

Expressive texts II

Winter & Christmas Poetry

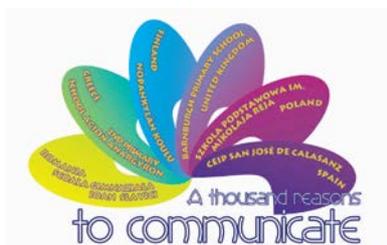
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A thousand reasons
to communicate



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WINTER AND CHRISTMAS POETRY

INTRODUCTION

- Discussing what are the differences between stories and poems.
- What kind of words we need in a poem telling about winter? Christmas?
- Repeat rhyme. Give examples.
- Using old Finnish language in poems (words which we older people don't use and students don't know).
- Using dialect in poems.
- Find poems which are different from stories in a visual way.
- The teacher reads three different Finnish Christmas poems: one with rhymes (Eino Leino: Pikku-Yrjön metsämatka), one without rhymes (Mika Waltari: Jouluruno) and one written in dialect (Heli Laaksonen: Joulupatja) –Discussing about these poems. Picking up the differences/similarities.

The second project job for this school year is to write a winter or a Christmas poem in Finnish or in English or in both languages.

LEARNING OBJECTIVES

LINGUISTIC COMPETENCE

- LO1: To reread about poems from your busy book, especially about rhymes. Practice different rhymes.
- LO2: To develop writing and reading skills in Finnish.
- LO3: To learn Christmas and winter words from English book or Sanakirja.org –page (=developing English vocabulary) and to read them aloud.
- LO4: English grammar: past tense.
- LO5: Write a poem about winter or Christmas in English or first in Finnish
- LO6: Try to translate the text *smoothly* from Finnish to English
- LO7: To study how to read aloud (pronunciation) yours or your schoolmates' poem.

DIGITAL COMPETENCE

- LO8: To use Word for writing a winter or Christmas poem.



LO9: To learn that you can exploit several programmes together to accomplish your work.

LO10: To move or add text from Word to Biteslide (if Biteslide is not familiar, practice the program).

LO11: To learn several options to make a layout.

LO12: To learn more about the keyboard shortcuts (ctrl+..).

SOCIAL AND CIVIC COMPETENCES

LO13: To work and learn together (co-operative learning).

LO14: To help your classmates if needed.

LO15: To use the computer effectively.

LO16: To practise to use both hands on keyboard while writing (basis of typing).

CULTURAL AWARENESS AND EXPRESSION COMPETENCE

LO16: To learn more about Finnish poetry and poets; old and new ones.

LO17: To learn more how to express yourself with a poem.

LO18: To visualize how to make a page/the layout like you wanted.

LO19: To practise to recite, not only read a poem.

CONTENT

The students start the poems with making a mind map of the words which belongs to winter or Christmas in English. They could also add Finnish words and translate those later. The mind map they do individually.

After mind map they made plans what their poem contains. In this they can ask help for other students without copying.

They can use rhymes, but it's rather difficult to find matching word from English.

This time they couldn't use dialect, because of translating. Our dialect is impossible to translate!

One thing was to concentrate on what kind of visual shape the poem has. The shape can also tell something.

After finishing the poems they translated those in English if needed. They save both poems (or if they did it in English, only that).

With a pair they studied together how Biteslide Program worked. That free version made us a problem, because you couldn't make any changes to a page. That's why they chose a picture from Biteslide and wrote their poems on it. No-one made any specific shapes out of their poems.



Time for working: ten hours + planning and a part of translation as homework (Art, Finnish and English lessons). Only 5-6-graders as during all this school year, six students.

ACTIVITIES AND DIFFERENTIATION (ABILITIES AND SPECIAL NEEDS)

The students are working individual or with 6-persons group. They ask opinions from their classmates and express them their own ideas. The 6-graders know the programme Biteslide and they teach and help the 5-graders. Students can always ask help from their teacher, though she is almost always teaching other grades when the mission has given and no questions have asked.

No need for differentiation.

RESOURCES

ICT

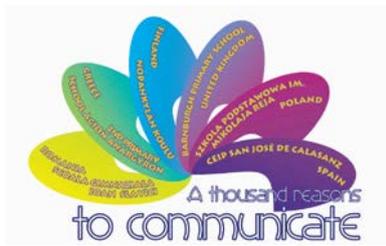
- Four computers, two iPads, two iPads mini.
- Biteslide –programme.

TIME

- Time for working: ten hours at school (from lessons of Art, English, Finnish).
- Exercises which are not finished at school are done at home as homework.

METHODOLOGY

- Teaching discussion.
- Teacher-directed.
- Enumeration.
- Mind mapping.
- Practising and self-learning (includes also eventual homework).
- Working with a computer.
- Co-operative learning.
- Tutoring.
- Self assessment.
- Peer review.



STUDENTS ASSESSMENT (SUCCESS CRITERIA)

The work is approved when it's done by following given instructions and the poem is about winter or Christmas.

- A Student took part in discussions about poems, rhymes, differences between stories and poems.
- Mind map is done with winter or Christmas words.
- The plan for the content of the poem is done properly.
- The poem is written in English using Biteslide and it's saved in students' file.
- The translation is readable.
- The poem has performed.
- The poem is evaluated together in the group.
- The self-assessment is ok and participation for peer review was done.

About the moment of the working time: The students are going to start their work on the last days of November. The press to get the poems ready before school ending (18.12.) is going to be hard (less than three weeks). Another "excuse" is our "Little" Christmas celebration with the whole village on the 12th December for what we have to practise plays, songs, elf dances and gospel part, in which Maria and Joseph are going to have a baby boy. So we have got only a short time to do all this before ending the season. My decision is that this time we are not going to get any stress from any completely new programmes. The 6-graders know Biteslide, we use that, they'll teach to basics of it to 5-graders. And do more for next mission.

- That's why we went this time there where "the fence was the lowest" as we say in Finland. The poems were almost like little stories, but there was a feeling that they are winter or Christmas poems. In Finnish they were much better, that's why kept the Finnish ones too. The translation made the word change places and also a bit of meanings too. As it was told earlier it was a disappointment to notice that in the free version of Biteslide you couldn't for example modify the frame of text to make it look like Christmas tree. So you have to be satisfied for the picture and square frame.
- Some past tense had some mistakes but the language was rather rich, not only basic verbs. At first there were several mistakes with order of the words, but we try to correct those. In Finnish you can change orders and in poetry and in old Finnish it's made often for pointing an important word or meaning. These poems had, however, feelings inside.
- Time for making poems was working. This year there are enough computers, so students don't need to queue.

The students followed instructions quite well.

The students were working hard, even their own time. We finished works on time.

The students made a Christmas performance full of Christmas Spirit!



TEACHER EVALUATION

- For me: At first I thought that I wasn't demanding enough. But as I found out the coming Christmas it was my obligation let the students do less than I planned: not so much activities before start writing, not so difficult text, not texts of the poems shaped as Christmas tree and so on. It's not easy for me to let students do less than I have planned! That was my big lesson!
- For me also: I could have asked the other partners about other programmes to use. That would have given us more possibilities to work. –My mistake!

ACHIEVEMENT INDICATORS	A 90-100%	B 70-90%	C 50-70%	D Less than 50%	OBSERVATIONS
Contribution of the teaching-learning actions designed (tasks, activities and exercises) to overcome their related objectives.		X			In this case mind maps were good to do for start.
Appropriateness of the structure, timing and sequencing of actions and activities to perform the proposed task	X				
The exercises, activities and tasks are related to the interests of students and their prior knowledge.		X			We didn't have so many exercises, because of the lack of time
The methodology used is adjusted to the needs of students in interaction with the proposed task to develop their abilities.	X				
Use of varied and relevant teaching resources.	X				
Use of ICT resources to develop the task.		X			Biteslide for this work was too simple though it was unfamiliar for 4/6 students.
The assessment tools are adequate to the learning objectives.	X				The self-assessment goes now very good. The peer review needs a little bit of guidance.

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CHRISTMAS POEMS

INTRODUCTION

Be able to write a poem, developing his ability in written communication with other classmates.

LEARNING OBJECTIVES

LINGUISTIC COMPETENCE

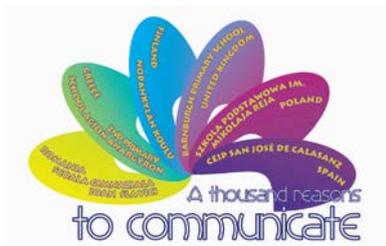
- LO1: To develop syntax and vocabulary.
- LO2: To develop expressing abilities.
- LO3: To work with other classmates to create a poem.
- LO4: To be familiar with poetic writing (μεταφορές, κοσμητικά επίθετα, εικόνες, παρομοιώσεις, προσωποποιήσεις υπερβολές).
- LO5: To develop his creativity.
- LO6: To transmit effectively complex ideas using rich vocabulary.
- LO7: To processes and structure a poem.
- LO8: To uses his imagination.
- LO9: To acquire confidence in his own writing.
- LO10: To take out thoughts and emotions.
- LO11: To be a part of an artistic result.

DIGITAL COMPETENCE

- LO12: To write, type and work on a text on the computer.
- LO13: To insert images with the help of the editor in a plain text or the opposite.

SOCIAL AND CIVIC COMPETENCES

- LO14: To learn that poems can express emotions, despites the country someone lives in.



CONTENT

- Poems about winter and Christmas.

ACTIVITIES AND DIFFERENTIATION (ABILITIES AND SPECIAL NEEDS)

- We talk about our project.
- Teacher tries to bring up pictures and emotions about winter and Christmas.
- Brainstorming of words or phrases about our theme, written on the board.
- Teams work on the creation of their own poem, using words or phrases from the board .(In the meantime they listen classical music-" 4 seasons, Winter", Vivaldi and some Christmas songs from the Erasmus + countries.
- Every team reads loudly their poem.
- Students cooperate to make a poster\book with the poems that every team created.

RESOURCES

BOOKS

- School books.

ITC

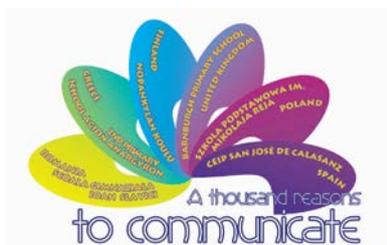
- www.ipode.gr

METHODOLOGY

- Brainstorming.
- Group cooperation teaching.

STUDENTS ASSESSMENT (SUCCESS CRITERIA)

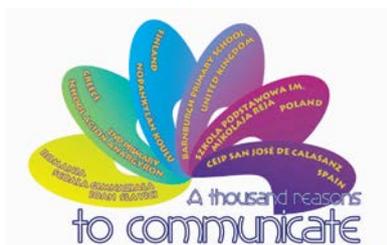
A	B	C
Recognition of types of poems		
43,75%	12,5%	43,75%
Understanding of key elements (characteristics) of a poem		
75%	18,75%	6,25%



Presentation of thoughts and emotions about winter		
50%	43,75%	6,25%
Structure and evolution of the poem		
62,5%	31,25%	6,25%
Examination of grammatical elements used in the poem		
50%	31,25%	18,75%
Detection of expressive and lexical elements of poem		
43,75%	43,75%	12,5%
Production of oral and written poem		
50%	43,75%	6,25%

TEACHER EVALUATION

ACHIEVEMENT INDICATORS	A 90-100%	B 70-90%	C 50-70%	D Less than 50%	OBSERVATIONS
Contribution of the teaching-learning actions designed (tasks, activities and exercises) to overcome their related objectives.	X				
Appropriateness of the structure, timing and sequencing of actions and activities to perform the proposed task		X			
The exercises, activities and tasks are related to the interests of students and their prior knowledge.	X				
The methodology used is adjusted to the needs of students in interaction with the proposed task to develop their abilities.		X			
Use of varied and relevant teaching resources.	X				
Use of ICT resources to develop the task.	X				
The assessment tools are adequate to the learning objectives.		X			



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SZKOŁA PODSTAWOWA im. MIKOŁAJA REJA (POLAND)
EXPRESSIVE TEXTS: POETRY

WINTER AND CHRISTMAS POEMS

INTRODUCTION

Students write poems about winter and Christmas. They are presented different kinds of poems and they learn the main features of poems.

LEARNING OBJECTIVES

LINGUISTIC COMPETENCE

LO1: To develop English vocabulary concerning winter and Christmas.

LO2: To teach different techniques to write poetry.

LO3: To teach the main features of poems.

LO4: To write poems.

DIGITAL COMPETENCE

LO5: To teach how to use a dictionary online.

CULTURAL AWARENESS AND EXPRESSION COMPETENCE

LO6: To encourage students to reading and writing poetry.

CONTENT

Winter and Christmas poems

ACTIVITIES

- Winter and Christmas word webs.
- Constructing collocations.
- Reading poems.
- Writing poems.



RESOURCES

- Poems and songs.
- Dictionaries.
- Internet.

METHODOLOGY

- Teaching different techniques to write poetry (explanation).
- Teaching how to translate a text into English.
- Brainstorming.
- Constructing topic webs.

Ways of working:

- Individual work.
- Group work.

STUDENTS ASSESSMENT

A	B	C	D
LO1: To develop English vocabulary concerning winter and Christmas,			
<i>The student knows specific vocabulary very well.</i>	<i>The student writes a recipe using appropriate vocabulary and structures but with some mistakes.</i>	<i>The student writes a very simple recipe using little vocabulary.</i>	<i>The student is not able to write a recipe.</i>
LO2: To teach different techniques to write poetry,			
<i>The student knows different techniques to write poetry.</i>	<i>The student knows some techniques to write poetry .</i>	<i>The student knows one or two techniques to write poetry.</i>	<i>The student doesn't know any techniques to write poetry.</i>
LO3: To teach the main features of poems.			
<i>The student knows the main features of poems.</i>	<i>The student is able to recognize the features of poems but with one or two mistakes.</i>	<i>The student is able to recognize the features of poems but with three or more mistakes.</i>	<i>The student doesn't know the features of poems.</i>
LO4: To write poems.			
<i>The student is able to write a poem using a wide range of vocabulary and structures.</i>	<i>The student writes a poem using appropriate vocabulary and structures but with some mistakes.</i>	<i>The student writes a very simple poem using little vocabulary.</i>	<i>The student is not able to write a poem.</i>



TEACHER EVALUATION

ACHIEVEMENT INDICATORS	A 90-100%	B 70-90%	C 50-70%	D Less than 50%	OBSERVATIONS
Contribution of the teaching-learning actions designed (tasks, activities and exercises) to overcome their related objectives.	X				
Appropriateness of the structure, timing and sequencing of actions and activities to perform the proposed task	X				
The exercises, activities and tasks are related to the interests of students and their prior knowledge.		X			
The methodology used is adjusted to the needs of students in interaction with the proposed task to develop their abilities.	X				
Use of varied and relevant teaching resources.		X			
Use of ICT resources to develop the task.		X			
The assessment tools are adequate to the learning objectives.		X			

<https://twinspace.etwinning.net/files/collabspace/4/84/984/3984/files/b41280a7e.pdf>

I like Winter

Do you know what?

I like Winter a lot!

W is like World full of kids Joy in the snow

I is like Ice-skating even when the winds blow

N is like New Year's Eve fireworks display

T is like hot Tea by the fireplace

E is like Eve, the Christmas Eve of course

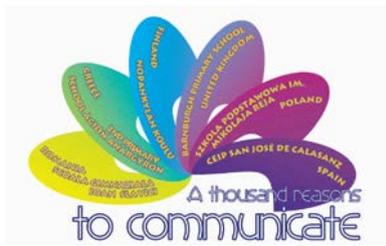
R is like Rudolph galloping like a real horse

It's WINTER

Do you know what?

I like winter a lot! :)

Mikołaj Krzywicki



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SCOALA GIMNAZIALA "IOAN SLAVICI" (ROMANIA)
EXPRESSIVE TEXTS: POETRY

WINTER POEMS- THE RHYME STRING

INTRODUCTION

This lesson plan has been conceived for a mixed group of pupils (primary pupils helped by secondary pupils). Primary pupils will find out more about the notion of the poem starting from rhyming games. They will learn about rhymes in the Rhyme String game created by the pupils from the secondary classes.

LEARNING OBJECTIVES

LINGUISTIC COMPETENCE

- LO1: To read correctly, fluently and expressively the poems about winter.
- LO2: To retell in their own words what they have learned about poems.
- LO3: To match the "rhyming drawings" of illustrated words.
- LO4: To fill in the text with the missing words.
- LO5: To find rhyme pairs in Romanian, Hungarian, and English.
- LO6: To translate the rhyme pairs into Romania, Hungarian and English.

DIGITAL COMPETENCE

- LO7: To search for images to illustrate the Rhyme String, using the Internet.
- LO8: To edit the Rhyme String in Word.

SOCIAL AND CIVIC COMPETENCES

- LO9: To collaborate with their team members for a successful result.

CULTURAL AWARENESS AND EXPRESSION COMPETENCE

- LO10: To present poems and songs from folk literature, focusing on the rhymes they find.



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SCOALA GIMNAZIALA "IOAN SLAVICI" (ROMANIA)
EXPRESSIVE TEXTS: POETRY

CONTENT

Poems have always enchanted children due to their musicality and playfulness through rhyme. For children, rhyme means poem, because rhyme combined with rhythm gives the musicality of the poem. The 1st graders get to know the poems starting from the rhyming games. They discover the rhymes when they hear them, then make up rhymes so that in the end they create their own short poem.

ACTIVITIES AND DIFFERENTIATION

- Activities in teams, in groups and frontally
- Pupils with special learning need benefit from the help of a supporting teacher.

RESOURCES

HUMAN RESOURCES

- Pupils from year 1B and year 5B

MATERIAL RESOURCES

- Drawings.
- Texts with missing words.
- Computers.
- Scissors.
- Printed pages.

METHODOLOGY

- Conversation.
- Explanation.
- Exercise.
- Didactic game.



STUDENTS ASSESSMENT (SUCCESS CRITERIA)

A	B	C	D
LO1: To read correctly, fluently and expressively the poems about winter;			
<i>Reads correctly, fluently and expressively the winter poems, using intonation at the punctuation marks from the text.</i>	<i>Reads correctly, with rare hesitations, uses correct intonation most of the time, if not, corrects himself.</i>	<i>Reads correctly but slowly with repeated intonation mistakes.</i>	<i>Reads with repeated mistakes, in intonation as well, due to the impossibility to catch all the punctuation marks into his visual field.</i>
LO2: To retell in their own words what they have learned about poems;			
<i>Retells fluently the previously learned material, formulates quickly and correctly sentences about the poem.</i>	<i>Retells the previously learned material with slight hesitation or imprecision.</i>	<i>Retells the previously learned material with some help from the teacher.</i>	<i>Retells the previously learned material with major mistakes, leaving out important information.</i>
LO3: To match the "rhyming drawings" of illustrated words;			
<i>Matches the drawings quickly and correctly.</i>	<i>Matches the drawings correctly with small hesitations corrected by himself.</i>	<i>Matches the drawings with the help of the teacher.</i>	<i>Matches the drawings only after the teacher's help.</i>
LO4: To fill in the text with the missing words;			
<i>Fills in the missing words correctly and quickly.</i>	<i>Fills in the missing words correctly with small hesitations corrected by himself.</i>	<i>Fills in the missing words with the help of the teacher.</i>	<i>Fills in the missing words incorrectly.</i>
LO5: To find rhyme pairs in Romanian, Hungarian, and English;			
<i>Finds the rhyme pairs easily</i>	<i>Finds the rhyme pairs with small hesitations corrected by himself.</i>	<i>Finds the rhyme pairs with the help of the teacher.</i>	<i>Finds the rhyme pairs incorrectly.</i>
LO6: To translate the rhyme pairs into Romania, Hungarian and English;			
<i>Translates the rhyme pairs easily.</i>	<i>Translates the rhyme pairs with small hesitations corrected by himself.</i>	<i>Translates the rhyme pairs with the help of the teacher.</i>	<i>Translates the rhyme pairs incorrectly.</i>
LO7: To search for images to illustrate the Rhyme String, using the Internet;			
<i>Finds images quickly and easily.</i>	<i>Finds images with small hesitations.</i>	<i>Finds images with the help of the teacher.</i>	<i>Cannot find the right images.</i>
LO8: To edit the Rhyme String in Word;			
<i>Edits the Rhyme String in Word correctly and easily.</i>	<i>Edits the Rhyme String in Word with small hesitations corrected by himself.</i>	<i>Edits the Rhyme String in Word with the help of the teacher.</i>	<i>Edits the Rhyme String in Word incorrectly.</i>
LO9: To collaborate with their team members for a successful result;			
<i>Cooperates with his team members, has the right initiative in solving the tasks.</i>	<i>Cooperates with his team members in solving the tasks.</i>	<i>Cooperates with his team members at the suggestion of the teacher or his fellow mates.</i>	<i>Works with his team members in case he is always solicited, motivated to do so.</i>

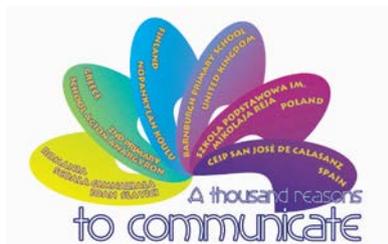


LO10: To present poems and songs from folk literature, focusing on the rhymes they find;

<i>Presents individually folk poems and songs with ease.</i>	<i>Presents individually folk poems and songs with small mistake.</i>	<i>Presents folk poems and songs with the help of the teacher.</i>	<i>Presents folk poems and songs only in group.</i>
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TEACHER EVALUATION

ACHIEVEMENT INDICATORS	A 90-100%	B 70-90%	C 50-70%	D Less than 50%	OBSERVATIONS
Contribution of the teaching-learning actions designed (tasks, activities and exercises) to overcome their related objectives.		X			
Appropriateness of the structure, timing and sequencing of actions and activities to perform the proposed task	X				
The exercises, activities and tasks are related to the interests of students and their prior knowledge.	X				
The methodology used is adjusted to the needs of students in interaction with the proposed task to develop their abilities.	X				
Use of varied and relevant teaching resources.		X			
Use of ICT resources to develop the task.	X				
The assessment tools are adequate to the learning objectives.	X				



LESSON PLAN

Content	Learning objectives	Learning activities	Resources	Evaluation
Presenting the winter poems	LO1	Pupils from the 5th grade present winter poems focusing on the rhymes.		
Expressive text/poem	LO2	Guided discussion: Expressive text poem The map of the text: presenting the cited poems		
Rhyme game	LO3 LO4	Didactic game: matching the "rhyming drawings" of illustrated words filling in the text with the missing words that rhyme finding rhymes for the given words	Drawings made by the pupils	Verbal evaluation correcting the mistakes.
The making of the Rhyme String	LO5 LO6 LO7 LO8 LO9	Work stages: finding rhyme pairs in Romanian, Hungarian and English; translating the words they have found; searching for images for the pairs; editing the Rhyme String: <ul style="list-style-type: none"> inserting the drawings editing the texts printing, cutting of the string; 	Drawings	
The game	LO10	Testing the Rhyme String followed by the artistic performances of the children.	Fill in text Cards with words	

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Poetry reading



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CEIP SAN JOSÉ DE CALASANZ (SPAIN)
EXPRESSIVE TEXTS: POETRY

ACTIVITIES AND DIFFERENTIATION (ABILITIES AND SPECIAL NEEDS)

These are the activities:

- Presentation about vocabulary of the song with images and gestures.
- Show the song in computer.
- Practice the lyrics song and associate the keywords with a gesture.

This unit is suitable for everybody in the class, but evaluation is different for special needs pupils.

RESOURCES

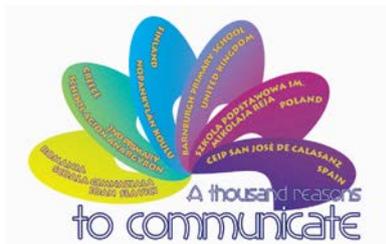
- Computer with internet connection, sound and a recording machine.
- Activity sheets.

METHODOLOGY

The methodology is active, constructive, participatory, significant and very intuitive using non-verbal communication and gestures.

STUDENTS' ASSESSMENT (SUCCESS CRITERIA)

A	B	C	D
To identify in oneself the principal parts of the body.			
<i>The pupil identifies all of them.</i>	<i>The pupil identifies most of them.</i>	<i>The pupil identifies some of them.</i>	<i>The pupil identifies just a few of them.</i>
To identify numbers from 0 to 3.			
<i>The pupil identifies all the numbers.</i>	<i>The pupil identifies 0, 1 and 2.</i>	<i>The pupil identifies 0 and 1.</i>	<i>The pupil doesn't identify any number.</i>
To know the four seasons (winter).			
<i>The pupil knows all the seasons and its characteristics.</i>	<i>The pupil knows some season and its characteristics.</i>	<i>The pupil know one season and its characteristics.</i>	<i>The pupil doesn't know any season.</i>
To show a favorable attitude about listening in English language.			
<i>The pupil always shows a favorable attitude.</i>	<i>The pupil shows a favorable attitude the majority of times.</i>	<i>The pupil sometimes shows a favorable attitude.</i>	<i>The pupil never shows a favorable attitude.</i>
To know vocabulary about the topics worked in class.			
<i>The pupil knows all the vocabulary worked.</i>	<i>The pupil knows most of the vocabulary.</i>	<i>The pupil knows some vocabulary.</i>	<i>The pupil doesn't know any word.</i>
To show interest in English poetry			



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CEIP SAN JOSÉ DE CALASANZ (SPAIN)
EXPRESSIVE TEXTS: POETRY

<i>The pupil always shows interest.</i>	<i>The pupil shows interest the majority of times.</i>	<i>The pupil shows interest sometimes.</i>	<i>The pupil never shows interest.</i>
To memorize and reproduce simple text in English.			
<i>The pupil is able to memorize and reproduce the song.</i>	<i>The pupil is able to memorize and reproduce most of the song.</i>	<i>The pupil is able to memorize and reproduce a part of the song.</i>	<i>The pupil isn't able to memorize and reproduce any part.</i>
To take part and enjoy in collective singing activities. To sing simple songs trying to adapt to the group with gestures.			
<i>The pupil always takes part.</i>	<i>The pupil takes part most of the times.</i>	<i>The pupil sometimes takes part.</i>	<i>The pupil never takes part.</i>

TEACHER EVALUATION

ACHIEVEMENT INDICATORS	A 90-100%	B 70-90%	C 50-70%	D Less than 50%	OBSERVATIONS
Contribution of the teaching-learning actions designed (tasks, activities and exercises) to overcome their related objectives.	X				
Appropriateness of the structure, timing and sequencing of actions and activities to perform the proposed task	X				
The exercises, activities and tasks are related to the interests of students and their prior knowledge.	X				
The methodology used is adjusted to the needs of students in interaction with the proposed task to develop their abilities.	X				
Use of varied and relevant teaching resources.		X			
Use of ICT resources to develop the task.	X				
The assessment tools are adequate to the learning objectives.	X				

<https://www.youtube.com/watch?v=IIIToXe86qs>





AUTONOMY AND PERSONAL INITIATIVE

LO8: To know and use progressively and efficiently its own body in the development of the tasks.

LO9: To deal with new tasks with a certain motivation and initiative, adjusting tasks to its own possibilities.

CONTENT

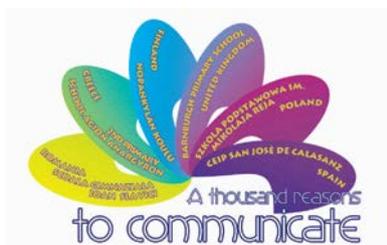
- Winter clothing.
- Wild animal's life.
- Preventive measures of wild animals.
- Words with similar sounds.
- Poem (persuasive text).

ACTIVITIES AND DIFFERENTIATION (ABILITIES AND SPECIAL NEEDS)

- Verbally explore the knowledge children possess about winter clothing. (What do they wear in winter?).
- Visually introduce the new poem by pictures and explaining the meaning.
- Verbally explain their experiences with wild animals.
- Draw their own hand on a paper next to a snake and make guesses about what can happen later on.
- Try to verbally reproduce the words and find other words that sound similar to those of the poem.
- Dramatize by non-verbal language the poem.
- Draw their own hands on the blackboard in time order (first five fingers, then four fingers, later three fingers, after that two fingers and finally only one finger).
- Count how many fingers are there in each draw and compare.
- Recite the poem wearing winter clothing.

RESOURCES

- Snake poem.
- Sheet with a snake.
- Blackboard.
- Winter clothing: gloves, scarfs, hats...
- Recording camera
- Papers, crayons and pencils



METHODOLOGY

- This lesson plan take into account the needs and thoughts of each and every pupil.
- This lesson plan will be developed following an active methodology where oral production and reception play an essential role
- All the activities will be carried out by working with the class-group.

STUDENTS ASSESSMENT (SUCCESS CRITERIA)

- Understands and expresses information provided by pictures, draws, marks...
- Takes part in different oral communicative situations, pronouncing properly.
- Memorizes and recite poems, rhymes and simple songs.
- Manages spontaneously some basic mathematic concepts in real situations or similar to routines.
- Keeps habits and attitudes related with self-security, hygiene...
- Uses different languages (literary, musical, plastic) as a tool for communication and representation.
- Uses ICT as an informative and communicative resource.
- Knows and use progressively and efficiently its own body in the development of the tasks.
- Deals with new tasks with a certain motivation and initiative, adjusting tasks to its own possibilities.

TEACHER EVALUATION

ACHIEVEMENT INDICATORS	A 90-100%	B 70-90%	C 50-70%	D Less than 50%	OBSERVATIONS
Contribution of the teaching-learning actions designed (tasks, activities and exercises) to overcome their related objectives.		X			
Appropriateness of the structure, timing and sequencing of actions and activities to perform the proposed task		X			
The exercises, activities and tasks are related to the interests of students and their prior knowledge.			X		
The methodology used is adjusted to the needs of students in interaction with the proposed task to develop their abilities.	X				



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Use of varied and relevant teaching resources.		X		
Use of ICT resources to develop the task.		X		
The assessment tools are adequate to the learning objectives.	X			

<https://www.youtube.com/watch?v=3nydamnwmvu>



STUDENTS ASSESSMENT (SUCCESS CRITERIA)

- Thinks about previous knowledge about penguins and winter.
- Participates in the activities with the penguin in cardboard.
- Recites poetry with gestures.
- Shows knowledges acquired.

TEACHER EVALUATION

ACHIEVEMENT INDICATORS	A 90-100%	B 70-90%	C 50-70%	D Less than 50%	OBSERVATIONS
Contribution of the teaching-learning actions designed (tasks, activities and exercises) to overcome their related objectives.	X				
Appropriateness of the structure, timing and sequencing of actions and activities to perform the proposed task	X				
The exercises, activities and tasks are related to the interests of students and their prior knowledge.	X				
The methodology used is adjusted to the needs of students in interaction with the proposed task to develop their abilities.	X				
Use of varied and relevant teaching resources.		X			
Use of ICT resources to develop the task.		X			
The assessment tools are adequate to the learning objectives.	X				

<https://www.youtube.com/watch?v=b1quhch7e4q>





WINTER POEMS (YEARS 1 and 2)

INTRODUCTION

Children work language through winter poems ("A chubby little snowman" and "Snowflakes").

LEARNING OBJECTIVES

LINGUISTIC COMPETENCE

- LO1: To identify loose words that have been worked in class, while listening to a presentation about closed topics, and looking for the relation in them, in a guided way, to get a general idea.
- LO2: To start to participate in very simple simulated conversations and face to face to make basic social contact and to try to be understood, although stops are usual and gestural support is important to try to communicate.
- LO3: To deduce the probable meaning of short words in short and simple messages that are written by the teacher or classmates based on previous knowledge of the topic to get the global meaning, using contextual clues to support the comprehension.

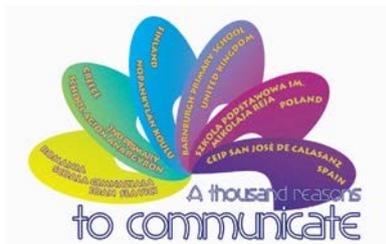
DIGITAL COMPETENCE

- LO4: To copy words and to complete short and simple sentences that care about familiar topics, adapting to the communicative function of the text (in written form and digitally).

CONTENT

The contents in this unit are:

- Understanding the mood of a poem by answering to questions.
- Learning and reciting a simple poem in group.
- Identifying rhyming words from a known poem or story by sorting them into groups.



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ACTIVITIES AND DIFFERENTIATION (ABILITIES AND SPECIAL NEEDS)

These are the activities:

- Presentation about vocabulary of the poem with images.
- Reading the poem and associate words with gestures while introducing questions about the poem.
- Watch a video about the poem.
- Underline keywords.
- Copy the words in the notebook and computer to create a file with a snowman shape made of the poem keywords (using Tugxedo).
- Practice the poem and associate the keywords with a gesture.

This unit is suitable for everybody in the class, but evaluation is different for special needs pupils.

RESOURCES

- Computer with internet connection and sound.
- Program Tugxedo.
- Recorder.

METHODOLOGY

The methodology is active, constructive, participatory, significant and very intuitive using non-verbal communication and gestures.

STUDENTS ASSESSMENT (SUCCESS CRITERIA)

A	B	C	D
LO1: To identify loose words that have been worked in class, while listening to a presentation about closed topics, and looking for the relation in them, in a guided way, to get a general idea.			
<i>The pupil identifies all loose words and gets the relation between them.</i>	<i>The pupil identifies loose words and gets the relation between them most of times.</i>	<i>The pupil identifies loose words but do not get the relation between them most of times.</i>	<i>The pupil does not identify loose words.</i>
LO2: To start to participate in very simple simulated conversations and face to face to make basic social contact and to try to be understood, although stops are usual and gestural support is important to try to communicate.			
<i>The pupil reproduces the poem and the gestures associated with the correct word.</i>	<i>The pupil reproduces most of the poem and all gestures associated with the correct word.</i>	<i>The pupil reproduces a part of the poem and most of gestures associated with the correct word.</i>	<i>The pupil needs the teacher to say the poem so he can repeat, and can reproduce some gestures.</i>



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LO3: To deduce the probable meaning of short words in short and simple messages that are written by the teacher or classmates based on previous knowledge of the topic to get the global meaning, using contextual clues to support the comprehension.

The pupil answers all the questions correctly about the poem.

The pupil answers 7-9 out of 10 questions about the poem correctly.

The pupil answers most of the questions correctly about the poem.

The pupil can answer less than 5 questions correctly about the poem.

LO4: To copy words and to complete short and simple sentences that care about familiar topics, adapting to the communicative function of the text.

The pupil copies all the keywords correctly.

The pupil copies most of the keywords correctly.

The pupil copies some keywords correctly.

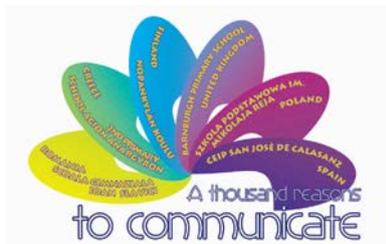
The pupil needs the teacher's help and guidance to copy correctly keywords.

TEACHER EVALUATION

ACHIEVEMENT INDICATORS	A 90-100%	B 70-90%	C 50-70%	D Less than 50%	OBSERVATIONS
Contribution of the teaching-learning actions designed (tasks, activities and exercises) to overcome their related objectives.	X				
Appropriateness of the structure, timing and sequencing of actions and activities to perform the proposed task	X				
The exercises, activities and tasks are related to the interests of students and their prior knowledge.	X				
The methodology used is adjusted to the needs of students in interaction with the proposed task to develop their abilities.	X				
Use of varied and relevant teaching resources.		X			
Use of ICT resources to develop the task.	X				
The assessment tools are adequate to the learning objectives.	X				

<https://es.scribd.com/doc/300342531/erasmus-christmas-poetry-years-1-2>

**RECITAL POESÍAS INVIERNO
ALUMNOS 1º Y 2º
CURSO 2015-2016 FRAGA**



RHYMING ANIMALS

INTRODUCTION

This unit has been designed for Year 3 students. Taking advantage about Christmas holidays, we will work on poetry in the Spanish class to improve the use of the language and favour creativity. We will introduce concepts as: verse, stanza or rhyme as basic elements in poems.

LEARNING OBJECTIVES

LINGUISTIC COMPETENCE

LO1: To make an effort to write properly (orthography, order y cleaning) in a personal and creative way in brief texts. (Est. LCL 3.5.1.)

LO2: To recognize rhyme as a basic in most of the poems. (Est. LCL 5.3.1.)

CONTENT

- Production of different types of texts: narrative, descriptions, poems.
- Literary text as a source for communication, pleasure and knowledge of other worlds.

ACTIVITIES AND DIFFERENTIATION (ABILITIES AND SPECIAL NEEDS)

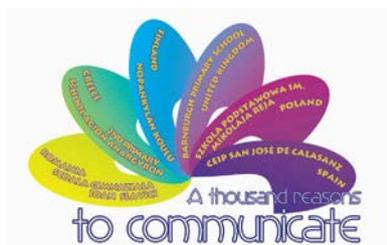
Create a Christmas poem by groups and finally read it and present it to the other groups.

RESOURCES

We have explained the theory about stanzas with the book.

METHODOLOGY

We had been working through task assignment and cooperative work. In first place, we made work groups and explained them the activity about the Christmas poem. Then, they have planned their



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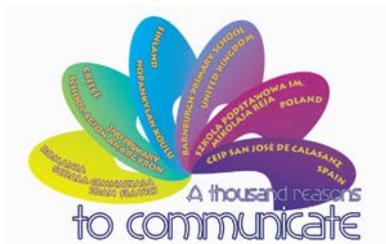
own projects creating a draft, writing the final poem and representing it (and miming) in a creative way to their classmates.

STUDENTS ASSESSMENT (SUCCESS CRITERIA)

A	B	C	D
LO1: To make an effort to write properly (orthography, order y cleaning) in a personal and creative way in brief texts. (Est. LCL 3.5.1.)			
<i>The student makes uses good handwriting and proper orthography.</i>	<i>The student makes an effort for writing in a good handwriting.</i>	<i>The student makes an effort for writing in at least a clean way.</i>	<i>We don't observe any kind of effort by the student.</i>
LO2: To recognize rhyme as a basic in most of the poems. (Est. LCL 5.3.1.)			
<i>The student presents an enriched poem with lots of rhymes.</i>	<i>The student applies rhymes quite often in his/her writing.</i>	<i>The student uses few rhymes during the writing activity.</i>	<i>We can't observe any rhymes at all.</i>

TEACHER EVALUATION

ACHIEVEMENT INDICATORS					OBSERVATIONS
	A 90-100%	B 70-90%	C 50-70%	D Less than 50%	
Contribution of the teaching-learning actions designed (tasks, activities and exercises) to overcome their related objectives.	X				
Appropriateness of the structure, timing and sequencing of actions and activities to perform the proposed task	X				
The exercises, activities and tasks are related to the interests of students and their prior knowledge.	X				
The methodology used is adjusted to the needs of students in interaction with the proposed task to develop their abilities.	X				Enriching methodology. Advanced students help others with more difficulties.
Use of varied and relevant teaching resources.			X		We could have used more materials for the reinforcement of the contents related to rhyme.
Use of ICT resources to develop the task.				X	We could have offered more variety.
The assessment tools are adequate to the learning objectives.		X			



WHERE BROCCOLI COMES FROM

INTRODUCTION

We have been working on poetry from different aspects, but for this unit we have chosen an activity done with year 4. It is important to deal with feelings in class and know ourselves: what causes us surprise, sadness or happiness. This is a funny poem and activity they have loved and enjoyed.

LEARNING OBJECTIVES

LINGUISTIC COMPETENCE

LO1: To identify simple messages in oral transactions.

LO2: To make brief presentations previously prepared.

LO3: To change a poem into a new one by substituting alternative words.

CONTENT

The contents we worked on this unit are:

- Types of poems
- Colors
- Parts of the body
- Descriptions and adjectives.

ACTIVITIES AND DIFFERENTIATION (ABILITIES AND SPECIAL NEEDS)

This activity follows the next steps:

- First, we try to remember all the types of poems we have seen in Literacy. Haikus, calligrams, couplets...
- Then, we decided to use a poem appropriate to their ages and make a different activity using the British curriculum. The chosen poem was "Where broccoli comes from? By Michael Rosen
- The activity sheet we gave to the students after reading the poem had some blanks to fill. "Choose one vegetable/fruit.... Choose a part of the body.... Choose a color...." 1: a vegetable 2: a part of the body 3: a color 4: a place 5: a verb. (See the picture for details).



WINTER AND CHRISTMAS POETRY

INTRODUCTION

In this unit, Year 5 and 6 students are going to work on poetry and learn some of the main features of poems, both in the English classes and in the Spanish ones. The main aim is to provide students with different kinds of poems and to make them able to recognize some poetic features. We want our students to enjoy poetry and try to use these kinds of text to express themselves. The topics we have chosen in the Spanish and literacy are: Christmas (English) and Winter (Spanish).

LEARNING OBJECTIVES

LINGUISTIC COMPETENCE

- LO1: To memorize short poems about the topic chosen.
- LO2: To write fiction texts (poems) from given examples using lexical and syntactic resources.
- LO3: To read aloud oral, simple and short texts imitating a model.
- LO4: To recognize the main features of poetic texts considering them as a means for learning.

DIGITAL COMPETENCE

- LO5: To strengthen the use of new technologies to write and edit a poem.

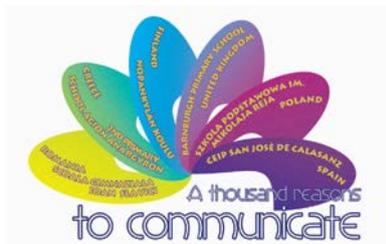
CULTURAL AWARENESS AND EXPRESSION COMPETENCE

- LO6: To learn how Christmas is celebrated in other countries.

CONTENT

The contents that we are going to work along this unit are the following:

- Poetic features (alliteration, metaphor, simile, comparison, homophones, rhyme, rhythm and personification)
- Visual poems and acrostics
- Feelings and emotions
- Winter and Christmas vocabulary



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ACTIVITIES AND DIFFERENTIATION (ABILITIES AND SPECIAL NEEDS)

We have done the following activities or tasks:

- Introduction of the main poetic features by using a power point presentation and an interactive game.
- In pairs, invent a poem about Winter after having read some examples. The students edit it using Pickmonkey (an online editor).
- Individually, after having had a look at different acrostics they invent one related to Christmas using ICT (using the same online editor as in the other activity) in the English class.
- Read aloud or say aloud a poem they have worked and practice in class.

RESOURCES

ICT

- Online image editor "Pickmonkey": <http://www.picmonkey.com/>
- Online games:
http://agrega2.red.es//repositorio/25012010/dc/es_2007073113_0250200/lc02_0a01_es/

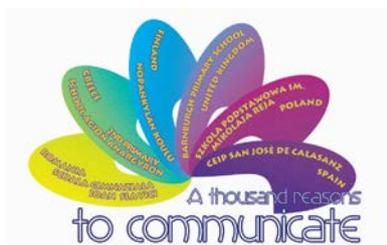
PAPER

- We also use the text book and some worksheets as useful resources.
- Power Point presentation made by the teachers.
- Poetry books:
 - *Christmas Poetry* by Jill Bennett and illustrated by Nick Sharratt
 - *Let's Celebrate: Festival Poems* by John Foster.

METHODOLOGY

According to our group class, the methodologies and didactic implications we are going to carry out are:

- Collaborative work.
- Individual work.
- Guided writing.
- Active learning using ICT.

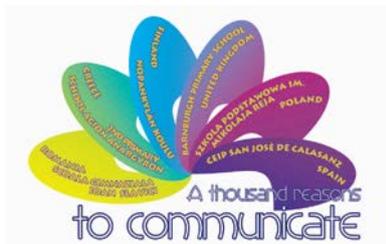


STUDENTS ASSESSMENT (SUCCESS CRITERIA)

A	B	C	D
LO1: To memorize short poems about the topic chosen.			
<i>He is able to memorize a whole poem.</i>	<i>He is able to memorize a whole poem but with some hesitation in the oral.</i>	<i>He is able to memorize half of a poem with some pause and repetition.</i>	<i>He needs to make huge effort to learn some lines of the poem.</i>
LO2: To write fiction texts (poems) from given examples using lexical and syntactic resources.			
<i>He has a great command on writing poems using a wide range of vocabulary and structures.</i>	<i>He writes poems using appropriate vocabulary and structures but with some mistakes.</i>	<i>He writes short and simple poems using little vocabulary.</i>	<i>He needs the teacher's help to write some lines of a poem. He shows misunderstanding.</i>
LO3: To read aloud oral, simple and short texts imitating a model.			
<i>He recites a poem paying attention to rhyme, rhythm and feeling it conveys, as well as intonation.</i>	<i>He recites a poem paying attention to rhyme, rhythm and feeling it conveys, but having difficulties in intonation.</i>	<i>He recites a poem paying attention to rhyme, but not to rhythm and feeling it conveys, as well as intonation.</i>	<i>He has difficulties reciting and entire poem.</i>
LO4: To recognize the main features of poetic texts considering them as a means for learning.			
<i>He is able to recognize all the features of poems.</i>	<i>He is able to recognize the features but with one or two mistakes.</i>	<i>He is able to recognize some features but with 3 or 4 mistakes.</i>	<i>He only recognizes one feature.</i>
LO5: To strengthen the use of new technologies to write and edit a poem.			
<i>The student is able to use the online editor successfully.</i>	<i>The student is able to use the online editor but having some problems when looking for information</i>	<i>The student is able to use the online editor with help.</i>	<i>The students can use the online editor but even with help he can't finish the activity.</i>

TEACHER EVALUATION

ACHIEVEMENT INDICATORS	A	B	C	D	OBSERVATIONS
	90-100%	70-90%	50-70%	Less than 50%	
Contribution of the teaching-learning actions designed (tasks, activities and exercises) to overcome their related objectives.	X				
Appropriateness of the structure, timing and sequencing of actions and activities to perform the proposed task		X			
The exercises, activities and tasks are related to the interests of students and their prior knowledge.	X				



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The methodology used is adjusted to the needs of students in interaction with the proposed task to develop their abilities.		X			
Use of varied and relevant teaching resources.	X				
Use of ICT resources to develop the task.	X				
The assessment tools are adequate to the learning objectives.	X				

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EXPRESSIVE POETRY

INTRODUCTION - YEAR 6

The outcome from this unit is the children producing a piece of expressive poetry using figurative language.

LEARNING OBJECTIVES

Write an expressive poem about winter

ACTIVITIES AND DIFFERENTIATION (ABILITIES AND SPECIAL NEEDS)

Lower ability children - adult support and access to photos using ipad to aid description. Use of word mats with suggested adjectives and phrases.

EXPLORATION

Children to go outside and look at different examples of winter they can see around them. Each adult in class has a group. Examples: leaves on ground, frost on playground, ice on school bench etc.

Children take photos of landscape of winter to look back at in classroom to inspire their writing.

TEACHING

Children to return to class and look at examples of personification in poetry (differentiated groups). Suggested poems: Fog (Carl Sandburg), City Jungle (Pie Corbett) and Snow and Snow (Ted Hughes). Use this to pull out the key features and 'magpie' words and phrases that the children like and would like to use in their own writing.

Children to annotate examples of poetry - highlight the key features discussed.

SHARED WRITING:

Discuss examples found and their effectiveness. Why are these effective? Use photographs taken outside on iPads to aid discussion. As a class, write some sentences to describe the leaves and the playground.



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PLANNING ACTIVITY:

Children to use photographs on iPads to help create a mind map for their poem. Key nouns to describe, key adjectives, phrases, adverbs, similes etc.

WRITING ACTIVITY:

Children begin writing their poems using ICT for inspiration. Lower ability students use word mats for support.

All adults to circulate and mark children's learning - provide immediate feedback.

MINI-PLENARIES THROUGHOUT:

Remind children to look at their Steps to Success - have they included these in their writing? Share examples of children's work with rest of class.

RESOURCES

- Ipads - for the children to take photos
- Word mats - adjectives and phrases for lower ability children
- Steps to success - for children to self-edit and be aware of the key features
- Poem examples - Fog (Carl Sandburg), City Jungle (Pie Corbett) and Snow and Snow (Ted Hughes).

STUDENTS ASSESSMENT (SUCCESS CRITERIA)

- I can use adjectives
- I can use similes
- I can use metaphors
- I can use personification
- I can use a range of sentence lengths
- I can read through my learning to check it makes sense and is the best it can be
- Higher ability children - I can use adverbs and adverbial phrases in my writing



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TEACHER EVALUATION

ACHIEVEMENT INDICATORS	A 90-100%	B 70-90%	C 50-70%	D Less than 50%	OBSERVATIONS
Contribution of the teaching-learning actions designed (tasks, activities and exercises) to overcome their related objectives.			X		
Appropriateness of the structure, timing and sequencing of actions and activities to perform the proposed task		X			
The exercises, activities and tasks are related to the interests of students and their prior knowledge.		X			
The methodology used is adjusted to the needs of students in interaction with the proposed task to develop their abilities.				X	
Use of varied and relevant teaching resources.		X			
Use of ICT resources to develop the task.	X				
The assessment tools are adequate to the learning objectives.				X	