

Torroja News



Escola Torroja i Miret
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Generació Plurilingüe (GEP)

Year 2
2018-2019

Identification of the GEP project

Title	Torroja News
Authorship	Gemma Querol Doménech
School	Escola Torroja i Miret
Students' CEFR Level (A1, A2...)	A1
Grade	6th
Content area(s)	English and Art & Craft
Number of sessions (4, 6 or 9)	9
Teacher(s) involved	Gemma Querol Doménech
Key words	News program, new technologies, ICT

1. OUR PROJECT

Introduction: In this project students work cooperatively in order to create a news program. New technologies are integrated in a globalized context where English language become the language for and of learning. At the same time students are going to develop the awareness of their reality which they will have to investigate, analyze and explain to the rest of the school. This project is part of the Arts & Crafts area focusing specifically on the digital and media communication contents which are cross curricular in our primary education.

This is a project develop during the whole course with half of the students. The other half stays in the class with the teacher doing Arts&craft. The first 6 sessions are designed to build up the knowledge of the students on the topic. The last 6 sessions are focused on the development of the different roles, so the students are going to repeat some of the contents worked previously in order to achieve the final product.

We are going to use Google Classroom platform. Students have already had an account on this tool and they already know how to use the tool Google Drive. So instead of having a paperwork we are going to have a digital portfolio which they are going to be able to share with other classmates and also with the teacher.

Driving question: How can we inform our schoolmates about what happens in our town and school?

Final product: News program

2. GOALS

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

1. **Understand** and **appreciate** how a news program and written news work

They can identify the key aspects of a news program and how a news is organized

2. **Investigate** and **explain** different news about school and their city.

They are able to use the language orally and summarize the news created

3. Compare and discuss the news in big group.	They are able to explain orally the news written in groups about the city and the school
4. Design and select the logo and the background for the project	They are able to use the apps properly following the instructions They can design creative logos and backgrounds using the apps
5. Decide the most important news and divide them in sections	They can decide the most important news using the support language
6. Write headlines from wh questions	They are able to write news using the key vocabulary and following the text structure
7. Produce and write the news from the headline and look for information.	They can use and identify the main vocabulary related to the news program.
8. Develop and rehearse the different roles (presenter, editor, reporter...) Integrated in: <ul style="list-style-type: none"> • Work cooperatively and in groups to achieve a final goal. • Use technological devices (computers, cameras, tablets, video editors, chroma...) 	They can collaborate through google classroom to the design of the different parts. They can work cooperatively and in groups

3. CURRICULUM CONNECTIONS SPECIFIC COMPETENCES AND KEY CONTENTS

Subject-matter curriculum		Foreign language curriculum	
Specific Competences	Key Contents	Specific Competences	Key Contents

<p>ARTISTIC DOMAIN</p> <ul style="list-style-type: none"> - C9: To design and develop projects and artistic productions in different formats <p>DIGITAL DOMAIN</p> <ul style="list-style-type: none"> - C1: To select, use and program digital apps and their functionalities depending on the tasks - C2: To use the basic functions of editing and writing apps - C3: To use video, pictures and sound editing apps - C4: To search, contrasts and select digital information taking into account different sources. - C5: To build up new personal knowledge through media apps - C6: To organize and to use digital and personal work spaces - C7: To do virtual communications and digital publications - C8: To develop group activities using virtual working networks. 	<p>ARTISTIC DOMAIN</p> <p>16. Digital resources in artistic expressions</p> <p>18: Imagination and creativity in artistic expressions and communications.</p> <p>19. Combination of different language elements in the artistic productions (visual, music, body)</p> <p>DIGITAL DOMAIN</p> <p>1. Basic functions of devices</p> <p>7. Text processor, multimedia presentations...</p> <p>8. Audiovisual language: image, sound and video</p> <p>9. We browsers: main functionalities</p> <p>10. Plan and research</p> <p>11. Digital information sources</p> <p>20. Digital communicative tools and apps</p> <p>24: Collaborative work tools and apps</p>	<ul style="list-style-type: none"> - C1: To obtain basic information and to understand oral texts, brief or adapted, from daily life, media or from the school. - C2: To plan and to produce brief and simple oral texts suitable for the communicative situation - C3: To use oral interaction strategies related to the communicative situation in order to start, maintain or finish the speech. - C4: To apply strategies in order to get basic information and to understand simple written texts or adapted from daily life, media or from the school - C5: To use visual, discursive and linguistic aspects from a text with a clear structure in order to understand it - C6: To use checking tools in order to access to the comprehension of texts. - C7: To plan simple texts from the identification of the relevant elements in a communicative situation - C8: To produce simple texts suitable for the communicative situation with support. - C9: To check the text in order to improve it depending on the communicative situation with support. 	<ol style="list-style-type: none"> 1. Type of comprehension: global, literal, interpretative 2. Oral comprehension strategies 3. Oral production strategies 4. Oral interaction strategies 5. Non-verbal communicative elements 6. Communicative situation elements: purpose, receiver, context 8. Loud reading 9. Phonetic elements 10. Text types 12. Topic, main idea and second idea in a text 13. Lexis and semantics 14. Morphosyntax basic elements 15. Written comprehension strategies 17. Written expression strategies: planning, production, checking 18. Spelling on common words 19. Searching and management of results 25. Use of ICT resources
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		- C12:To use plurilingual strategies for communication	
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4. 21st CENTURY COMPETENCES

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

5. KEY COMPETENCES

Communicative, linguistic and audiovisual competence	x	Digital competence	x
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Mathematical competence		Social and civic competence	x
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
<ol style="list-style-type: none"> 1 Wh-questions (What, where, when, how, who, why) 2. Vocabulary related to the news world and technology 3. News organization text 4. Text editor, video editor and sound editor 5. Use of online dictionaries to find out words they want to translate 6. Collaborative work knowledge 	<ol style="list-style-type: none"> 1. Identify wh questions from a headline 2. Identify and use specific vocabulary 3. Create a new following the new structure 4. Use the text editor, video editor and sound editor to create short films , news and music 5. Search needed information in online dictionaries 6. Express own opinion and show agreement or disagreement during group tasks




7. REFERENCES

8. COMMENTS (optional)

9. ACKNOWLEDGEMENTS (optional)

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	Presentation about what is the project and the aim and how a TV program works	20 min	L, R, S	T-S, S-T	genially	teacher questions and observations
	What is a new (identification of the different parts) brainstorm	20 min	L, S	T-S, S-S	genially newspapers	teacher questions and observations

Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/cliisi/>

	Vocabulary presentation	15 min	L, S	T-S,	genially worksheet	teacher questions and observations
	Explain research for next session	5 min	L	T-S		teacher questions and observations
2	Wh-questions practice with examples	10 min	R, W, I	S-S, pair work	tablets and newspapers	
	reserch around the school	15 min	S, I, R	S-S, T-S		
	logo creation	20 min	L	T-S, Pairs	Paper one app	
	google classroom and space creation	15 min	L	T-S	google classroom	
3	Review Wh questions with kahoot	15 min	L, R	T-S	kahoot, tablets	kahoot
	news exposition, discussion and selection	30 min	L, R, S, I	Small group S-S	news brought by students	teacher observation (use of the support language)
	ellaboration of headlines in pairs	15 min	R, W, I	S-S, pairs	wh- questions worksheet	Worksheets
4	roles selection and contracts	20 min	L, S, W, I	S-T, T-S, S-S	worksheet roles	roles oral interaction

	news elaboration and research	25 min	R, W, I	S-S, small groups	tablets and laptops	
	we video program explanation and chroma demonstration	15 min	L, I	T-S,	laptops, we video	
5	Work division	10 min	L	T-S		group daily work template
	Roles explanation	10 min	L	T-S		
	First new recording and editing and roles development	40 min	L, S, R, I	S-S,	cameras, tablets, we video, computers, google drive	rubrics





11. SESSION PLANNING

SESSION 1: Presentation





Objectives of the session: 1. **Understand** and **appreciate** how a news program and written news work

Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/clilsi/>

	Content-obligatory language for the session: News, headline, body, presenter, reporter, cameraman/woman, weather man/woman, sports presenter, editor, actors, commercials, summary, headline, sub-headline, main part, this is a... is this a...? log in, log out, chroma, camera, copy and paste, save, account, password, shots, speaker, keyboard, tripod, projector, video editor, turn on, turn off.					
	<p>Activities</p> <p><i>include : Name and description; Assessment tool (if any); Material (including language support)</i></p>					
1.1	<p>Presentation about the project: What is a news program, what it consists of, what we are going to do in the school. We provide them examples of a new program using the following videos: https://www.youtube.com/watch?v=iK61r32xfts https://www.youtube.com/watch?v=zbHW1T7boSc</p> <p>We ask them to provide examples of TV programs they can remember. Students identify the different roles in a news program (presenter, reporter, cameraman/woman, weather man/woman, sports presenter, editor, actors, commercials, summary...)</p>	20 min	L, R, S	T-S, S-T	genially presentation, computer	teacher questions
1.2	<p>What is a new. We use genially presentation to show examples of news from digital resources and also physical newspapers. We identify the different parts (headline, sub-headline and main part).</p> <p>Students take old newspapers and they circle the three different parts.</p> <p>After, using the presentation we explain the wh questions and using physical newspapers students underline the different parts in colours (What in green, Who in blue, etc.)</p>	20 min	L, S, R	T-S S-S pairs	genially	teacher observations
1.3	<p>Vocabulary presentation. We give each student a list of word related to the project and we ask them to identify the different words because most of them are around the students. They have to stand up and put post-its with names to the different objects. The non physical objects such as log in or log out are going to be explained using a computer.</p>	15 min	L, S, R	T-S		teacher observations

1.4	Their tv program is about their city and also their school. For next day students are asked to bring news about their city. These news can be from newspapers or from digital sources.	5 min	L	T-S		
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<h2>SESSION 2: School research and virtual space</h2> <p>Objectives of the session:</p> <ul style="list-style-type: none"> - Investigate and explain different news about school and their city. - Design and select the logo and teh background for the project 						
<p>Content-obligatory language for the session: I think..., what, where, when, how, who, why, log in, log out, share with, account, password. What is the account? What is this?, Can you spell it? draw, colour, copy, paste,</p>						
<p>Activities <i>include : Name and description; Assessment tool (if any); Material (including language support)</i></p>						
1.1	Wh-questions practice with examples. Students read aloud they news they have brought and they identify the Wh Questions from their headlines and we share it in big group	10 min	L, R, S, I	S-S		
1.2	Research around the school. In order to get news from the school we make a brainstorm about some we remember. Later, students go for a walk in pairs around the school to have a look at the different poster and murals we have. Another group stays in the	15 min	L, S, I	S-S	laptops and internet	

Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/clilsi/>

	classroom looking for news at the school's blog. Each pair must return with, at least, one new which include the Wh questions. They use the template given by the teacher.					
1.3	Logo creation. We explain them the meaning of a logo. We show them some examples and we explain them how to use the program Paper One with the tablet. In this app students have to design representative logo for the program and from their proposals we will select on with the help of all the class.	20 min	L	WG	tablets, Paperone	
1.4	Google classroom and space creation. We explain to our students how we are going to work in a cooperative way and how they are going to write documents cooperatively. As they already have a Google Classroom account we are just going to give some guide on google drive sharing space. We will let them practice sharing a document from the laptop. It is essential they know that they have to share everything with the teacher.	15 min	L	T-S, WG	Drive, google classroom, comptuers	





SESSION 3: Discussion and selection





Objectives of the session:

- **Compare** and **discuss** the news in big group.
- **Decide** the most important news and divide them in sections
- **Write** headlines from wh questions

Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/ciisi/>

	Content-obligatory language for the session: I like, I don't like, my new headline is, I think, I agree, I disagree, It is important, It is funny, main news, sports section, weather forecast, can you repeat? can you help me? How do you say? What does it mean? What, where, when, who, how, why, headline, sub-headline					
	<p>Activities</p> <p><i>include : Name and description; Assessment tool (if any); Material (including language support)</i></p>					
1.1	<p>Review Wh questions with kahoot. Students must answers a kahoot activity to recap the wh questions structures and their use when forming news.</p> <p>https://create.kahoot.it/k/afa9782b-ec83-4a95-a417-40761a339027</p>	15 min	R,I	WG	kahoot	kahoot results
1.2	<p>News exposition, discussion and selection. Using the support language worksheet provided by the teacher students must expose the news they have got (both from the city and from the school). After exposing them students have to select 10 news taking into account the importance, the audience, the time, the different sections, etc. Teacher is going to moderate the debate and help them with language.</p> <p>Students must come up with 10 news from different sections and divide them depending on which section they belong to.</p>	30 min	L,R, S,I	T-S, S-S,		teacher observations on the language use
1.3	<p>Headlines writing in pairs. The teacher gives one new to one couple and they have to complete the Wh-questions for that new and create a Headline or sub-headline. After doing it, each couple completes the summary grid where all the students have to write the Headline of their new, the section and the team who has completed it. This summary is on Drive where all the students have access to edit it.</p>	15 min	R,S,I	S-S	google drive, computers	written documents

<h2>SESSION 4: Let's write news</h2> <p>Objectives of the session: Produce and write the new from the headline and look for information.</p>					
<p>Content-obligatory language for the session: I want to be a... (editor, presenter, actor/actress, cameraman/camerawoman, reporter, sports presenter, sports reporter, weatherman...), I would be good at it because I am/I like (good at speaking, good at acting, I like sports...)</p>					
<p>Activities <i>include : Name and description; Assessment tool (if any); Material (including language support)</i></p>					
1.1	<p>Roles selection and contracts. Students must fill in an application for the role they want to develop. After that we ask them to orally explain the reasons why they should develop that role. After every student has explained the reasons we tell them next session they will know the role they are going to develop.</p>	20 min	L,R, W, S	T-S, S-S	oral presentations

1.2	News elaboration and research in pairs. The same pairs that created the headlines are going to write the news. Students will be allowed to use online dictionaries. Moreover, they will be asked to use the Docs program included inside Google classroom sharing space. Students must research on their news and look for some pictures related to them. Teacher will be guiding through the language process.	25 min	R, W, I	S-S, Pairs	computers, docs, google classroom	write n documents
1.3	Wevideo program and green screen explanation. We will do a demonstration about the program we are going to use and some of the possible features they can use. At the same time we will show them the green screen space. That space is going to be the room where we are going to record the videos.	15 min	L, R	T-S	wevideo, computers	





SESSION 5: Action!

Objectives of the session:

Develop and **rehearse** the different roles (presenter, editor, reporter...) **Integrated in:**

- **Work** cooperatively and in groups to achieve a final goal.
- **Use** technological devices (computers, cameras, tablets, video editors, chroma...)

Content-obligatory language for the session:

	Activities <i>include : Name and description; Assessment tool (if any); Material (including language support)</i>					
1.1	Work division. We explain students their roles. After that we explain what is going to do each group a the beginning and at the end of each session (group journal). We explain the work for the day that consists on rehearse the dialogs, creating the commercials, creating the background and practising with the camera shots.	10 min	L, S, I	WG, T-T		
1.2	Roles explanation. Students are going to work in groups of 3 or 4 depending the role, we give an instruction to each group. Each group must fill in the journal before starting the task of the day. After that they develop the different roles. The teacher acts as a guide and organization in each small group	10 min	L, R, I	WG T-T, SG	camera S, tablets, computers, video editors	
1.3	First new recording and editing, and roles development. Cameraman/woman: they practice with the different shots (low angle, top angle, close up, extreme shot) and also with the tripod Reporters and presenters: rehearse the first new (pronunciation and intonation) Editors: practice with a piece of video adding music and text Actors; design the product for the commercial and the actions they have to do	30 min	L, R, S, I	SG, S-S T-S		teacher s rubrics
...	Group work journal. Students fill in the first session of the journal grid.	10 min	R, S, W, I	SG		group journal

LANGUAGE for TORROJA NEWS

OPINION

I like this because_____

I agree with_____

I don't like this because_____

I disagree with_____

I think_____

I prefer_____

QUESTIONS

How do you say_____ in English?

Where is the_____?

How do you write_____ in English?

How can I do this?

Can you spell_____please?

Can you help me please?

Can you repeat please?

I'VE GOT IT

YES!

Sure!

Great!

Of course!

Excellent

Okey!

Alright!

MAGIC WORDS

Thank you

Your
welcome

Please

HELP TEACHER!

I don't know!

I don't understand!

I need help!

I've got lost

I don't understand this part



TORROJA NEWS

Essential Vocabulary

News

Account

Password

Camera

Scene

Tripod

Sub headline

Microphone

Speakers

Laptop

Advertisements

Keyboard

Memory card

Tablets

Headline

Background

Chroma /green
screen

Video editor

Insert

Computer

Voice over

Log in

Log out

Cut and paste

NEW 1

WHAT:

WHO:

WHEN:

WHERE:

HOW:

HEADLINE



NEW 2

WHAT:

WHO:

WHEN:

WHERE:

HOW:

HEADLINE





TORROJA NEWS

Role application

I WANT TO BE A

1) _____

2) _____

I WOULD BE GOOD AT IT BECAUSE

PRESENTERS WORK

PROJECT

FINAL PRODUCT:

PRESENTER 1:

PRESENTER 2:

SPORTS PRESENTER:

WEATHER PRESENTER:

OBJECTIVES

Before starting: what are our objectives for today?

After ending: have we achieved our objectives? why?

ROLES WORK

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Sessions		Very Good	Good	Fair	not Good
1	We HAVE USED our time				
	OUR BEHAVIOUS HAS BEEN				
	OBSERVATIONS				
2	We HAVE USED our time				
	OUR BEHAVIOUS HAS BEEN				
	OBSERVATIONS				
3	We HAVE USED our time				
	OUR BEHAVIOUS HAS BEEN				
	OBSERVATIONS				
4	We HAVE USED our time				
	OUR BEHAVIOUS HAS BEEN				
	OBSERVATIONS				
5	We HAVE USED our time				
	OUR BEHAVIOUS HAS BEEN				
	OBSERVATIONS				

EDITORS WORK

PROJECT

FINAL PRODUCT:

EDITOR 1

EDITOR 2:

EDITOR 3:

OBJECTIVES

Before starting: what are our objectives for today?

After ending: have we achieved our objectives? why?

ROLES WORK

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Sessions		Very Good	Good	Fair	not Good
1	We HAVE USED our time				
	Our BEHAVIOUS HAS BEEN				
	OBSERVATIONS				
2	We HAVE USED our time				
	Our BEHAVIOUS HAS BEEN				
	OBSERVATIONS				
3	We HAVE USED our time				
	Our BEHAVIOUS HAS BEEN				
	OBSERVATIONS				
4	We HAVE USED our time				
	Our BEHAVIOUS HAS BEEN				
	OBSERVATIONS				
5	We HAVE USED our time				
	Our BEHAVIOUS HAS BEEN				
	OBSERVATIONS				

CAMERAMAN/WOMAN WORK

PROJECT

FINAL PRODUCT:

CAmerAWoMAN 1:

CAmerAWoMAN 2:

CAmerAWoMAN 3:

OBJECTIVES

Before starting: what are our objectives for today?

After ending: have we achieved our objectives? why?

ROLES WORK

--	--	--	--

Sessions		Very GOOD	GOOD	fAIR	not GOOD
1	We HAVE USED our time				
	Our BEHAVIOUS HAS BEEN				
	OBSERVATIONS				
2	We HAVE USED our time				
	Our BEHAVIOUS HAS BEEN				
	OBSERVATIONS				
3	We HAVE USED our time				
	Our BEHAVIOUS HAS BEEN				
	OBSERVATIONS				
4	We HAVE USED our time				
	Our BEHAVIOUS HAS BEEN				
	OBSERVATIONS				
5	We HAVE USED our time				
	Our BEHAVIOUS HAS BEEN				
	OBSERVATIONS				

ACTORS AND ACTRESSES WORK

PROJECT

FINAL PRODUCT:

ACTOR/ACTRESS 1:

ACTOR/ACTRESS 2:

ACTOR/ACTRESS 3:

ACTOR/ACTRESS 4:

OBJECTIVES

Before starting: what are our objectives for today?

After ending: have we achieved our objectives? why?

ROLES WORK

Sessions		Very Good	Good	fair	not Good
1	We HAVE USED our time				
	Our BEHAVIOUS HAS BEEN				
	OBSERVATIONS				
2	We HAVE USED our time				
	Our BEHAVIOUS HAS BEEN				
	OBSERVATIONS				
3	We HAVE USED our time				
	Our BEHAVIOUS HAS BEEN				
	OBSERVATIONS				
4	We HAVE USED our time				
	Our BEHAVIOUS HAS BEEN				
	OBSERVATIONS				
5	We HAVE USED our time				
	Our BEHAVIOUS HAS BEEN				
	OBSERVATIONS				

REPORTERS WORK

PROJECT

FINAL PRODUCT:

REPORTER 1

REPORTER 2:

REPORTER 3:

OBJECTIVES

Before starting: what are our objectives for today?

After ending: have we achieved our objectives? why?

ROLES WORK

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Sessions		Very Good	Good	Fair	not Good
1	We HAVE USED our time				
	Our BEHAVIOUS HAS BEEN				
	OBSERVATIONS				
2	We HAVE USED our time				
	Our BEHAVIOUS HAS BEEN				
	OBSERVATIONS				
3	We HAVE USED our time				
	Our BEHAVIOUS HAS BEEN				
	OBSERVATIONS				
4	We HAVE USED our time				
	Our BEHAVIOUS HAS BEEN				
	OBSERVATIONS				
5	We HAVE USED our time				
	Our BEHAVIOUS HAS BEEN				
	OBSERVATIONS				