

NARRATIVE TEXTS II

Our Legends

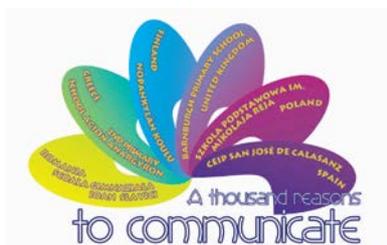
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A thousand reasons
to communicate



Erasmus+



LEGENDS IN OUR COUNTRY

INTRODUCTION

-Discussing about legends. How to define “A legend”? What makes a person or a story to become a legend? –Collecting attributes on the black board and discussing about those. Rename the legends the students know. Talk about Robin Hood, a person which is familiar to everyone. To look up the attributes which are found from Robin Hood to make him a hero and a legend.

The third job for the project of this school year is to write about the legends from our country, if it’s possible, from our province. The work is going to be written in Finnish and then translated in English and it’s possible to add photos into the text if they are giving more information about the legends (remember the copyrights).

The students may do the project together, helping each other and giving hints and points of view they’ll notice while working. After all this is a work for pairs and they’ll choose a partner they think they have worked less with.

Let’s write legends!

LEARNING OBJECTIVES

LINGUISTIC COMPETENCE

LO1: To reread “legends” and narrative text type in the group. Try to find some example.

LO2: To recall words which in many ways describe things (adjectives).

LO3: To develop writing and reading skills in Finnish by writing a legend about a person or event, which students have chosen.

LO4: To reread to form of a good, narrative story. How to keep the reader interested.

LO5: Talk with other students to get hints and advices how to do the job. English book or Sanakirja.org –page (=developing English vocabulary) and to read them aloud.

LO6: To translate the Finnish text into English (help from English book and Sanakirja.org web page).

LO7: English grammar: past tense (also irregular verbs) and adjectives.

LO8: To study and read aloud in Finnish (spelling) and in English (pronunciation) yours or your schoolmates story.



DIGITAL COMPETENCE

LO9: To use Google for getting information (Wikipedia is not accepted).

LO10: To use Word for making the story. To add photos.

LO11: To learn that you can exploit several programmes together to accomplish your work; Word, Google and Sanakirja.org.

LO12: To write a text with the computer trying to use your both hands. (It's not allowed to copy texts. You have to write it using your own words.)

LO13: To still learn and practise more about the keyboard shortcuts (ctrl+..).

SOCIAL AND CIVIC COMPETENCE

LO14: To work and learn together (co-operative learning).

LO15: To help your classmates if needed.

LO16: To use the computer effectively.

LO17: To practise to use both hands on keyboard while writing (basics of typing).

CULTURAL AWARENESS AND EXPRESSION COMPETENCE

LO18: To learn more about the local history.

LO19: To learn about the Cudgel War (your "roots")/ the clock makers/ the Dudesons.

LO20: To find out how to make a story to be interesting.

LO21: To know which photos to choose into the text to make the photos to deepen the text.

CONTENT

In Finland we divide legends typically in two categories:

- *The Religious legends* where there are stories about the life of saints or stories about the miracles which the saint has done. In old days these stories were meant to read in church, but when the reformation came, they were defended with praise of saints. (That's funny because the only legend students and I knew was the legend of Henrik the bishop who came to Finland to proselytize Finnish people to Christians in the 1100th Century.)
- *The Poems of legends*, which are the ancient poems of Finnish folklore. (A Poem of legend tells about how Jesus created birds out of clay or "Nätti-Jussi", "Jussi the Purdy who is a kind of village idiot, who tells good stories and quips.)

Nowadays a word "legend" is also used about stories which are being idolized. On the other hand in sport "a legend" means a famous or celebrated achievement of athlete. An Expression "A living



legend” is used about a living person who has done something great (for example: won more than once in the Olympic Games or the World championships or has done something “great” during his/her lifetime, something they are remembered of.

In our case the problem was that we haven’t got gods like Greeks do, no Robin Hood or Beatles like English do. Our students had difficulties to find someone or something to write about.

In Ilmajoki we have got some sportsmen, idols like Tero Pitkämäki (a javelin trower) and Marko Yli-Hannuksela (a wrestler) who have won medals from the Olympic Games and the World Championship, even gold medals, but the students didn’t feel that they could write about them.

After having to think about the subject at home and discussed about the topics with their parents we talk about the ideas at school. Their opinion was that they decided that they’ll write about some persons *they* found very interesting. Because there are six students in our Erasmus+ -project it was easy for them to make three pairs. After having discussions they decided to look for interesting persons from different age:

- In history we are going to learn about a war called the Cudgel War, which took place in the 1600th Century near our school. One kind of hero of that war was Jaakko Ilkka. There is a story which tells about how he escaped from the prison in the castle of Turku.
- Another interesting they found was a family which has made famous clocks for generations (from 1800th Century). That family comes from Ilmajoki.
- The third one they approved for the list was a group of men “the Dudesons” from Seinäjoki (from the end of 2000th Century). In the first place the Dudesons were four ordinary boys (on the fifth grade at that time) from the same class or neighbourhood who started to do silly tricks and stunts and shoot those.

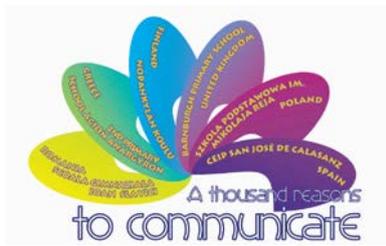
They studied together with pairs but also in a group. They looked for information and collected the information using Word or pencil and a notebook. They saved their outputs into files and in their Erasmus+ -notebooks. We went to see those places which they were writing about and learnt more about the subjects. We took photos which were added into the texts.

Because I wasn’t sure if the meaning was to write only Finnish legends or about those which we knew in Finland, I asked the students make “an extra” legend together about how our Europe was born. ;)

- Time for working: fifteen hours + planning and a part of translation as homework (history, Finnish and English lessons).

ACTIVITIES AND DIFFERENTIATION (ABILITIES AND SPECIAL NEEDS)

The students are working in pairs and partly in 6-persons group. They ask opinions from their classmates and share them their own ideas. Teachers’ job is to help students in very difficult and insuperable questions to keep the work going. Students can always ask help from their teacher,



though she is almost every lesson teaching other grades when the mission has given and no questions have asked.

It is a well-matched a good group; no need for differentiation.

RESOURCES

ICT

- Four computers, two iPads, two iPads mini.

PROGRAMMES

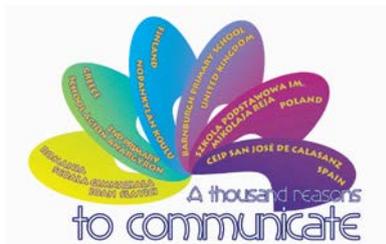
- Word.
- (Google and websites).

TIME

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

METHODOLOGY

- Teaching discussion.
- Teacher-directed.
- Pedagogy for combined class.
- Brainstorming.
- Enumerate.
- 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 the legend is done by following given instructions.

A Student

- Took part in discussions in a group
- Wrote a legend from our country and
- The mind map of the word of adjectives is done.
- The plan for the content of important information is done properly.
- The legend is translated in English and it's saved into the student's file.
- After reading with careful pronunciation the legend is evaluated together in the group and by student herself/himself.
- The participation for others' peer review has done.

The students followed instructions quite well. Some past tense had some mistakes and some of the verbs had to change because they were wrong or had a different meaning for the meaning that it was supposed to be. For example Finnish word "keksiä" means "to invent" or "to figure" but it also means the same as "a cookie" in a sentence "I eat cookie" –There were many mistakes like this, more than usually. The language was rather rich, not only basic verbs.

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

We also visited in those places the legends are telling about and took some photos, which students set in the right places in their works.

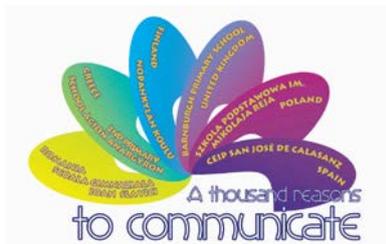
TEACHER EVALUATION

For me: I am very proud of the texts, especially about the clock makers. There were such words that I had to help the students to find the meanings also in Finnish and that was not even easy.

I'm satisfied for unit plan of this task and how it worked. As subject a legend is motivational when you get to start the work. I found it easy to keep the students working with the subject. In fact the work did it for me. It's always so nice to see students co-operating and working together, helping each other. It's extremely nice to notice after 3-4 year training and guiding that they really are taking to everyone in the same circle and working *together*. Everyone knew the job, part of what they supposed to do. -It's not always giving you good results!

The timetable was quite okay. We made only some activities and they worked very good and helped the students to write and translate their difficult English texts.

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	X				And when you decide our subject yourself, it makes



LEGENDS

INTRODUCTION

Be able to write a narrative text, presenting myths or legends which refer to matters that are widely known in our country and want to share with their classmates in other countries.

LEARNING OBJECTIVES

LINGUISTIC COMPETENCE

LO1: To develop the narrative selecting the appropriate style, syntax and vocabulary.

LO2: To present the narrative as storytelling events in a certain order.

LO3: To work with other classmates to develop a theme.

LO4: To transmit effectively complex ideas using rich vocabulary.

LO5: To process and structures a text with sections and paragraphs.

LO6: To use his imagination to give an interesting text.

LO7: To acquire confidence in his own writing.

DIGITAL COMPETENCE

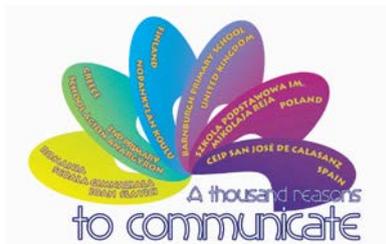
LO8: To write, type and work on a text on the computer.

LO9: To insert images with the help of the editor in a plain text or the opposite

SOCIAL AND CIVIC COMPETENCES

LO10: To discover common ground for cooperation and expression with peers, creating a narrative text that has contributed to the creation of many writers.

LO11: To create a narrative text with common content, giving variations and details that contribute to good cooperation and understanding.



CONTENT

A shared narrative text consists of chapters that have been created to form an overall project with the help of imagination and specificity to approach the same issue from different sides.

ACTIVITIES AND DIFFERENTIATION (ABILITIES AND SPECIAL NEEDS)

We start with students' experiential narratives with themes which they have experienced personally, so they have specific facts to tell.

We bring them into contact with narrative texts (tales, short stories, novels, myths, legends, memoirs)

We teach the narrative texts of the books and teach them to identify the structural, expressive and lexical elements.

Before the production of a written narrative we help students first with hearing, analysis and processing of the subject.

Before students start writing it is advisable to make a plan with stages of the narrative which will be mentioned and analyzed.

The teacher can present the narrative layout on the blackboard, which will provide initial guidelines in cooperation with students (through brainstorming), and can guide them to develop all stages properly.

We can examine the grammar used: verb tenses, adjectives, links etc.

They will also need paintings (also digital) inspired by the content that will decorate the text.

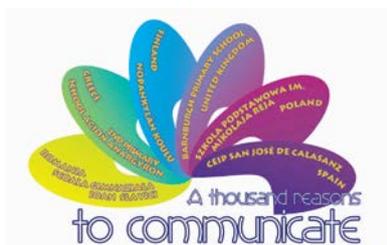
RESOURCES

BOOKS

- Awesome pencils [Book of Student] (vol. 1st, 2nd, & 3rd) [Workbook] (vol. 1st & 2nd), Teacher's Book. Language C grade. Athens: OEDB

FAIRY TALES

- <http://www.helppost.gr/>
- Children's Tales with narration
- http://www.greekalert.com/2015/01/blog-post_88.html
- <https://www.youtube.com/watch?v=9mqvDXLN5RM>
- https://drive.google.com/file/d/0BxrJL8ak_X1Tb3VKQWlmTk52VVU/edit.



METHODOLOGY

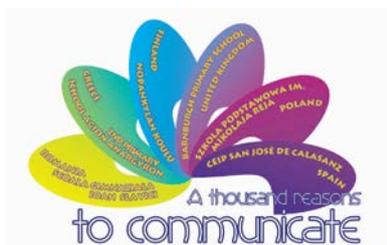
- Brainstorming
- Genre approach teaching
- Group cooperation teaching.

STUDENTS ASSESSMENT (SUCCESS CRITERIA)

A	B	C
To recognise types of narrative text.		
56,00%	32,00%	12,00%
To understand key elements (characteristics) of the narrative text.		
56,00%	32,00%	12,00%
To identify emotions that emerge from listening or reading legends.		
25,00%	44,00%	31,00%
To structure and evolution of the story.		
56,00%	32,00%	12,00%
To detect expressive and lexical elements of text.		
32,00%	38,00%	30,00%
To produce oral and written narrative text using the information taught.		
38,00%	38,00%	24,00%

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				



TRADITIONAL LEGENDS

INTRODUCTION

Students read traditional legends, translate some of them into English and share them with other countries

LEARNING OBJECTIVES

LINGUISTIC COMPETENCE

- LO1: To develop English vocabulary.
- LO2: To learn how to translate text into English.
- LO3: To develop reading comprehension.
- LO4: To develop listening comprehension.

DIGITAL COMPETENCE

- LO5: to teach how to use a dictionary online.

CULTURAL AWARENESS AND EXPRESSION COMPETENCE

- LO6: To encourage students to reading.
- LO7: To promote traditional values, human relations.
- LO8: To pay attention to differences in culture, traditions and language of people in European countries.

CONTENT

Students read different Polish legends, write some of them in English and illustrate them.

ACTIVITIES AND DIFFERENTIATION (ABILITIES AND SPECIAL NEEDS)

Ways of working:



- Individual work.
- Group work.

RESOURCES

- Polish legends.
- Books: "The Wawel Dragon" and "The Golden Duck" by Simon Messing.
- Computers and internet.

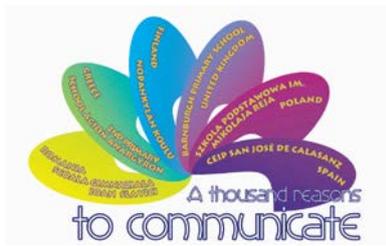
METHODOLOGY

We will use the following methodology and activities:

- Reading comprehension.
- Exercises (answering the questions, T/F sentences, fill in exercises, crosswords).
- Listening comprehension.
- Illustrating the text.
- Translating legends into English.
- Dramatization.
- Conversation.

STUDENTS ASSESSMENT (SUCCESS CRITERIA)

A	B	C	D
To teach students how to write a legend ,			
<i>The student is able to write a legend using a wide range of vocabulary and structures.</i>	<i>The student writes a legend using appropriate vocabulary and structures but with some mistakes.</i>	<i>The student writes a very simple legend using little vocabulary.</i>	<i>The student is not able to write a legend.</i>
To teach specific vocabulary used with this kind of text.			
<i>The student knows specific vocabulary very well.</i>	<i>The student knows most of specific vocabulary.</i>	<i>The student uses very simple vocabulary.</i>	<i>The student has very poor vocabulary.</i>
To teach how to translate the text into English.			
<i>The student is able to translate the text.</i>	<i>The student is able to translate the text, but sometimes has some problems.</i>	<i>The student needs help translating the text.</i>	<i>The student is not able to translate the text.</i>
To teach how to add photos and pictures to the text.			
<i>The student is able to add photos to the text.</i>	<i>The student is able to add photos to the text, but has some problems.</i>	<i>The student is able to add photos to the text with help.</i>	<i>The student is not able to add photos to text.</i>



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SZKOŁA PODSTAWOWA im. MIKOŁAJA REJA (POLAND)
TEXTS TO ENTERTAIN: LEGENDS

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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SCOALA GIMNAZIALA "IOAN SLAVICI" (ROMANIA)
TEXTS TO ENTERTAIN: LEGENDS

KING MATTHEW AND THE POOR STABLE BOY

INTRODUCTION

This lesson plan has been conceived for pupils ages 6-10. They will work together and find out more about the structure of the narrative texts using their previous knowledge in the world of tales and legends and they will enrich their vocabulary with new words and expressions. They will also write a short narrative text, in which they will present a legend.

LEARNING OBJECTIVES

LINGUISTIC COMPETENCE

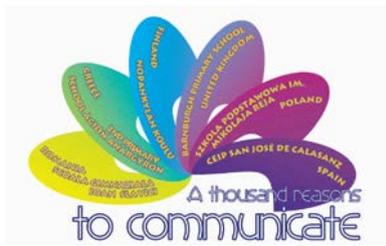
- LO1.1: To notice the logical succession of the sequences in an oral message.
- LO1.2: To understand the global significance of the message bonding the newly received information with the previously known information.
- LO1.3: To use words depending on the discussion topic during a communication;
- LO1.4: To pronounce clearly and correctly a message.
- LO1.5: To show constant interest towards certain types of lectures (history, legends).
- LO1.6: To write short narrative texts based on a plan of ideas, taking into account the parts of a composition.
- LO1.7: To pay attention to the orthography and punctuation in the written text.
- LO1.8: To pay attention to the layout of their written text, watching indentation and space between the words.

DIGITAL COMPETENCE

- LO2.1: To use Google, dex-online.ro and Word.
- LO2.2: To write a narrative text in Word.

SOCIAL AND CIVIC COMPETENCES

- LO3.1: To enhance the development of a positively affective climate in the group.



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SCOALA GIMNAZIALA "IOAN SLAVICI" (ROMANIA)
TEXTS TO ENTERTAIN: LEGENDS

CONTENT

The learning unit--Our legends "King Matthew and the poor stable boy" proposes the development of the competences of oral and written communication in their mother tongue, but also the development of artistic sense, underlining creativity and originality. The activities are held in the classroom and the Informatics Lab. For a better progress during activities, the content is adapted to the intellectual level and socio-cultural environment these pupils come from.

ACTIVITIES AND DIFFERENTIATION (SPECIAL NEEDS AND ABILITIES)

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

RESOURCES

HUMAN RESOURCES

- Pupils aged 6-10.

MATERIAL RESOURCES

- Classroom.
- Informatics Lab.
- Computers.
- Story books.
- Flip chart, pencils, and markers.

METHODOLOGY

- Conversation
- Demonstration
- Explanation
- Exercise
- Guided discussion
- Didactic game
- Learning through discovery
- Computer-assisted learning



STUDENTS ASSESSMENT (SUCCESS CRITERIA)

A	B	C
LO1.1: To notice the logical succession of the sequences in an oral message.		
<i>Identifies promptly the logical/temporal succession of the sequences in an oral message at the teacher's or his own request.</i>	<i>Identifies frequently the sequences of an oral message and states its order hesitating sometimes but always correcting himself before the teacher.</i>	<i>Identifies only at the request of the teacher a certain sequence of the oral message guided by helping questions.</i>
LO1.2: To understand the global significance of the message bonding the newly received information with the previously known information.		
<i>Understands quickly and precisely the global significance of the oral message easily creating a bond between the newly received information with the previously known information.</i>	<i>Understands with slight hesitations the global significance of the oral message creating a bond between the newly received information with the previously known information with some help from the teacher.</i>	<i>Understands with difficulty the global significance of the oral message creating a bond between the newly received information with the previously known information based on the questions of the teacher.</i>
LO1.3: To use words depending on the discussion topic during a communication.		
<i>Uses correctly in different contexts, the new lexical acquisitions. Intervenes spontaneously with the right examples when someone cannot find the proper synonyms, antonyms or homonyms in a given communication situation.</i>	<i>Uses in different contexts, the new lexical acquisitions.</i>	<i>Uses with some mistakes in different contexts, the new lexical acquisitions.</i>
LO1.4: To pronounce clearly and correctly a message.		
<i>Pronounces always fluently, clearly and correctly the message, taking into account the structure of the words, and adapting the tone, volume and speed of talking to the message.</i>	<i>Pronounces quite clearly and correctly the oral messages, adjusting his intonation, volume and tone at the suggestion of the teacher.</i>	<i>Pronounces sentences in his own rhythm adapting when notified, intonation, volume and verbal debit.</i>
LO1.5: To show constant interest towards certain types of lectures (history, legends).		
<i>Has an efficient intervention when solicited or at his own choice in literary debates, taking up roles in didactic games.</i>	<i>Has an intervention when solicited or at his own choice in literary debates, taking up roles in didactic games.</i>	<i>Has a rare intervention when solicited or at his own choice in literary debates, participating in didactic games.</i>
LO1.6: To write short narrative texts based on a plan of ideas, taking into account the part of a composition.		
<i>Reduces a sentence or more logically connected sentences to the essential information operating with the right questions.</i>	<i>Reduces a sentence to the essential information operating with the suitable questions.</i>	<i>Reduces a sentence to the essential information helped by the teacher's questions.</i>
LO1.7: To pay attention to the orthography and punctuation in the written text.		
<i>Applies consequently the rules of orthography and punctuation studied in texts and current writing.</i>	<i>Applies with small deviations the rules of orthography and punctuation studied in texts and</i>	<i>Applies partially and with deviations the rules of orthography and punctuation.</i>



<i>current writing.</i>		
LO1.8: To pay attention to the layout of their written text, watching indentation and space between the words.		
<i>Writes the text marking with indentation the beginning of a new idea and the initiation of a new dialogue.</i>	<i>Writes the text marking with indentation the beginning of a new idea and regards correctly the indentation that marks the beginning of a dialogue.</i>	<i>Writes the text making many mistakes as to the placing of indentation marks in the case of new ideas or dialogues.</i>
LO2.1: To use Google, dex-online.ro and Word.		
<i>Uses these applications easily.</i>	<i>Uses these applications having small difficulties.</i>	<i>Uses these applications only with help.</i>
LO2.2: To Write a narrative text in Word.		
<i>Writes a narrative text in Word easily.</i>	<i>Writes a narrative text in Word having small difficulties.</i>	<i>Writes a narrative text in Word only with help.</i>
LO3.1: To enhance the development of a positively affective climate in the group.		
<i>Initiates activities that propose the development of a positively affective climate in the group. Justifies the necessity of solidarity, competition and tolerance.</i>	<i>Identifies ways of collaboration and the positive outcome of some manifestations of solidarity and tolerance.</i>	<i>Identifies ways of collaboration in the group.</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				<i>The methodology has been adapted to the level of pupils with learning difficulties.</i>
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				

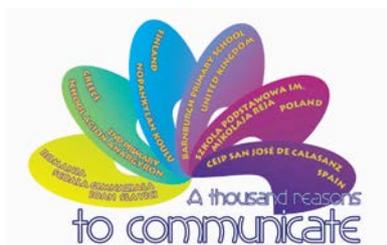


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SCOALA GIMNAZIALA "IOAN SLAVICI" (ROMANIA)
TEXTS TO ENTERTAIN: LEGENDS

LESSON PLAN

Content	Learning activities	Resources	Evaluation
<p>Narrative text—Our legends “King Matthew and the poor stable boy”</p> <p>Text/ story- Legends about king Mathias</p> <p>Rex/Matthew (Hunyadi Mátyás király)</p>	<p>Recognizing some moments from the text they listened to relying on the presented images</p> <p>Exercises of identifying and story-telling in the logical succession of the presented narrative text.</p> <p>Recognizing the characters from different narrative texts;</p> <p>Exercises of vocabulary: defining the unknown words, finding out their meaning using online dictionaries;</p> <p>Integrating new words into sentences;</p> <p>Matching the words with the right images</p> <p>Illustration of one of the characters and one of the fortresses from the text in a collage;</p> <p>Didactic game—dramatizing with the help of the collage</p> <p>Comprehending the message, formulating questions and answers, argumentation of opinion, stimulation of creativity</p> <p>Exercises of making up oral texts relying on the images and given simple plan of ideas.</p> <p>Dialogues between teacher-pupil; pupil-pupil; pupil-pupils;</p> <p>Writing a short narrative text relying on the descriptions a simple plan of ideas, taking into account the parts of a composition (in groups of four.)</p> <p>Writing texts paying attention to the layout of the written text, watching indentation and space between the words.</p>	<p>Time: 4 hours</p> <p>Charts, work sheets, computers, flipchart paper, necessary materials for the project.</p> <p>Story book about King Matthew (Mathias Rex)</p>  <p>Resources http://dexonline.ro/</p>   <p>Word application</p>  	<p>Systematic observation of the pupils</p> <p>Class/homework;</p> <p>Predictive evaluation</p> <p>Interdisciplinary activities - The king’s face, his native town, the royal palace from Budapest, Krakow;</p> <p>PPT presentation</p> <p>Paint application</p> <p>Systematic observation of the pupils</p> <p>Predictive evaluation</p> <p>Systematic observation of the pupils</p>



EUROPEAN LEGENDS

INTRODUCTION

In this unit we are going to work on legends and learn some of their main features. The main aim is to provide students with good models of legends in order to recognize legends and myths among other kinds of texts apart from learning how to write a legend bearing in mind the main characteristics. Moreover, with this kind of text students can develop their imagination and creativity. The legend we have chosen is the Scottish legend "The King of the wizards" for year 6. Year 5 students read a selection of legends from our Erasmus+ partners.

LEARNING OBJECTIVES

SOCIAL AND CIVIC COMPETENCES

LO1: To identify customs and living conditions different from theirs.

LINGUISTIC COMPETENCE

LO2: To dramatize a legend.

LO3: To write a legend making proper use of punctuation marks, syntactic resources as well as varied vocabulary.

LO4: To recognize the main features of legends (narrative texts) considering them as a means for learning and introduce small greetings in dialogs.

DIGITAL COMPETENCE

LO5: To use the new technologies for looking information about main hero/heroine of other legends.

LO6: To use digital resources to create a digital format of the legend.

CONTENT

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

- Structure of Legend (we are going to focus on planning and implementation inter alia)
- Reported Speech.



- Legends vocabulary (Once upon a time, A long time ago, strong adjectives, specific words such hero/ heroine).

ACTIVITIES AND DIFFERENTIATION (ABILITIES AND SPECIAL NEEDS)

We have done the following activities or tasks:

- Introduction of the main features of legends by using a power point presentation.
- In groups, they have to read and analyze different legends from the Erasmus countries. After working and understanding them they have to represent the legends to rest of the students.
- Individually, each student invents or creates a legend or a myth and with all the legend we will make a book using "Storybird". This activity will also be part of the Porfolio our students collect for the British Council.

RESOURCES

- Power Point presentations on line
- We also use some worksheets find on line as a useful resources
- Digital and online resource: Storybird.

METHODOLOGY

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

- Collaborative work.
- Individual work.
- Guided writing.

STUDENTS ASSESSMENT (SUCCESS CRITERIA)

A	B	C	D
LO1: To identify customs and living conditions different from theirs.			
<i>He is able to identify different customs in a legend and He establishes a lot of difference with their own culture</i>	<i>He is able to identify the main customs in a legend.</i>	<i>He is able to identify a custom in a legend but it is not clear.</i>	<i>He is not able to identify any tradition in a legend.</i>
LO2: To dramatize a legend.			
<i>He is able to make up a</i>	<i>He is able to make up a</i>	<i>He is able to produce an</i>	<i>He is not able to produce a</i>



<i>legend and tells to other students using a good organization and structure</i>	<i>legend and tells to other students</i>	<i>oral text with the basic structure.</i>	<i>legend. He mixes Spanish and English.</i>
LO3: To write a legend making proper use of punctuation marks, syntactic resources as well as varied vocabulary.			
<i>He writes a legend using past sentences and a varied and wide vocabulary.</i>	<i>He writes a legend using simple past and good vocabulary.</i>	<i>He writes a legend. Using simple past although he makes mistakes and a basic vocabulary</i>	<i>He writes the legend mixes with Spanish. He utilizes a poor vocabulary and no verbs in past</i>
LO4: To recognize the main features of legends (narrative texts) considering them as a means for learning and introduce small greetings in dialogs.			
<i>He is able to recognize the features of the legend and applies in her/his production using .Introduce greetings in dialogs</i>	<i>He is able to recognize the features of the legend and applies in her/his production.</i>	<i>He recognizes the main features of the legend in a basic way.</i>	<i>He is not able to recognize the main features of the legend. Doesn't introduce greetings</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				



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TEXTS TO ENTERTAIN: LEGENDS

THE LEGEND OF THE BANDIT COCKROACH

INTRODUCTION

We have previously introduced the topics about this legend telling the tail of the bandit cockroach.

LEARNING OBJECTIVES

LINGUISTIC COMPETENCE

LO1: To know what is a legend like narrative text.

LO2: To write a short story.

SOCIAL AND CIVIC COMPETENCES

LO3: To learn our traditional culture listening legends.

LO4: To enjoy with popular folklore.

DIGITAL COMPETENCE

LO5: To develop digital skills through of Calameo.

CONTENT

- Popular folklore: the legend.
- Main protagonists and places.

ACTIVITIES AND DIFFERENTIATION (ABILITIES AND SPECIAL NEEDS)

- Introduction: Tale of three Bandits (By Tomi Ungerer).
- Tale of the Bandit Cockroach. (By Saul M. Irigaray).
- Video puppetry of Binefar about Bandit Cockroach.



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- Create a story about of bandit in the city of Fraga.
- Storybook.
- Create illustrations about story.
- Write narrative text with the computer.
- Create a book.

RESOURCES

BIBLIOGRAPHY

- Tales: Three bandits and Bandit Cockroach.

DIGITAL

- Computer, projector, speakers.
- Youtube, word.

MATERIAL

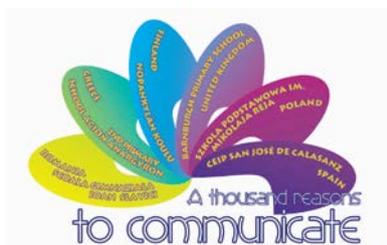
- Glue, scissors, paper, crayons, pencils.

METHODOLOGY

- Creative, collaborative, participative, active and significant methodology.

STUDENTS ASSESSMENT (SUCCESS CRITERIA)

A	B	C	D
Collaborating when writing the story and drawing the illustrations by understanding story line, identifying the characters and imagining new steps.			
<i>Excellent</i>	<i>Satisfactorily</i>	<i>Some help</i>	<i>With a lot of help</i>
Knowing and using familiar structures and words to create a story.			
<i>Excellent</i>	<i>Satisfactorily</i>	<i>Some help</i>	<i>With a lot of help</i>
Participating and enjoying the activity.			
<i>Excellent</i>	<i>Satisfactorily</i>	<i>Some help</i>	<i>With a lot of help</i>
Respecting speaking turn and active listening.			
<i>Excellent</i>	<i>Satisfactorily</i>	<i>Some help</i>	<i>With a lot of help</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			



SAINT GEORGE AND THE DRAGON

INTRODUCTION

Year 1 and year 2 students make a mural of "Saint George and the dragon" in Literacy and Arts and Crafts subjects.

LEARNING OBJECTIVES

LINGUISTIC COMPETENCE

LO1: To identify words in listening that they have been learned worked in class.

LO2: To localize words related to a topic to understand sentences in familiar topics.

CULTURAL AWARENESS AND EXPRESSION COMPETENCE

LO3: To make a mural using different plastic techniques.

CONTENT

These are the contents:

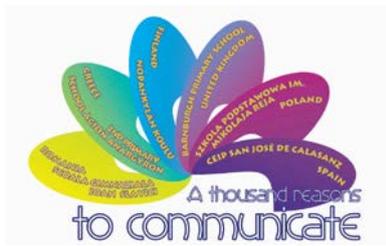
- Recognition of full stops and capital letters when reading and name them correctly.
- Blend and read words with adjacent consonant.
- Sensorial exploration of qualities and possibilities of organic and non-organic materials.

ACTIVITIES AND DIFFERENTIATION (ABILITIES AND SPECIAL NEEDS)

These are the activities:

- Colour the pieces of the dragon and Saint George.
- Colour and cut the litters for the title.
- Order the cards about the story (reading) and correct it by listening.

The activities in this unit are suitable for everybody.

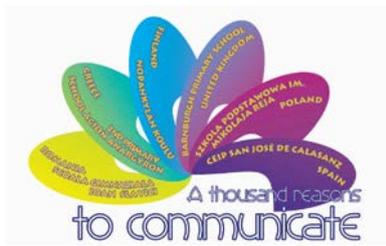


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TEXTS TO ENTERTAIN: LEGENDS

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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TEXTS TO ENTERTAIN: LEGENDS

SAINT GEORGE AND THE DRAGON

INTRODUCTION

3-year-old children are going to be introduced in legend texts making a digital audiobook of an adaptation of the legend "Saint George and the Dragon" (made by the teacher).

LEARNING OBJECTIVES

LINGUISTIC COMPETENCE

LO1: To make an effort to improve pronunciation. To repeat the word they are asked for.

LO2: To show interest English cultural stories.

LO3: To interpret images from stories and to answer to specific questions.

DIGITAL COMPETENCE

LO4: To be introduced in using new technologies.

CONTENT

These are the contents:

- Use of new vocabulary about the topic in English language.
- Initiation in listening and comprehension of messages in English language.
- Comprehension and reproduction of some English cultural text.
- Knowledge and comprehension of some stories.
- ICT introduction.
- Correct articulation of words and clarity of language.
- Use of different materials and techniques to make personal plastic productions.
- Enjoyment of own plastic productions.

ACTIVITIES AND DIFFERENTIATION (ABILITIES AND SPECIAL NEEDS)

These are the activities in this unit:



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- Introduction of vocabulary needed to understand the legend adaptation.
- To read and listen to the story.
- Oral questions about the story.
- To study and repeat vocabulary.
- To colour a picture about the story (Possibilities: Princess, Saint George, sword, horse, book, rose, castle, dragon or England and UK flag).
- To watch the digital audiobook in classroom.

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

RESOURCES

ICT

- Computer.
- Voice recorder.
- Camera.

PAPER MATERIALS

- "Saint George and the Dragon" book.
- Pictures to be coloured.
- Images of the story.

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 make an effort to improve pronunciation. To repeat the word they are asked for.			
<i>The pupil always repeats the word he/is asked for and improves pronunciation.</i>	<i>The pupil generally repeats the word he/is asked for and improves pronunciation.</i>	<i>The pupil sometimes repeats the word he/is asked for.</i>	<i>The pupil rarely repeats the word he/is asked for.</i>
To show interest English cultural stories.			
<i>The pupil always shows interest in it.</i>	<i>The pupil generally shows interest in it.</i>	<i>The pupil sometimes shows interest in it.</i>	<i>The pupil doesn't show interest in it.</i>



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To interpret images from stories and to answer to specific questions.

<i>The pupil always answers the questions.</i>	<i>The pupil generally answers the questions.</i>	<i>The pupil sometimes answers the questions.</i>	<i>The pupil rarely answers the questions.</i>
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To be introduced in using new technologies.

<i>The pupil understands the audiobook process.</i>	<i>The pupil partly understands the audiobook process.</i>	<i>The pupil understands a little the audiobook process.</i>	<i>The pupil doesn't understand the audiobook process.</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				

<https://twinspace.etwinning.net/3984/pages/page/15352>

<http://www.kizoa.es/Video-Maker/d42903056k6724163o1/>



ORPHEUS AND EURIDICE LAPBOOK

INTRODUCTION

Myths and legends tell us the humanity's history in a fantastic way. They are retold from generation to generation and that makes children learn history in an enjoyable and funny way. This is the reason why we found interesting to work them at school.

To do the activity students in years 3 and 4 are going to focus on the myth 'Orpheus and Eurydice' and we will create a lap-book about it.

LEARNING OBJECTIVES

LINGUISTIC COMPETENCE

LO1: To understand information from a myth through reading it.

LO2: To recount the story using easy vocabulary and structures.

LEARNING TO LEARN COMPETENCE

LO3: To locate information in the text.

SOCIAL AND CIVIC COMPETENCE

LO4: To cooperate and collaborate with one another.

CULTURAL AWARENESS AND EXPRESSION COMPETENCE

LO5: To respect and appreciate world's history.

CONTENT

- Vocabulary related to Greek, gods...

ACTIVITIES AND DIFFERENTIATION (ABILITIES AND SPECIAL NEEDS)

- Explanation of narrative texts: differences between legends and myths.



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TEXTS TO ENTERTAIN: LEGENDS

- On the smart board, we watched a digital presentation about the myth 'Orpheus and Eurydice' with visual aids, to do it more attractive for children and to make easier its comprehension.
- After reading it, children had to elaborate a lap-book in which they had to include an explanation about what a myth is, a recount of 'Orpheus and Eurydice' myth and a characters' description.

RESOURCES

DIGITAL PRESENTATION OF THE STORY

This resource was designed by the English teacher for classes in year 3 and 4.

METHODOLOGY

- A feed-back in order to define what narrative texts are. Then, we explained the difference between a legend and a myth.
- A slow reading comprehension of the story, creating expectation.
- The elaboration of the lap-book.

STUDENTS ASSESSMENT (SUCCESS CRITERIA)

A	B	C	D
LO1: To understand information from a myth through reading it.			
<i>The student understands the story without presenting any problem.</i>	<i>The student understand the story with some difficulty but he uses strategies to understand it</i>	<i>The student understands the story with some difficulty but he doesn't use strategies to understand it</i>	<i>The student doesn't understand the story.</i>
LO2: To recount the story using easy vocabulary and structures.			
<i>The student recounts the story in a coherent way, using a rich vocabulary and good structures.</i>	<i>The student recounts the story making some grammar mistake, but using appropriate vocabulary.</i>	<i>The student recounts the story presenting some problems but he uses enough information.</i>	<i>The student is not able to recount the story or he doesn't use enough information.</i>
LO3: Locate information in the text.			
<i>The student locates specific information without the teacher's help.</i>	<i>The student locates specific information with the teacher's help.</i>	<i>The student locates with the teacher's help, the paragraph where the information is.</i>	<i>The student doesn't locate the information.</i>
LO4: To cooperate and collaborate with one another.			
<i>The student shows interest and participates</i>	<i>The student works in a participatory way.</i>	<i>The student shows little interest and involvement.</i>	<i>The student doesn't show interest and</i>



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MYTHS AND LEGENDS

INTRODUCTION

To write a complete myth organized in a clear sequence of events, following the structure of The Golden Touch myth, and including choice vocabulary to enhance description and dialogue to show relationship between two characters.

LEARNING OBJECTIVES

LINGUISTIC COMPETENCE

LO1: To consolidate understanding of sequential story structure.

LO2: To explore relationships and situations through drama.

LO3: To show relationships of time, reason and cause through subordination and connectives.

LO4: To develop paragraphing and use conventions for written dialogue.

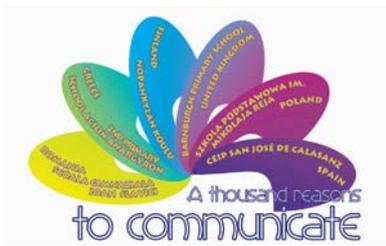
ACTIVITIES AND DIFFERENTIATION (ABILITIES AND SPECIAL NEEDS)

TEACHING SEQUENCE

- Read the Golden Touch
- Identify key features of Myths and Legends
- Identify the key story and model using the Talk for Writing Map
- Children to learn the actions and retell the story until the children understand and remember the story.

WRITE

- Children to create a story map of their own version of The Golden Touch based on the original
- Children must decide on a setting, main characters and a new 'Golden Touch'
- Include the different elements of the Myths and Legends within the plan.
- Once written children should rehearse their story map. (Lower ability children should create their text map as a guided writing group with adult support)



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DRAFT

- Using their story map, children should create a draft version of their introduction / Middle / End.
- Children should then reread their draft in sections and edit to improve sentence structure, vocabulary and punctuation.
- Children should use dictionaries to help choose adventurous vocabulary
- Teacher to mark and provide feedback to enable child to improve their work.

WRITE

- Children to write their work up in the format of a myth.
- Lower ability - voice record their work and publish using abode voice and Aurasma
- Middle Ability - publish using Storybird software
- Higher ability - to handwrite using pen for display

RESOURCES

- Large paper
- Copy of the Golden Touch
- Comic strip version of the story
- Talk for Writing text map version of the Golden Touch
- Dictionaries
- IPAD
- PC and internet access
- Word mats and text type posters

METHODOLOGY

- Talk for Writing - writing process
- Computing editing and publishing
- Augmented reality publishing



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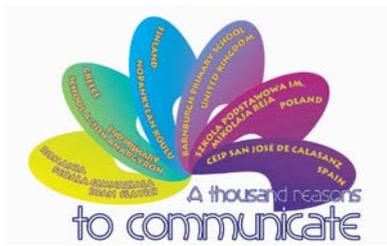
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STUDENTS ASSESSMENT (SUCCESS CRITERIA)

- Plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- Plan their writing by: noting and developing initial ideas, drawing on reading and research where necessary
- Draft and write by: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- Draft and write by: using a wide range of devices to build cohesion within and across paragraphs
- Evaluate and edit by: assessing the effectiveness of their own and others' writing
- Evaluate and edit by: proposing changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning
- Proof-read for spelling and punctuation errors

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				Children adopt the methodology to suit
Use of varied and relevant teaching resources.	X				Visual and interactive techniques
Use of ICT resources to develop the task.	X				Variety of software and applications used to publish (Storybird, adbode voice, Aurasma)
The assessment tools are adequate to the learning objectives.		X			



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SCOALA GIMNAZIALA "IOAN SLAVICI" (ROMANIA)
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2nd PRIMARY SCHOOL AGION ANARGYRON (GREECE)
TEXTS TO ENTERTAIN: LEGENDS

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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NOPANKYLÄN KOULU (FINLAND)
TEXTS TO ENTERTAIN: LEGENDS

overcome their related objectives.					working more interesting.
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 but the task, as I understood it, was clear
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			The self-assessments run now very good. The peer review needs still a little bit of guidance.