

## CO-TEACHING: HOW ARE THE 7 DWARFS LIKE?

SCHOOL YEAR	GRADE	TERM	NUMBER OF SESSIONS	TEACHER
2017/2018	2nd grade	3rd term	1 session	Helena Sansa & Anna Ribalta
TEACHING AREAS		RATIONALE		
→ English		Usually, students do not know how to describe themselves and it is even more difficult for them if they have to use the English language. With the activity presented, we aim to help students identify which are their personality traits through the work of the adjectives of personality. Probably this will be the first time they are going to see the personality adjectives, as it is a content commonly worked in the upper cycle. Therefore, these adjectives will be introduced in a alternative way, aiming to be more interesting and engaging for them, raising their willingness. For these reasons exposed above, this content will be worked through different games in which cooperative work will be constantly promoted.		
CEFR LEVEL	FINAL PRODUCT	DRIVING QUESTION		
According to the Common European Framework of Reference for Languages the average level is thought to be an A1.	The final product will be the participation in the different games and the completion of the final Grids.	→ How are the 7 dwarfs like? → "What's our personality like?"		
LEARNING OBJECTIVES		ASSESSMENT CRITERIA		
To learn new vocabulary related to the personality traits		<ul style="list-style-type: none"> <li>· Bingo game</li> <li>· What's missing game</li> <li>· Story</li> <li>· Assessment grid</li> </ul>		
To be aware of different personality traits and respect them		<ul style="list-style-type: none"> <li>· Story time and discussion</li> </ul>		
To comprehend a story in English.		<ul style="list-style-type: none"> <li>• Story</li> </ul>		

To identify the personality traits of some dwarfs in accordance to the actions they make.						<ul style="list-style-type: none"> <li>Assessment grid</li> </ul>						
<b>ENGLISH</b>												
<b>ORAL COMMUNICATION</b>			<b>READING</b>			<b>WRITING</b>			<b>LITERATURE EDUCATION</b>		<b>PLURILINGUAL &amp; INTERCULTURAL EDUCATION</b>	
1	2	3	4	5	6	7	8	9	10	11	12	13
X		X									X	
<b>VALUE EDUCATION</b>												
<b>PERSONAL</b>					<b>INTERPERSONAL</b>					<b>SOCIAL</b>		
1	2	3	4	5	6	7	8					
X		X	X	X	X							
<b>DIGITAL EDUCATION</b>												
<b>INSTRUMENTS &amp; APPS</b>				<b>DEALING WITH INFORMATION &amp; VIRTUAL ENVIRONMENTS</b>			<b>COMMUNICATION &amp; COLLABORATION</b>		<b>HABITS, CIVIC EDUCATION &amp; DIGITAL IDENTITY</b>			
1	2	3	4	5	6	7	8	9	10			
<b>LEARNING TO LEARN</b>												

SELF-AWARENESS IN LEARNING		INDIVIDUAL LEARNING		GROUP LEARNING	POSITIVE ATTITUDES TOWARDS LEARNING
1	2	3	4	5	6
X	X			X	X
<b>AUTONOMY, INITIATIVE &amp; ENTERPRENEURSHIP</b>					
SELF-CONCEPT		DECISION TAKING		CREATING & IMPLEMENTING INDIVIDUAL & COLLECTIVE PROJECTS	
1	2	3	4	5	6
X	X	X	X		
<b>KEY CONTENTS &amp; CURRICULUM CONNECTIONS</b>					
ENGLISH CURRICULUM			SUBJECT-MATTER CURRICULUM		
<ul style="list-style-type: none"> <li>• Adjectives of personality</li> <li>• Actions related to personality traits (e.g: he <b>yawns</b> because he is <b>sleepy</b>).</li> <li>• Question structure... Is he...? Does he like...? Do you think he..?</li> <li>• Present simple of the verb "to be" He is...(e.g: funny) He isn't...(e.g: shy)</li> <li>• Strategies for comprehension</li> </ul>			<ul style="list-style-type: none"> <li>• Autonomia.</li> <li>• Responsabilitat i corresponsabilitat.</li> <li>• Identificació de les emocions i els sentiments dels altres; empatia.</li> <li>• Sensibilitat, respecte i tolerància envers els altres i la seva diversitat.</li> </ul>		
<b>PROJECT OVERVIEW</b>					

SESSION	SESSION PURPOSE	LEARNING AND ASSESSMENT ACTIVITIES	RESOURCES	GROUPING (WC whole class / PW pair work / GW group work / IW individual work)	TIME		DEALING WITH DIVERSITY
					ACTIVITY	SESSION	
1	Acquire new vocabulary related to adjectives of personality traits.	<ul style="list-style-type: none"> <li>Introduce ourselves and the main objective of the session</li> </ul>		WC	5 minutes	45 minutes	
		<ul style="list-style-type: none"> <li>Introductory activity: Introduce the adjectives of personality through flashcards</li> </ul>	Personality adjectives <a href="#">Flashcards</a>	WC	5 minutes		
		<ul style="list-style-type: none"> <li>What is missing game? with the personality adjectives flashcards.</li> </ul>	Personality adjectives <a href="#">Flashcards</a>	PW	10 minutes		Asking those students who are less willing to participate because of their shyness/self-confidence using the language. This way, they will see that they have fun doing the game and they will see that it easy to play. They will gain self-confidence when they realize that they have guessed which is the missing adjective so maybe they are better at

						English than what they think.
		·Storytelling: The adventures of the 7 dwarfs	Presentation with slides (illustrating the story and with the script of the characters and the narrator written)	WG	10 minutes	<p>Asking questions during the story, not only about how the dwarfs that appear are but also about what is occurring within the story is a good scaffolding strategy. It will help the students who have more difficulties comprehending English, as the follow-up of the story will be much more guided.</p> <p>Moreover, it is a great tool for checking for understanding. To conclude, asking questions will help the students that have no problems with English as the answers will reinforce their understandings and it will also help the</p>

						students who have more troubles following the story, as their learning will be led.
	<ul style="list-style-type: none"> <li>Bingo about the personality adjectives.</li> </ul>	Bingo <a href="#">grid</a>	PW	10 minutes		The pair work is a beneficial strategy to attend all students' needs during the development of this task.
	<ul style="list-style-type: none"> <li>Quick final assessment</li> </ul>	Assessment <a href="#">grid</a>	IW	5 minutes		The teachers will guide this quick final assessment by making gestures while describing each one of the dwarfs. This way, students will know much more easily which of the dwarfs they will have to tick.