



TOGETHER TO BE FRIENDS
HOW CAN YOU TELL POLISH FRIENDS ABOUT YOUR COUNTRY?



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PROJECT PLANNING TEMPLATE for CLIL and Content-Rich Environments

Identification of the GEP project:

Title	TOGETHER TO BE FRIENDS
Authorship	LAURA RUIZ
School	ESCOLA COLORS
Students' CEFR Level (A1, A2...)	A1
Grade	Catalan Children (6th PRIMARY); Polish Children (5th Primary)
Content area(s)	Society (Social Science)
Number of sessions (4, 6 or 9)	6 (1 hour each)
Teacher(s) involved	Laura Ruiz (& Miquel Cánovas)
Keywords	Poland, Europe, eTwinning, project, block, society, friends, geography, country, exhibition, speaking, listening, reading, writing, interaction, territory, organisation, teamwork, cooperative work, ICT tools...

1. OUR PROJECT

Title:

TOGETHER TO BE FRIENDS

Introduction and Context:

Introduction:

Our school linguistic project (PLC) is based on one of its main identity, which focus on a plurilingual view of the language teaching-learning process. The cultural and linguistic diversity of our community makes us take a specific language treatment into account. In order to match our PEC (Centre Educative Project) interests within the Department of Education guidelines, we apply methodologies, where children clearly increase their exposition to the English language. In other words the adoption of a competential way of working specific competences is essential. CLIL methodology suits perfectly in our intention and referring to this project, it is applied in 3rd Cycle and based on Social Science.

Concrete Context:

These 6 sessions are interrelated to a big Society Project. To work on it through CLIL methodology, the school is working for the last 4 years with another European school (in Brzeszcze, Poland), through an official eTwinning project (www.etwinning.net).

This proposal would be the 2nd block of the whole project, within the 4 blocks (2 months long each) that the entire project consists.

Previously, in the first part and introduction, both the Polish and Catalan children researched some relevant information about the other school's country. Following different resources and methodologies, they created some presentations (using various ICT tools) showing several aspects from the Polish culture and sent them to Poland. So that, both could learnt a little bit more about our friends' country. Having received their works, it's time to share them with the children and see which idea our Polish friends have about our country. Our children will see the need to explain their friends more concrete aspects about our ways of living. It's the right moment then, to do so.

Driving question:

How can you tell Polish friends about your country?

Final product:

Recorded videos to send to our Polish friends presenting an oral exhibition about typical ways of living in our country.

2. GOALS

2. HOW DO YOU KNOW STUDENTS ARE MAKING PROGRESS? (assessment criteria)

<p>1.To raise awareness of the similarities and differences between people from different countries.</p>	<p>1.1. They can use different sources of information to obtain significant aspects of our society. 1.2. They can recognise, identify and describe technological, social, economic and cultural aspects of our near context.</p>
<p>2.To develop ICT skills by using them in real life.</p>	<p>2.1.They can recognise and use different ICT tools to communicate. 2.2. They can use digital apps to collect relevant information adding different formats (visual, audio...).</p>
<p>3.To integrate linguistic skills to communicate our ways of living.</p>	<p>3.1. They can write simple texts in English following a given scaffolding, focusing on the communicative intention. 3.2.They can do oral exhibitions in groups or individually (taking into account the intonation, rhythm and basic linguistic structures) to transmit different information according to a communicative goal. 3.3. They can value the foreign language as a communicative tool among other people and cultures.</p>

3. CURRICULUM CONNECTIONS SPECIFIC COMPETENCES AND KEY CONTENTS

Subject-matter curriculum	Foreign language curriculum
<p><u>Dimensió Món Actual</u></p> <ul style="list-style-type: none"> • <u>Competència 1.</u> Plantejar-se preguntes sobre el medi, utilitzar estratègies de cerca de dades i analitzar resultats per trobar respostes. • <u>Competència 2.</u> Interpretar el present a partir de l'anàlisi dels canvis i continuïtats al llarg del temps, per comprendre la societat en què vivim. • <u>Competència 3.</u> Interpretar l'espai a partir dels elements del territori. • <u>Competència 5.</u> Valorar problemes socials rellevants interpretant-ne les causes i les conseqüències per plantejar propostes de futur. <p><u>Continguts clau:</u></p> <ul style="list-style-type: none"> . Globalització, diferenciació i alteritat. 	<p><u>Dimensió Comunicació Oral</u></p> <ul style="list-style-type: none"> • <u>Competència 1.</u> Obtenir informació bàsica i comprendre textos orals, senzills o adaptats, de la vida quotidiana i de l'àmbit escolar. • <u>Competència 2.</u> Planificar i produir textos orals breus i senzills adequats a la situació comunicativa. • <u>Competència 3.</u> Emprar estratègies d'interacció oral d'acord amb la situació comunicativa. <p><u>Continguts clau:</u></p> <ul style="list-style-type: none"> . Idees principals i rellevants. . Estratègies per a l'expressió: planificació, producció i revisió. . Organització del discurs: coherència i cohesió.

- . Organització social.
- . Espai geogràfic.

Dimensió Tecnologia i vida quotidiana

- Competència 9. Utilitzar materials de manera eficient amb coneixements i criteris tecnològics, per resoldre situacions quotidianes.

Continguts clau:

- . Fases d'una investigació.

Dimensió Ciutadania

- Competència 11. Adoptar hàbits sobre l'adquisició i ús de béns i serveis, amb coneixements científics i socials per esdevenir un consumidor responsable.
- Competència 12. Participar en la vida col·lectiva a partir de valors democràtics, per millorar la convivència i per afavorir un entorn més just i solidari.

Continguts clau:

- . Sistema físic.
- . Problemes socials rellevants.

- . Fluïdesa oral.
- . Ús dels recursos digitals.

Dimensió Comprensió Lectora

- Competència 4. Aplicar estratègies per obtenir informació bàsica i comprendre textos escrits senzills.
- Competència 5. Interpretar els trets visuals, discursius i lingüístics bàsics d'un text d'estructura clara per comprendre'l.
- Competència 6. Utilitzar eines de consulta per accedir a la comprensió de textos.

Continguts clau:

- . Textos de tipologies diverses, en diferents formats i suports.
- . Estratègies per a la comprensió.
- . Fonts d'informació en paper i suport digital.
- . Estratègies per adquirir i transmetre coneixement.

Dimensió Expressió Escrita

- 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.

Continguts clau:

- . Estratègies i recursos per a l'expressió: planificació, producció i revisió.
- . Estructura textual.
- . Estratègies i recursos per a l'elaboració de textos.
- . Lèxic: vocabulari usual i específic.
- . Correcció lingüística i ortogràfica.
- . Adequació del registre.

	<p><u>Dimensió Plurilingüe i intercultural</u></p> <ul style="list-style-type: none"> • <u>Competència 12</u>. Utilitzar estratègies plurilingües per a la comunicació <p><u>Continguts clau:</u></p> <ul style="list-style-type: none"> . Elements prosòdics (entonació, pronúncia i ritme) i fonètics. . Aspectes sociolingüístics i culturals bàsics.
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4. 21st CENTURY COMPETENCES

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

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

- Location research from a set of questions using different sources of information and digital technology.
- Recognition and valuation of the cultural diversity.
- Identification of territorial and political organization of Europe.
- Respect for opinions diversity.
- Development of oral communication, self-management and leadership skills.
- Preparation for real life and social situations.
- Increase in student retention, self-esteem and responsibility.
- Teamwork skills development by working in a common project.
- Awareness of the role of the school in students' lives.

CONTENT-RELATED SKILLS

- Comprehension of working and action instructions in the class.
- Comprehension of diverse information related to intercurricular contents.
- Identification of the vocabulary related to a topic.
- Use of the basic linguistic structures in the oral and written productions.
- Pronunciation and intonation in oral interactions.
- Preparation and reproduction of oral texts, using a verbal and non verbal language.
- Oral group exhibition production about worked items using visual and digital support.
- Interest shown in oral exhibitions.
- Rules which take oral communication and interaction: taking turns, respect, voice...
- Reading different texts, presented with digital or paper support, to get the general meaning and extract specific information.
- Writing production of short texts related to everyday life.
- Use of expressions and phrases worked in the class when writing texts, using technological aid when needed.
- Use of digital tools to research information to carry out specific tasks.

7. REFERENCES

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8. COMMENTS

It's also important to make a slight reference to the general eTwinning project objectives <https://www.etwinning.net:>






- To raise awareness of the importance of human values especially partnership and friendship in people's lives.
- To improve the knowledge about other European countries and their culture.
- To show the role of English language and modern technologies in communication between people from different countries living far from each other.
- To develop English and ICT skills by using them in a real life.
- To notice the similarities and differences between people from different countries and to start the friendship despite the differences.
- To make school life and learning more interesting and attractive.
- To integrate classes and develop teamwork skills by working in the common project.


9. ACKNOWLEDGEMENTS

I really appreciate all what my GEP2 trainers taught us and all the excellent work they did!!

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	<u>2nd Block Introduction: What's coming next?</u> <u>Activating event</u> through <u>Realia</u> (teacher's personal objects presentation). Children, guess what the intention and which topic the block is about.	15 min	S L I	WG		
	<u>Towards the Driving Question:</u> the teacher guides them to arrive at the Driving Question (in small groups they will have to build the final DQ). This question will capture the project's main focus.	15 min	S L I R	SG		
	The <u>planning</u> is introduced, in order to leave the process clear, allowing sts choose on important aspects (topics,		S L		Google Classroom	Prior TA: oral questions about Poland and the

	group members, roles...) during the work, determining the outcome.	30 min	R	WG	Canva	topic.
2	<u>Pre-reading activity:</u> Pictures from the video will be used to predict. T/F statements about it and make hypothesis. <u>Video watching:</u> Experiences from children from a different country.	15 min	S	WG	Prezi  Youtube	
	<u>While-reading activity:</u> The children need to order a text based on the video, following a logical sense. After they compare and check the original text and answer a set of Qs to check understanding.	20 min	R S	S-S (pairs)		
	<u>Post-reading activity:</u> Check what they learnt (T/F statements, correction of comprehension Qs) Summarise the text orally to another couple (keywords, notes...), with some extra language support.	25 min	R S L I	WG SG (two pairs)		TA: oral summaries checklist
3	<u>General brainstorming of topics:</u> children write individually on a post-it an example/idea and sticks it on the blackboard. Little by little all the ideas are exposed. With teacher's guidance is important to decide which topics are relevant and which ones are not.	15 min	S L W R I	WG T-S	Scrumblr (for fast ICT experts)	

	<u>Groups organization</u> : groups of 4 members, mixing skills levels and respecting children's interests. They will choose the topic and organise the groups.	10 min	S L I	SG		
	<u>1st Writing task</u> : they are given the language support to start the 1st draft. With all the member's help, they start creating the 1st writing. T will check around during the activity.	35 min	R W I	WG SG T-S	Google Drive First draft (document)	TA: comments on Google Drive to improve SA: revision & correction
4 & 5	<u>Final writing task</u> : children need to be conscious about what to correct and rewrite. They check their texts with a revision checklist.	20 min	W	SG T-S	Drive document: (draft and final writing)	SA: writing checklist
	<u>Oral exhibition requirements</u> : essential points about how to do a good oral exhibition are shared. It's important to remind what an oral exhibition consists on & what they are expected to create as a final product.	10 min	S L R	WG		
	<u>Final product preparation</u> : children prepare their productions per groups. Each member chooses a task to be an expert on something (Writer & Organiser, Secretary, Attrezzo preparator and ICT expert). ICT tools will be assessed as a part of the result.	30 min	W R S L I	SG	Popplet or Padlet Youtube (list of reproduction) Google Photos (album creation)	AT: ICT tools used for the final result

6 & 7	<p><u>Oral exhibitions</u>: children present their results as experts of a theme with all their preparation. Seating arrangement: group of experts and classmates (immediate audience). We will also consider offering the final results to the 5th graders in our school. Teacher <u>assesses</u> the presentations according to the previous requirements already explained, ticking some items on a checklist. Exhibitions are recorded, since they need to be sent to Poland.</p>	60 min	S L R I	S (experts)		TA: oral exhibitions checklist
	<p><u>Watching and assessing</u>: the rest of the classmates listen carefully and <u>assess</u> the quality of each other's work. They will use a rubric template and will focus on the oral presentation requirements (preparation, production, content of the text and explanation).</p>		R W L I	WG		PA: oral exhibitions rubric
8	<p><u>Watching videos</u>: children are so excited about the idea of receiving them, that first we watch them all for fun.</p>	20 min	L	WG		
	<p><u>Listening comprehension activity</u>: teacher will <u>assess</u> their oral comprehension using a multiple-choice test. Children are asked to complete an online task.</p>	15 min	L R W	T-S SG	Google Forms in Google Classroom	TA: listening comprehension task
	<p><u>Checking reality</u>: In 1st block, they searched info about the country. Now</p>		S			

	they check and compare what they learnt and know about Poland.	10 min	L	WG		
	<u>Reflection about my work activity:</u> children adopt a critical thinking about their work during the project. Good for them to see themselves as responsible for their own learning.	15 min	R W S L	WG	Google Classroom	SA: Reflection about my work
9	<u>Uploading videos on the school website:</u> in order to go further in ICT skills and give children the opportunity to let school community know about their works, we will upload the videos in Youtube and link them on the school website. According to our school GEP2 action plan, one of the objectives focuses on the importance of making our PLC to our educative community accessible.	50 min	R W L	SG	www.youtube.com  https://agora.xtec.cat/escolacolors/	
	<u>A survey to close the project:</u> a fun closing activity where children can give their feedback about the project, voting on different aspects.	10 min		WG	 http://ves.cat/eozH	

11. SESSION PLANNING

SESSION 1: LET'S GET STARTED!

Objectives of the session:

- To engage children's attention to the proposal of the project.
- To raise their curiosity to get the driving question meaning, as a final product.
- To get familiar with the vocabulary related to the new topic.
- To know their prior knowledge about the topic.

Content-obligatory language for the session:

- *Personal objects (a globe, a book, some food, a musical instrument...)*
- *I love/like/don't like/hate...*
- *Vocabulary related to ways of living (hobbies, town, family...)*
- *What do you think is the topic about?*
- *Vocabulary related to our Polish friends (country, traditions, culture...)*
- *Driving question: How can you tell a Polish friend about your country?*
- *Structures in the introduction planning (titles of the sessions, type of activities...)*
- *Assessment vocabulary (What do you know about Poland?/ What language do they speak?)*

Activities:



2nd Block Introduction: What's coming next?



Activating event through [Realia](#): The teacher introduces the topic talking about himself (using some personal objects and linguistic structures intentionally -spoken input). Children can make questions and making predictions, they guess if the objects belong to the teacher or not.

The aim of the session is warming up the project, engaging children's attention. They will also know the relation between the objects and the project.

15
min

S
L
I

WG

1.2	Towards the <u>Driving Question</u> : With the T's guidance, they will guess what the intention is and which project they are going to work on. Referring to Block 1 (Poland country investigation), the teacher guides them to arrive at the Driving Question (in small groups they will have to order the word cards to build the final DQ). This question will capture the project's main focus and when working, they will also realize that there is more than one answer for it.	15 min	S L I R	SG		
1.3	<u>Prior assessment</u> : the teacher will ask some questions to get an idea about what children know about the topic and referring to the 1st Block, where they searched information about the Polish country, he will make some questions about Poland (to see what they know, what they want to know and at the very end of the project they will check what they will have learnt). When children feel the need to know, the project itself motivates them to learn new content knowledge and improve their skills, since they find the proposal meaningful and purposeful.	10 min	S L	WG		TA (oral Qs about Poland & the topic)
1.4	The planning is uploaded in Google Classroom, so that all the children have access to it. It is introduced to everybody, in order to leave the planning and all the timing of the sessions clearly explained. Like this, they get familiar with the vocabulary, the proposals to prepare the final product, the dates and their final works. During all the sessions, it's important to let pupils choose on important aspects to determine the outcome because if they know from the very beginning the total framework, they feel more comfortable and can prepare their decisions better.	20 min	S L R	WG	 	

MATERIAL SESSION 1 (DRIVE FOLDER):

REALIA (PERSONAL OBJECTS)








DRIVING QUESTION (WORD CARDS)

INTRODUCTION PLANNING (2nd BLOCK)/ TABLE OF CONTENTS (CANVA: <http://ves.cat/eozj>)

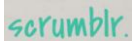
SESSION 2: LET'S HAVE A LOOK AROUND THE WORLD!


Objectives of the session:

- To discover how a kid from another part of Europe lives.

	<ul style="list-style-type: none"> To predict and make hypothesis about a real situation. To understand general and specific information of a text. To express orally a sequence using the linguistic structures worked. To get ideas about what to tell and get an example of content and language. 					
	<p><u>Content-obligatory language for the session:</u></p> <ul style="list-style-type: none"> Personal information (name, age, live, likes/dislikes...) I/we/they + present simple (routine) Time (It's.../ o'clock/ half past/ a quarter past/ a quarter to/ At.../ am/ pm) Vocabulary related to everyday life (walk, have lunch, by car, on foot, start, finish, go, morning, afternoon..) Vocabulary related to school (playground, sessions, lessons, art, registration, assembly, canteen, subjects, school material...) Vocabulary related to food (crisps, banana, salad, sandwich, ham...) Connectors (First, Later on, Next, After, Finally...) Wh- Questions (Who, What, When, Where, Why...) European countries: England, Germany, Poland... 					
	<p><u>Activities:</u></p>					
2.1	<p><u>Pre-reading activity:</u> The children are told they are going to watch a video, but we need to investigate a little bit about it. Using Prezi (http://ves.cat/eozl), different pictures from this video with T/F statements will be used to make predictions. Referring to the KWL, the pupils can realize what know about other cultures, can express what they want to know and later on (after watching the video), they will check what they learnt.</p>	15 min	S	WG		
2.2	<p><u>Video watching:</u> They will be also given an individual worksheet to fill in the T/F statements meanwhile they are watching the sequence (http://ves.cat/eopq). After it, with teacher's help, they will check their predictions and realize what they knew from a different culture and traditions from abroad. The aim of presenting this video is to get ideas about what they will tell (in the oral exhibition) and get an example of content and language.</p>	10 min	L R	WG		

2.3	<p><u>While-reading activity:</u> A text from the video is created and cut in different parts. To show their understanding, children in pairs* need to order them following a logical sense (the teacher wrote some connectors in a different colour to make it easier to order). Attention to diversity: Children with special needs will use laminated pictures (visual input) from the video to feel themselves more comfortable and make the activity easier to carry out. Once the pairs are finished, they check their work with the original text and they are given a set of questions about the text to answer. *Applying the <i>Stand Up, Hand up, Pair Up</i> activity (by Kagan's Cooperative Learning) where students quickly find a partner with whom to share or discuss.</p>	20 min	R S	S-S (pair)		
2.4	<p><u>Post-reading activity:</u> After watching the video, reading the text and answering the questions, the whole group can check what they learnt (T/F statements and comprehension questions). Finally, with visual support (laminated pictures from the video) and some extra basic language support that will allow them to express themselves better, the pairs will summarise the text orally* to another couple (keywords, notes...). Learners collaborate with each other's work, since they see peers as resources to gain understanding. Here learners use content-specific language to summarize and make sense of what they have read. *This final part (verbal summaries) will be used to <u>assess</u> the kids. The teacher will walk around with a checklist, taking into account aspects such as: logical order, use of connectors, specific vocabulary and linguistic structures properly used, and the English language itself.</p>	15 min	R S L I	WG SG (two pairs)		TA
<p>MATERIAL SESSION 2 (DRIVE FOLDER): LINK PREZI (T/F STATEMENTS) T/F STATEMENTS (worksheet) VIDEO YOUTUBE READING ACTIVITY (JAMIE'S LIFE TEXT): text cut in different pieces. READING COMPREHENSION (QUESTIONS ABOUT JAMIE'S LIFE) LAMINATED PICTURES FROM THE VIDEO (visual support) EXTRA LANGUAGE SUPPORT (oral summaries) TEACHER'S ASSESSMENT (ORAL SUMMARIES CHECKLIST)</p>						








<h2>SESSION 3: LET'S GET DOWN TO WORK!</h2> <p><u>Objectives of the session:</u></p> <ul style="list-style-type: none"> • To let children choose on their topic, being accurate with the relevant content-related knowledge. • To use the ICT tools required to carry out the work. • To be aware of the main characteristics of our culture. • To value the fact of being a member of a certain culture. • To write a text related to the nearest surrounding, following the language support provided. 					
<p><u>Content-obligatory language for the session:</u></p> <ul style="list-style-type: none"> - Vocabulary related to the brainstorming (topics) - Teacher Structures: What do you think?/ Do you like...?/ Which topic do you like most?/ Is this theme relevant for...?/ Is this topic important...?) - Children Structures: My group chooses.../ I prefer.../ I think.../ I like../ I don't like/want.../ I prefer... - Linguistic support for the writing - ICT (Google Drive) instructions: log in/ create a folder/ share it with... 					
<p><u>Activities:</u></p>					
3.1	<p><u>General Brainstorming of topics:</u> since the text previously worked will help students to concrete the topics they will choose, they are asked to write individually (or in pairs: children with special needs can work with a partner) on a post-it an example/idea of a theme they would like to work on. They stick the different ideas on the blackboard and little by little all of them are exposed. At this moment, teacher's role is important, as we should never forget the content-related knowledge the project is focused on. With his/her help, all together will decide which topics are relevant and which ones are not, in order to offer appropriate content to our audience.</p> <p>Attention to diversity: a fast ICT kid will write the topics on a Scrumblr digital board, meanwhile they are being exposed (later on, we can just leave the final ones).</p>	15 min	S L W R I	WG T-S	




3.2	<p><u>Groups organization</u>: taking into account both, teacher's intention of mixing skills levels and letting the children decide according to their interests, the groups are organised and the topics are chosen. On the one hand, they will work well when different skills and levels are mixed, because we can assure that our strongest kids are intermingled with others, and on the other hand, it's important to respect what they wish to keep their motivation and a common interest to the task among the members of the group is guaranteed.</p> <p>Only one condition is on the table: the groups must have 4 members.</p>	10 min	S L I	WG SG		
3.3	<p><u>1st Writing task</u>: before starting with the first draft, the children are given the important <u>language support</u> they will have to take into account in order to build a good text. This support makes them feel more comfortable when writing. It's not only important the linguistic structures but also, the use of connectors, the vocabulary related to the topic, the spelling, the punctuation,... All these aspects will be also checked by them at the end.</p> <p>Children create a Drive document and share it with the teacher and all the members of the group. On it they start writing the first draft about the topic they chose. With this first draft, learners demonstrate their ability to organize and prioritize information, make decisions, clarify processes and help solve problems. The teacher will walk around during the activity, helping them if needed.</p> <p>This type of document allows the teacher to <u>assess</u> them very easily, he/she can make comments on the document as a feedback and during the process the pupils can consequently correct the possible mistakes (self-assessment).</p>	35 min	R W I	WG SG T-S		TA SA
<p>MATERIAL SESSION 3 (DRIVE FOLDER):</p> <p>LANGUAGE SUPPORT (TEMPLATE)</p> <p>SCRUMBLR (TOPICS' BRAINSTORMING)</p>						

SESSION 4&5: LET'S PREPARE THE FINAL PRODUCT!

Objectives of the session:

- To be conscious of their writing mistakes and correct them, according to the provided support.
- To know and value the cultural and linguistic diversity of our country.

	<ul style="list-style-type: none"> To recognize the role of our country as a part of Europe. To assume each other's role when working in a group. 					
	<p><u>Content-obligatory language for the session:</u></p> <ul style="list-style-type: none"> Structures and vocabulary to revise the final writing (I used.../ I checked.../ The text has got.../ The text makes sense.../ spelling/ punctuation/ connectors/ paragraphs...) Requirements for the oral presentation (preparation, production, content, explanation..) Structures to understand these requirements (well prepared, members know and do, distributed, connected, accurate, clear...) Vocabulary related to pupils' roles and their tasks (writer, secretary, atrezzo preparator, ICT expert...) Vocabulary related to ICT tools (Padlet, Popplet, Google photos...) 					
	<p><u>Activities:</u></p>					
4.1	<p><u>Final writing task:</u> the aim of this session is to achieve a final text, which fulfil all the requirements previously introduced. This is not a quick process, since the children need to be conscious about what needs to be revised, corrected and rewritten, in other words they need to be <u>self-assessed</u>. To help them so, they will have a revision checklist to double check the items required to succeed in getting a great text. This piece of writing will be used for their final oral exhibition.</p>	20 min	W	SG T-S	 Draft & final writing	SA
4.2	<p><u>Oral Exhibition Requirements:</u> between the writing production and the final product preparation, it is important to make a reference and leave clear what the children are expected to create as a final product. Although in our school children are very used to speak in front of their classmates and to oral presentations, it is essential to remind what an oral exhibition exactly consists on and what they are expected to do. Because of that, some essential points about how to do a good oral exhibition are shared.</p>	10 min	S L R	WG		
4.3	<p><u>Final product preparation:</u> at this time, children need to prepare their final production. First of all, the groups need to be organised, assuming each member a task. Each one is an expert on something. The tasks are introduced and explained in order for them to be familiar. They are given</p>		W			

<p>small cards with a picture and a very short description. They choose (with T's guidance) the task they like to carry out and the way they think will work the best. It is important to let them choose, taking into account their comfortability and motivation, the multiple intelligences and diversity adaptation.</p> <p>The <u>tasks</u> are:</p> <p>1 Writer (writes on paper first and tells the rest which step comes next)</p> <p>1 Secretary (types the text and creates a mind map using Popplet/Padlet)</p> <p>1 Atrezzo preparator (prepares the complements)</p> <p>1 ICT Expert (prepares the videos with a reproduction list in Youtube and a photo album in Google photos)</p> <p>Meanwhile they are working, the teacher is observing and helping them if necessary.</p> <p><u>ICT tools assessment</u>: the teacher will take into account their ability and result of using ICT tools. They will create a Popplet (http://popplet.com/) or Padlet (https://es.padlet.com/) where they can demonstrate their ability to organize information. Also they can demonstrate their skills in dealing with Youtube (https://www.youtube.com/) and using the Google photos tool.</p>	30 min	R S L I	SG	  Reproduction list  Album creation	AT
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MATERIAL SESSION 4 & 5 (DRIVE FOLDER):

REVISION CHECKLIST FOR THE FINAL WRITING (STS)

HOW TO DO A GOOD ORAL EXHIBITION (REQUIREMENTS)






PUPILS ROLES CARDS

SESSION 6&7: LET'S EXPOSE OUR PRODUCTIONS!

Objectives of the session:

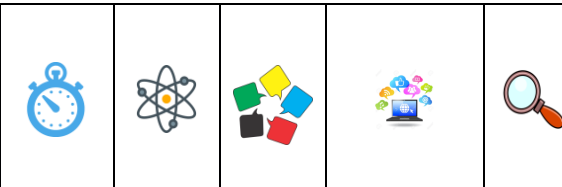
- To carry out an oral exhibition in which children must follow the requirements worked.
- To listen to others' exhibitions respectfully.
- To be critical thinkers with their classmates through an assessment tool (rubric).
- To be aware of the role of English language as a communicative tool, to express a personal experience.



Content-obligatory language for the session:

	<ul style="list-style-type: none"> - Content and production from the oral exhibitions. - Reference to vocabulary related to oral exhibitions requirements (from previous session) - Vocabulary and structures related to the rubric (preparation, production, content of the text and explanation) 					
	Activities:					
6.1	<p><u>Oral Exhibitions</u>: the final product's day has arrived. Children have some minutes to prepare their productions (ICT tools, atrezzo...) and they present what they have been preparing during the previous sessions. The seating arrangement is clearly based on the one hand the experts (group) and on the other the audience (classmates). It's important to mention that this audience is for them the most immediate one, but they perfectly know that their presentations are going to be sent to Poland (real audience). Once the project is finished, we will also offer our oral productions to our school 5th graders. It's time to see how children present their research findings to an audience and it's because of that, the teacher <u>assesses</u> the productions, ticking some assessment items on a <u>checklist</u>. These items are related to the oral exhibitions requirements previously shared with them. So, they are familiar with them and there is neither panic nor surprises.</p> <p>The <u>items</u> are going to be <u>assessed</u> are: text preparation, original complements (atrezzo), correct body position, speech equally distributed among members, connection with social contents, clear and ordered explanation, communicative intention in English, use of specific vocabulary, visual support material and different ICT tools.</p> <p>The exhibitions are going to be recorded, since they need to be sent to Poland, and subsequently they will watch and comment them. At this moment, children will have the opportunity to give their opinion and share their feelings about the final results.</p>	60 min	S L R I	S (experts)		TA
6.2	<p><u>Peer-assessment</u>: meanwhile a group is presenting, the rest of the classmates listen to them carefully with total respect and at the same time, they assess the quality of each other's work adopting a critical attitude among them. The aim is to become more aware of their own strengths and weaknesses.</p> <p>They will use a <u>rubric template</u>, which has been previously commented and clarified in case of some children don't understand a point or aspect. Anyway, in 3rd cycle children</p>		R W L	WG		PA

<p>are used to this kind of dynamics. The <u>items</u> are going to be <u>assessed</u> are: preparation (complement, roles among the members...), production (body position, proportional distribution...), content of the text (application and connection between ideas...) and explanation (correction and accuration of English language...).</p>		I			
<p>MATERIAL SESSION 6 & 7 (DRIVE FOLDER): TEACHER'S CHECKLIST (ORAL EXHIBITION) CAMERA (RECORD VIDEOS) PEER-ASSESSMENT RUBRIC (ORAL EXHIBITION)</p>					

<p>SESSION 8: LET'S GET INTO AN END! <u>Objectives of the session:</u></p> <ul style="list-style-type: none"> • To be able to extract specific information from a video. • To be aware of the similarities and differences between two different cultures. • To be conscious about what they learnt from what they knew. • To reflect on teamwork organisation. • To see themselves as responsible for their own learning. 					
<p><u>Content-obligatory language for the session:</u></p> <ul style="list-style-type: none"> - Vocabulary related with Polish kids videos: way of life, likes and dislikes, characteristics of their city, family, hobbies... - Wh- Questions (Who, Why, Where, When, What...) - Linguistic structures in Listening Comprehension (Does he/she...? Do they...?) - Giving opinion about what they learnt: I learnt something about.../ I want to know something else about.../My best work was on.../ I didn't like... /In my opinion, I would change... 					
<p><u>Activities:</u></p>					
8.1	<p><u>Watching videos:</u> as we sent our productions to Poland and received theirs, since we agreed we both carry out the same final results, it's time to watch their exhibitions.</p>	20	L	WG	



	Children are really looking forward to watching the videos, since they are normally very excited about the idea of receiving something from abroad. First we watch them for fun, and later one or two videos are going to be used to assess our children's oral comprehension.	min				
8.2	<u>Listening Comprehension Activity</u> : to assess listening comprehension , the teacher will use a kind of multiple-choice test. Learners are given an online form, using Google Forms through Google Classroom, and are asked to complete a task (click on GF logo).	15 min	L R W	T-S SG		TA
8.3	<u>Checking realities</u> : altogether will comment on the content of the videos checking and comparing the differences and similarities between Polish and Catalan culture. We will use a Venn diagram to support our conclusions in a more visual way. Children will also be aware about what they learnt and know about Poland, now that they have much more information about them.	10 min	S L	WG		
8.4	<u>Reflection about my work activity (click on logo)</u> : learners critically <u>evaluate</u> their own performance and appropriately act on any insights acquired (self-assessment). It's important that they see themselves as responsible for their own learning, which helps to drive up engagement and increase retention.	15 min	R W S L	WG		SA

MATERIAL SESSION 8 (DRIVE FOLDER):

VIDEOS FROM POLAND

LISTENING COMPREHENSION ACTIVITY (Google Forms)

VENN DIAGRAM (CHECKING REALITIES)

FINAL SELF-ASSESSMENT (REFLECTION ABOUT MY WORK)

MATERIAL SCREENSHOTS

SESSION 1

REALIA (PERSONAL OBJECTS)



DRIVING QUESTION (WORD CARDS)

HOW	POLISH
CAN	FRIEND

YOU	ABOUT
TELL	YOUR

A	COUNTRY
?	

INTRODUCTION PLANNING (2nd BLOCK)/ TABLE OF CONTENTS (Canva)

Name and Surname: _____
Date: _____
Grade: _____



ETWINNING PROJECT
TOGETHER TO BE FRIENDS

2nd BLOCK PLANNING

SESSION 1: LET'S START!

- . Introduction: questions and predictions about real objects
- . Planning Presentation

SESSION 2: LET'S HAVE A LOOK AROUND THE WORLD!

- . Video (British school)
- . Reading activities (small groups)

SESSION 3: LET'S GET DOWN TO WORK!

- . General Topics Brainstorming (whole group)
- . Organization Groups
- . 1st Writing draft (in groups of 4): Google Drive (folder)

SESSIONS 4 & 5: LET'S PREPARE THE FINAL PRODUCT!

- . Final Writing Task (Padlet/Popplet/ Reproduction List Youtube/ Google Photos)
- . Final Product Preparation (groups with roles)

SESSION 6 & 7: LET'S EXPOSE OUR PRODUCTIONS!

- . Oral Exhibitions
- . Rubric Peer-Assessment

SESSION 8: LET'S GET INTO AN END!

- . Watching videos from Poland
- . Listening Comprehension (Google Forms)
- . Final Closing Activity

SESSION 9: LET'S BE AN ICT EXPERT!

- . Videos Uploading (Youtube)

TABLE OF CONTENTS

S1 LET'S START!
- Introduction and Planning Presentation

S2 LET'S HAVE A LOOK AROUND THE WORLD!
- Video
- Reading Activities

S3 LET'S GET DOWN TO WORK!
- General Brainstorming
- Organization Groups
- 1st Writing draft

S4 & S5 LET'S PREPARE THE FINAL PRODUCT!
- Final Writing Task
- Final Product Preparation

TABLE OF CONTENTS

S6 LET'S EXPOSE OUR PRODUCTIONS!
&
S7
- Oral Exhibitions
- Rubric Peer- Assessment

S8 LET'S GET INTO AN END!
- Watching videos from Poland
- Listening Comprehension
- Final Closing Activity

S9 LET'S BE AN ICT EXPERT!
- Videos uploading on School Website

SESSION 2

LINK PREZI (T/F STATEMENTS):

<http://ves.cat/eopp>

The story happens in Germany.

Children wear a school uniform.

All children go to school by bus.

They start lessons singing a song.

In class, they sit down in groups.

They have lunch in the canteen at 12.15 p.m.

They finish school at 3.15 p.m.

IS IT TRUE ✓ OR FALSE ✗ ??



T/F STATEMENTS (worksheet)

Name and Surname: _____



Date: _____

Grade: _____



IS IT TRUE ✓ OR FALSE ✗??

What do you know about the video you are going to watch...?

<https://www.youtube.com/watch?v=vMUJKH1tFF0&t=209s>



	TRUE ✓	FALSE ✗
The story happens in Germany.		
Children wear a school uniform.		
All children go to school by bus.		
They start lessons singing a song.		
In class, they sit down in groups.		
They play games in the playground.		
They have lunch in the canteen at 12.15 p.m.		
They finish school at 3.15 p.m.		



LINK VIDEO YOUTUBE: <http://ves.cat/eopg>



READING ACTIVITY (JAMIE'S LIFE TEXT): text cut in different pieces

EXAMPLES OF VISUAL SUPPORT

(used for special needs and in oral summaries)



First, in the morning, at 8.30am I go to school on foot. I find Annette every day, she's a lollipop lady and she help us to cross the road safely.

Lunchtime arrives at 12.15pm. I'm very hungry. I eat lunch in the canteen with my friends. Angharad has got ham, salad sandwiches, a banana and a packet of crisps. My favourite ones are cheese and onion crisps. **After lunch**, we play in the playground again. Lesson 3 starts at 1.15pm. Today it's science.

Hello, my name is Jamie. I'm 11 years old. I live in Walthamstow, in the south of England. I'm going to explain you a normal day in my life.

At 9.30am we start art lesson where we use paintbrushes and watercolours. **Next**, at 10.30am it's break time and I play some games with my friends in the playground. Playground finishes at 10.45am and then it's time for ICT, my favourite subject because I can write texts on my computer and change some colours.

Finally, at 3.15pm it's the end of the school day and time to go home. I invite my best friend to come with me to my house.
Goodbye!

My school is Forest School and all of us wear a school uniform. We start at 8.50am with class registration and we have to say good morning to our teacher, Mrs Bristow. **Later on**, it's time for the assembly where we stand quietly and sing some hymns with Mrs Brown.

READING COMPREHENSION (QUESTIONS ABOUT JAMIE'S LIFE)

Name and Surname: _____

Date: _____

Grade: _____



READING COMPREHENSION

ONE DAY IN JAMIE'S LIFE

1. How old is Jamie?

2. Where does he live?

3. Does he go to school by bus?

4. Who is the lollipop lady and what does she do?

5. Is his school Jungle School?

6. Class registration is the first class in the morning and it starts at 9am.

7. Do they sing together famous rock songs in assembly?

8. What can Jamie do in his favourite class?

9. Does he have lunch alone or with some friends?

10. At the end of the school day, does he play football or does he come back home with a friend?

LANGUAGE SUPPORT (oral summaries)

Name and Surname: _____

Date: _____

Grade: _____



BASIC LANGUAGE SUPPORT (oral summary)

. The main idea is...

. The video is about...

. Jamie says/ explains/ shows...

. First, second, next, at last, finally...

. He + present simple + routine (*He goes to school...*)

. They + present simple + school activity (*They work in groups*)

TEACHER'S ASSESSMENT (ORAL SUMMARIES CHECKLIST)

ASSESSMENT TEACHER'S NOTEBOOK: ORAL SUMMARIES CHECKLIST

Pupil's name: _____

ITEMS TO ASSESS	✓	✗	COMMENTS
Logical order of the text			
Use of linguistic structures			
Use of the English language			
Use of specific vocabulary			
Use of connectors			

Pupil's name: _____

ITEMS TO ASSESS	✓	✗	COMMENTS
Logical order of the text			
Use of linguistic structures			
Use of the English language			
Use of specific vocabulary			
Use of connectors			

Pupil's name: _____

ITEMS TO ASSESS	✓	✗	COMMENTS
Logical order of the text			
Use of linguistic structures			
Use of the English language			
Use of specific vocabulary			
Use of connectors			

SESSION 3

LANGUAGE SUPPORT (TEMPLATE)

Name and Surname: _____

Date: _____

Grade: _____



Personal Information:

- I'm ____ / My name is ____
- I'm ____ years old.
- I've got ____ (brother, sister, mum, dad...)
- I've got/ I haven't got a pet... (canary/dog/cat/ turtle...)
- My favourite music/food/singer/ school subject is ____ (pop music/ rice and chicken/ Bruno Mars/ English...)
- I live in ____ (Les Franqueses/ Granollers...)
- I love/ I like/ I don't like/ I hate ____ (+ verb -ing)
- In my free time ____
- I want to be a ____ (a teacher/ a vet/ a football player...)

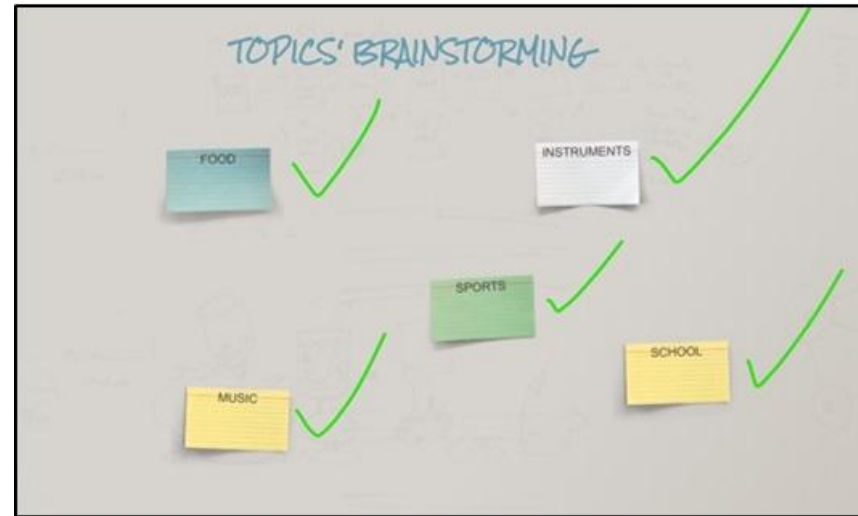
Specific vocabulary and structures:

- I sometimes/ often/ always/ never + do judo/ go swimming action (present simple)
- Verbs and actions: go, play, study, work, sleep, walk,
- In my town/city... In Catalonia/Spain... there is/ there are/ there isn't/ there aren't any ____
- My city/town/country has a/an important/ great/ famous/ modern/ old...
- Comparatives: bigger than ____ / more interesting than ____
- Superlatives: the biggest ____ / the most interesting ____
- She/ He likes/ goes/ doesn't go to ____
- I'm/ He's/ She's going to tell you ____ / to go to ____

Order of the text:

- Temporal connectors: to start, first, second, next, later (on), to finish, finally...

EXAMPLE OF SCRUMBLR (when brainstorming)



SESSION 4 & 5

REVISION CHECKLIST FOR THE FINAL WRITING (STS)



Name and Surname: _____
Date: _____
Grade: _____



REVISION CHECKLIST FOR THE FINAL WRITING



	✓	X
I used the correct linguistic structures.		
I used connectors.		
I used vocabulary related to the topic.		
I checked my spelling.		
I read my work and it makes sense.		
I used punctuation !, ,, correctly.		
The text has got a title.		
The text follows an order (introduction, personal information, main part and conclusion).		
The text has got at least three paragraphs.		

HOW TO DO A GOOD ORAL EXHIBITION (REQUIREMENTS)

Name and Surname: _____
Date: _____
Grade: _____



A GOOD ORAL EXHIBITION...

PREPARATION

- The text is **very well** prepared (not memorised, ordered...).
- **Very original** complements (atrezzo).
- **All members know** and do their different roles (organisation in the group).

PRODUCTION

- **Very correct** body position (eye contact, body language, asking the audience...).
- The members speech is **equally distributed** (proportional distribution, support to read...).

CONTENT OF THE TEXT

- The contents are **connected** (relevant and clear information, connection between ideas and topics...)

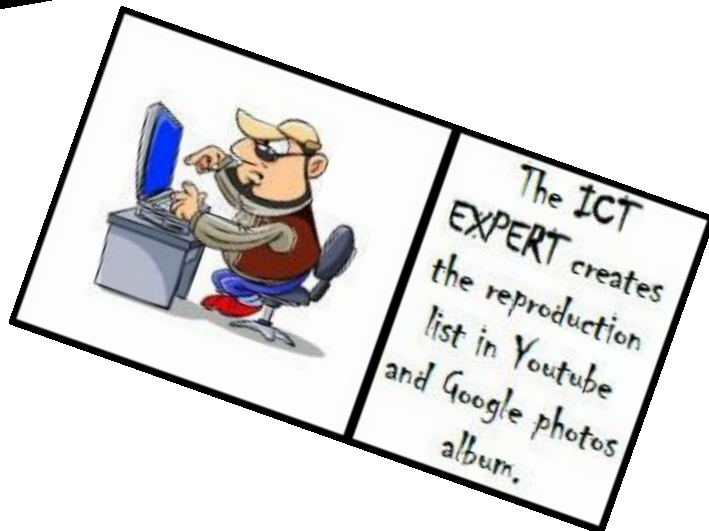
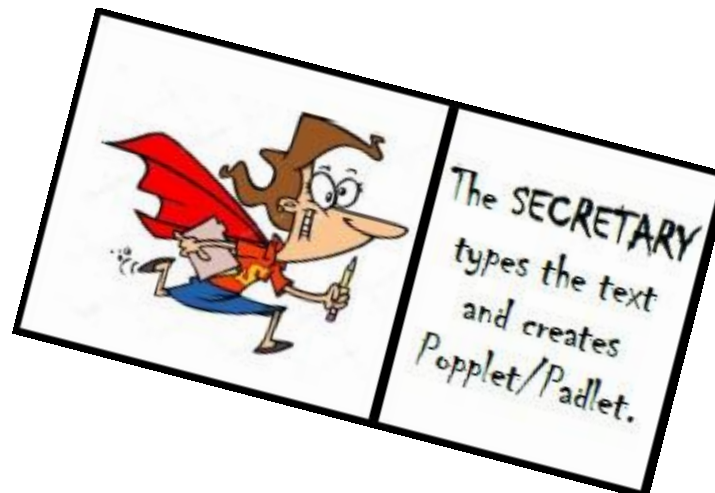
EXPLANATION

- **Very correct and accurate** pronunciation of the English language (vocalization, easy to follow...).
- The explanation is **very clear** (logical order, connectors, coherence, cohesion...).

... AND DON'T PANIC!!



PUPILS ROLES CARDS (visual support)



SESSION 6 & 7

TEACHER'S CHECKLIST (ORAL EXHIBITION)

ASSESSMENT TEACHER'S NOTEBOOK: ORAL EXHIBITION CHECKLIST

Groups' number: _____			
ITEMS TO ASSESS	✓	✗	COMMENTS
The text is well prepared			
Original complements (attrezzo)			
Correct body position			
Speech equally distributed among members			
Connection with social contents			
Clear and ordered explanation			
Communicative intention in FL with an accurate intonation			
Use of specific vocabulary			
Use of visual support material			
Use of different ICT tools			

ASSESSMENT TEACHER'S NOTEBOOK: ORAL EXHIBITION CHECKLIST

Groups' number: _____			
ITEMS TO ASSESS	✓	✗	COMMENTS
The text is well prepared			
Original complements (attrezzo)			
Correct body position			
Speech equally distributed among members			
Connection with social contents			
Clear and ordered explanation			
Communicative intention in FL with an accurate intonation			
Use of specific vocabulary			
Use of visual support material			
Use of different ICT tools			



CAMERA (RECORD VIDEOS)



PEER-ASSESSMENT RUBRIC (ORAL EXHIBITION)

Name and Surname: _____
Date: _____
Grade: _____



ORAL EXHIBITION ASSESSMENT RUBRICS



eTwinning Project: TOGETHER TO BE FRIENDS (Very good/ Good/ Average/ Poor)

Parts of the oral exhibition	Very good	Good	Average	Poor
PREPARATION (+ ATTREZZO)	- The text is very well prepared. - Very original complements. - All members know and do their different roles.	- The text is well prepared. - Original complements. - All members know their different roles.	- The text is OK prepared. - Only 1 complement. - Some members know their different roles.	- The text is not prepared. - No complements. - Nobody knows what to do/say.
PRODUCTION	- Very correct body position (eye contact, body language). - The members speech is equally distributed .	- Correct body position (eye contact, body language). - The members speech needs organisation .	- Correct body position, but no eye-contact, too static . - The members need support for the speech.	- Body position is not correct, no eye-contact, too static . - Some members get stuck in the speech.
CONTENT OF THE TEXT	- The contents are connected .	- The content offers relevant information .	- The content is clear exposed .	- The content is not explicit in the exhibition.
EXPLANATION	- Very correct and accurate pronunciation of the English language. - The explanation is very clear .	- Accurate pronunciation of the English language. - The explanation is clear .	- Some words are not well pronounced. - The explanation is not clear enough.	- Difficult to follow and understand. No accuracy at all. - The explanation has no logical order .

Name and Surname: _____
Date: _____
Grade: _____



ORAL EXHIBITION ASSESSMENT RUBRICS (very good/ good/ average/ poor)

	GROUP 1				GROUP 2				GROUP 3				GROUP 4			
	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name
Parts of the oral exhibition																
PREPARATION (+ ATTREZZO)																
PRODUCTION																
CONTENT OF THE TEXT																
EXPLANATION																
	GROUP 5				GROUP 6											
	name	name	name	name	name	name	name	name								
Parts of the oral exhibition																
PREPARATION (+ ATTREZZO)																
PRODUCTION																
CONTENT OF THE TEXT																
EXPLANATION																

SESSION 8

LISTENING COMPREHENSION ACTIVITY (Google Forms)

<http://ves.cat/eoza>

LISTENING COMPREHENSION

From the videos we watch about our Polish friends, answer the following questions carefully:

*Necessari

The topic they talk about is...
Trieu una opció

The tallest boy's name is...

David
 Gabrysia
 Oliwia
 Kamil

Do they live near the sea? *

Yes, in a little town on the north
 No
 No, they live in the south

What does Oliwia say about her family?

She is very happy with her brother.
 She wants to have a pet at home
 She hasn't got any brothers or sisters.

What is normally the weather like in their country?

In winter is freezing.
 It rains a lot.
 It's always warm.

Does Kamil like living in a small town? Why?

La vostra resposta

ENVIAR

No emleu mai contrasenyes a través de Formularis de Google.



FINAL SELF-ASSESSMENT (REFLECTION ABOUT MY WORK)



Name and Surname: _____
Date: _____
Grade: _____



Reflection About My Work

Think about what you did in this project, and how well the project went. Write your comments in the right column.

Student Name:	
Project Name:	
Driving Question:	
About Yourself	
What is the most important thing you learned in this project?	
What do you wish you had spent more time on or done differently?	
What part of the project did you do your best work on?	
About the Project	
What part of the project you did the best?	
What part of the project you need to improve?	
How can your teachers change this project to make it better next time?	

VENN DIAGRAM

