Lesson Plan Template

1 SUMMARY INFORMATION

Your name: VIRGINIA MARIA DEFENDI

Topic of your lesson: "AROUND THE WORLD IN 8 FAIRY TALES" IT'S CINDERELLA TIME: WRITTEN TEXT ABOUT DESCRIPTION OF THE PROTAGONIST, ANTAGONIST, MAGIC TOOL AND HELPER.

Time frame: 150 MIN

Size of your class: 20 PUPILS   2ND PRIMARY SCHOOL

Other relevant remarks: The pupils come from different part of the world, the majority of them have a migratory background. One has recently arrived in the country (less than one year) and 8 have arrived in the last two years.

Short description of the lesson and how it fits into your ongoing curriculum:

This lesson is the last one of our "year's trip". On September we prepare the project "Around the world in 8 fairy tales". We (I and Pupils) chose 8 fairy tales and every 3/4 weeks we've read, listened, watched tales and then we 've found the protagonist, antagonist, the magic tool and the helper about every tales. They're generally sitting in little groups and shared their written texts. Now with coronavirus epidemic we're only on line contact. I would like to give them a link with their previous school experience and try to go on with our peer tutoring and assessment, but above all this, with personalized feedback about written texts. I believe that it will be a good opportunity to improve personalized feedback trough a school platform and a perfect opportunity to learn that on line communication could be done for co-build knowledge.

I think to make a video with a power point presentation with written part and images about Cinderella story. Then I divided them into groups and leave them the time to write the description about the characters giving them a rubric about its rating. I receive their text and I pin some point in my Learning diary. Then I call every group in a "on line call" and they share their description and create only one description text. At the end I share with all the classroom four descriptions. In a global "on line call" everyone could explain "how do it better" about other texts. In the end each pupil can review and rewrite his/her texts following the tips of his/her little group or classroom group. Finally everyone make a self evaluation about his/ her text.

Learning objectives:

- Recognize the protagonist , antagonist, magic tool and helper in a fairy tale
- Write a short description of one of them
- Review a description and create a text joining the part of schoolmates
- Collaborate by supporting the group in " on line call"
- Share written text with all the class
- Review the first personal text using other tips
- Self evaluate group and personal products

2 ACTIVITIES

In the following section you are asked to describe the different activities which make up your lesson plan. Please read the following three points before continuing with the template.

1. For each activity in your lesson plan, please choose from the following **learning outcomes** (based on Bloom's Taxonomy[1]):
    *   Remember: recall facts and basic concepts
    *   Understand: explain ideas or concepts
    *   Apply: use information in new situations
    *   Analyze: draw connections among ideas
    *   Evaluate: justify a stand or decision
    *   Create: produce new or original work

A good lesson plan will have a variety of learning outcomes across the activities.

2. For each activity in your lesson plan, please choose from the following **activity types** (based on Laurillard's Conversational Framework):
    *   Read/ watch/ listen: read a text, watch a video or listen to a speech/song
    *   Collaborate: collaboration activities in a group
    *   Discuss: discussion in whole class setting, peers or in groups
    *   Investigate: search for information, compare concepts, analyse a text
    *   Practice: bring into action what you have learned, present, construct
    *   Produce: create an artefact, draft a script, shoot a video etc.

3. For each activity in your lesson plan identify the **type of formative assessment technique** used (e.g.: certain question and feedback techniques, peer assessment, self-assessment, formative quizzes, etc.) as well as how you plan to use the information about student learning.

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[1] You can find more information here https://en.wikipedia.org/wiki/Bloom%27s_taxonomy

This MOOC is based on the work of the TeachUP project: http://teachup.eun.org/

ACTIVITY 1: RECOGNIZE THE PROTAGONIST , ANTAGONIST, MAGIC TOOL AND HELPER IN A FAIRY TALE

Learning outcomes: • Remember: recall facts and basic concepts
- • Understand: explain ideas or concepts

Type of activity:
- Read/ watch/ listen: read a text, watch a video and listen the story
- **Time:** 5 minutes

Role of students: Watch the video with power point presentation and listen the fairy tale of Cinderella

Role of the teacher: Prepare the video lesson and the Power point presentation and sent it on School platform (for two pupils she send the video from mail)

Description of the activity: The teacher will present the story and will ask guiding questions about the topic: Who is the protagonist/ antagonist/ the magic tool and the helper in this story? (quiz on Edmodo platform)
 Then she divided the pupils in 4 groups and offer to do a short description of the characters

Formative assessment technique(s) used in this activity: formative quiz . Teacher will create groups with different cognitive styles to improve each other in their knowledge path.

How will you use the information gathered about student learning during the activity or to shape following activities?

Because of this is an on line activity and the story is shared by a video lesson, the only information that teacher can receive about the video is trough the quiz (ALL 1) answers about P/A/MT/H.
The quiz data will immediately show the teacher if there are weakness which need to be addressed.
If the P/A/MT/H won't be identified the teacher will call on line the pupils who don't identify the characters and makes on line's groups works to find the focus.
Questions are added, better focusing, in the next quiz depending on the direction the student's answer .

ACTIVITY 2: WRITE A SHORT DESCRIPTION OF ONE OF P/A/MT/H

Learning outcomes: •Apply: use information in new situations
- • Create: produce new or original work

Type of activity:
- Pupils write on their exercise book and sent photos o word document on school platform

Time: 20 minutes

Role of students: write a short description about P/A/MT/H following the rubric point about writing a text

Role of the teacher: Give rubric for written text and support students if they call them during their writing time

Description of the activity: Pupils write in autonomous way their description text and they sent it in the school platform to the teacher. They write it consulting the rubric (ALL 2)

Formative assessment technique(s) used in this activity: Self assessment : Pupils have got a rubric about written text which is created when they approach to write descriptive texts. They can modulate their text based on the step that find in the rubric

How will you use the information gathered about student learning during the activity or to shape following activities?

Instructions and advices in the upcoming activities are adapted depending on the outcome of the written texts.

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ACTIVITY 3: REVIEW A DESCRIPTION

Learning outcomes:
- •Remember: recall facts and basic concepts
- •Analyze: draw connections among ideas
- •Evaluate: justify a stand or decision

Type of activity:
- •   Investigate: analyse a text comparing with a rubric

Time: 10/15 minutes

Role of students: Review the test comparing the text with part of the rubric in pair

Role of the teacher: Wait patiently students write e compare their text with the rubric and support them trough tips if they call her .

Description of the activity: Students connected on line in pair, and share their text. they give tips to schoolmate about how improve the description text.

Formative assessment technique(s) used in this activity: Peer assessment

How will you use the information gathered about student learning during the activity or to shape following activities?

Their ability to effectively peer help will be improved by the using of the rubric and will indicate their confidence about the topic.

ACTIVITY 4: CREATE A TEXT JOINING THE PART OF SCHOOLMATES

Learning outcomes: •   Analyze: draw connections among ideas
- •Evaluate: justify a stand or decision
- •Create: produce new or original work

Type of activity:
- •   Collaborate: collaboration activities in a group
- •   Produce: write a test together

Time: 25/30 minutes

Role of students: Collaborate with peer in a small group, join each description text in a unified text

Role of the teacher: Remotely support pupils during their on line collaboration. Teacher listen and leads the conversation trough guiding questions to help a co-build text. If it's necessary she could decide turns of speech to allow everyone to participate to the conversation.

Description of the activity: Teacher call a "on line meet" in 5 pupils group with the same carachter's text. Each students share the text with schoolmates and all the group write a unique text . They can decide if use a google document and write in the same time on the text or if they want to dictate it to the teacher or to a schoolmate. At the end, they read again the description text.

Formative assessment technique(s) used in this activity: Peer assessment

How will you use the information gathered about student learning during the activity or to shape following activities?

During the dialogue the teacher pin up on her LD who speak a lot and try a new way for the next call to allow to everyone to intervene. (For example she can choose the most timid to read the test in the global meet or divided the description in more parts, in this way much more students can speak)

Activity 5: COLLABORATE BY SUPPORTING THE GROUP IN "ON LINE CALL"

Learning outcomes: •
• Understand: explain ideas or concepts
• Apply: use information in new situations
• Evaluate: justify a stand or decision
• Create: produce new or original work

Type of activity:
• read a text
• Collaborate: collaboration activities in a group
• Discuss: discussion in groups

Time: 20/25 minutes

Role of students: Express their ideas and use other texts' strength points to improve the group test

Role of the teacher: Listen and remotely leads the conversation trough guiding questions to help a co-build text

Description of the activity: Pupils are in a small virtual class, in a little group (5 child). They're on line call and they had to collaborated to review each other text and product an unique description text. In this situation is important to respect the turn of speech and understand what other schoolmates write.

Formative assessment technique(s) used in this activity: Peer assessment

How will you use the information gathered about student learning during the activity or to shape following activities?
Because of this is the same part of the activity 4 during the dialogue the teacher pin up on her LD who speak a lot and try a new way for the next call to allow to everyone to intervene. (For example she can choose the most timid to read the test in the global meet or divided the description in more parts, in this way much more students can speak)

ACTIVITY 6: SHARE WRITTEN TEXT WITH ALL THE CLASS

Learning outcomes:
•   Understand: explain ideas or concepts

Type of activity:
•   Discuss: discussion in whole class setting, peers or in groups
•   Investigate: compare concepts, analyse a text

Time: 40/45 minutes /10 minutes for every text

Role of students: In a online call a member of the group share the Text reading. The other pupils listen and read the test on the screen and connect it with the point of the rubric

Role of the teacher: Acts as a mediator and show on the screen the text, then share the written text with all the class.

Description of the activity: During an "online class meet" every group read the description text. in the meanwhile teacher share on the screen the written text. Every group can intervene and modify the description motivating the new sentences.

Formative assessment technique(s) used in this activity: Peer assessment, feedback tecniques

How will you use the information gathered about student learning during the activity or to shape following activities?

Teacher suggests that the students decide on turns of speech based on who has participated most in previous activities. Students motivate the additions to the descriptive texts based on an analysis of the rubric.

ACTIVITY 7: SELF EVALUATION SELF AND GROUP'S TEXT

Learning outcomes:
- Apply: use information in new situations
- Analyze: draw connections among ideas
- Evaluate: justify a stand or decision

Type of activity:
- **Read: read a text**
- **Practice: bring into action what you have learned, present, construct**

Time: 20 minutes

Role of students: Make an evaluation about self text and group's text by rubric. Answer to the quiz about on line group work. "You can do it better" Complete some suggestion for a group's mate

Role of the teacher: Listen and reading self evaluation and group evaluation. Then she will pull out names of pupil to combine pairs for peer assessment.

Description of the activity:

Each student comparing the self-assessment section with their own text and the group text and in a second moment each student checks the text of a fellow student in the group and gives two tips on " How can you do it better next time "

Formative assessment technique(s) used in this activity: Self and peer assessment

How will you use the information gathered about student learning during the activity or to shape following activities?

Self assessment will shed light on the level of pupils metacognitive level and I will use it to adapt the next lesson or the revision of the rubric.

1 ANNEX

QUIZ ON   EDMODO

1.   Who is the protagonist of the fairy tale?

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2 . Who is it or who are the antagonists?

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3 Who is the helper?

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4. What is the Magic tool?

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2 ANNEX

RUBRIC FOR WRITTEN TEST				
	Descriptor			
AREA	BASE	INITIAL	INTERMEDIATE	ADVANCED
TOPIC	• In the text the topic is mentioned • there is no information given	• In the text the topic is addressed • There is some information	• In the test the topic is dealt with in depht • There is all information given	• In the text, the topic is addressed from several points of view • There is also other information
PHRASES COHESION	The text has many repetitions • The sentences are not very connected to each other • Start-development and end are not clear	The text has some repetition • The sentences are linked together • • Only one of the three parts is clear (start-development-end)	• The text has no repetitions • Phrases are connected and very rich • Two parts out of three are clear (start-development-end)	• The text is very smooth • The sentences are linked together with subordinates • All three parts are clear and well formulated (start-development and end)
ORTHOGRAPHIC CORRECTNESS	• Phrases are minimal sentences • There are more than 5 spelling mistakes	• The sentences contain adjectives • There are 5 spelling mistakes	• The sentences contain adjectives and adverbs • There are 3 spelling mistakes	• The sentences contain adjectives, adverbs and subordinating conjunctions • There are no spelling mistakes

3 ANNEX

PLEASE WRITE WHAT DO YOU THINK ABOUT OUR "ON LINE MEET"

WHAT WENT WELL	ABOUT WORK	ABOUT RELATIONSHIP
	• ORGANIZATION • TIME • DESCRIPTION • …………………… • …………………. • ……………………..	• TURN OF SPEECH • POSSIBILITY TO COMPARE • ……………………… • ……………………… • ………………………
WHAT CAN BE IMPROVE	ABOUT WORK	ABOUT RELATIONSHIP
	• …………………… • …………………… • …………………. • ……………………	• ……………………. • ………………………. • ……………………. • ………………………

4 ANNEX

HOW DO IT BETTER

Read your friend text then say him/her

WHAT WAS WELL DONE………   **WHAT CAN YOU DO BETTER……**

Remember to use this sentences :

WHAT WAS WELL DONE……

- The best part of your work is ……
- You should be very proud of…….

WHAT CAN YOU DO BETTER……

- To make it even better you can…..
- To improve your work you need…….

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