Instructive texts

Traditional Autumn Recipes

https://twinspace.etwinning.net/0984/pages/page/13188
RECIPES OF FINNISH CHRISTMAS FOOD AND COMMON FINNISH BERRIES

INTRODUCTION

After having a self-made pie eaten = motivating our students to our first part of this project,

What to do:

• Find a recipe of the food you’ve seen (and tasted) at your home 1) at Christmas Eve or 2) a recipe, which is made of berries.
• Translate it in English.
• Make a PowerPoint slideshow of it.
• Make a shorter text for a booklet (one page) which is to be collected of these recipes.
• Time for working: about nine hours (with waiting time for computers) at school + homework.
• Participations: students from grades 5 and 6.

LEARNING OBJECTIVES

LINGUISTIC COMPETENCE

LO1: To make short instructions out of written text in Finnish.
LO2: To develop your own English vocabulary.
LO3: To learn how to translate the text smoothly from Finnish to English.

DIGITAL COMPETENCE

LO4: To learn how to make a presentation using PowerPoint.
LO5: To learn how to look for specific information and photos from internet (using of search engine).
LO6: As working: To learn netiquette and copyright roles.
LO7: To learn how to edit the text, add photos and texts into PP.
LO8: Learn to use keyboard shortcuts.
LO9: Learn how to use Google and dictionary online.
LO7: How to layout the text and photo in one page.
LO8: Try to remember to use both hands on keyboard.
LO9: To use a computer without any fear (especially for girls).

SOCIAL AND CIVIC COMPETENCES

LO10: Remember to help your classmates if needed.
LO11: To work and learn together (co-operative learning).
LO12: To assimilate little by little that working with computers is going to contain their everyday living as getting older.

CULTURAL AWARENESS AND EXPRESSION COMPETENCE

LO13: To find out some different ways of celebrating Christmas time in Finland and in other countries, mainly in our partner countries and appreciate those.
LO14: To study how to read aloud (pronunciation) texts you have written.

CONTENT

- To write recipes of Finnish Christmas food and common Finnish berries using Power Point

ACTIVITIES AND DIFFERENTIATION (ABILITIES AND SPECIAL NEEDS)

To write recipes of Finnish Christmas food and common Finnish berries using Power Point:

- Find a recipe which is used at student’s home and translate it in English.
- A student with special needs is told to ask for help from our assistant and other students for translating the text he has found as usually.
- When you are waiting for your turn, look for a photo of your baking or food using iPad or take part to that lesson what is going on.
- Work with you classmates as much as it’s possible, teaching and learning together without disturbing.
- We don’t have enough computers to do all at the same time. That’s why we are studying mainly Finnish but also English and biology while a part of students are working with the project.

RESOURCES

ICT

- Three computers and two iPads.

RECIPES OF FINNISH CHRISTMAS FOOD AND COMMON FINNISH BERRIES - 2
PROGRAMMES

- PowerPoint and Word –programs (Some of the students were using PowerPoint for the first time).
- WiFi (not always working because of the connection).

TIME

- Nine hours to work at school (from lessons of Finnish, English, RE). How many hours you study at home (homework) are not counted

METHODOLOGY

- Teaching discussion/ activating asking (questions to make students active).
- Ideation.
- Self-learning (includes homework).
- Networking.
- Co-operative learning.
- Self-assessment.
- Peer review (you yourself as work’s presenter/ others’ works appraiser).

STUDENTS ASSESSMENT (SUCCESS CRITERIA)

- Work has to be done by the instruction: PowerPoint slideshow of the recipe which student has chosen.
- Some mistakes in the translation are accepted if the instruction is readable and you can make pie or food following the recipe.
- Photo has to have address from where it has been taken.
- The shorter text for the booklet which is made using Word has to fit in one page and be understandable.
- Self-assessment is done and ok.
- Work has been presented to other students and has been commented.
- Students have commented also other works than his/her own.
- One of our students has special needs. That’s why we have made him own curriculum for Finnish and English languages (= Personal Plan for Arranging his teaching, in Finnish: HOJKS), in which these two subjects have been individualized with own basis of assessment. Those include arguments like less words, easier language, more mistakes allowed and so on.
- The plan was to write recipes of Finnish Christmas food, but after discussion with students we decided to increase assortment to include also the recipes which we have
used as making pies at school or at home.

• Work was done very well. In the beginning the students were very active. There were some mistakes in translations, but students helped each other to try to correct those. Mainly the words were ok but the sentences had some problems.
• The first part of project was successful.
• Teacher was very proud :).
• Because we are baking a lot at school it was rather easy to give information of instructive texts. The students could follow recipes very easily and that helped teacher’s job a lot. In spite of that the translations of recipes were made successfully. PowerPoint program was familiar to grades 5-6. That gave teacher more time to teach and work with grade 4. It was needed. First we practiced how to make a slide, how to add a photo and texts and what to expect from the layout. I was surprised how quickly they did the work after figured the system.
• The recipes (short versions) for the collection ("a book") were easier than working with PP.
• The first part of project was successful.
• I was very proud of my students and they felt it! :)

TEACHER EVALUATION

As I don’t teach English to 4-graders it was somehow difficult to know which words were familiar and which one were new, how good they are to translate and use English language...

On the other hand this subject was rather familiar to me. We made two booklets of pastries at the school I worked as head before coming to Nopankyla and collected some money for our school camp to Lappland. So the format was easy to plan.

The time for the work was miscalculated a bit by me. It took about eleven lessons, mainly because of waiting you turn to use the computers. That is one thing we cannot help. Except this waiting and the fact that we couldn’t put a video to eTwinning page I think the work with this part of the project was well done on both sides; students and teacher. :)
<table>
<thead>
<tr>
<th>The methodology used is adjusted to the needs of students in interaction with the proposed task to develop their abilities.</th>
<th>X</th>
<th>The group which is participating in this project this year is very heterogeneous. For 6th-graders the methodologies we used were ok, but for 4th-graders which are still exercising for example cooperative learning and peer review, they needed more leading than I expected.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of varied and relevant teaching resources.</td>
<td>X</td>
<td>This year my students at six are mainly boys, which didn’t want to use so much handwriting. It was very easy to motivate to use ICT.</td>
</tr>
<tr>
<td>Use of ICT resources to develop the task.</td>
<td>X</td>
<td>One of the students has got a personal curriculum for Finnish and English and that I have to notice.</td>
</tr>
<tr>
<td>The assessment tools are adequate to the learning objectives.</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
FRUIT SALAD RECIPE

INTRODUCTION

The aim is to show to the students how to prepare a fruit salad.

Other objectives are:

- To understand a text with instructions
- To organize tables with the ingredients and the utensils required.
- To decipher illustrated pictures.
- To learn how to read the ingredients

LEARNING OBJECTIVES

LINGUISTIC COMPETENCE

LO1: To understand a text with instructions (presentation of ingredients and preparation)
LO2: To organize tables with the ingredients and the utensils required.
LO3: To process and understand information concerning fruit (nutritional value, utility consumption).
LO4: To learn how to read the ingredients.
LO5: To learn to identify individual letters and syllables.
LO6: To understand complex texts and the implementation of recipe in classroom

DIGITAL COMPETENCE

LO7: To find information from internet about fruits
LO8: To draw and paint fruits on computer with the help of painting tools
LO9: To decipher illustrated pictures

SOCIAL AND CIVIC COMPETENCES

LO10: To define a communication framework, who writes the recipe, which person is the addressed to and with what purpose (vocabulary selection).
LO11: To learn how to cooperate and do team work.
CONTENT

Students learned to recognize a text recipes (text with instructions) to recognize words they have learned, to read and to write.

ACTIVITIES AND DIFFERENTIATION (ABILITIES AND SPECIAL NEEDS)

- We talked about the recipe and how healthy is fruit.
- Each student painted his own fruit.
- Experiential (Preparation of fruit salad in class)
- Each student brought autumnal fruits of his choice (pear, apple, tangerine, banana), cut into small pieces and a little yogurt.
- They put yogurt and a little honey over the fruit
- They ate the fruit salad.
- Listening to music, songs.

RESOURCES

BOOKS

- Literature, fairy tales, riddles, mythology, some pencils, students’ book (vol. 1st, 2nd, & 3rd), Workbook (vol. 1st & 2nd), Teacher’s Book, Language C grade. Athens: OEDB.

ICT

- Music, songs.
- Websites with recipes.
- Websites that give nutritional information.

METHODOLOGY

- Experiential (Preparation of fruit salad in class).
- Using visual media.
- Listening to music, songs.

STUDENTS ASSESSMENT (SUCCESS CRITERIA)

<table>
<thead>
<tr>
<th></th>
<th>A</th>
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<tbody>
<tr>
<td></td>
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<tr>
<td><em>Understands texts that give instructions.</em></td>
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</table>
### TEACHER EVALUATION

<table>
<thead>
<tr>
<th>ACHIEVEMENT INDICATORS</th>
<th>A 90-100%</th>
<th>B 70-90%</th>
<th>C 50-70%</th>
<th>D Less than 50%</th>
<th>OBSERVATIONS</th>
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<tr>
<td>Contribution of the teaching-learning actions designed (tasks, activities and exercises) to overcome their related objectives.</td>
<td>X</td>
<td></td>
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<td>X</td>
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<tr>
<td>Use of varied and relevant teaching resources.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Use of ICT resources to develop the task.</td>
<td>X</td>
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<td></td>
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<tr>
<td>The assessment tools are adequate to the learning objectives.</td>
<td>X</td>
<td></td>
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</tbody>
</table>
RICE SALAD

INTRODUCTION

The aim is to show to the students how to prepare a rice salad with vegetables.

Other objectives are:

- To understand the format of a text with instructions (presentation of ingredients and preparation)
- To incorporate the recipe into the Mediterranean diet.
- To get acquainted with the nutritional value of some ingredients
- To have an interdisciplinary approach towards a text with instructions.

LEARNING OBJECTIVES

LINGUISTIC COMPETENCE

LO1: To understand the format of a text with instructions (presentation of ingredients and preparation)

LO1: To organize tables with ingredients and the utensils required (where to find them, preserve them, preparations that need to be made)

LO2: To put a list in alphabetical order.

LO3: To learn how to use symbols, pictures and words related to recipes.

LO4: To familiarize themselves with the grammar of a text with instructions (vocabulary, tense, voice of the verb) and identify them in the text.

LO5: To learn to interpret sayings- proverbs-riddles.

DIGITAL COMPETENCE

LO6: To find information from internet about vegetables.

LO7: To draw and paint vegetables on computer with the help of painting tools.

LO8: To get acquainted with the nutritional value of some ingredients.

LO9: To have an interdisciplinary approach towards a text with instructions.
SOCIAL AND CIVIC COMPETENCES

LO10: To define a communication framework, who writes the recipe, who is the addressed to and with what purpose (vocabulary selection).

LO911: To learn the value of euro currency and calculate the change when buying things.

LO12: To incorporate the recipe into the Mediterranean diet.

LO13: To learn how to cooperate and do team work.

CONTENT

The students comprehended both the structure of a text with instructions and the method of preparation.

They approached the text in both an interdisciplinary and practical way.

They cooperated and got really excited during the presentation of the product.

ACTIVITIES AND DIFFERENTIATION (ABILITIES AND SPECIAL NEEDS)

- Selection of a recipe (method only) so that it can be prepared in class.
- Separation in groups – assignment of responsibilities
- Discovery of the ingredients through the recipe preparation and assumption of the necessary utensils.
- Making a list of the above in alphabetical order
  (1 hour)
- Comparison with a Maths unit (The value of money in euros- I calculate the change)
  (1 hour)
- Presentation of the information gathered by the groups about the nutritional value of the products, where they will be used, the location and method of their production, myths-traditions- riddles- sayings and proverbs related to these products.
  (2 hours)
- Painting the ingredients, collage
  (1 hour)
- Preparing the recipe in class, tasting it, discussion on possible variations
  (1 hour)
Practical difficulties were encountered due to the absence of a restaurant in the school premises - e.g. part of the preparation (boiling the rice) had to be done at home. Also the utensils had to be brought from home. The classroom had to be rearranged.

I want to make a salad with rice but my recipe is incomplete... I have the instructions but I don’t have the ingredients. I need your help. Read the instructions, circle the ingredients included and make a list. I’ll run to the shops...

1. Boil some water, put some salt and add the rice (boil it until soft)
2. Add small pieces of peppers (green, red, orange) and small pieces of carrots into the boiling rice.
3. Boil the corn
4. Cut some gouda cheese in small cubes
5. Then cut turkey slices in small pieces.
6. Cut some bread for toast into small cubes, oil them slightly and fry them in a nonstick frying pan until they are crispy.
7. Wash the spinach, cut it and put it in a salad bowl. Add the corn, the cheese and the turkey. Finally, add the crispy bread cubes and mix.
8. Stir the oil with the vinegar and the salt and pour it over the salad.

<table>
<thead>
<tr>
<th>NUTRITIONAL VALUE OF THE INGREDIENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RICE</strong> : It is rich in carbohydrates, proteins, vitamins and other minerals. It is easy to digest and does not cause allergies. That’s why it is babies’ first cereal food. It does not contain cholesterol or other fats. It is rich in fiber, potassium, magnesium, phosphorus, iron, vitamins B and E</td>
</tr>
<tr>
<td><strong>PEPPER</strong> : It is rich in vitamins C and A. It can be eaten raw in salads or cooked (stuffed peppers.) It is a main ingredient in the Greek, Indian and Mexican cuisine.</td>
</tr>
<tr>
<td><strong>SPINACH</strong> : It has a large concentration of iron and vitamins A, C, E and K. It is very good for the proper function of the bowel (colon) and against anaemia.</td>
</tr>
<tr>
<td><strong>CARROT</strong> : It protects the skin from sun damage. It also protects against cardiovascular diseases, hypertension and kidney diseases. It helps the liver and protects from lung cancer.</td>
</tr>
<tr>
<td><strong>CORN</strong> : It mainly consists of carbohydrates. It is a natural source of fibre and folic acid which help the function of the bowel and digestion</td>
</tr>
<tr>
<td><strong>CHEESE</strong> : It is a dairy product. There are white, yellow, soft, hard, spicy or not, types of cheese. It plays an important role in our diet as it contains calcium, which strengthens the bones, carbohydrates, lactose and protein</td>
</tr>
<tr>
<td><strong>TURKEY</strong> : It is part of a healthy diet. It helps weight loss as it contains non-fat protein. It is the main Christmas course in many homes</td>
</tr>
</tbody>
</table>
OLIVE OIL: It is the main ingredient in the Mediterranean diet. It contains “good fats” and antioxidants which help cell protection and reduce the risk of cardiovascular diseases. One of its properties is that it doesn’t mix with water.

PROVERBS- IDIOMATIC PHRASES – SAYINGS

- Truth and oil always come to the surface.
- The first foundations of a home = bread, wine and oil
- A man without patience is like a lamp without oil.
- Free vinegar is sweeter than honey.
- Your words have pleased me, so you can have your bread (= it’s the intention that counts)
- No bread and we ask for cheese.
- He who is hungry, dreams of loaves.
- The things said, salt and water (=let bygones be bygones)
- Don’t add oil to the fire.
- She sucked the oil out of him (= put him through the mill)
- Health and stale bread (=health is better than wealth)
- He works for a piece of bread. (= for a song)
- Are you angry? Drink some vinegar
- We’ve eaten bread and salt together. (=we’ve been through a lot together)
- Boil rice…. (= used to show disappointment)
- He doesn’t want rice with water, but water with rice. (= he is hard to please)

RIDDLES

- It can run, but it can’t walk. What is it? (the water)
- I am born by water, fed by the sun, kings and lords honour me, but when I see my mother, I melt away? What am I? (the salt)
- We throw away the exterior and cook the rest; then we eat the exterior and throw away the rest. What is it? (the corn)
- It never dies, and even if hundreds or thousands of years pass it feeds us, it takes care of us and lights our lamps. What is it?
- I give your food taste, your body vitamins, flavour your salad and make you healthy? What am I? (the oil)
- I am orange and crunchy and rabbits love me. What am I? (the carrot)
- You can eat me in a salad, raw, cooked or stuffed with rice and cheese. What am I? (the pepper)
- It doesn’t grow in gardens or orchards; kings taste it and everybody has it. What is it? (the salt)
- Earth is not enough for me; I also need lots of water. What am I? (the rice)

RESOURCES

BOOKS

- Riddles, fairy tales, sayings, proverbs, traditions
- Literature
- Music, songs.
- Websites with recipes
- Websites that give nutritional information.

**METHODOLOGY**

- Hands-on experience (preparing a season salad in class)
- Introduction-study of the text (morphologically, syntactically, grammatically, lexically).

**STUDENTS ASSESSMENT (SUCCESS CRITERIA)**

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<td>Understands text that gives instructions.</td>
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<td></td>
<td>11,00%</td>
</tr>
<tr>
<td>Highlights the key elements which have a text giving instructions.</td>
<td>89,00%</td>
<td>11,00%</td>
<td></td>
</tr>
<tr>
<td>Organizes tables with the ingredients and the utensils required.</td>
<td>73,00%</td>
<td>21,00%</td>
<td>6,00%</td>
</tr>
<tr>
<td>Processes and understands information concerning seasonal fruit (nutritional value, utility consumption).</td>
<td>52,00%</td>
<td>36,00%</td>
<td>12,00%</td>
</tr>
<tr>
<td>Learns to identify individual letters, syllables or words.</td>
<td>84,00%</td>
<td>16,00%</td>
<td></td>
</tr>
<tr>
<td>Finds information from internet about vegetables.</td>
<td>89,00%</td>
<td></td>
<td>11,00%</td>
</tr>
<tr>
<td>Draws and paints vegetables on computer with the help of painting tools.</td>
<td>73,00%</td>
<td>16,00%</td>
<td>11,00%</td>
</tr>
<tr>
<td>Makes a recipe book.</td>
<td>68,00%</td>
<td>21,00%</td>
<td>11,00%</td>
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</table>

INTRODUCTION

The aim is to show to the students how to prepare a season salad with vegetables.

Other objectives are:

- To understand a text with instructions
- To organize tables with the ingredients and the utensils required.
- To decipher illustrated pictures.
- To learn how to read the ingredients.

LEARNING OBJECTIVES

LINGUISTIC COMPETENCE

LO1: To understand a text with instructions (presentation of ingredients and preparation).
LO2: To organize tables with the ingredients and the utensils required.
LO3: To process and understand information concerning seasonal vegetables (nutritional value, utility consumption).
LO4: To learn how to read the ingredients.
LO5: To learn to identify individual letters and syllables.
LO6: To understand complex texts and the implementation of recipe in classroom.

DIGITAL COMPETENCE

LO7: To find information from internet about vegetables.
LO8: To draw and paint vegetables on computer with the help of painting tools.
LO9: To decipher illustrated pictures.

SOCIAL AND CIVIC COMPETENCES

LO10: To participate and show enthusiasm of the students for something that is new and on the diet.
LO11: To show interest in the game with a mathematical measurement and discovery of relations between equality - inequality.
LO12: To enjoy playing relay race with vegetables.

CONTENT

Students learned to recognize a text recipes (text with instructions) to recognize words they have learned, to read and to write.

ACTIVITIES AND DIFFERENTIATION (ABILITIES AND SPECIAL NEEDS)

- Gathering ingredients and information.
- Painting the ingredients, worksheets with the names of vegetables, pictures.
- They make cookery books
- Visualize mathematical concepts (total, measuring inequality-equality)
- Preparing a season salad in class
- Presentation of the product to students and teachers of other grades.
- Movies videos showing the work of the children and the teacher

<table>
<thead>
<tr>
<th>Ingredients</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 white cabbage (small)</td>
</tr>
<tr>
<td>1 red cabbage (small)</td>
</tr>
<tr>
<td>1 lettuce</td>
</tr>
<tr>
<td>2 carrots</td>
</tr>
<tr>
<td>2 fresh onions</td>
</tr>
<tr>
<td>2 green peppers</td>
</tr>
<tr>
<td>1/5 glass olive oil</td>
</tr>
<tr>
<td>1 tablespoon vinegar</td>
</tr>
<tr>
<td>1 pomegranate (peeled and seeds separated)</td>
</tr>
<tr>
<td>Some salt</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Preparation</th>
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<tbody>
<tr>
<td>Wash all the vegetables</td>
</tr>
<tr>
<td>Dry them in a sieve</td>
</tr>
<tr>
<td>Slice them</td>
</tr>
<tr>
<td>Put them in a salad bowl</td>
</tr>
<tr>
<td>Add the olive oil and vinegar</td>
</tr>
<tr>
<td>Sprinkle some salt</td>
</tr>
</tbody>
</table>

RESOURCES

- Literature, fairy tales, riddles, mythology
- Websites with recipes
- Websites that give nutritional information.

BOOKS

ICT
METHODOLOGY

- Hands-on experience (preparing a season salad in class).
- Theatrical play (matching the ingredients with their names written on paper).
- Relay race with vegetables.

STUDENTS ASSESSMENT (SUCCESS CRITERIA)

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<td>88,00%</td>
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<td>Highlights the key elements which have a text giving instructions.</td>
<td>62,00%</td>
<td>31,00%</td>
<td>7,00%</td>
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<td>62,00%</td>
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<td>Processes and understands information concerning seasonal fruit (nutritional value, utility consumption).</td>
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<td>37,00%</td>
<td>13,00%</td>
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<td>Learns to identify individual letters, syllables or words.</td>
<td>81,00%</td>
<td>19,00%</td>
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</tr>
<tr>
<td>Finds information from internet about vegetables.</td>
<td>50,00%</td>
<td>31,00%</td>
<td>19,00%</td>
</tr>
<tr>
<td>Draws and paints vegetables on computer with the help of painting tools.</td>
<td>43,00%</td>
<td>50,00%</td>
<td>7,00%</td>
</tr>
<tr>
<td>Makes a recipe book.</td>
<td>56,00%</td>
<td>25,00%</td>
<td>19,00%</td>
</tr>
</tbody>
</table>

TEACHER EVALUATION

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<tr>
<th>ACHIEVEMENT INDICATORS</th>
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---|---|
The methodology used is adjusted to the needs of students in interaction with the proposed task to develop their abilities. | X |
Use of varied and relevant teaching resources. | X |
Use of ICT resources to develop the task. | X |
The assessment tools are adequate to the learning objectives. | X |

https://twinspace.etwinning.net/3984/pages/page/13188
CREATION OF RECIPES

INTRODUCTION

Students write traditional recipes connected with autumn, prepare the dishes and take pictures

LEARNING OBJECTIVES

LINGUISTIC COMPETENCE

LO1: To teach students how to write a recipe.
LO2: To teach specific vocabulary used with this kind of text.
LO3: To teach how to translate the text into English.

DIGITAL COMPETENCE

LO4: To teach how to add photos to the document.
LO5: To develop the ability of using new technologies to write and edit texts.

SOCIAL AND CIVIC COMPETENCES

LO6: To write instructive texts in order to share traditional recipes.

CONTENT

Autumn recipes

ACTIVITIES

- Listening in order to get specific information.
- Introducing specific vocabulary – exercises.
- Finding a recipe and translating it into English.
- Taking a photo or looking for it in the internet.
RESOURCES

- Cambridge English for Polish Schools® - a course book (texts, dialogues, exercises)
- CD and CD player
- Computers and internet

METHODOLOGY

- To teach how to write a recipe.
- To teach specific vocabulary.
- To teach how to find a photo in the internet.
- Conversation.
- Fill in exercises.
- Explanation.

STUDENTS ASSESSMENT (SUCCESS CRITERIA)

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>To teach students how to write a recipe.</td>
<td>The student is able to write a recipe using a wide range of vocabulary and structures</td>
<td>The student writes a recipe using appropriate vocabulary and structures but with some mistakes</td>
<td>The student is not able to write a recipe</td>
</tr>
<tr>
<td>The student is able to write a recipe using a wide range of vocabulary and structures</td>
<td>The student writes a recipe using appropriate vocabulary and structures but with some mistakes</td>
<td>The student writes a very simple recipe using little vocabulary</td>
<td>The student is not able to write a recipe</td>
</tr>
<tr>
<td>To teach specific vocabulary used with this kind of text.</td>
<td>The student knows specific vocabulary very well</td>
<td>The student knows most of specific vocabulary</td>
<td>The student doesn’t know specific vocabulary.</td>
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<tr>
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<td>The student uses very simple vocabulary</td>
<td>The student doesn’t know specific vocabulary.</td>
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<tr>
<td>To teach how to translate the text into English.</td>
<td>The student is able to translate the text.</td>
<td>The student needs help translating the text.</td>
<td>The student is not able to translate the text.</td>
</tr>
<tr>
<td>The student is able to translate the text.</td>
<td>The student is able to translate the text, but sometimes has some problems.</td>
<td>The student needs help translating the text.</td>
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</tr>
<tr>
<td>To teach how to add photos to the text.</td>
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[https://twinspace.etwinning.net/files/collabspace/4/84/984/3984/files/bc1e07c5.pptx](https://twinspace.etwinning.net/files/collabspace/4/84/984/3984/files/bc1e07c5.pptx)
INTRODUCTION

This lesson plan has been conceived for pupils aged between 9 and 14. They will find out more about plant cultivation and animal breeding as well as about the culinary traditions of the Romanian cuisine, and the significance of meals spent in the family. They will have the opportunity to cook traditional Romanian food. They will rely on their previous knowledge learnt during Romanian, History, Geography, Biology-Science, Technology classes. And they will enrich their vocabulary with new words and expressions.

LEARNING OBJECTIVES

LINGUISTIC COMPETENCE

LO1.1: To explain the significance of folk traditions and customs.
LO1.2: To define "kitchen" and describe the elements that build up a kitchen.
LO1.3: To pronounce clearly and correctly the sentences.
LO1.4: To prove that a given non-literary text belongs to a certain functional style, using examples.
LO1.5: To use special terms in communication.
LO1.6: To create and later on present recipes to their fellow mates.

DIGITAL COMPETENCE

LO2.1: To use computer as a learning resource.
LO2.2: To create a cook book with traditional Romanian food using Word.

SOCIAL AND CIVIC COMPETENCES

LO3.1: To become aware of the necessity of civic attitude collectively.
LO3.2: To develop the ability of cooperation in order to create a product.

LEARNING TO LEARN COMPETENCE

LO4.1: To use observation, manipulation and experience as tools to explore and acquaint the world that surrounds them.
This learning unit "Traditions and customs" proposes the development of competences in oral and written communication in their mother tongue but also the cultivation of sense of respect towards the elderly, grandparents, who hand over the traditions and customs to the younger members of the community, underlining creativity and originality. The activities are held in the classroom, the Informatics Lab and the kindergarten's kitchen. 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)

- The use of test papers adapted to the level of the pupils facing learning difficulties.
- Activities adapted to the pupils with learning disabilities.
- The use of google, Power Point, Tux Paint.
- Frontal work and in mixed groups (pupils with and without learning difficulties).
- Pupils with special needs benefit from the help of a supporting teacher.

RESOURCES

HUMAN RESOURCES

- Pupils aged 9-14.
- Their parents and grandparents.

MATERIAL RESOURCES

- Classroom.
- Informatics Lab.
- Computers.
- Cook book and riddles about fruits and vegetables.
- Recipes collected by the pupils.
- The story of "Salt in the soup"
- Kitchen.
- Notebooks, pencils, pens.
- Ingredients for the food they prepare.
METHODOLOGY

- Conversation.
- Explanation.
- Discovery.
- Exercise.
- Guided discussion.
- Method of star bursting.
- Learning through discovery.
- Computer-assisted learning using Google, Power point.

STUDENTS ASSESSMENT (SUCCESS CRITERIA)

<table>
<thead>
<tr>
<th>LO1.1: To explain the significance of folk traditions and customs</th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explains the significance of folk traditions and customs quickly and precisely, connecting easily the newly received information and the previous ones.</td>
<td>Explains the significance of folk traditions and customs slightly hesitating, connecting the newly received information and the previous ones with little help from the teacher.</td>
<td>Explains the significance of folk traditions and customs with difficulty connecting the newly received information and the previous ones with the guiding questions asked by the teacher.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LO1.2: To define &quot;kitchen&quot; and describe the elements that build up a kitchen</th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Defines with precision and rapidity the requested notions.</td>
<td>Defines with imprecision the requested notions.</td>
<td>Defines the requested notions only with the help of the teacher.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LO1.3: To pronounce clearly and correctly the sentences</th>
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<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pronounces correctly and clearly the sentences.</td>
<td>Pronounces mostly correctly the sentences, when mistakes occur corrects himself.</td>
<td>Pronounces incorrectly the sentences, corrects himself at the intervention of the teacher.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LO1.4: To prove that a given non-literary text belongs to a certain functional style, using examples</th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proves that a given non-literary text belongs to a certain functional style, using examples with relative ease.</td>
<td>Proves that a given non-literary text belongs to a certain functional style, after some more inquiries explained by the teacher.</td>
<td>Proves that a given non-literary text belongs to a certain functional style, incompletely or wrongly.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LO1.5: To use special terms in communication</th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses special terms in communication correctly and precisely.</td>
<td>Uses special terms in communication sometimes incorrectly.</td>
<td>Uses special terms in communication with hesitation and mistakes.</td>
<td></td>
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<tr>
<th>LO1.6: To create and later on present recipes to their fellow mates</th>
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<tr>
<td>Creates clearly, precisely and easily the recipes.</td>
<td>Creates the recipes with small mistakes, noticed and corrected by himself.</td>
<td>Creates the recipes with imprecision, corrected only at the request of the teacher.</td>
<td></td>
</tr>
</tbody>
</table>
LO2.1: To use computer as a learning resource

| Uses the computer easily to obtain information. | Uses the computer after some more inquiries to obtain information. | Uses the computer to obtain information with the help of the teacher. |

LO2.2: To create a cook book with traditional Romanian food using Word

| Uses Word easily in order to edit a cook book. | Uses Word with the help of the teacher in order to edit a cook book. | Uses Word with the constant help of the teacher in order to edit a cook book. |

LO3.1: To become aware of the necessity of civic attitude in collectively

| Justifies different acts of behavior and proposes specific roles for group work. | Establishes rules within his group, and appreciates if they are fulfilled. | Identifies rules and norms of civic behavior in different situations, guided by the teacher. |

LO3.2: To develop the ability of cooperation in order to create a product

| Shows signs of cooperation from his own initiative. | Shows signs of cooperation to the suggestion of the teacher or his team mates. | Shows signs of cooperation when he is constantly motivated, solicited. |

LO4.1: To use observation, manipulation and experience as tools to explore and acquaint the world that surrounds them

| Uses observation, manipulation and experience to explore the surrounding world. | Uses observation, manipulation and experience to explore the surrounding world after some more inquiries. | Uses observation, manipulation and experience with the help of the teacher to explore the surrounding world. |

TEACHER EVALUATION

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The assessment tools are adequate to the learning objectives.
# LESSON PLAN

<table>
<thead>
<tr>
<th>Content</th>
<th>Learning objectives</th>
<th>Learning activities</th>
<th>Resources</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructive text</td>
<td>LO1.1</td>
<td>Identifying and presenting the culinary folk customs and traditions in the Romanian, Hungarian, German, Gipsy cuisine.</td>
<td>Time: 5 hours</td>
<td>Systematic observation of the pupils;</td>
</tr>
<tr>
<td>Text: Tale by Petre Ispirescu: “Salt in the soup”</td>
<td>LO1.2</td>
<td>Identifying the components of a kitchen; Recognising and identifying the main and auxiliary utensils used in the kitchen for the preparation of the food. Guided discussion about hygiene, work protection in the kitchen; Guided discussion about the validity of different base products, and their correct storage; Dialogues: teacher - pupil, pupil-pupil; pupil-pupils;</td>
<td>Power point presentation, work sheets, computers, folk songs, other necessary materials</td>
<td>Class/homework Predictive evaluation</td>
</tr>
<tr>
<td></td>
<td>LO2.1</td>
<td>Exercises of vocabulary defining unknown words, finding out their meaning using online dictionaries;</td>
<td>Tale: “Salt in the soup”</td>
<td>Transdisciplinary activities; - Identifying the region from where the recipes originate</td>
</tr>
<tr>
<td></td>
<td>LO1.3</td>
<td>Comprehending the message, formulating questions and answers, giving their opinion and stimulating creativity;</td>
<td><a href="http://dexonline.ro/">http://dexonline.ro/</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>LO3.2</td>
<td>Creating a poster: fruits, vegetables, pasta, spices, etc.</td>
<td></td>
<td>Systematic observation of the pupils;</td>
</tr>
</tbody>
</table>

**TRADITIONAL AUTUMN RECIPES - 6**
<table>
<thead>
<tr>
<th>LO1.4</th>
<th>Creating oral texts using specific terms.</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO4.1</td>
<td>Collecting traditional recipes from their parents and grandparents;</td>
</tr>
<tr>
<td>LO1.5</td>
<td>Editing these recipes using the adequate terms in groups of three.</td>
</tr>
<tr>
<td>LO1.3</td>
<td>Collecting traditional recipes from their parents and grandparents;</td>
</tr>
<tr>
<td>LO2.2</td>
<td>Writing texts paying attention to the layout of the written text, watching indentation and space between the words.</td>
</tr>
<tr>
<td>LO3.1</td>
<td>Practical exercise: preparing food based on the collection of recipes</td>
</tr>
</tbody>
</table>

**Posters**

**Collection of recipes**

**Predictive evaluation**

**Systematic observation of the pupils;**

**Culinary exposition**

**Systematic observation of the pupils.**

---

**SARMALE IN FOI DE VARZA ACRE**

**INGREDIENTS**

- 1 kg of pork
- 1 kg of rice
- 1 kg of cabbage

**PREPARATION**

Cook the pork in a pan. Cook the cabbage in a separate pan. Mix the cooked cabbage with the pork. Wrap the mixture in cabbage leaves.

**STUFFED CABBAGE ROLLS**

**INGREDIENTS**

- 1 kg of cabbage
- 1 kg of rice
- 1 kg of meat

**PREPARATION**

Cook the rice, meat, and cabbage separately. Mix the cooked ingredients and wrap them in cabbage leaves.

---

**RETETE DE TOAMNA**

AUTUMN RECIPES

**ECHIPA DE REDACTARE**

PROFESORI

MAELE GAEBLIA

CHIPER DANIELA

MAELE MONICA

ELEVEN

PANA CATALANA - clasa VIII A

EMI MIRELA - clasa VII A

GAL RUBICA - clasa VII A

DIANA - clasa VIII A

COLOTA MSIRAL - clasa VIII A

IRIS TARIAN - clasa VII A


---

**TRADITIONAL AUTUMN RECIPES** - 7
MAKE A PUMPKIN (Infants: 5-year-olds)

INTRODUCTION

Related to Halloween parties we made several pumpkins following instructions step by step.

LEARNING OBJECTIVES

LINGUISTIC COMPETENCE

LO1: To repeat basic sentences and oral structure with pictures.
LO2: To use vocabulary related to the topic.

DIGITAL COMPETENCE

LO3: To use and work with the audacity program.
LO4: To insert images in windows movie maker program.

SOCIAL AND CIVIC COMPETENCES

L05: To respect foreign cultures.

CULTURAL AWARENESS AND EXPRESSION COMPETENCE

L06: To establish a relationship between foreign celebrations and the ones taking place in the school.

CONTENT

- English festivities: Halloween.
- Shapes.
- Use the vocabulary of the topic.
• Participate on basic oral conversation.
• Show interest in the ICT.
• Identify face parts.
• Identify ordinal numbers.

ACTIVITIES AND DIFFERENTIATION (ABILITIES AND SPECIAL NEEDS)

• Motivation activities: Decorate a Halloween pumpkin.
• Development activities: Big groups for the decoration of the Halloween pumpkin.
• Final activity: Creation of an instructive video with the students’ images and voices explaining the steps we have done decorating the Halloween pumpkin.

RESOURCES

MATERIALS RESOURCES

Pumpkin, marker, knife, candle.

DIGITAL RESOURCES

Camera, computer, headphone and microphone.

METHODOLOGY

Methodology:

• Active
• Constructive
• Participatory
• Significant

STUDENTS' ASSESSMENT (SUCCESS CRITERIA)

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Participates and enjoys the activity.

<table>
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<tr>
<th>Ratings</th>
<th>Description</th>
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<tr>
<td>Always participates and enjoys</td>
<td>Always enjoys and participates hardly ever.</td>
</tr>
<tr>
<td>Participates and enjoys almost always.</td>
<td></td>
</tr>
<tr>
<td>Enjoys sometimes and with few participation.</td>
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Orders the image sequence correctly.

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<td>Orders himself.</td>
<td>Needs few help for sequencing.</td>
</tr>
<tr>
<td>Orders the beginning and the final with problems in the middle</td>
<td></td>
</tr>
<tr>
<td>Always orders with help.</td>
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https://www.youtube.com/embed/9qr7zsbe90
INTRODUCTION

We have made this unit during the celebration of Halloween's week at school. In it students could learn new vocabulary about this festivity and learn some Halloween songs as well as.

LEARNING OBJECTIVES

LINGUISTIC COMPETENCE

LO1: To understand basic orders in a foreign language
LO2: To use vocabulary related with the topic (Halloween, spider, scaring, etc.)

SOCIAL AND CIVIC COMPETENCES

LO3: To know and to respect foreign cultures.

CULTURAL AWARENESS AND EXPRESSION COMPETENCE

LO4: To learn about foreign celebrations (Halloween).
LO5: To relate foreign celebrations with the ones taking place in the school.
LO6: To produce artistic expressions by using the body.

CONTENT

- Learning about English celebrations: Halloween
- Using the vocabulary of the topic.
- Following simple instructions.
- Creating an artistic expression with a new technique.
- Identifying parts of a spider.
ACTIVITIES AND DIFFERENTIATION (ABILITIES AND SPECIAL NEEDS)

Motivation activities:

- Sing the song “Spooky Spooky” (https://www.youtube.com/watch?v=DPRaYSQWKIk)

Development activities:

- Show a “spider-hand” and try to guess how we have done it. Then, make one “spider-hand” with one student as an example.

Final activity:

- Creation of a spider-hand by following the instructions step by step.

RESOURCES

MATERIAL RESOURCES

Brown paint, brushes, plastic eyes and flashcards.

DIGITAL RESOURCES

"Spooky, spooky" video and computer with internet connection.

METHODOLOGY

Active, constructive, participatory and significant.

STUDENTS ASSESSMENT (SUCCESS CRITERIA)

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knows the vocabulary worked.</td>
<td><strong>Excellent</strong></td>
<td>Satisfactorily</td>
<td>With some help</td>
<td>With lots of help</td>
</tr>
<tr>
<td>Participates and enjoys the activity.</td>
<td><strong>Excellent</strong></td>
<td>Satisfactorily</td>
<td>With some help</td>
<td>With lots of help</td>
</tr>
<tr>
<td>Follows the steps and understand the instructions correctly.</td>
<td><strong>Excellent</strong></td>
<td>Satisfactorily</td>
<td>With some help</td>
<td>With lots of help</td>
</tr>
</tbody>
</table>
## TEACHER EVALUATION

<table>
<thead>
<tr>
<th>ACHIEVEMENT INDICATORS</th>
<th>A (90-100%)</th>
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<th>D (less than 50%)</th>
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<tbody>
<tr>
<td>Contribution of the teaching-learning actions designed (tasks, activities and exercises) to overcome their related objectives.</td>
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<td></td>
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<td>Appropriateness of the structure, timing and sequencing of actions and activities to perform the proposed task</td>
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<td>The methodology used is adjusted to the needs of students in interaction with the proposed task to develop their abilities.</td>
<td></td>
<td></td>
<td></td>
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<td>X</td>
</tr>
<tr>
<td>Use of varied and relevant teaching resources.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of ICT resources to develop the task.</td>
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<td></td>
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<td>The assessment tools are adequate to the learning objectives.</td>
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https://twinspace.etwinning.net/files/collabspace/4/84/984/3984/files/ba199aa2.pptx

“We are going to make a SPIDER-HAND!”
WE CREATE A PUMPKIN (INFANTS: 3-YEAR-OLDS)

INTRODUCTION

With this unit we want to introduce the little ones the festivity of Halloween as well as the mixtures of colours in order to obtain new ones.

LEARNING OBJECTIVES

LINGUISTIC COMPETENCE

LO1: To repeat basic words using flash cards.
LO2: To identify vocabulary related with the topic.
LO3: To listen and sing Halloween songs.

DIGITAL COMPETENCE

LO4: To use YouTube for watching and playing videos and Halloween songs.

SOCIAL AND CIVIC COMPETENCES

LO5: To respect foreign cultures.

CULTURAL AWARENESS AND EXPRESSION COMPETENCE

LO6: To relate foreign celebrations with the ones taking place in the school.
LO7: To appreciate and experiment the mix of red and yellow liquid crayon.

CONTENT

- English festivities: Halloween
- Learn colours: red, yellow and orange.
- Use basic vocabulary related with the topic.
- Repeat basic structures.
- Show interest in the ICT.
- Identify red, yellow and orange color.
Mix red and yellow to get orange color.

**ACTIVITIES AND DIFFERENTIATION (ABILITIES AND SPECIAL NEEDS)**

**Motivation activities:**
- Play and sing Halloween songs
- Mix liquid crayon to get different colors
- Paint different Halloween decoration such as ghost, witches...
- Story telling
- Paint a pumpkin using the mix that they got from the red and yellow liquid crayon.

**Development activities:**
- Big groups
- Small group
- Individual activities for personal work

**Final activity:**
- Creation of a pumpkin using the colors that they got from the mix of red and yellow liquid crayons, following the teacher instructions step by step.
- Creation of a power point with all the pictures from the process and the final assessment.

**RESOURCES**

**MATERIAL RESOURCES**
Blackboard, flashcards, markers, printable decorations, liquid crayons and brushes.

**DIGITAL RESOURCES**
ICT Resources, computer, speakers, videos and songs.

**METHODOLOGY**
We will use motive and active methodology based on the interest of our pupils, taking into consideration their likes and the different ways of grouping: individual, groups, whole class... It will depend on the activities that we want to develop in every moment, to increase as much as possible a big range of communicative situations for our young learners.
### STUDENTS ASSESSMENT (SUCCESS CRITERIA)

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<td>Satisfactorily</td>
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<tr>
<td>Orders the image sequence correctly.</td>
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LET'S CELEBRATE AUTUMN!

INTRODUCTION

Teachers in Years 3 and 4 developed a didactic unit in order to do this Erasmus+ activity. Due to the MECD/British Council joint project, Science, Literacy and Arts are taught in English in years 3 and 4, so students worked on this topic from three different perspectives and connecting it to these areas. Besides, the topic was also linked to the Spanish language subject and the Catalan language subject.

In the three linguistic subjects (Literacy, Spanish and Catalan) students had to write an instructive text related to three festivities. In Literacy students were learning about the festivity "Bonfire Night" celebrated in the UK. In Spanish, students were learning about typical food eaten in Autumn, especially in the festivity "Todos los Santos". And in Catalan students were learning about things related to the festivity of "La Castanyada". In Science, students were learning about healthy habits and a balanced diet. And in Arts and Crafts, students did some Halloween crafts. They had to practice the instructions to do those craft as they were going to explain how to do them to other children on Halloween day.

As this was our first Erasmus+ project and due to the fact that we were announced very lately that our project was approved, we did not use a very difficult ICT tool. We used "Word" to let the students write their recipe.

LEARNING OBJECTIVES

LINGUISTIC COMPETENCE

LO1: To write instructive text (Autumn recipes).

LO2: To use features of instructive texts (bullet points, list of ingredients, steps, connectors, the imperative form) when writing a recipe.

LO3: To give instructions to others to do a Halloween craft.

MATHEMATICAL COMPETENCE AND BASIC COMPETENCES IN SCIENCE AND TECHNOLOGY

LO4: To learn about how to eat healthy.

LO5: To design a healthy diet.
DIGITAL COMPETENCE

LO6: To use "Word" to write a recipe and to know how to edit a text and add an image.

SOCIAL AND CIVIC COMPETENCES

LO7: To work cooperatively writing a recipe and doing it in class.

CULTURAL AWARENESS AND EXPRESSION COMPETENCE

LO8: To value our own traditions and traditions celebrated in other countries (Bonfire Night): To appreciate how Christmas is celebrating in other countries.

LO9: To read recipes from other countries and learn which ingredients they use.

CONTENT

- Autumn recipes.
- Festivities (Bonfire Night, Halloween, "La Castanyada" and All Saints' Day).
- Time connectors (First, Second, Third, Next, Then, After that, Before, Later and Finally).
- Syntactic structures: The imperative form.
- How to write a list (ingredients, materials...).

ACTIVITIES AND DIFFERENTIATION (ABILITIES AND SPECIAL NEEDS)

All the activities done as a whole class, in small groups or in pairs were the same for all children in the class. When children had to write an individual recipe, the teacher was guiding the student in the process. The assessment tools were modified to those who had some difficulties.

- Brainstorm of products typical for Autumn in our region.
- Reading some recipes.
- Analyzing how recipes are written.
- Reading other instructive texts to check if the same features applied to other instructive texts.
- Cooking a traditional English recipe (Catherine Wheel cookies), with the help of an English mother from school.
- Writing the recipe in class and trying to do it at home or explain the parents.
- In groups, write a recipe and write it using word.
- Apart from this, in the Spanish class, listening and observing a real chef (one of our student's father) to do a traditional Spanish recipe for these days.
- In Catalan, students were reviewing how a typical Autumn sweet is prepared (panellets).
- In Science: We analyze if the autumn recipes studied are very healthy or not. Students designed a healthy balanced diet.
- In Arts and Crafts: Each class in year 3 and 4 did an easy Halloween craft. They had to write the instructions for that craft and later on explain it orally to children from other classes.

RESOURCES

ICT RESOURCE

- Computers and program "word".

METHODOLOGY

- We have used a lot of cooperative work for these activities.
- Communicative approach.
- Integrating different subjects (CLIL approach).
- Developing the linguistic project of the school as the three languages of the school were working together.

STUDENTS ASSESSMENT (SUCCESS CRITERIA)

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>LO1: To write instructive text (Autumn recipes).</strong></td>
<td><strong>LO2: To use features of instructive texts (bullet points, list of ingredients, steps, connectors, the imperative form) when writing a recipe.</strong></td>
<td><strong>LO3: To give instructions to others to do a Halloween craft.</strong></td>
<td></td>
</tr>
<tr>
<td>The student uses a wide variety of words including new words taught in the unit adding detail to the instructions (both verbs and vocabulary related to food). S/he uses a wide variety of connectives in a correct way to sequence the recipe or craft.</td>
<td>He/she can use a wider variety of words without repeating them. She /he can use a variety of connectors.</td>
<td>He /she can use basic and new verbs, even though he might repeat some. He/she uses few connectors when writing the instructions.</td>
<td>The student uses very basic words. He/she can write instructions, however he/she forgets to add connectors or just uses one.</td>
</tr>
<tr>
<td>The student can give instructions orally using a wide variety of vocabulary, verbs and connectors. The student gives a lot of details when giving the instructions.</td>
<td>S/he can give instructions orally using a varied vocabulary, verbs and some connectors. The student explains all the steps but in a basic way.</td>
<td>S/he can give instructions orally in a basic way, just saying a few steps to do the craft, using basic vocabulary and verbs and just a few connectors.</td>
<td>The student can give some orders in a very basic way and the listener can get lost or misses information.</td>
</tr>
</tbody>
</table>
**Let's Celebrate Autumn!**

**LO4: To learn about how to eat healthy.**

- The student chooses healthy food to design a healthy diet. Meals are balanced, and take into consideration the food chosen for that day and the previous days. The diet includes a lot of fruits and vegetables.

**LO5: To design a healthy diet.**

- The student chooses healthy food to design a healthy diet. Meals are balanced but don’t always take into consideration the food chosen for a day. The diet includes fruits and vegetables.

- The student designs a healthy menu but also chooses some unhealthy food.

- The student chooses with difficulty healthy food to design his healthy diet.

**LO6: To use "Word" to write a recipe and to know how to edit a text and add an image.**

- The student uses "Word" independently and is able to change the letter, font, underline, use bullet points... easily.

- The student uses "word" independently in a basic way.

- The student uses "Word" with the teacher’s help but listens to instructions and can follow steps.

- The student uses "Word" with the teacher’s guidance most of the time.

**LO7: To work cooperatively writing a recipe and doing it in class.**

- The student can work cooperatively with his group. S/he gives lots of ideas to the group and is very active.

- The student can work cooperatively with his group. S/he gives some ideas to the group and is quite active.

- The student can work cooperatively with his group, but he is not very active as s/he does what the others say.

- The student takes a passive role in the project and is just observing the group. S/he may cause trouble as S/he is talking about other things.

## Teacher Evaluation

<table>
<thead>
<tr>
<th>Achievement Indicators</th>
<th>A 90-100%</th>
<th>B 70-90%</th>
<th>C 50-70%</th>
<th>D Less than 50%</th>
<th>Observations</th>
</tr>
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<tbody>
<tr>
<td>Contribution of the teaching-learning actions designed (tasks, activities and exercises) to overcome their related objectives.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>Asking students to write a recipe from each one of the languages used in the school was a little bit boring from them.</td>
</tr>
<tr>
<td>Appropriateness of the structure, timing and sequencing of actions and activities to perform the proposed task</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>Children felt very motivated.</td>
</tr>
<tr>
<td>The exercises, activities and tasks are related to the interests of students and their prior knowledge.</td>
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<td></td>
<td></td>
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<td>Use of varied and relevant teaching resources.</td>
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<td></td>
<td></td>
<td></td>
<td>The student uses &quot;Word&quot; with the teacher’s guidance most of the time.</td>
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<tr>
<td>Use of ICT resources to develop the task.</td>
<td>x</td>
<td>Only to create the word document.</td>
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<td>The assessment tools are adequate to the learning objectives.</td>
<td>x</td>
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</table>
AUTUMN RECIPES

INTRODUCTION
This unit has been designed in order to use the elements of instructional writing to create a series of recipes for autumnal foods.

LEARNING OBJECTIVES

LINGUISTIC COMPETENCE

LO1: To use a range of organizational features when writing instructions (eg. labelled diagrams, numbered instructions, lists, simple and clear directions).

LO2: To use a range of directives to give clear directions when writing instructions.

LO3: To use a range of time connectives when writing instructions.

LO4: To write instructions for different audiences.

ACTIVITIES AND DIFFERENTIATION (ABILITIES)

TEACHING SEQUENCE

• Provide children with a series of recipes
• Identify key features of instructional writing
• Model a recipe (structure, punctuation and vocabulary) using the Talk for Writing Map
• Children to learn the actions and retell the recipe until the children understand and remember.

CREATE

• Allow children to create the recipe following an original
• Photograph the stages of the creative process to sequence once the food is cooked
• Taste and review

WRITE

• Children to create a story map of their own version of the recipe based on the photographs
Children must ensure they include the key elements of instructional writing, punctuation and imperative verbs.

- Use the checklist to ensure success
- Once written children should rehearse their story map. (Lower ability children should create their text map as a guided writing group with adult support)

**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 appropriate 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 recipe.
- Lower ability - use ICT to write their recipe
- Children to illustrate / use photographs to provide clear guidance to the reader

**RESOURCES**

- Large paper
- Copy of the main recipe / various different recipes
- Talk for Writing text map version of the recipe
- Dictionaries
- IPAD
- PC and internet access
- Word mats and text type posters
- Ingredients
- Utensils / cooking equipment

**METHODOLOGY**

- Talk for Writing - writing process
- Computing editing and publishing
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: using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)
- 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

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<td></td>
<td></td>
<td></td>
<td>Children adopt the methodology to suit</td>
</tr>
<tr>
<td>Use of varied and relevant teaching resources.</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td>Visual and interactive techniques</td>
</tr>
<tr>
<td>Use of ICT resources to develop the task.</td>
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AUTUMN RECIPES - 3