

FITXA D'ACTIVITAT PROGRAMA AUXILIARS DE CONVERSA

Títol	<i>Local shopping: products and services</i>		
Nivell educatiu	6è de primària	Idioma	Anglès
Centre	Escola Pere de Tera	Municipi	Badalona
Codi de centre	a8035878	AT	Barcelona Comarques
Nom de l'auxiliar	Ann Elizabeth Abell	Nom tutor/a	Xènia Yuste Torelló

Objectius didàctics	Competències bàsiques
a) To communicate in English with other classmates, using specific vocabulary related to the topic (<i>types of shops, products and services</i>), while doing a cooperative activity with realia.	Oral communication dimension → Competency 3: employing oral interaction strategies according to the communicative situation to start, maintain and end a speech.
b) To listen and understand a conversation in English, between the teacher and the assistant, using visual support (real images).	Oral communication dimension → Competency 1: obtaining basic information and understanding oral texts, simple or adapted, from everyday life, the media and the school environment.
c) To match images and sentences from the oral conversation.	Reading Comprehension dimension → Competency 4: Applying strategies to obtain basic information and comprehend texts simple or adapted, from everyday life, the media or the school environment.
d) To answer questions, using a gamification app, to check their comprehension.	Reading Comprehension dimension → Competency 4: Applying strategies to obtain basic information and comprehend texts simple or adapted, from everyday life, the media or the school environment.
	Core competences: → Digital competence → Learn to learn competence

Continguts

- Types of oral texts: **conversation and class instructions.**
- Use of the past simple tense.
- Reading activities to check the comprehension-
- Visual and digital support.
- Strategies to communicate in English with classmates.

Críteris d'avaluació

- To interact with the classmates in English using the structures and the vocabulary related to the topic.
- To put in order images while they are listening to an oral conversation.
- To comprehend the sentences and to be able to match them with the images.
- To answer some comprehension questions using the app "quizzz".

Activitats. Seqüència didàctica (pas a pas)

Session 1 - Introduction and Running Dictation (50 minutes)

February 9th + 11th

During the first session, the theme of the activity will be introduced: *Local Products and Services*. The students will learn and become more familiar with the appropriate English vocabulary associated with each local shop and products or services the shops may sell or provide.

The students will be divided into groups of 4 to 5 students beforehand. They will need only a pencil and a rubber to complete the activity. The teachers will provide each student with worksheets and other reference materials to use as guides.

1. Introduction with Shop Names Guessing Game

The teachers will show images of the shops on the digital board and the students will be encouraged to raise their hands and guess the names of each shop.

2. Running Dictation

The teachers will explain to the students how the activity works. Individually, each student will receive a "Shops" worksheet that shows the names of each shop as presented in the introduction. They will notice that there are 3 blank spaces below each shop. This is where the students, made in a group effort, will fill in the missing product and service vocabulary words assigned to each shop.

The teachers have gathered 10 "realia" objects from home (1 object for each shop) to create a fun learning environment where the students will participate in a "Running Dictation."

The students will be pre-divided into groups and each student within their group will select a number (1-5) that they must remember when it is their turn.

One teacher will call each group of numbers at a time, where the students of that number group will need to stand up, go outside the door of the classroom and observe a realia object drawn out of a box from the teacher. The teacher will show only 1 out of 10 objects to each group. The students will have about two minutes from the time they go out the door to observe the object to the time they sit down to

communicate what they saw to their group. The teacher will encourage the students that come to see the object to guess the name of the object and say the name aloud. If there is confusion, the teacher will write the name of the object on a small whiteboard to show the spelling and pronunciation.

Once each student is confident of what the name of the product shown is, they should race to their group to communicate what they saw. Each group will be given a word glossary which will show the spelling of each product in addition to images of each product they may use as a visual. The trick is, they will need to choose from 30 vocabulary words. The running dictation itself will only cover 10 vocabulary words. All the students must put their hands up when they are finished with each round.

Using the “Language to Interact”, the students will need to use some phrases to prompt discussion within their group. Each student will have at least one turn going outside the classroom door to see a realia object. For example, a student may say, “I think we can find a teddy bear at the toy shop. Do you agree?” If they do not know where the product or service belongs, they may point to a picture of what they saw using the glossary and say to their group, “I don’t know. Can you help me please? Where does it go?”

In the meantime, the students will also have to identify the rest of the 20 words amongst their groups and write where each product (or product used to provide a service) belongs under each shop name. When speaking to their group, each student is encouraged to use the same speaking prompts as shown in the “Language to Interact”. They must take turns participating, and the teacher in the room will regulate this. They are given pictures of the products and services as visual support to identify them and record them on their Shops worksheet.

3. Co-evaluation

Lastly, each student will complete a co-evaluation of their group to give feedback to the teachers on how they felt the activity went. They will answer several questions related to participation within their group. They will also be asked to share what they have learned from this activity and which part of the activity they enjoyed the most.

Session 2 - Group Interactive Activity - Listen and Discuss Tandem Teaching (50 minutes) February 16th + 17th

For the second session, the students will have the opportunity to apply what they have learned from the first session where they completed a group running dictation and categorized products and products used for services into the appropriate shops. Using the vocabulary, they have become familiar with from the first session, the students will listen to 2 short dialogues designed by the teachers to review the simple past verb tense and use their new knowledge of local shops to do an order sequencing activity and group discussion.

This will be both a speaking and listening activity where the students will complete in the same pre divided groups as session 1. The students will be provided with the appropriate texts and images from the teachers to complete this activity.

1. Session 2 Plan Layout - Introduction Visual for Students

The session will begin with the teachers showing a short three slide visual presentation. The students will see the layout of the session and be given a short explanation of each step. They will have the opportunity to ask any questions to clear up any doubts they may have. The teachers will show the materials that they will receive and how they are to use them in each step provided. The first step will be to do a quick shop name review together as a class to refresh their minds.

2. Dialogue 1 + 2 - Listening

Next, the teachers will perform two short dialogues between themselves sharing what they did the previous week. The first time the teachers read the dialogues, the students will only listen to get exposure to the context of the dialogues and be able to identify what previously learned vocabulary they have heard in them.

After the first time they listen to the dialogue the students will receive one envelope per group which will include 10 photos and 10 sentences. The teachers have taken photos of themselves that correspond with segments of the dialogues. There are also simplified sentences from the dialogues that correspond with each photo. Each dialogue will mention 5 shops and what each teacher did at those shops. Neither the photos, nor sentences have numbers on them, so the challenge will be for the students to put the photos in order since they will all be mixed up in the envelope.

The second time the teachers read the dialogues, each group of students will try their best to put only the photos in order. (trying to do so in silence)

3. Group Discussion

Before the teachers read the dialogues for a third time, the students are instructed to take out the 10 sentences from the envelope and divide them between the group members. Each group member should be given at least 2 sentences.

So, now for step 4, the students will need to use the *Language to Interact* prompts to give their individual opinion of which photos their sentences belong to and why. For example, a student may say, "I think this sentence matches this picture because we can see Xènia at the bakery. She bought a croissant and some bread.

The objective is that each student will need to initiate discussion between their group members. They will each have two opportunities to give their opinion and ask if the other members of the group agree or do not agree.

It is noted that for students with special needs, or those who may have difficulty identifying the products, services, and shop names mentioned in the two dialogues, we will provide them with a copy of a glossary in advance which includes all of the vocabulary words written along with pictures of each and shop name flashcards if needed. They will receive this before the dialogues are read for the second and third times and they will be able to use this as a tool to complete the final discussion part.

4. Quiz

Within their groups, the students can choose a partner to take part in a class quiz. The quiz is meant to create a fun competition between classmates to see who can guess the correct answers the fastest. The quiz is made up of 10 questions about the names of the shops and what the teachers bought at each.

5. Co-evaluation

As they did in Session 1, each student will complete a co-evaluation of their group to give feedback to the teachers on how they felt the activity went. They will answer several questions related to participation within their group. They will also be asked to share what they have learned from this activity and which part of the activity they enjoyed the most.

Recursos

Genially Website
Google Photos
Quizizz App
Real Images
Text content created by teachers

Activitat Links

Links - Session 1

[Shop Names Guessing Game - Introduction](#)

[Shops Worksheet](#)

["Language to Interact" and Glossary](#)

[Coevaluative Rubric - Session 1 + 2](#)

Links – Session 2

[Plan Layout - Introduction Visual for Students](#)

[Dialogues 1 + 2](#)

[Photos for Dialogues 1 + 2](#)

["Language to Interact" and Glossary](#)

[Coevaluative Rubric - Session 1 + 2](#)

<https://quizizz.com/join?gc=01095996>

DURACIÓ

2 sessions of 50 minutes each