

TEACHER LANGUAGE

The present teaching sequence will be implemented in both third-grade classes. Both groups are seen as challenging, and the teaching staff is currently having difficulties in order to deal with inappropriate students' behaviour. For instance, last term, the English teachers had planned to develop a project with them. However, in view of the constant misbehaviours in class, the project had to be "paused". With this situation, I arrived at the class, with a huge challenge over my shoulders.

Generally speaking, regarding the special educational needs of the groups, there are quite a few students who follow an Individual Plan, that means, that the curriculum has been adapted to their needs. Moreover, some others have been diagnosed with ADHD (TDHA) and the curriculum, tests and evaluation differ from the ones of his peers.

Despite not following an individual plan, some students attend SEP (Suport Escolar Personalitzat) twice a week (from 8:10 to 8:55). In this space, the area of Mathematics and Reading and Writing are reinforced with their tutors. This is definitely a good way for them to catch up with their peers, and it matches with the philosophy of the school, which tries to work in an inclusive way, trying to avoid students' segregation just because they have different capacities.

With this in mind, I decided to develop a teaching sequence along with one of my classmates. Taking advantage of Sant Jordi, a party celebrated in April, the students will become writers, and through all the project they will write a book per groups of four/five. However, we will not be the only ones who will do it, as a school from Sant Cugat will also participate. In the end, and once we have created our books, we will scan and publish them in a virtual library, together with the other school. Our peers from the other school will vote the books they most enjoyed from our school, and the other way around, organizing a "poetry festival" among the participants during the co-teaching activity.

Considering that the class has a low level of English, a deep reflection on the language needs to be thought of before carrying out the project and thus, the creation of the materials. After having thought of the most suitable language frames, vocabulary and structures I may need along my teaching unit, I have arrived at the conclusion that some classroom language I will use will be:

| Routines | Opening session |
|--|--|
| <p>Good morning agreement: The 3rd graders are challenging groups, and their noise levels are usually quite high. For this reason, and before entering to the classroom, they will be lined up outside the classroom and they will need to stick a compromise-sticker below their names. Once they stick it, they can come to the classroom and sit down. There will be relaxed music inside.</p> <p>Check the list: When students stick their sticker, they need to say "I am here"</p> <p>Word of the day: If the previous days we have been working the introduction, I might ask them to make a sentence with the word "character/place/location, etc"</p> <p>Exit tickets/DOL: It is a condition to leave the class. Not all the students will have the same one (attending to diversity). For instance, for those students who have more difficulties, their exit ticket can be finishing their work. However, for those students who have already finished, their exit ticket can be "think of a story you like and change its ending".</p> <p>Pocket calendar/menu: At the beginning of the class, I will explain what is in the menu today (activities) and one student will write them in a laminated sheet. Each time one activity is completed, they will say: done!</p> | <p>Relax music: Students will already be in their desks. The lights will be turned off and there will be three-minutes of complete silence.</p> <p>Good morning song: - "Good morning students, what's the day today?" - "Good morning teachers, let's go and check" (One student goes to the calendar and reads today's date. "Today it's the ____" and writes it on the blackboard. Then, the student who is this number in the list, comes and reads the objective of the day in the pocket calendar.</p> |

| Recapping | Getting everyone's' participation |
|---|---|
| <p>Soft ball: the teacher will ask questions and will be passing a soft ball to the students. If they get it right, they will have a green sticker on their table.</p> <p>Visual mural: students complete a visual mural through a whole-group conversation to recap about what has been said.</p> <p>Plickers: A test with 4-5 questions is made to see if students remember what they did the previous day. It implies technology and it really motivates the students.</p> <p>Warm up activity: A warm-up game can be made in order to recap. For instance, in groups of three they have different parts of a story and they need to order them.</p> | <p>Sticks: with their names written down, I will pick a stick, and this will be the one who will need to answer.</p> <p>Number generator: online source by which a number is randomly chosen.</p> |
| Behaviour control | Getting attention |
| <p>Give me 5, alright!</p> <ul style="list-style-type: none"> • pencils on the table • arms crossed • look at me • listen • make silence <p>Bouncing balls: Internet source which measures the volume of the class. However, you need to be careful, as your students might like to see the balls bouncing so that they will become excited and their noise-level will even increase more!</p> | <p>Class class, yes yes: They are already familiar with this strategy, and it really works. For this reason, I have thought of using it and take the most of it. However, it needs to be highlighted that if it is excessively used, it loses effect, so I will try to combine it with others, such as “<u>eo eo - oe / eyes on me / hands on top/ macaroni and cheese, everybody freezes</u>”</p> <p><u>Now, we are going to do six different groups.</u></p> |

| | |
|--|---|
| <p>Sht, sht, stop that noise: They are familiar with this strategy and they know that when we sing it, it means silence.</p> | |
| <p>Giving feedback</p> | <p>Encouraging</p> |
| <p>At the time of giving them positive feedback, I will really make use of non-verbal gestures to make sure they understand the following expressions. For instance, if I say, “<i>You are doing so well!</i>” or “<i>You’ve done an amazing job!</i>”, “<i>That’s great!</i>”</p> <p>I will put my thumb up</p> <p>On the other hand, when the thing is about not giving them that positive feedback, I will use expressions such as “Good try but... or Think again...”. Again, making use of non-verbal gestures (when I say “think”, pointing to my brain, etc.”</p> | <p>Sometimes, students are afraid of talking in English just for the fear of making mistakes. For this reason, I will try to help them by making them repeat or asking the help of another classmates.</p> <p><i>Ex:</i></p> <p><i>Can anyone help?</i></p> <p><i>I’ll help you!</i></p> |
| <p>To get expressions in English</p> | <p>Check for understanding</p> |
| <p>How would you say ____ in English?</p> <p>Can you try to say _____ in English?</p> | <p>Again, when using these expressions, I will use non-verbal gestures and provide them with wait time so as they can process the information.</p> <p>Then, I will use phrases such as:</p> <p>“If you have understood it, raise your hands”</p> <p>“If you are following, hands up!”</p> |
| <p>Asking for repetition</p> | <p>Asking for clarification</p> |
| <p>Asking for repetition is also a strategy for them to repeat what they have said again, or to encourage them to say in English what they have probably said in the L1. For instance, if they say “El personatge és la caputxeta vermella”. I will translate that in English</p> | <p>What do you mean by this?</p> <p>Could you explain it in a different way?</p> |

| | |
|--|---|
| <p>and then ask them for repetition by using some phrases like:</p> <p><i>Can you repeat?</i></p> <p><i>Can you say that again?</i></p> | |
| Paraphrasing | Closing lesson |
| <p>As I previously mentioned, in general the English level is low. For this reason, I will try to say the same in different ways or words so that everyone can follow.</p> <p><i>"Let me explain it in a different way..."</i></p> | <p>We've run out of time!</p> <p>Time's up!</p> <p>Let's leave it here!</p> |

Apart from these structures the teacher will constantly be using, there are some structures, vocabulary and grammar that students will have as language support.

Below, the language support and the scaffolding that has been thought can be found.

| STRUCTURES | VOCABULARY AND GRAMMAR |
|---|--|
| <p>Example for the story:</p> <p><u>Introduction:</u> (all the students will use the same structure, although the content might vary)</p> <p>It's Monday, 22nd February 2009. It is winter and it's cold. They are Peter Pan and the three pigs, and they are in love. Peter Pan is 12 years old and the three pigs are 8 years old. They live with her friends in a big castle and they like playing football.</p> <p><u>Body:</u> But one day, (these are the sentences that will start the body part of their stories)</p> <p>[SCAFFOLDING]</p> <p>Ex: But one day, they go to school and they meet a strange boy. The boy is ten years old and he is very tall. His name is Tarzan.</p> | <ul style="list-style-type: none"> • days of the week • days of the month • seasons • characters • places • weather • moods • like/doesn't like • sports • verb to be • expressions to finish a story • introduction, body, conclusion |

The boy comes and tells them that he can do magic tricks. They are so excited.

Ending: Finally,

Example:

Finally, Tarzán asks Peter Pan to be the volunteer, and makes him disappear. And with this and a cake, until tomorrow at eight (they can choose from different endings)

As a teacher, the different type of language I may use in order for them to succeed in the tasks will be a language based on their abilities and skills. Here, all the teaching language that has been thought is exemplified:

- Good morning/Hello everyone
- Today it's ... (day)
- Today, in the menu...
- We are going to work with another school
- What are we going to do?
- When are we going to do it?
- Why are we going to do it?
- How are we going to do it?
- Where are we going to do it?
- Who are we going to do it with?
- The other students are from Sant Cugat
- We are working two schools together
- We are going to divide the class into six different groups
- The first group is.../the second groups is...
- Stories have got three parts
- First, we have the introduction
- In the introduction, we find WHERE the story is happening, WHEN (the place), AND WHO are the characters
- In the body, we find WHAT the problem is.
- In the conclusion, we find HOW the problem is solved.
- Now, we must end our story: what common endings do you know in Spanish? (Colorín Colorado este cuento se ha acabado, y con

esto y un bizcocho hasta mañana a las ocho, etc.). Let's find how to say that in English!

- One common ending is...
- Another way to finish the story is...
- But now, what are we missing? What is the FIRST thing we have in a book? The cover!
- Today, we will design our COVER
- Do you know how to use canva?
- First, click on..., then, click on...
- Now, look at your books! They are amazing!
- So now, we are going to look at the other school's stories and we are going to vote, like in Eurovision, the ones we like the most!
- Do you know what do the countries in Eurovision?
- If we like it a lot, we will give it 3 points
- If we say: "well, it could be better", we will give it 2 points
- If we say, "I don't really like it". We will give it 1 point
- Next week, the teacher from the other school will come and the Poetry Contest will take place, with prizes for the best stories!

Apart from the teaching language, some language which will be needed to implement the TU. This language has been thought with the objective of being completely acquired at the end of it will be:

| | | | | |
|----------|---------------|----------|--------------|-----------|
| Write | Stories | Books | Introduction | Body |
| Ending | Title | Cover | Picture | Computer |
| Pencil | Colour | Vote | Contest | What |
| Where | When | Who | How | Problem |
| Solution | Common ending | First... | Places | Character |
| Weather | Mood | Like | Group work | Winners |

After the implementation the Teaching Unit, the Poetry Contest will be held in the coteaching activity, in which we will deliver prizes to the best stories in eight different categories. However, and before delivering the prizes, students will be asked to gather into different groups and carry out a different activity in each corner. Once they finish,

they will get a piece of a puzzle that together with the rest will be the invitation to the Poetry Contest.

For the co-teaching activity, the following teaching language will be used:

- Good morning everyone
- You can see I have somebody with me today. Do you know her?
- Where does she work?
- Today, in the menu...
- We are going to celebrate something. Do you remember?
- We will deliver 8 different prizes
- But, first, we need to complete six different corners. How? In groups!
Do you remember the groups of your story? Could you please form the groups?
- Once we complete the corners, we will get an invitation for the contest!
- So, the first corner works like this:
- On the table, you will have a story which you will have to put in order (introduction, body and ending).
- In the second corner, you will play a memory game. Do you know how it works? (one student models it). Then, when you find a pair you have to say "I have a pair" or "I don't have a pair"
- In the third corner, you will have two piles, one with characters and the other with places. You will have to take one card from each and create a sentence (e.g. Peter Pan is in the bookstore). One student models the activity
- In the fourth corner, you will have to look for words related to stories on a word search puzzle.
- In the fifth corner, you will play the telephone game. Who knows how to play it?
- Finally, in the sixth corners, you will have to relate famous sentences said in known stories with the characters that say each sentence. For instance....
- Do you understand? Let's do a quick overview of each corner: corner number 1, corner number 2....
- You will have 4 minutes per corner so, are you ready?

- Time's up!
- Change corner!
- Well done! Now, each group has obtained the invitation for the contest, so we are going to deliver the prizes. Are you excited?
- The prize for the best cover goes to...
- The prize for the most original book goes to...
- The prize for the most original title goes to...
- The prize for the best English goes to...
- The prize for the funniest story goes to...
- The prize for the best drawings goes to...
- Congratulations to everyone! Good job!

In general terms, the language needed to implement the co-teaching activity is:

| | | | | |
|---------|-------------|------------|---------------|---------------------|
| Write | Stories | Books | Introduction | Body |
| Ending | Original | Funny | Drawings | Character |
| Corners | Places | Sentences | I have a pair | I don't have a pair |
| This is | Group work | Invitation | Memory | Telephone |
| Winners | Cooperation | First... | Puzzle | Examples |

On the whole, I consider this language has been key in order to develop the teaching unit. Moreover, these words I have highlighted are the ones I have emphasized during the implementation of it, so these are the ones that I really wanted my students to learn. Moreover, I have realized how important is to make use of non-verbal language to complement the instructions and how important is modelling. While I was giving instructions, I wanted to make sure everybody was understanding it without translating into Catalan. However, sometimes this was a difficult issue, so that's why I had to think of other strategies, and here is where I came up with modelling. Usually, I picked I student who I was almost 100% he/she had understood the instructions given, so that he could explain it to the rest of the class.

Apart from this, some teaching language I have used has been also useful and has served in many cases as a routine. For instance, when we were talking about the objectives of the lesson, I always kept the same structure "Today, in the menu..." and it was good to see that when we were in the third session (approx.), they already knew how to continue the sentence if I started with "Today, in the ...".

As an anecdote, something I realised is the importance of testing students' previous knowledge. For instance, in the first session, we used Plickers and they needed to answer to several questions. What they didn't expect was that some of the words they wouldn't be able to understand them, as they hadn't tackled with them previously. I remember when one kid told me "però què és character? Què vol dir place? etc." I didn't want to tell him the answer, because if not I wouldn't be able to analyse the final results appropriately. Yet, I told him and the rest of the class not to worry and try to answer as good as he can. That answer didn't really satisfy him, but in the last session, he told me "ara ja sé que vol dir"! which definitely satisfied me.

With regards to the co-teaching activity, I carefully planned it with my classmate, as she was coming to my third-grade class and I was going to her fifth-grade class. Definitely, the language used was not going to be the same, so, as she knew more than me about her class and the other way around, we decided to inform the other partner about the knowledge of the students, the class situations, their routines, the classroom management, so that everything flew. Apart from this, we realised how important is as teachers to adapt to the language of the students, which doesn't mean to lower the English level too much and to attend everybody's needs so as to achieve the task successfully.

Although having carefully planned the language used in both, the implementation of TU and the co-teaching activity, I have also thought about "plans-b".

For instance, it may happen that one student does not know what "conclusion" mean. For this reason, a useful way to help them to understand the word is by looking at the dictionary (online or in paper), looking at its picture, or even providing them with synonyms. Moreover, something it usually works is telling them what word it is similar to Catalan or Spanish. This usually activates their plurilingual competence and makes them think a bit further. Another strategy which could work is asking to the whole class "can anyone help him?". Usually, there are some children who really understand the language and can collaborate with their mates (as teacher, we should really appreciate it!)

Wrapping up, some of the tips I would give to future teachers are:

- Plan carefully the language you are going to use
- Think about the language students need to success in the tasks
- Think about the language and content students already manage

- Make a list of the words/structures you really want them to learn, as it would be easier for you to evaluate them at the end
- Create materials that would help them to progress. Think everyone is different! (I would recommend making your own, as this way you ensure you are doing what you need)

Just to finish, you can find below all the materials designed for the successful completion of the teaching unit.

POCKET CALENDAR



OUR PROJECT

| | |
|---|--|
|   | WHY?  |
| When  | Who  |
| HOW  | |

**AND, WHAT WILL WE
CELEBRATE AT THE END?**

SUPPORT FOR COMPLETING WHAT THE PROJECT IS ABOUT

**WHAT'S OUR
PROJECT ABOUT?** ???

We will create different books



Because it's Sant Jordi!!



In April



**Two schools together!
SANT JORDI SCHOOL + PINS DEL VALLÈS**



Working in groups



A contest



PLICKERS (PREVIOUS KNOWLEDGE)

When is Christmas?



- A I like playing football
- B I don't
- C In winter
- D Yes, I can

Where do you live?

- A It's raining
- B In the school
- C In Mollet
- D My mum, my dad and my sister

All the stories finish happily

- A True
- B False

The first part of a story is ...

- A the introduction
- B the body
- C the conclusion
- D

Who are you?

- A A person
- B It's sunny
- C 23rd November
- D Fine, thanks!

In the introduction part...



- A a problem appears
- B the characters appear
- C the solution appears
- D

The first thing we write in a story is...



- A the title
- B the ending
- C the body

BEHAVIOUR PASSPORT

BECOMING WRITERS

BEHAVIOUR PASSPORT

1 2 3 4

5 6 7 8

Name: _____
Class: _____
Signature: _____

Parents' signature: _____

FINISH

RECAPPING PRESENTATION

[https://drive.google.com/open?id=12ZLzBZbcwzLu
z3LBILepw9QQEfcVGvJ9](https://drive.google.com/open?id=12ZLzBZbcwzLu
z3LBILepw9QQEfcVGvJ9)

STORY TO MODEL THE ACTIVITY

[https://drive.google.com/open?id=12r1mq5HK6B
eTvS9N_z2VMSINxrhjxVUI](https://drive.google.com/open?id=12r1mq5HK6B
eTvS9N_z2VMSINxrhjxVUI)

STORIES TO ANALYSE

[https://drive.google.com/open?id=1JUGyzQaRwNW
IaVcifjNhwGsWngBl1VsO](https://drive.google.com/open?id=1JUGyzQaRwNW
IaVcifjNhwGsWngBl1VsO)

BEING EXPERTS OF...



READING SUPPORT

HELP

Marilyn and John

Saturday, 23rd November 2018.
Autumn

In a castle

Peter Pan appears and takes
them to the castle

An enormous whale appears. The
whale is very hungry

COOKING

Liam and Grettel

Tuesday, 21st June 2018. It is
summer

In a pyramid

A fairy appears and they have a
new cake!

The cake falls on the floor and it
is smashed.

DOG, WHERE ARE YOU?

Steven and his dog

It is Friday, 4th April 2018. It is
spring and it is sunny.

In the States
of America

The dog runs to catch the ball
and it disappears

Shrek appears with the dog

RECAP CHARACTERS



WHAT CHARACTERS DO YOU HAVE?

Example: I have Cinderella and Pinocchio

GROUP 1:

GROUP 2:

GROUP 3:

GROUP 4:

GROUP 5:

GROUP 6:



Name: _____ Date: _____ Class: _____



ENERGYZER

SORT THEM OUT!

WINTER

RAINBOW

SPRING

SNOWY

RAINY

SUMMER

STORMY

GARAGE

SWIMMING POOL

AUTUMN

FARM

WARM

FACTORY

CHURCH

LANGUAGE SUPPORT TO WRITE THE INTRODUCTION

INTRODUCTION

WHEN?   



It is + **day of the week** + **month** + **year**

It is + **season** and it is + **weather**

WHO?   

They are + **characters** and they are + **mood**.

They are + **age**.

WHERE?  

They live in + **place** and they like + **sport**

DAYS OF THE WEEK

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

SEASONS + MONTHS

WINTER

SPRING

SUMMER

AUTUMN



WEATHER



sunny



cloudy



rainy



snowy



stormy



windy



rainbow



foggy



cold



hot



warm

CHARACTERS

EXAMPLE: THEY ARE CINDERELLA AND PETER PAN



PETER PAN



LITTLE RED RIDING
HOOD



GARFIELD



CINDERELLA



WOLF



SLEEPING
BEAUTY



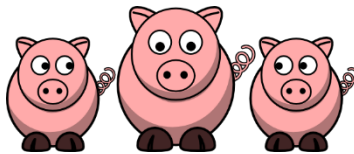
DRAGON



SNOW WHITE



THE BORED
WITCH



THREE PIGS



TOM THUMB



LITTLE
MERMAID



FAIRY



PINOCHIO



STEP MOTHER



THE BEAST

MOODS

Really/Very

+



Sad



happy



surprised



Tired



bored



in love



Scared



sleepy



angry



Sick



hungry



confused

EXAMPLE: THEY ARE VERY SCARED

AGES

EXAMPLE: THEY ARE ELEVEN YEARS OLD

| | | | | | |
|----|-------|----|-----------|-----|------------|
| 1 | one | 11 | eleven | 21 | twenty-one |
| 2 | two | 12 | twelve | 30 | thirty |
| 3 | three | 13 | thirteen | 40 | forty |
| 4 | four | 14 | fourteen | 50 | fifty |
| 5 | five | 15 | fifteen | 60 | sixty |
| 6 | six | 16 | sixteen | 70 | seventy |
| 7 | seven | 17 | seventeen | 80 | eighty |
| 8 | eight | 18 | eighteen | 90 | ninety |
| 9 | nine | 19 | nineteen | 100 | a hundred |
| 10 | ten | 20 | twenty | | |

PLACES

EXAMPLE: THEY LIVE IN THE CHURCH



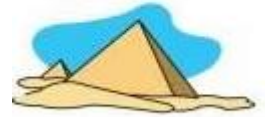
a temple



a castle



a church



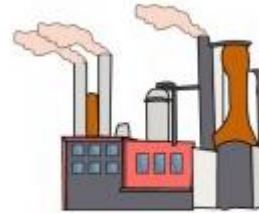
pyramids



school



farm



factory



garage



hospital



swimming pool



cinema



police station

PLACES (II)



bookstore



train station



bus stop



swimming pool



bank



a temple



museum



cinema



a church



hospital



pyramids

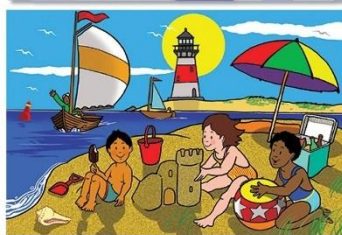
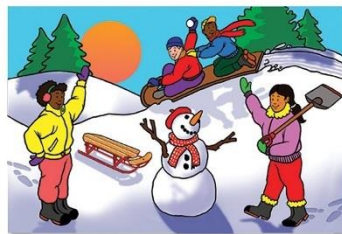


school

POCKET ACTIVITIES: LET'S PLAY WITH THE SEASONS!

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| S | R | E | P | M | A | E | L | E | E | W | S | T | M |
| M | A | E | G | H | T | S | U | F | N | W | F | N | L |
| S | I | R | N | W | W | E | S | S | I | I | M | V | S |
| N | N | I | I | I | L | A | E | S | H | S | N | L | S |
| O | T | S | M | N | A | S | L | S | S | R | E | L | E |
| W | L | H | M | T | S | O | C | P | N | E | E | A | V |
| M | I | T | I | E | P | N | I | R | U | W | I | F | A |
| A | F | H | W | R | R | A | C | I | S | O | M | A | E |
| N | S | S | S | I | E | L | I | N | I | L | E | I | L |
| S | E | E | W | A | C | I | P | G | S | F | S | T | I |
| A | E | T | A | L | O | C | O | H | C | T | O | H | O |
| N | S | F | C | A | M | M | I | R | E | M | M | U | S |
| R | F | L | I | P | F | L | O | P | S | E | H | S | G |
| E | K | A | R | O | S | A | G | A | L | O | L | M | N |

HOT CHOCOLATE
SPRING
LEAVES
SNOWMAN
FLOWERS
FLIP FLOPS
SEASONAL
SUNSHINE
SUMMER
SWIMMING
WINTER
RAKE
ICICLES
RAIN
FALL



POCKET ACTIVITIES: LET'S PLAY WITH THE MONTHS!

| Months of the Year | | |
|--------------------|------------|------------|
| last month | this month | next month |
| October | November | December |
| | August | |
| | February | |
| | June | |
| | January | |
| | April | |
| | September | |
| | March | |
| | October | |
| January | May | September |
| February | June | October |
| March | July | November |
| April | August | December |

POCKET ACTIVITIES: LET'S PLAY WITH THE WEATHER!

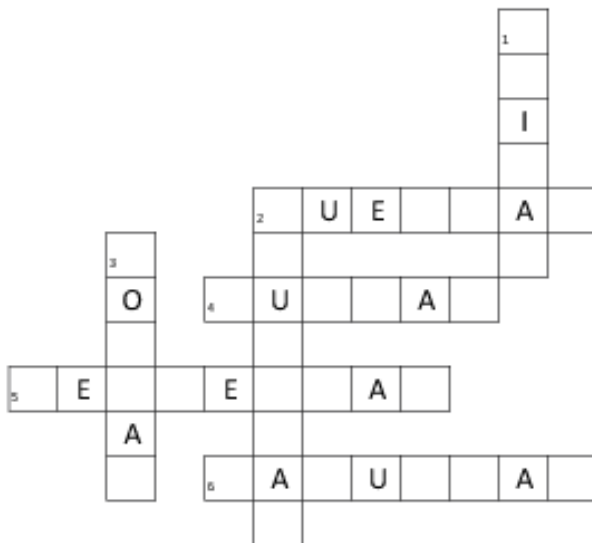
| | |
|---------------|-------------------------------------|
| autumn (fall) | <input type="checkbox"/> |
| cloudy | <input type="checkbox"/> |
| foggy | <input type="checkbox"/> |
| freezing | <input type="checkbox"/> |
| hot | <input type="checkbox"/> |
| rainy | <input type="checkbox"/> |
| snowy | <input type="checkbox"/> |
| spring | <input type="checkbox"/> |
| stormy | <input type="checkbox"/> |
| summer | <input type="checkbox"/> |
| sunny | <input checked="" type="checkbox"/> |
| windy | <input type="checkbox"/> |
| winter | <input type="checkbox"/> |



POCKET ACTIVITIES: LET'S PLAY WITH THE DAYS OF THE WEEK!

The days of the week

CROSSWORD



1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

Across:

2. The second day of the week

4. The seventh day of the week

5. The third day of the week

6. The sixth day of the week

Down:

1. The fifth day of the week

2. The fourth day of the week

3. The first day of the week

POCKET ACTIVITIES: LET'S PLAY WITH THE CHARACTERS

HE IS



SHE IS



IT IS



THEY AR



HOBBIES/SPORTS



cycling



equestrian



tennis



basketball



gymnastics



running



volleyball



swimming

I LIKE ...
YOU LIKE ...
HE LIKES ...
SHE LIKES ...
WE LIKE ...
YOU LIKE ...
THEY LIKE ...

EXAMPLE:
SHE LIKES
SWIMMING



OUR STORY: TEAM NAMES:

| | |
|---|--|
| <p>Who </p> | <p>When </p> |
| <p>WHERE? </p> | <p>WHAT? </p> |
| <p>HOW </p> | |

LISTENING COMPREHENSION

WINNIE THE WITCH

1. Winnie the Witch lives ...

- a) in a black house
- b) in a black castle
- c) in a pink house

2. Winnie the Witch has got ...

- a) a dog
- b) a cat
- c) a lion

3. Winnie the Witch does magic

- a) true
- b) false

4. In the middle of the story, the cat is multicoloured.

- a) true
- b) false

5. Finally, Winnie is sad

- a) true
- b) false



CHECKLIST: INTRODUCTION



OUR INTRODUCTION HAS GOT ...

- THE SEASON (SUMMER/WINTER...) 
- THE DATE (24TH OCTOBER, 2018) 
- THE WEATHER 
- THE CHARACTERS 
- THE MOOD OF THE CHARACTERS (HAPPY, SAD...) 
- THE AGE OF THE CHARACTERS (9 YEARS OLD) 
- THE PLACE THEY LIVE 
- WHAT THEY LIKE 

OUR STORY:



WHAT GOES WRONG?

| | |
|---|--|
|  | |
|  | |

BRAINSTORMING: PAIRING

PAIRING

| | |
|---|--|
| CAN FLY | BE INVISIBLE |
| MOVE OBJECTS | SEE AN ASTRONAUT |
| WIN THE LOTTERY | READ THE MIND |
| EAT A POISONOUS CAKE |  |
|  |  |
|  |  |
|  |  |

SCRAMBLED ENDINGS

SNIP, SNAP, SNOOT

THIS STORY

IS TOLD OUT

THE FINAL

HAS COME

THIS STORY

HAS ENDED

AND WITH THIS

AND A CAKE

UNTIL TOMORROW

AT EIGHT

EVER AFTER

AND THEY

ALL LIVED

HAPPILY

OUR STORY: _____

**HOW IS THE PROBLEM
SOLVED?**


A large empty rectangular box with a black border, containing a small flag of the Kingdom of Valencia in the top-left corner.A large empty rectangular box with a black border, containing a small flag of the United Kingdom in the top-left corner.

PEER ASSESSMENT


OUR STORY

NAME OF THE GROUP:


OUR STORY IS...

 TERRIFIC!
 WELL DONE!
 SO SO


OUR DRAWINGS ARE...

 TERRIFIC!
 WELL DONE!
 SO SO

THE PRESENTATION IS...

 TERRIFIC!
 WELL DONE!
 SO SO

THE GROUP IS...

 TERRIFIC!
 WELL DONE!
 SO SO

COMMENTS:

INDIVIDUAL ASSESSMENT

It is Friday, 15th June 2017. It is summer, it is windy.

They are the beast, Robin, Simon, Star Fiar and Chico Bestia. They are actives and they are 14 years old.

They live in a temple and they like laughing.

Day of the week:

Season:

Weather:

How old are they?

Where do they live?

What do they like?

It is Saturday, 28th July 2005. It is summer, and it is sunny.

They are Garfield and a dog. They are eating a lasagna. They are four years old.

They live in a temple.

Day of the week:

Season:

Weather:

Who?

How old are they?

Where do they live?

It is Saturday, 11th June 2020. It is spring, and it is sunny. The Coutinho cat is sad.

It is 9 years old.

He lives in a castle and he likes football.

Day of the week:

Season:

Weather:

Who?

Where does he live?

What does he like?

TEACHER ASSESSMENT:

https://drive.google.com/open?id=1OWVtiedBbfmeLi3K4lB5GN_EBeDEaDV5P8jy5B_aK5o