able to identify the main characteristics on each period.
2. Identify the main importance differences between them and us.	2.1 They can explain the evolution of some important features first appeared in Prehistory.
3. Create a short written presentation on the main characteristics on this period ((genial.ly).	

### 3. CURRICULUM CONNECTIONS SPECIFIC COMPETENCES AND KEY CONTENTS

Subject-matter curriculum		Foreign language curriculum	
Specific Competences	Key Contents	Specific Competences	Key Contents
<p>Our world Skill:</p> <ul style="list-style-type: none"> <li>- Competence 2: Interpret the present throughout the analysis of changes during the years, to understand the society in where we live.</li> </ul>	<ul style="list-style-type: none"> <li>- Analysis of the evolution of some features of our daily lives (homes, clothings, tools...) throughout the years.</li> <li>- Identification of the men and women's roles, individually and collectively, in history.</li> </ul>	<p>Oral Communication Skill:</p> <ul style="list-style-type: none"> <li>- Competence 2: Plan and produce oral short and easy texts taking into account the communicative situation.</li> </ul> <p>Reading comprehension Skill:</p> <ul style="list-style-type: none"> <li>- Competència 4: Use strategies to obtain meaningful information to understand written texts.</li> <li>- Competence 5: Interpret the visual, discursive and linguistic features of a text to understand it.</li> </ul> <p>Written expression Skill:</p> <ul style="list-style-type: none"> <li>- Competence 7: Plan short texts so that they are able to recognize the most</li> </ul>	<p>ORAL:</p> <ul style="list-style-type: none"> <li>- Reproduction and memorization of short oral texts.</li> <li>- Identification of basic vocabulary from a specific topic, with visual support.</li> <li>- Comprehension strategies: make hypothesis, verification, identification of key words...</li> <li>- Production of short oral texts that make them speak about their daily life.</li> <li>- Respect and making an effort to understand and accept the classmates opinions.</li> </ul> <p>READING:</p> <ul style="list-style-type: none"> <li>- Reading strategies learnt</li> </ul>

		<p>important parts on the text.</p> <ul style="list-style-type: none"> <li>- Competence 8: Produce simple texts with visual supports.</li> </ul>	<p>from other languages that help them to understand a text.</p> <p>WRITTEN:</p> <ul style="list-style-type: none"> <li>- Usage of short written texts and simple sentences already known.</li> <li>- Production of shorts texts related with their daily lifes situations, thanks to templates given by the teachers, using ICT's tools.,</li> </ul>
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#### 4. 21<sup>st</sup> CENTURY COMPETENCES

Collaboration	✓	Information, media and technology	✓
Communication	✓	Leadership & Responsibility	
Critical Thinking and Problem Solving	✓	Initiative & Self-direction	
Creativity & Innovation		Social & Cross-cultural	

## 5. KEY COMPETENCES

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

## 6. CONTENT (Knowledge and Skills)

CONTENT-RELATED KNOWLEDGE	CONTENT-RELATED SKILLS
<p>In Primary 4 we will be focusing on:</p> <ul style="list-style-type: none"> <li>- The differences between Prehistory and History.</li> <li>- The three periods of Prehistory / Stone Age (Paleolithic, Neolithic and Bronze Age).</li> <li>- The main characteristics on each period (shelter, nutrition, social abilities, hobbies...).</li> </ul>	<ul style="list-style-type: none"> <li>- Improving your own knowledge: <ul style="list-style-type: none"> <li>- Interacting in English.</li> <li>- Sharing new information.</li> <li>- Making hypothesis.</li> <li>- Having the opportunity to make errors.</li> <li>- Recognizing reliable words from a listening.</li> <li>- Understanding short texts.</li> <li>- Using new technologies.</li> </ul> </li> </ul>

In Primary 3, 4 and 6, we will be dealing with:

- The elements from the periodic table.

- Become a hard-working classmate by:
  - Interacting and helping other students.
  - Being positive and modest.
  - Working cooperatively.
  - Accept different opinions.
  - Dealing with frustrations (the NO answers).
  - Good-mannered person and excellent behaviour.
  - Participating actively.
  - Critic self-assessing and peer-assessing.

## 7. REFERENCES

Flintstones soundtrack: <https://www.youtube.com/watch?v=uq7noaMwLfg>

Briefcase from CRP "Maleta Pedagògica: Paleolític"

Briefcase from CRP "Maleta Pedagògica: Neolític"

Images: <https://duckduckgo.com>

Educational videos for kids on youtube:

<https://www.youtube.com/watch?v=rLFGra2TiTE&t=47s>

<https://www.youtube.com/watch?v=UFE3t7qNJSs&t=37s>

<https://www.youtube.com/watch?v=CCN-Fv5gBEY&t=29s>

<https://www.youtube.com/watch?v=kd4dlNxaPwk>

Images: [www.duckduckgo.com](http://www.duckduckgo.com)

## 8. COMMENTS (optional)

I would like to highlight a few things, to make my project slightly more understandable.

In first place, this is an Interdisciplinary School Project about the Periodic Table of Elements. So, there are two other groups and teachers involved in this project:

Primary 3: "The secrets of The Periodic Table of Elements: Bioluminescence" (Magalí Masó)

Primary 6: "The secrets of The Periodic Table of Elements: Leonardo da Vinci" ( Ingrid de la Barrera)

Moreover, I must say that the groups will be distributed heterogeneously by the teacher according to their affinities and knowledge. And, considering the special needs students, they will be integrated in the groups, but also will have the teacher's support whenever it is necessary.

Lastly, as they are in Primary 4 and they haven't done the past simple yet, I have decided to use the present simple because we are referring to the routines they had during those years.






Skills: R: reading , S:speaking, L: listening, W: writing, I: Interaction

Interaction: T-S: teacher-student, S-S: student-student, SG: small groups, WG: whole group, S-Expert, S-World

Assessment: PA: Peer assessment, SA: Self-assessment, TA: Teacher assessment, AT: Assessment tools



## 10. UNIT OVERVIEW

Session	Activities	Timing 	Skills 	Interaction 	ICT 	Assessment 
1	Introduction of the topic with the Flintstones soundtrack as background and flashcards around the classroom. There will be a timeline so that in every sessions, whenever it is necessary, it will be added some information.	10'	L S	Group class	✓	
	A " <a href="#">voki</a> " character will introduce them the tasks they will have to deal with during this first session. Then, I will introduce them the <b>driving question</b> , " <b>How are we so different from the Prehistory?</b> "	2'	L	Group class	✓	
	Fill in a computer activity as a brainstorm activity in order to know their previous knowledge on this topic (where? when? how? who? what did they look like?) <a href="http://scrumblr.ca/demo">http://scrumblr.ca/demo</a>	10'	W I S	Small groups	✓	Observation
	Later, they will have to classify the words, provided by the teacher, into history or prehistory period.	20'	W I	Small groups		Self-assessment (homework)

			S			
	Summing up activity. Correct the previous activity among all the class.	5'	L S R	Group class		Checklist
2	<a href="#">Voki</a> (explaining the tasks)	1'	L	Group class	✓	
	Warm-up: unscramble words from the last session in pairs (prehistory, written extracts, history, nomads...)	5'	L S R	In pairs	✓	
	Introduce the first stage on Prehistory, Paleolithic, thanks to a listening activity ( <a href="https://www.youtube.com/watch?v=UFE3t7qNJSs">https://www.youtube.com/watch?v=UFE3t7qNJSs</a> ). Comment on what have they seen and understood.	10'	L S	Group class	✓	Self-assessment (homework)
	Later, with some flashcards, they will have to match the lines with the pictures. Compare them in small groups until the activity is well attached.	10'	R S	In pairs Small groups		Observation
<b>Generació Plurilingüe</b> Second Year 2017-2018						

	Make a poster.	10'	R S	Small groups		Peer assessment (homework)
3	<a href="#">Voki</a> (explaining the tasks)	2'	L	Group class	✓	
	Quizlet: Match on " <a href="#">Paleolithic</a> "	5'		Small groups	✓	Self-assessment (homework)
	Add some information on the timeline created among themselves, with the teacher's help . Work cooperatively and decide what information is suitable to highlight and add in the timeline.	35'	R S W L	Small groups		Peer assessment (homework) Observation
	Read the timeline.	10'	R S L	Group class		
4	<a href="#">Voki</a>	1'	L	Whole group class	✓	
	Video as a refreshment on the last session ( <a href="https://www.youtube.com/watch?v=M2Uatfv4afs">https://www.youtube.com/watch?v=M2Uatfv4afs</a> ). Remember the new words introduced on the last session.	5'	S R	Whole group class	✓	

	Let's make hypothesis on the following period: <b>Neolithic</b> by using the <a href="#">Popplet App</a>	5'	S	Small groups	✓	Peer assessment (homework)
	Watch a video ( <a href="https://www.youtube.com/watch?v=CCN-Fv5gBEY">https://www.youtube.com/watch?v=CCN-Fv5gBEY</a> ). Comment on what have they seen and understood.	10'	L S		✓	Observation
	Match the word with its image and classify it according if it belongs to Paleolithic or Neolithic.	15'	R S	Individually In pairs Whole group class		Self-assessment (homework)
5	<a href="#">Voki</a> (explaining the tasks)	2'	L	Whole group class	✓	
	Quizlet: Learn on " <a href="#">Neolithic</a> " with the new flashcards. Later, do the writing activity.	10'		Reduced groups	✓	Self-assessment (homework)
	Add some information on the small groups' timeline. Work cooperatively and decide what information is suitable to highlight and add in the timeline.	25'	R S W L	Small groups		Peer-assessment (homework) Observation
	Read the timeline.	10'		Whole group class		

6	<a href="#">Voki</a> (explaining the tasks)	2'	L	Whole group class	✓	
	Watch a refreshment video on Neolithic period ( <a href="https://www.youtube.com/watch?v=DxTkmnaV1JM">https://www.youtube.com/watch?v=DxTkmnaV1JM</a> )	3'	L S	Whole group class	✓	
	Let's make hypothesis on the following period: <b>Bronze Age</b> , by using <a href="#">Popplet App</a>	5'	S	Whole group class	✓	Self-assessment (homework)
	Bronze Age and the materials on the periodic table. ( <a href="https://www.youtube.com/watch?v=kd4dlNxaPwk">https://www.youtube.com/watch?v=kd4dlNxaPwk</a> ). Write them in the timeline poster.	5'		Whole group class	✓	
	<a href="#">Kahoot</a>	15'	R S	Small groups Whole group class	✓	Peer-assessment (homework)
7	<a href="#">Voki</a> (explaining the tasks)	2'	L	Group class	✓	
	Add some information on the timeline. Work cooperatively and decide what information is suitable to highlight and add in the timeline.	35'	R S W L	Small groups Group class		Checklist (homework) Observation
	Read the timeline.	8'	W	Group class		

			S R			
8-12	<a href="#">Voki</a> (explaining the tasks)	2'	L	Group class	✓	
	The class is divided in small groups to start working on the mini projects (Prehistory-History, Paleolithic, Neolithic and Bronze Age) using a template. Each group will be subdivided in different roles (new-technologies (create the presentation and record their presentation) , journalists (search for the information), artists (decorate their timeline poster) and presenters (explain to the other group what they have done throughout the whole project).	43'	R S L W	Small groups		Teacher's assessment
	Start preparing the oral presentations with <a href="#">genial.ly</a> .		L S R W	Small groups	✓	Peer-assessment (homework)
13	Oral presentations (Grade 4 will go to Grade 3 and explain their knowledge on this topic).	45'	S R L	Small groups		Teacher's assessment Self-assessment

						(homework)
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## 11. SESSION PLANNING








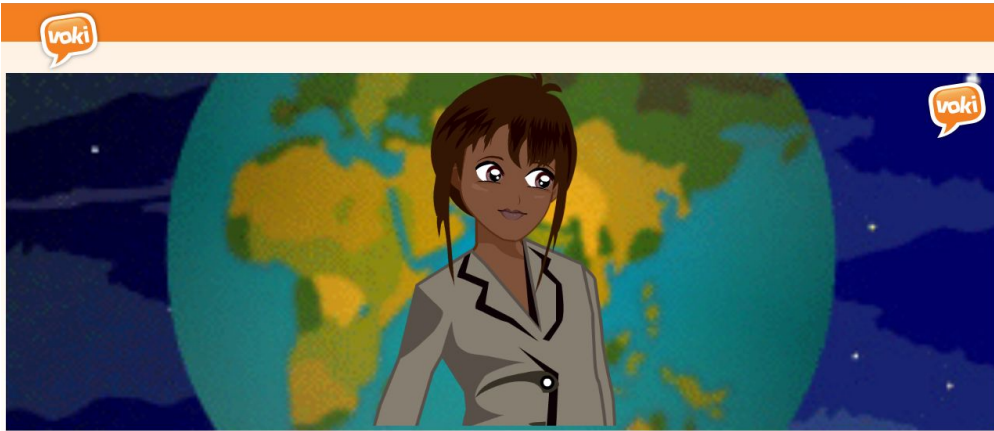

### SESSION 1: PRESENTATION OF THE PROJECT

Objectives of the session:

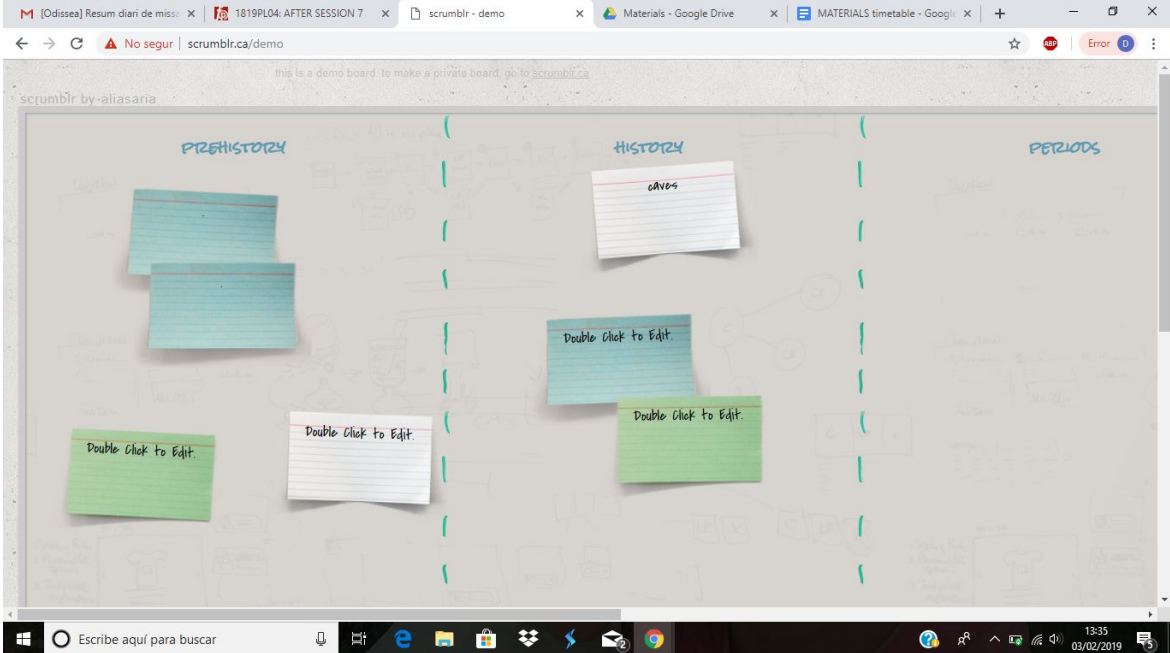
- Know the main differences among history and prehistory.
- Introduce them some basic vocabulary and structures related to this topic.

Content-obligatory language for the session:

- History: written extracts
- Prehistory: no writing
- They move. They are nomads.
- They live in tribes.
- They live in caves.
- They hunt.
- They eat animals, fruits and go fishing.
- They paint in caves.
- Tools (rocks, bones, wood/sticks,
- They have...
- They live...
- There is...






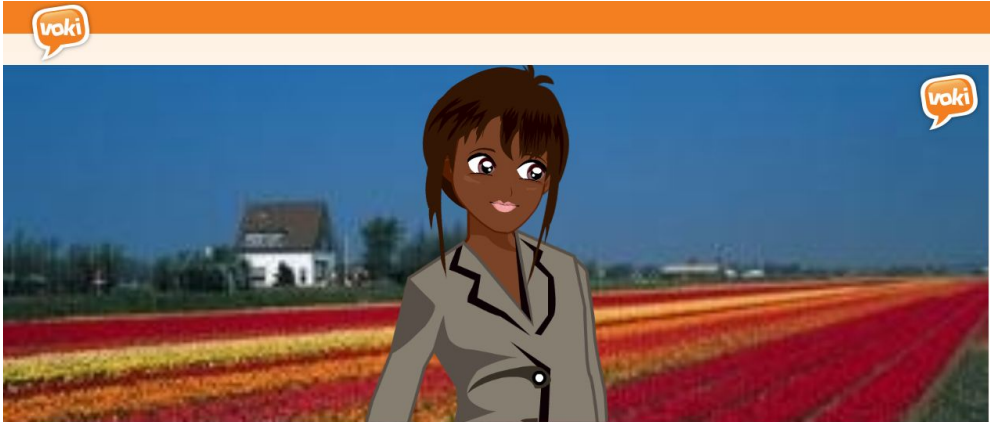
	Activities					
1.1	The class will have different elements related to PREHISTORY, such as, the music (Flinstones soundtrack) and other elements (typical PREHISTORY ELEMENTS).	10'	L S	GC		
1.2	There will be a timeline so that in every sessions, whenever it is necessary, it will be added some information.	2'	L	GC		
1.3	<p>A "<a href="#">voki</a>" character will introduce them the tasks they will have to deal with during this first session.</p>  <p>Then, I will introduce them the <b>driving question</b>, "How are we so different from the Prehistory?"</p>	10'	W I S	SG		

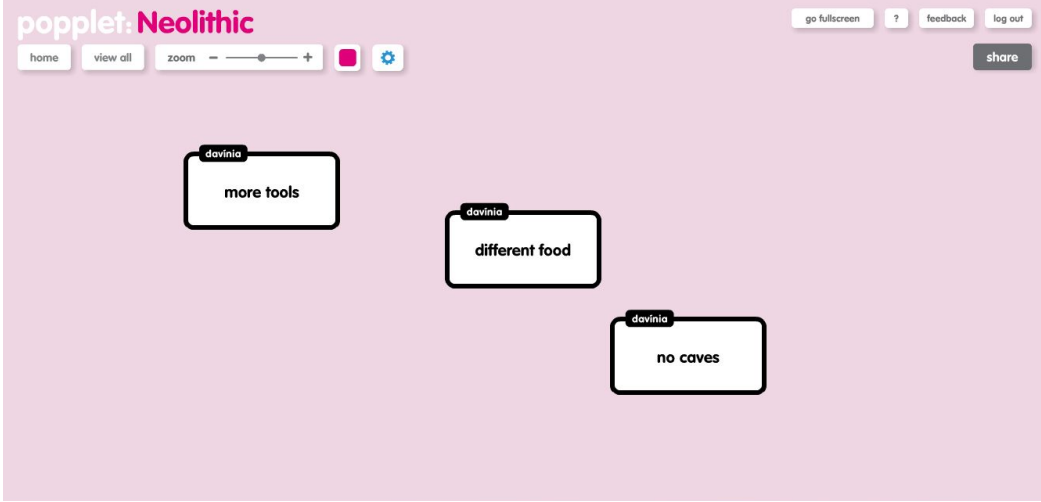
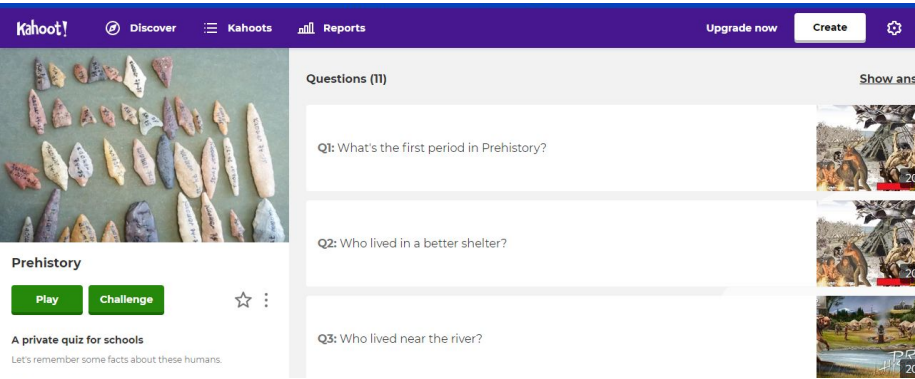








1.4	<p>Fill in a computer activity as a brainstorm activity in order to know their previous knowledge on this topic (where? when? how? who? what did they look like?)</p> <p><a href="http://scrumbler.ca/demo">http://scrumbler.ca/demo</a></p> 	20'	W I S	SG		Observation
1.5	<p>Later, they will have to classify the words whether they belong to history or the prehistory period (MATERIAL ATTACHED TO DRIVE (MATERIAL, SESSION 1))</p>	5'	L S R	GC		Self-assessment (homework)

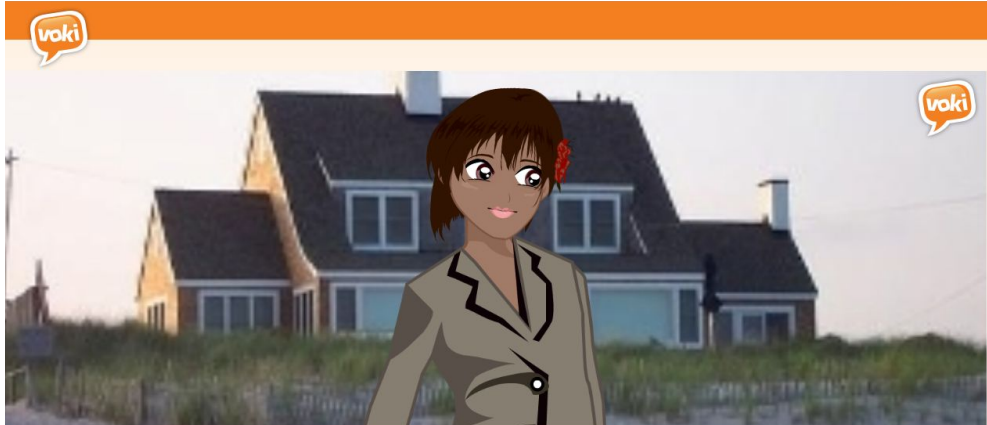
	<table border="1"> <thead> <tr> <th>HISTORY</th> <th>PRE-HISTORY</th> </tr> </thead> <tbody> <tr> <td>FARMERS</td> <td>HUNTING TOOLS</td> </tr> <tr> <td>WRITING</td> <td>TRADE ECOFACTS (NATURAL RELICS)</td> </tr> <tr> <td>WEAPONS</td> <td>DRAWING FIRE</td> </tr> <tr> <td></td> <td>FISHING</td> </tr> <tr> <td></td> <td>ARTIFACTS( MAN- MADE RELICS)</td> </tr> <tr> <td></td> <td>CAVES SEW CLOTHES</td> </tr> <tr> <td></td> <td>ANIMALS HUTS</td> </tr> <tr> <td></td> <td>NOMADS (MIGRATION)</td> </tr> <tr> <td></td> <td>HUMAN RESOURCES</td> </tr> </tbody> </table>	HISTORY	PRE-HISTORY	FARMERS	HUNTING TOOLS	WRITING	TRADE ECOFACTS (NATURAL RELICS)	WEAPONS	DRAWING FIRE		FISHING		ARTIFACTS( MAN- MADE RELICS)		CAVES SEW CLOTHES		ANIMALS HUTS		NOMADS (MIGRATION)		HUMAN RESOURCES					
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1.6	Summing up activity. Correct the previous activity among all the class.					Checklist																				

	<h2>SESSION 2: NEOLITHIC</h2> <p>Objectives of the session:</p> <ul style="list-style-type: none"> <li>- Identify the main characteristics on each period.</li> </ul>
	<p>Content-obligatory language for the session:</p> <ul style="list-style-type: none"> <li>- They are sedentary.</li> <li>- They create accessories.</li> <li>- They invent new tools (spears, axes...).</li> <li>- They live in families.</li> <li>- They are farmers. They cultivate food.</li> <li>- They domesticate animals.</li> <li>- They live in huts.</li> </ul>

	Activities					
2.1	<p><a href="#">Voki</a> (Listen to the audio in order to know what's the lesson about)</p> 	1'	L	GC	✓	
2.2	<p>Video as a refreshment on the last session (<a href="https://www.youtube.com/watch?v=M2Uatfv4afs">https://www.youtube.com/watch?v=M2Uatfv4afs</a>).</p> <p>Remember the new words introduced on the last session. And say them aloud.</p>	5'	S R	GC	✓	
2.3	<p>Let's make hypothesis on the following period: <b>Neolithic</b> by using the <a href="#">Popplet App</a>.</p> <p>The class will be divided in small groups in order to do this activity a bit more quieter.</p>	5'	S	SG	✓	PA

						
2.4	<p>Watch a video (<a href="https://www.youtube.com/watch?v=CCN-Fv5gBEY">https://www.youtube.com/watch?v=CCN-Fv5gBEY</a> ). Comment on what have they seen and understood.</p>	15'	L S	GC	✓	Obse rvati on
2.5	<p><a href="#">Kahoot!</a> (Paleolithic - Neolithic)</p> 	15'	R S	IND GC		SA

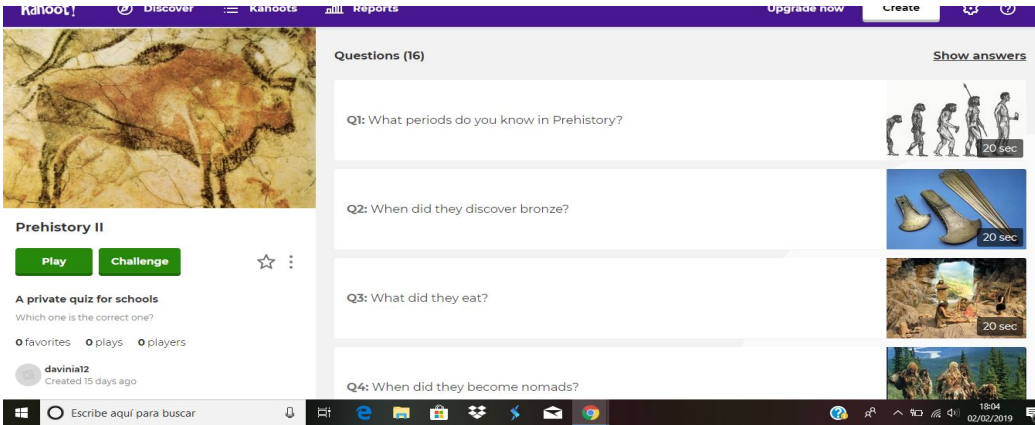
<h2>SESSION 3: Bronze Age (periodic table)</h2> <p>Objectives of the session:</p> <ul style="list-style-type: none"> <li>- Discover what elements on the periodic table were in this era.</li> <li>- Review all the different periods.</li> </ul>								
<p>Content-obligatory language for the session:</p> <ul style="list-style-type: none"> <li>- Chemical elements: bronze, copper, iron, oxygen, tin...</li> <li>- They live in group of families.</li> <li>- They improve on ceramics.</li> <li>- They are experts on crafts and trade,</li> <li>- They invent the Metallurgy.</li> <li>- They lived in groups of families.</li> </ul>								
<p>Activities</p> <p>“How are we so different from Prehistory?”</p>								
3.1	<p><a href="#">Voki</a> (explaining the tasks)</p>			2'	L	GC		

						
3.2	<p>Watch a refreshment video on Neolithic period (<a href="https://www.youtube.com/watch?v=DxTkmnaV1JM">https://www.youtube.com/watch?v=DxTkmnaV1JM</a> )</p>	3'	L S	GC	✓	
3.3	<p>Let's make hypothesis on the following period: <b>Bronze Age</b>, by using <a href="#">Popplet App</a></p>	5'	S	GC	✓	SA
3.4	<p>Bronze Age and the materials on the periodic table. (<a href="https://www.youtube.com/watch?v=kd4dlNxaPwk">https://www.youtube.com/watch?v=kd4dlNxaPwk</a> ).</p>	5'	L S	GC	✓	

The image shows a standard periodic table of elements. Each element cell contains its atomic number, symbol, name, and atomic mass. The table is color-coded by groups: Alkali Metals (red), Alkaline Earth (orange), Transition Metal (yellow), Basic Metal (green), Semimetal (light green), Nonmetal (blue), Halogen (purple), Noble Gas (grey), Lanthanide (pink), and Actinide (dark pink). A legend at the bottom identifies these categories. The title 'Periodic Table of the Elements' is centered at the top. A small box defines the components of an element cell: Atomic Number, Symbol, Name, and Atomic Mass.

Write them in the periodic table of elements (DRIVE- MATERIALS- SESSION 6). Then, write the most reliable information on the timeline poster.

3.5	<p><a href="#">Kahoot</a>: Find the differences among these three periods, and at the same time, achieve what elements on the periodic table were discovered in those years).</p>	15'	R S	SG	✓	PA
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 <p>The screenshot shows a Kahoot! quiz interface. The title is 'Prehistory II'. There are four questions visible:</p> <ul style="list-style-type: none"> <li>Q1: What periods do you know in Prehistory? (20 sec)</li> <li>Q2: When did they discover bronze? (20 sec)</li> <li>Q3: What did they eat? (20 sec)</li> <li>Q4: When did they become nomads? (20 sec)</li> </ul> <p>The interface includes a 'Play' button, a 'Challenge' button, and a 'Show answers' button. The background features a prehistoric cave painting of a mammoth and a diagram of human evolution.</p>					
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## SESSION 4: ORAL PRESENTATION






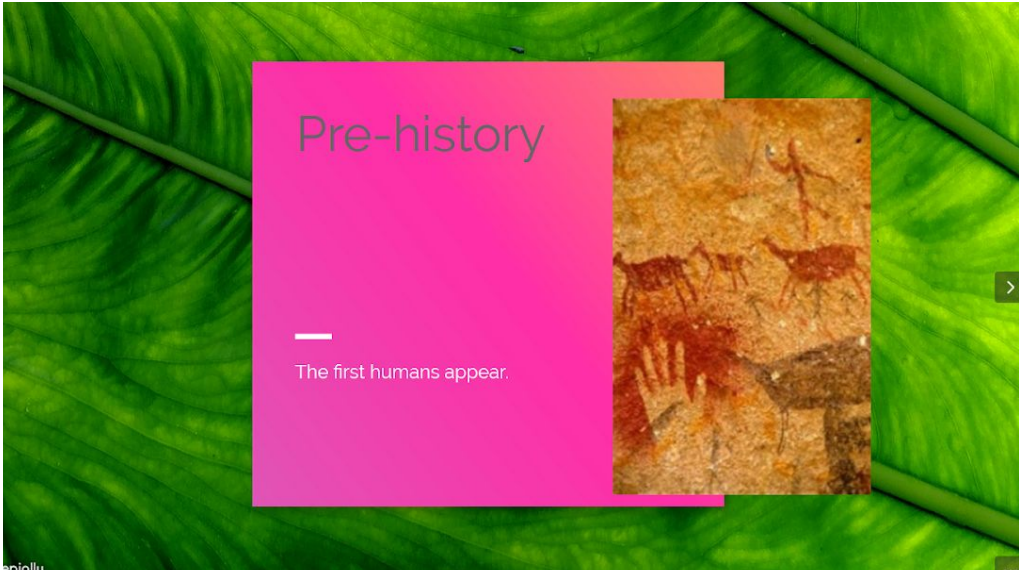
Objectives of the session:


- Communicate in front of an audience in a foreign language.
- Respect the classmates presentations.
- Self-assessment of personal strengths and aspects to improve.

Content-obligatory language for the session:

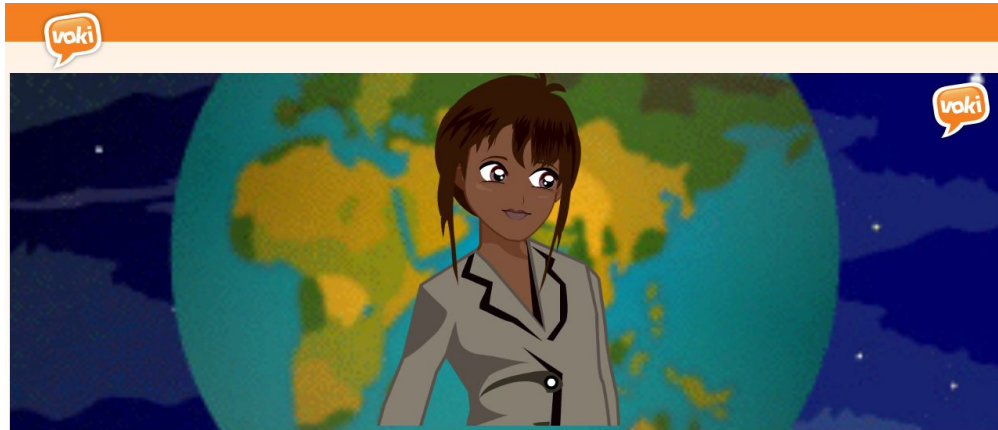
- There is/ are...
- Greetings (hello, good morning, thank you, good bye...)
- They live in...
- They dress in...

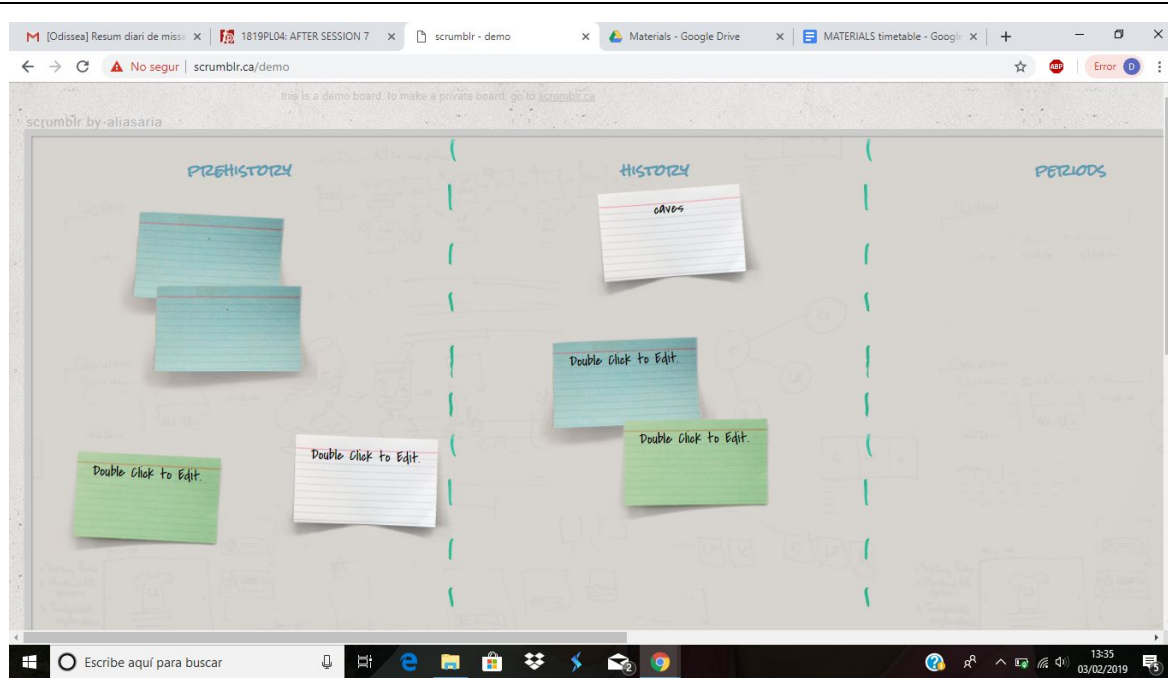


	<ul style="list-style-type: none"> <li>- They eat...</li> <li>- They invent...</li> <li>- They have... haven't...</li> </ul>					
	<p>Activities</p>					
<p>1.1</p>	<p>DISTRIBUTION AND ORGANIZATION (5 sessions)</p> <p>The class is divided in small groups to start working on the mini projects (Prehistory-History, Paleolithic, Neolithic and Bronze Age) by using a template to do the written task and an ICT tool (<a href="http://genial.ly">genial.ly</a>)</p>  <p>Each group will be subdivided in different roles:</p>	<p>35'</p>	<p>R L S</p>	<p>SG</p>	<p>✓</p>	<p>Obs</p>

	<ul style="list-style-type: none"> <li>- New-technologies (create the presentation and record their presentation).</li> <li>- Journalists (search for the information).</li> <li>- Artists (decorate their timeline poster).</li> <li>- Presenters (explain to the other group what they have done throughout the whole project).</li> </ul>					
1.2	<p>FINAL PRODUCT ( Session 13)</p> <p>They will watch their videos and comment on strong points and one feature to improve.</p>	10'	R L S W	SG		TA
1.3	<p>ORAL PRESENTATIONS ( Session 13):</p> <p>As it is cross-curricular project, Grade 4 will go to 3 and explain their knowledge on this topic, Grade 6 to 5, and Grade 3 to 2.</p> <p>Previously, they rehearse five minutes among themselves.</p>	15'	R L S	SG		SA PA
1.4	<p>ASSESSMENT ( Session 13):</p> <p>They will fill in the finals rubrics.</p>	15'	L S	S		TA SA PA

## TEACHING MATERIALS

MATERIALS	
Session	Activities
1	<p>“voki”</p>  <p><a href="http://scrumblr.ca/demo">http://scrumblr.ca/demo</a></p>



### Prehistory - history's words classification

HISTORY	PRE-HISTORY
FARMERS	HUNTING TOOLS
WRITING	TRADE ECOFACTS (NATURAL RELICS)
WEAPONS	DRAWING FIRE
	FISHING
	ARTIFACTS( MAN- MADE RELICS)
	CAVES SEW CLOTHES
	ANIMALS HUTS
	NOMADS (MIGRATION)
	HUMAN RESOURCES

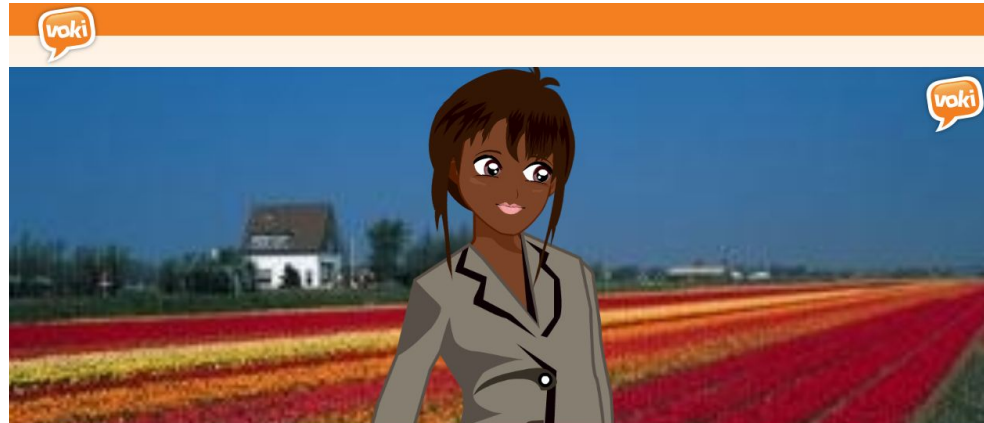
### Self-Assessment

**SELF- ASSESSMENT**

	1	2	3
I have participated doing the tasks.	A little bit.	Sometimes.	Always.
I have talked in English.	Never	Sometimes.	Always.
I have worked cooperatively and respectfully.	Never	Sometimes.	Always.
My new words are...	1,2 words	3,4 words	5,6...

**PUNTUATION:**

[Voki](#)



2

Unscramble words:

HSTOYR  
NMAODS  
WTTNIE ETRCTSA  
CSVEA  
MOMMASHT  
PER HRYSTIO  
TSBRIE  
FEIR  
DWINRAGS

HTINUNG  
GTHAEINGR  
CHCAROAL  
WTERA  
AMALIN FTA  
ETHRA  
AMALNI SIKN  
AEX  
SEAPRS

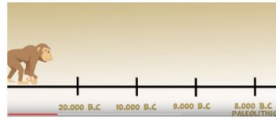
MATE  
FRTSUI|  
TLOOS  
STESON  
WODO  
BNEOS  
CRAEDV  
SNOUSD

### Storyboard



PALEOLITHIC

The appearance of the first human beings.



### Peer-Assessment

#### PEER ASSESSMENT

	1	2	3
--	---	---	---

S/he has participated doing the tasks.	A little bit.	Sometimes.	Always.
S/he has talked in English.	Never	Sometimes.	Always.
S/he has worked cooperatively and respectfully.	Never	Sometimes.	Always.

**PUNTUATION:**

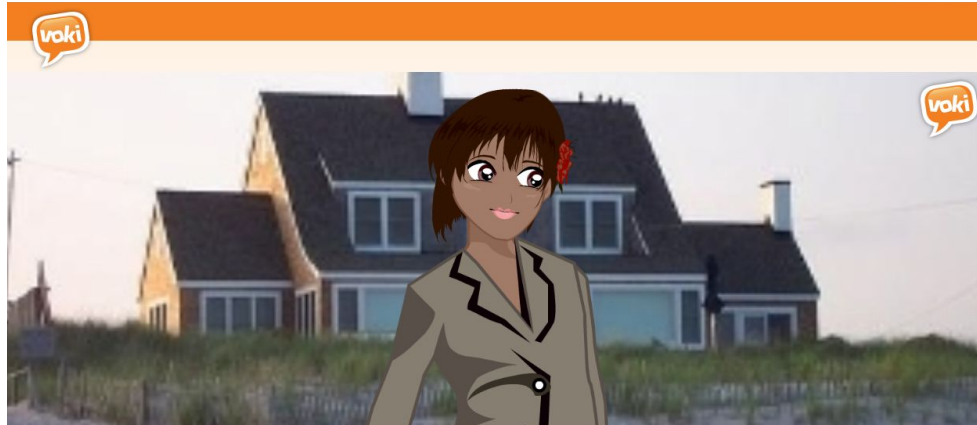
Self-Assessment

**SELF- ASSESSMENT**

	1	2	3
I have participated doing the tasks.	A little bit.	Sometimes.	Always.
I have talked in English.	Never	Sometimes.	Always.
I have worked cooperatively and respectfully.	Never	Sometimes.	Always.
My new words are...	1,2 words	3,4 words	5,6...

**PUNTUATION:**

[Voki](#) (explaining the tasks)



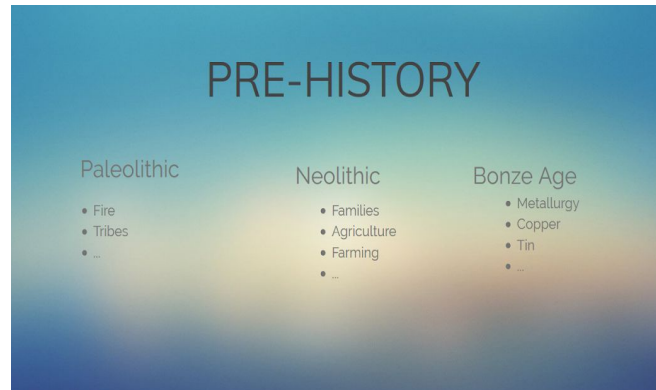
3

Quizlet: Match on "[Paleolithic](#)"



[Timeline](#)





Peer-Assessment

**PEER ASSESSMENT**

	1	2	3
S/he has participated doing the tasks.	A little bit.	Sometimes.	Always.
S/he has talked in English.	Never	Sometimes.	Always.
S/he has worked cooperatively and respectfully.	Never	Sometimes.	Always.

**PUNTUATION:**

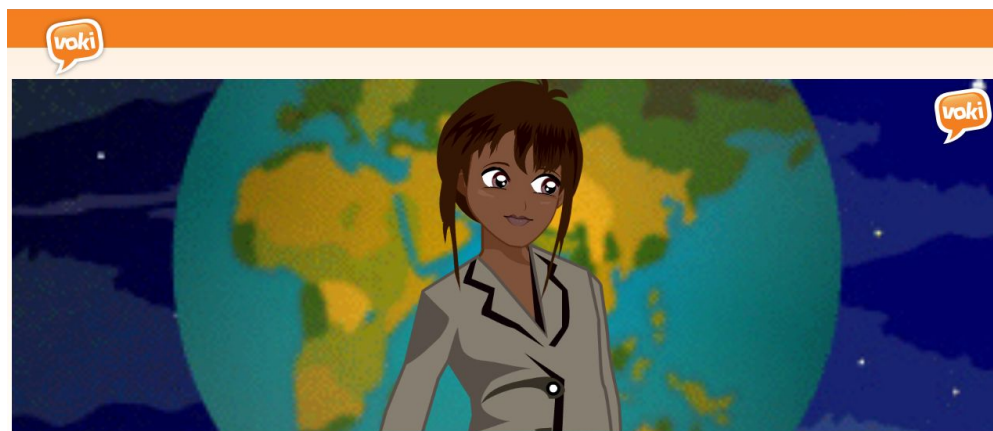
Self-Assessment

**SELF- ASSESSMENT**

	1	2	3
I have participated doing the tasks.	A little bit.	Sometimes.	Always.
I have talked in English.	Never	Sometimes.	Always.
I have worked cooperatively and respectfully.	Never	Sometimes.	Always.
My new words are...	1,2 words	3,4 words	5,6...

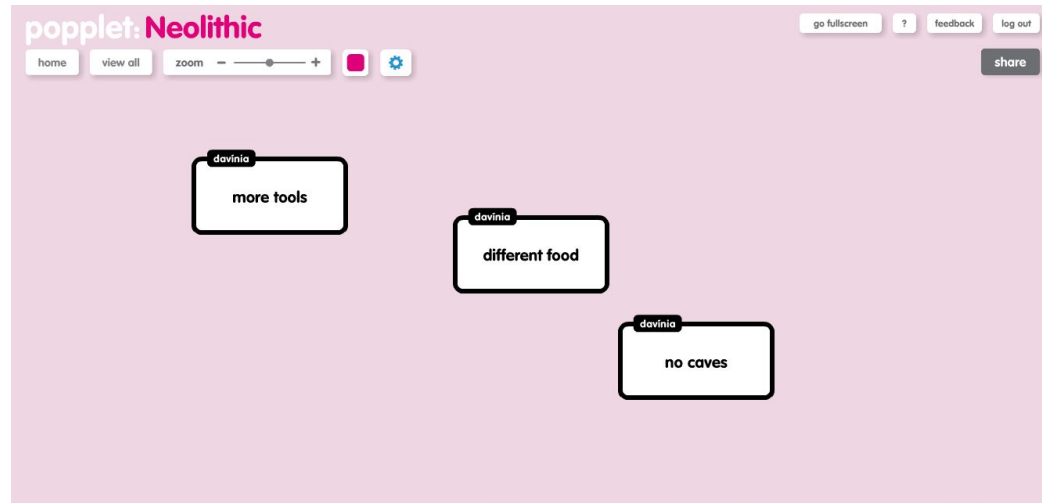
**PUNTUATION:**

[Voki](#) (with a different text and suit)

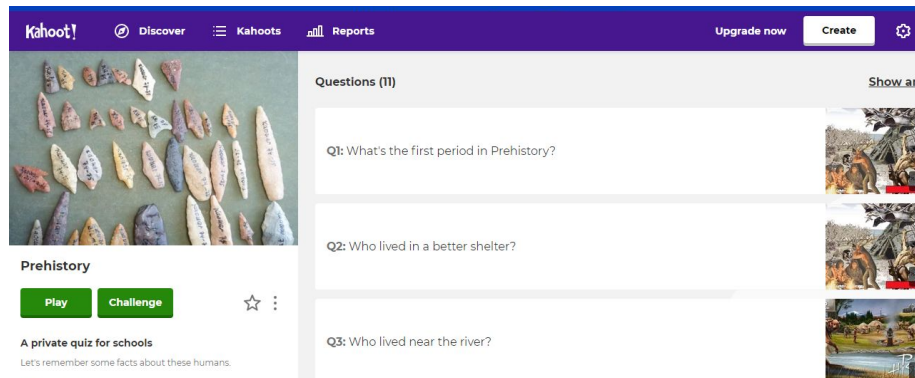


4

### Popplet App



### Kahoot! (Paleolithic - Neolithic)



Peer-Assessment  
**PEER ASSESSMENT**

	1	2	3
S/he has participated doing the tasks.	A little bit.	Sometimes.	Always.
S/he has talked in English.	Never	Sometimes.	Always.
S/he has worked cooperatively and respectfully.	Never	Sometimes.	Always.

**PUNTUATION:**

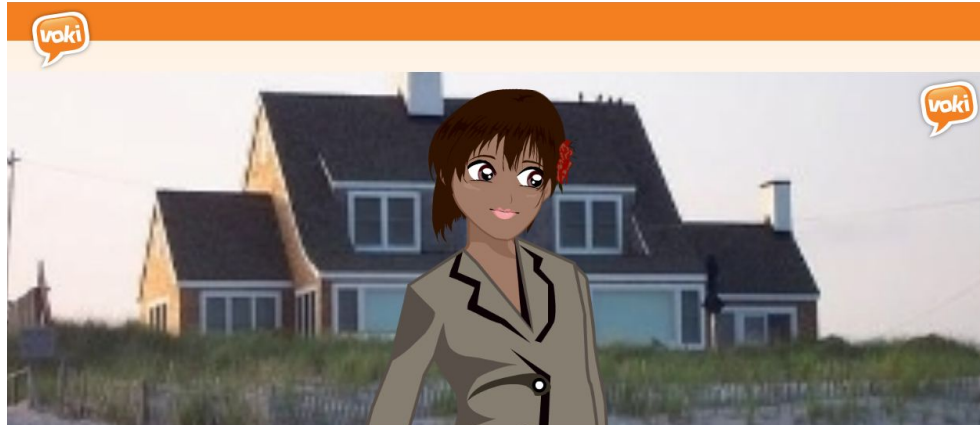
Self-Assessment

**SELF- ASSESSMENT**

	1	2	3
I have participated doing the tasks.	A little bit.	Sometime s.	Always.
I have talked in English.	Never	Sometime s.	Always.
I have worked cooperatively and respectfully.	Never	Sometime s.	Always.
My new words are...	1,2 words	3,4 words	5,6...

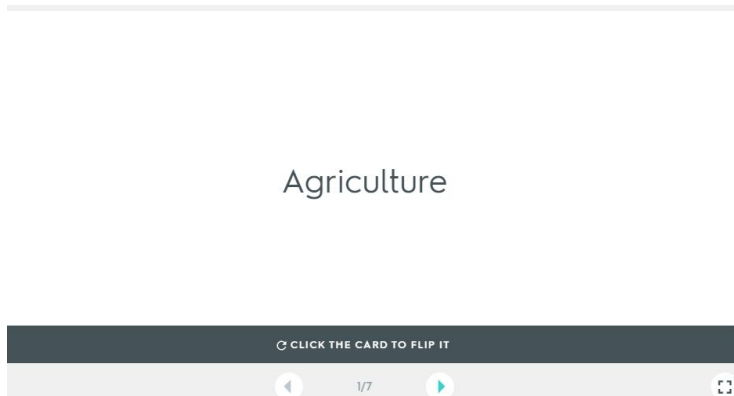
PUNTUATION:

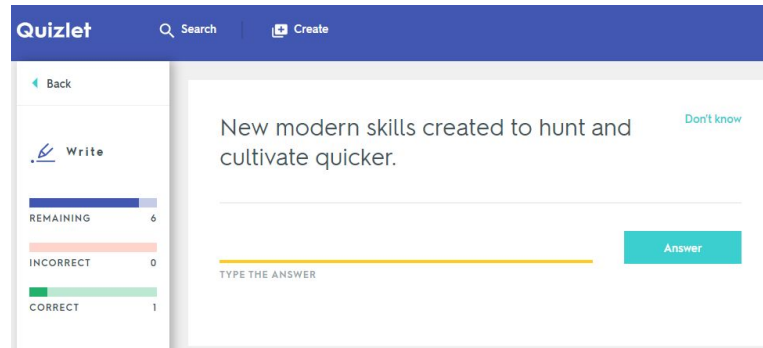
[Voki](#) (changing the clothing and text)



5

Quizlet: Learn on "[Neolithic](#)"





Peer-Assessment

**PEER ASSESSMENT**

	1	2	3
S/he has participated doing the tasks.	A little bit.	Sometimes.	Always.
S/he has talked in English.	Never	Sometimes.	Always.
S/he has worked cooperatively and respectfully.	Never	Sometimes.	Always.

**PUNTUATION:**

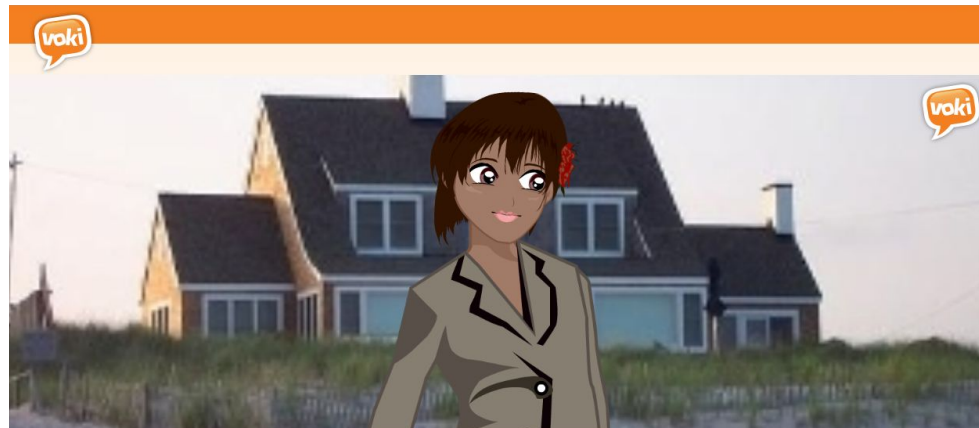
Self-Assessment

**SELF- ASSESSMENT**

	1	2	3
I have participated doing the tasks.	A little bit.	Sometimes .	Always.
I have talked in English.	Never	Sometimes .	Always.
I have worked cooperatively and respectfully.	Never	Sometimes .	Always.
My new words are...	1,2 words	3,4 words	5,6...

**PUNTUATION:**

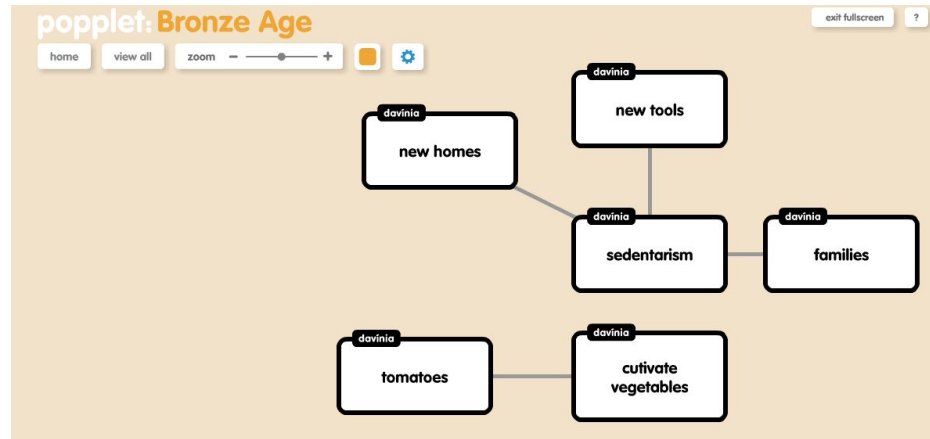
[Voki](#) (changing the clothing and text)



6

Let's make hypothesis on the following period: **Bronze Age** with [Popplet](#)

[App](#)



[Kahoot](#)



**Prehistory II**

Play Challenge

A private quiz for schools  
Which one is the correct one?

0 favorites 0 plays 0 players

davinia12  
Created 15 days ago

Questions (16) Show answers

Q1: What periods do you know in Prehistory?  
20 sec

Q2: When did they discover bronze?  
20 sec

Q3: What did they eat?  
20 sec

Q4: When did they become nomads?  
20 sec

Periodic Table of the Elements

1 IA 11A	2 IIA 2A	VIII 8										13 IIIA 3A	14 IVA 4A	15 VA 5A	16 VIA 6A	17 VIIA 7A	18 VIIIA 8A
1 H Hydrogen 1.008	2 He Helium 4.0026	3 Li Lithium 6.941	4 Be Beryllium 9.0122	5 B Boron 10.811	6 C Carbon 12.011	7 N Nitrogen 14.007	8 O Oxygen 15.999	9 F Fluorine 18.998	10 Ne Neon 20.180	11 Na Sodium 22.990	12 Mg Magnesium 24.305	13 Al Aluminum 26.982	14 Si Silicon 28.086	15 P Phosphorus 30.974	16 S Sulfur 32.06	17 Cl Chlorine 35.453	18 Ar Argon 39.948
19 K Potassium 39.098	20 Ca Calcium 40.078	21 Sc Scandium 44.956	22 Ti Titanium 47.88	23 V Vanadium 50.942	24 Cr Chromium 51.996	25 Mn Manganese 54.938	26 Fe Iron 55.845	27 Co Cobalt 58.933	28 Ni Nickel 58.693	29 Cu Copper 63.546	30 Zn Zinc 65.39	31 Ga Gallium 69.723	32 Ge Germanium 72.63	33 As Arsenic 74.922	34 Se Selenium 78.96	35 Br Bromine 79.904	36 Kr Krypton 83.80
37 Rb Rubidium 85.468	38 Sr Strontium 87.62	39 Y Yttrium 88.906	40 Zr Zirconium 91.224	41 Nb Niobium 92.906	42 Mo Molybdenum 95.94	43 Tc Technetium 98.907	44 Ru Ruthenium 101.07	45 Rh Rhodium 102.906	46 Pd Palladium 106.42	47 Ag Silver 107.868	48 Cd Cadmium 112.411	49 In Indium 114.818	50 Sn Tin 118.71	51 Sb Antimony 121.757	52 Te Tellurium 127.6	53 I Iodine 126.905	54 Xe Xenon 131.29
55 Cs Cesium 132.905	56 Ba Barium 137.327	57-71 Lanthanide Series	72 Hf Hafnium 178.49	73 Ta Tantalum 180.948	74 W Tungsten 183.85	75 Re Rhenium 186.207	76 Os Osmium 190.23	77 Ir Iridium 192.22	78 Pt Platinum 195.08	79 Au Gold 196.967	80 Hg Mercury 200.59	81 Tl Thallium 204.383	82 Pb Lead 207.2	83 Bi Bismuth 208.980	84 Po Polonium (209)	85 At Astatine (209)	86 Rn Radon (222)
87 Fr Francium (223)	88 Ra Radium (226)	89-103 Actinide Series	104 Rf Rutherfordium (261)	105 Db Dubnium (262)	106 Sg Seaborgium (266)	107 Bh Bohrium (264)	108 Hs Hassium (265)	109 Mt Meitnerium (269)	110 Ds Darmstadtium (271)	111 Rg Roentgenium (272)	112 Cn Copernicium (285)	113 Nh Nihonium (284)	114 Fl Flerovium (289)	115 Uup Ununpentium (288)	116 Lv Livermorium (293)	117 Uus Ununseptium (294)	118 Uuo Ununoctium (294)
89 La Lanthanum 138.905	90 Ce Cerium 140.12	91 Pr Praseodymium 140.908	92 Nd Neodymium 144.24	93 Pm Promethium (145)	94 Sm Samarium 150.36	95 Eu Europium 151.964	96 Gd Gadolinium 157.25	97 Tb Terbium 158.925	98 Dy Dysprosium 162.50	99 Ho Holmium 164.930	100 Er Erbium 167.259	101 Tm Thulium 168.934	102 Yb Ytterbium 173.054	103 Lu Lutetium 174.967			
104 Ac Actinium 227.028	105 Th Thorium 232.038	106 Pa Protactinium 231.036	107 U Uranium 238.029	108 Np Neptunium 237.048	109 Pu Plutonium 244.064	110 Am Americium 243.061	111 Cm Curium 247.070	112 Bk Berkelium 247.067	113 Cf Californium 251.080	114 Es Einsteinium (252)	115 Fm Fermium 257.103	116 Md Mendelevium 258.1	117 No Nobelium 259.101	118 Lr Lawrencium 260			

Legend: Alkali Metal, Alkaline Earth, Transition Metal, Basic Metal, Semimetal, Nonmetal, Halogen, Noble Gas, Lanthanide, Actinide

Peer-Assessment  
**PEER ASSESSMENT**

	1	2	3
S/he has participated doing the tasks.	A little bit.	Sometimes.	Always.
S/he has talked in English.	Never	Sometimes.	Always.
S/he has worked cooperatively and respectfully.	Never	Sometimes.	Always.

**PUNTUATION:**

Self-Assessment

**SELF- ASSESSMENT**

	1	2	3
I have participated doing the tasks.	A little bit.	Sometimes.	Always.
I have talked in English.	Never	Sometimes.	Always.
I have worked cooperatively and respectfully.	Never	Sometimes.	Always.
My new words are...	1,2 words	3,4 words	5,6...

**PUNTUATION:**

[Voki](#) (different text and clothing)



Timeline's checklist

7

**TIMELINE'S CHECKLIST**



Adding information to the group.	
Helping other classmates.	
Being patient.	
Working hardly.	
Positive reinforcement with the classmates' work.	
Talking in the English.	
Working cooperatively.	
Respecting everybody's opinion.	

	Enjoying the project.			
8-12	<a href="#">Voki</a> (explaining the tasks)			
	Prepare the oral speech by using the template (DRIVE - MATERIALS-SESSION 8-12)			
13	Oral presentations Peer-Assessment <b>PEER ASSESSMENT</b>			
		1	2	3
	S/he has participated doing the tasks.	A little bit.	Sometimes.	Always.
	S/he has talked in English.	Never	Sometimes.	Always.
	S/he has worked cooperatively and respectfully.	Never	Sometimes.	Always.
<b>PUNTUATION:</b>				

Self-Assessment

**SELF- ASSESSMENT**

	1	2	3
I have participated doing the tasks.	A little bit.	Sometimes.	Always.
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I have worked cooperatively and respectfully.	Never	Sometimes.	Always.
My new words are...	1,2 words	3,4 words	5,6...

**PUNTUATION:**


**TEACHER ASSESSMENT**

	YES (3)	SOMETIMES(3)	NOT AT ALL (1)
S/he has achieved new knowledge on vocabulary.			
S/he has learnt new grammar structures.			
S/he knows the different periods in			

Prehistory.			
S/he differences the main characteristics in the different periods in Prehistory.			
S/he has done the homework.			
S/he has interacted in English.			
S/he has been a hard-working co-worker.			
S/he has worked cooperatively and respectfully.			
S/he has participated actively.			

**PUNTUATION:**

**TEACHER'S SELF- ASSESSMENT (CHECKLIST)**

		
The tasks have been successful.		
I have solved the problems patiently and efficiently.		
I have helped the students as much as I have could.		
I have integrated the special needs students throughout the whole sessions.		
I have achieved my initial goals.		
I have rearranged the sessions whenever it has been necessary.		
I have motivated the kids during the lessons to implement their knowledge on the tasks demanded.		
I have rephrased their oral interactions sweetly.		