Narrative texts I

Eras & Mus Stories

https://twinspace.etwinning.net/8984/pages/page/15349

A thousand reasons to communicate

Erasmus+
ERAS AND MUS STORIES

INTRODUCTION

Write a story about Eras and Mus having an adventure in Finland, in Nopankylä, in places which exists and writing a fantasy story.

Motivating:

Teachers begin the lesson by reading a funny part of dialogue from an adventure book: “Rehurinteenaalasta” (written by Tuula Kallioniemi).

Teacher tells her experiences and some preconditions from the meeting in Athens. She tells about a plan to make an own story about Eras and Mus having an adventure in our neighbourhood; places are real, but the stories are fictive.

Let’s make a story book with Polish and Romanians!

LEARNING OBJECTIVES

LINGUISTIC COMPETENCE

LO1: To develop to skills to recognize different ways of telling stories.

LO2: To develop skills to tell a story in Finnish:

- Grammar: writing dialogue/grade 4-6.
- How to start a story (different ways).
- How to maintain the reader keep on reading; schemes (scheme chart).
- How to end a story (different ways).
- To create together descriptions for a boy, Eras (description map).
- To act a part of the story when it’s finished.

LO3: To develop English skills and vocabulary (translations):

- Grammatical tenses: imperfect /grade 5-6.

DIGITAL COMPETENCE

LO4: To get to know better working with iPads/iPads mini /grades 5-6.

- How to use iPads for making a story.

LO5: To use a platform to create a digital book.
• iPads, computers.
• Program: Book Creator.

LO6: To learn and teach each other how to find information using Google

LO7: To use keyboard shortcuts (rehearse) while reading from a website and writing your notes (for example: cmd+ tab).

LO8: To learn/rehearse netiquette and copyright roles.

**SOCIAL AND CIVIC COMPETENCES**

LO5: To cooperate within a group / peer support.

LO6: To get to know one way to make a book of stories.

LO7: To try to create a story with your group members so that the scheme is continuing and keeping up its’ reader interest.

LO8: To get to know your home village’s history from the ice age and be proud of it.

**CULTURAL AWARENESS AND EXPRESSION COMPETENCE**

LO9: To get more information and the histories of Nopankylä and Ilmajoki ice age, “The Mallet war” and so on.

LO10: To create a story to tell your partner’s students about your home village’s places and history so interesting way that they can enjoy reading.

LO11: To make a drama of one part of our story to be played at our school in the meeting in May.

LO12: When all the stories are finished, to get to know other countries history from the places our friends are living.

**CONTENT**

• The main goal is to have a part of the booklet printed.
• To get to know a new computer program (Book Creator) and get to use the computer smoothly/better.
• Make a story together. (In two groups; grades 4-5 and grade 6).
• Make “Eras”. Think together how he looks like; age, appearance, character, hobbies, pets, friends and so on. (description map) –Mus-girl is made in Romania.
• Find a place from Ilmajoki/Nopankylä where the adventure is taking place.

(Grade 6 works with iPads).

• Grades 1-2 are drawing five pictures of the story of the sixth grade and those we put into the story as images.
ACTIVITIES AND DIFFERENTIATION (ABILITIES AND SPECIAL NEEDS)

After having a place, where everything happens and “Eras”, make a scheme chart together.

Make a plan how to mete out (?) the story (parts) and who is writing the first, the second... parts.

While waiting for iPad or computer help your friend if it’s needed. (Instruction for helping: help to find the information more than tell the information or avoid showing the information and make your friend to repeat it).

A student with special needs is getting help from his classmates and his part of the story is the shortest. For translation he can have also the help of our assistant or his classmates.

RESOURCES

ICT

• Three computers, two iPads and two iPads mini.
• Programs: Word and Book Creator.

TOOLS

• Erasmus+ notebook (for planning and sketching).
• Description maps.
• The chart of scheme.
• A plan for dividing the story; who writes what?
• Teacher’s camera to take the photos for parts of the story.
• Drawings which younger students are going to make (grades 1-2).

TIMETABLE

• 15 hours to work (Finnish, English, history, biology/geography)
• As homework: write your part of the story and the translations for which you didn’t have time enough at school (not counted). Also time for practising the drama is not included.

METHODOLOGY

• Teaching discussion /activating asking.
• Project studying.
• Ideation.
• Self-learning.
Teamwork in little groups.
Learning by doing.
Co-operative learning/working.
Process writing.
Peer support.
Accountable behavior.
Peer review.

**STUDENTS ASSESSMENT (SUCCESS CRITERIA)**

- The work is done by the instruction.
- Some mistakes in translation are accepted if the story is readable and understood.
- Teacher has got all the notes and plans that students have made or used during the project.
- Self-assessment is done and reviewed first between students then with teacher.
- (Our part of the book making with Polish is being sent).
- There is a part of the story chosen to make a drama.

Some pieces from students’ plans:

A part of the map of scheme:

![Map Image]

Some drawings made by first or second graders:
“Eras, a girl with blue eyes, light hair, and she is tall. Mus, a boy with red hair, and he likes playing football and fishing.”

“Mus, a boy with red hair, and he likes playing football and fishing.”

Note: The students were rather tired at this time of the year. In the end of writing the concentration was very hard, especially for boys. They were waiting for our meeting to come! And after that our summer holidays began (starting from the beginning of June). The oldest students were waiting to change the school, to leave our school. So if you think about the situation of this part of the project, for us it was too late and that was shown from students.

Only one work was done by the instruction (grade 6th). The other one did not finished.

- There were just some mistakes in translation.
- They gave their plans and notes to teacher as it was asked.
- They made their self-assessment.
- They chose together which part they are going to act.
- The plan was that the students are thinking the roles; who is going to act Mus, Eras and so on; this all was done so late than the time for practicing the drama was too short,
because our school year was ending and we had to do so many things from our curriculum. And the other thing was that at that time they were not so active for doing that.

- With the other group, or part of it (grade 4) I as teacher noticed that their story was totally too difficult for them to translate, so we let it be in Finnish. The 5th grade made they story mainly translated, but because it was partly in Finnish, partly in English they didn’t want to have it in eTwinning.

**TEACHER EVALUATION**

This was the first part of our project in which my timetable was not working at all. One of the reasons was that at the same time we had so many other works at school to do on time, because of ending the school year. Even I didn’t find it easy to begin this part. I was unsure what to do, to do it right. I didn’t realize that the book had to be more like picture book than a storybook. I told to make real, long stories. I think I asked the students to do more writing than it was needed with the story part. While they were writing the stories so hard, the time was running too fast!

Because I don’t teach English to 4-graders I miscalculated their English skills, their vocabulary. They wrote rather good stories in Finnish, but the translation part was too hard! They had to check word from dictionary too many times. They tried hard, that I can say! In April when the time was running out, we decided to stop translating and leave the texts in Finnish. I talked to students and we made a plan that we are going to try to translate it right away when the school starts in August.

So the biggest mistake was that I was not sure what to do and gave the students instructions to write more text than it was needed. I told the students that I was and am very proud of their hard work and apologised for my mistakes. If I could start this from the beginning, I’d ask for more information from our partners before planning the work!

I also noticed that I can still learn even when I’m getting older!! ;)

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Eras and Mus in Nopankyla

by Jere K. Veeti, Jesse, Emili, Ville and Jere P /drawings by the 1st and 2nd graders
ADVENTURE IN THE AEGEAN

INTRODUCTION

Be able to write a narrative text, developing his ability in written communication with other classmates in an innovative and effective way.

LEARNING OBJECTIVES

LINGUISTIC COMPETENCE

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

LO2: To present the narrative as storytelling events in a certain order, deliberately committed by the "heroes" of a story.

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

LO4: To write for peers by altering his word.

LO5: To develop his view, expressed by stating reasons, the agreement or disagreement.

LO6: To transmit effectively complex ideas using rich vocabulary.

LO7: To process and structure a text with sections and paragraphs.

LO8: To use his imagination to give text original and interesting.

LO9: to acquire confidence in his own writing.

DIGITAL COMPETENCE

LO10: To write, type and work a text on the computer.

LO11: To insert images with the help of the editor in a plain text or the opposite.

LO12: To use cooperation platforms to create with peers from other countries a text where there are common "heroes".

SOCIAL AND CIVIC COMPETENCES

LO13: To discover common ground for cooperation and expression with peers from other countries creating a narrative text that has contributed to the creation of many writers.
LO14: To assess the cultural identity of others such as reflected in a narrative text with common content, giving variations and details that contribute to good cooperation and understanding.

CONTENT

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

ACTIVITIES AND DIFFERENTIATION (ABILITIES AND SPECIAL NEEDS)

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

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

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

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

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

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

Perhaps there is difficulty in putting events into perspective space and time order, so activities such as the following must proceed:

- Displaying an illustrated story in the correct order.
- Recounting what they did from the morning with time adverbs, time links that will be given by the teacher.

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

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

SCHOOL BOOKS


FAIRY TALES

- http://www.helppost.gr/
- Children’s Tales with narration

AESOP’S FABLES

- The hare and the tortoise
- The mouse of the field and the city mouse

METHODOLOGY

- Brainstorming
- Genre approach teaching
- Group cooperation teaching

STUDENTS ASSESSMENT (SUCCESS CRITERIA)

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ADVENTURE IN THE AEGEAN

There was a family from Finland spending their summer holidays on a beautiful Greek island called Kin. They were three brothers, the oldest one called F RED, his two younger brothers, Ben and Fred, their stepmother and their father.

In the morning they went to the beach all together. The kids were sitting in a circle and the rest of them were preparing to swim. A lady interrupted them and she introduced her beautiful thirteen-year-old daughter to them. Nikoli, who was a really good swimmer, suggested swimming with them. She saw that F RED was afraid to swim. Actually, when he was younger his mother was killed while swimming and since then he had never swum again. He didn’t want to be driven to swim. They all went into the sea. F RED was doing well and he started thinking of his mother and feeling so wanted inside, even a hug from his mother would have been better. F RED was swimming, and Nikoli gave him a helping hand. The next day Nikoli saw D emi sitting alone on the beach as she was riding her bike.

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## ADVENTURE IN THE AMAZON

The Eras-boy is an American 12 year old teenager who is forced to leave behind him the luxury of living for an expedition in the Amazon with his grandmother Kate Cold, a journalist who has undertaken to write an article regarding a unknown and strange creature the beast, as they call it. The day they departed, heading to the airport, Eras-boy had very distressed feelings, because he would leave his friends behind and the comforts of city living. During the flight Eras-boy was trying to get used to the idea, what the life in the Amazon would be like. For endless hours they kept seeing beneath an area of forest, all the same green that crosses rivers, like mud over the gleaming snakes - and the most impressive of all had milky brown color. When the plane landed in Santa Maria de la Luz, Kate informed her grandson that they would climb from the Rio Negro to the Upper Orinoco, an almost unexplored triangle, where they assumed that there would come the beast. Shortly later they met with other members of the mission of International Geographic.
CREATION OF STORIES

INTRODUCTION
Students write a narrative story about adventures of Eras and Mus in Poland and then present it.

LEARNING OBJECTIVES

LINGUISTIC COMPETENCE

LO1: To teach students how to write a story.
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 and pictures to the document.
LO5: To teach how to write a story using digital tools.

CULTURAL AWARENESS AND EXPRESSION COMPETENCE

LO6: To encourage students to read books.

CONTENT
Narrative stories – "Adventures of Eras and Mus in Poland" (Cracow, Hel).

ACTIVITIES

- Looking for information about Cracow and Hel.
- Introducing specific vocabulary.
- Writing stories and translating them into English.
- Illustrating the story.
- Creating digital story, inserting photographs.
• Presenting stories using drama.

RESOURCES

• Internet
• Books about Cracow, its history and legends

METHODOLOGY

• To teach how to write a narrative story.
• To teach specific vocabulary.
• To teach how to look for specific information in the internet and books.
• To teach how to create a story using digital tools.

Was of working:

• Individual work.
• Group work

STUDENTS ASSESSMENT

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<td>To teach students how to write a story.</td>
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<td>The student writes a story using appropriate vocabulary and structures but with some mistakes.</td>
<td>The student writes a very simple story using little vocabulary.</td>
<td>The student is not able to write a story.</td>
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<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 uses very simple vocabulary.</td>
<td>The student has very poor vocabulary.</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>X</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Use of varied and relevant teaching resources.</td>
<td>X</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Use of ICT resources to develop the task.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>The assessment tools are adequate to the learning objectives.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

https://twinspace.etwinning.net/3984/pages/page/15349

https://twinspace.etwinning.net/files/collabspace/4/84/984/3984/files/ae164634.doc
https://twinspace.etwinning.net/images/twinspace/file-ico-pdf.png
WHO SHOUTS IN THE MORNING?

INTRODUCTION

This lesson plan has been conceived for pupils from the third grade. They will find out more about the structure of the narrative texts using their previous knowledge in the world of tales and they will enrich their vocabulary with new words and expressions. They will also write a short narrative text, in which they will present a "happening".

LEARNING OBJECTIVES

LINGUISTIC COMPETENCE

LO1.1: To notice the logical succession of the sequences in an oral message.
LO1.2: To create short oral texts based on visual support and a given simple plan of ideas.
LO1.3: To integrate new words into a series of sentences.
LO1.4: To pronounce clearly and correctly a message.
LO1.5: To show constant interest towards the speaker in different situations of communication.
LO1.6: To write short narrative texts based on a plan of ideas, taking into account the parts of a composition.
LO1.7: To pay attention to the orthography and punctuation in the written text.
LO1.8: To pay attention to the layout of their written text, watching indentation and space between the words.

DIGITAL COMPETENCE

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

SOCIAL AND CIVIC COMPETENCES

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

The learning unit - the untying of the secrets of narrative texts "Who shouts in the morning?" proposes the development of the competences of oral and written communication in their mother tongue, but also the development of artistic sense, underlining creativity and originality. The activities are held in the classroom and the Informatics Lab. For a better progress during activities, the content is adapted to the intellectual level and socio-cultural environment these pupils come from.

ACTIVITIES AND DIFERENTIATION (SPECIAL NEEDS AND ABILITIES)

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

RESOURCES

HUMAN RESOURCES

- Pupils from the 3rd grade.

MATERIAL RESOURCES

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

METHODOLOGY

- Conversation.
- Demonstration.
- Explanation.
- Exercise.
- Guided discussion.
- Didactic game.
- Learning through discovery.
- Computer-assisted learning.
### STUDENTS ASSESSMENT (SUCCESS CRITERIA)

<table>
<thead>
<tr>
<th>LO1.1: To notice the logical succession of the sequences in an oral message.</th>
<th>LO1.2: To create short oral texts based on visual support and a given simple plan of ideas.</th>
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<th>LO1.7: To pay attention to the orthography and punctuation in the written text.</th>
<th>LO1.8: To pay attention to the layout of their written text, watching indentation and space</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies promptly the logical/temporal succession of the sequences in an oral message at the teacher’s or his own request.</td>
<td>Relates fluently and correctly real or imaginary events, regarding the order in which they happened.</td>
<td>Makes up correct sentences, different from the initial context using adequately at request or in the ongoing communication the newly acquired lexical acquisitions.</td>
<td>Pronounces always fluently, clearly and correctly the message, taking into account the structure of the words, and adapting the tone, volume and speed of talking to the message.</td>
<td>Shows constant interest towards the speaker in different situations of communication on class or group level as well as in current communication.</td>
<td>Reduces a sentence or more logically connected sentences to the essential information operating with the right questions.</td>
<td>Applies consequently the rules of orthography and punctuation studied in texts and current writing.</td>
<td>Applies partially and with deviations the rules of orthography and punctuation.</td>
</tr>
<tr>
<td>Identifies frequently the sequences of an oral message and states its order hesitating sometimes but always correcting himself before the teacher.</td>
<td>Relates real or imaginary events, regarding the order in which they happened with small mistakes corrected at the request of the teacher.</td>
<td>Makes up sentences, different from the initial context using at request the newly acquired lexical acquisitions with small mistakes noted and corrected.</td>
<td>Pronounces quite clearly and correctly the oral messages, adjusting his intonation, volume and tone at the suggestion of the teacher.</td>
<td>Shows frequent interest, with few deviations towards the speaker in different situations of communication on class or group level as well as in current communication.</td>
<td>Reduces a sentence to the essential information operating with the suitable questions.</td>
<td>Applies with small deviations the rules of orthography and punctuation studied in texts and current writing.</td>
<td>Applies partially and with deviations the rules of orthography and punctuation.</td>
</tr>
<tr>
<td>Identifies only at the request of the teacher a certain sequence of the oral message guided by helping questions.</td>
<td>Relates real events related to his life, at his own pace, regardless the order in which they happened, the grammatical or stylistic criteria.</td>
<td>Makes up sentences, similar to the initial context using at request the newly acquired lexical acquisitions with help.</td>
<td>Pronounces sentences in his own rhythm adapting when notified, intonation, volume and verbal debit.</td>
<td>Shows constant interest towards the speakers in different situations of communication on class or group level as well as in current communication.</td>
<td>Reduces a sentence to the essential information helped by the teacher’s questions.</td>
<td>Applies consequently the rules of orthography and punctuation studied in texts and current writing.</td>
<td>Applies partially and with deviations the rules of orthography and punctuation.</td>
</tr>
<tr>
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</tr>
</tbody>
</table>
between the words.

| Writes the text marking with indentation the beginning of a new idea and the initiation of a new dialogue. | Writes the text marking with indentation the beginning of a new idea and regards correctly the indentation that marks the beginning of a dialogue. | Writes the text making many mistakes as to the placing of indentation marks in the case of new ideas or dialogues. |

| LO2.1: To use Google, dex-online.ro and Word. | LO2.2: To Write a narrative text in Word. | LO3.1: To enhance the development of a positively affective climate in the group. |

| Uses these applications easily. | Uses these applications having small difficulties. | Uses these applications only with help. |

| Writes a narrative text in Word easily. | Writes a narrative text in Word having small difficulties. | Writes a narrative text in Word only with help. |

| Initiates activities that propose the development of a positively affective climate in the group. Justifies the necessity of solidarity, competition and tolerance. | Identifies ways of collaboration and the positive outcome of some manifestations of solidarity and tolerance. | Identifies ways of collaboration in the group. |

## 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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<td></td>
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<td>X</td>
<td></td>
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<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>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
# 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>Narrative text</td>
<td>LO 1.1</td>
<td>Recognizing some moments from the text they listened to relying on the presented images.</td>
<td>Time: 4 hours</td>
<td>Systematic observation of the pupils</td>
</tr>
<tr>
<td>Text/story- The story of Laszlo Arany: The Farm of wolves (A farkastanya)</td>
<td>LO1.2</td>
<td>Exercises of identifying and story-telling in the logical succession of the presented narrative text.</td>
<td>Charts, work sheets, computers, flipchart paper, necessary materials for the project.</td>
<td>Class/homework; Predictive evaluation</td>
</tr>
<tr>
<td></td>
<td>LO2.1</td>
<td>Recognizing the characters from different narrative texts;</td>
<td>Story book</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LO 1.3</td>
<td>Exercises of vocabulary: defining the unknown words, finding out their meaning using online dictionaries; Integrating new words into sentences;</td>
<td><a href="http://wikiszotar.hu/">http://wikiszotar.hu/</a></td>
<td>Transdisciplinary activities -The farm: domestic animals <a href="http://www.youtube.com/watch?v=Ju1GI5wwsJ">www.youtube.com/watch?v=Ju1GI5wwsJ</a></td>
</tr>
<tr>
<td></td>
<td>LO1.4</td>
<td>Illustration of one of the characters from the text; Comprehending the message, formulating questions and answers, argumentation of opinion, stimulation of creativity;</td>
<td></td>
<td>Systematic observation of the pupils</td>
</tr>
<tr>
<td></td>
<td>LO1.5</td>
<td>Exercises of making up oral texts relying on the images and given simple plan of ideas.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>LO1.4 LO3.1</td>
<td>Dialogues between teacher-pupil; pupil-pupil; pupil-pupils;</td>
<td></td>
<td>Predictive evaluation</td>
</tr>
</tbody>
</table>
Writing a short narrative text in groups of four.
They have to:
- describe the place where the story takes place
- describe the characters
- write dialogues between the characters
- Create a text map.

LO1.6  Writing a short narrative text relying on the descriptions a simple plan of ideas, taking into account the parts of a composition (also in groups of four.)

LO1.8

LO3.1

LO2.2  Writing texts paying attention to the layout of the written text, watching indentation and space between the words.

LO1.8

Word application

Systematic observation of the pupils

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Who shouts in the morning? - 6
ERAS AND MUS AROUND EUROPE

INTRODUCTION

In the meeting in Athens, we all agreed that there was going to be three different ways of participating and developing the last text type for the first year in our Erasmus+ project. Some people were going to work on narrative texts in general terms; infant students were going to write a collaborative story; others were going to create stories with two characters, called Eras and Mus. Initially I agreed to do a kind of collaboration with the English school. Our classes were going to write a story with Eras and Mus and we were going to exchange stories and we were going to illustrate the stories using the program Storybird. However, this collaboration failed as we found very difficult to illustrate the story with this program. At the end, each class wrote some stories about Eras and Mus visiting other countries.

In year 4, we ended up doing an integrated unit using the different subject areas taught in English. So, in Science, we learned about the geography of the other European countries (landscape, water forms, plants...). In Literacy, we learned about narrative texts and their main features. In Arts and Crafts students did some drawings to illustrate the story, scanned them and use those images to create digital comic. Students were really engaged in these activities that had to be done in groups of four of five.

LEARNING OBJECTIVES

LINGUISTIC COMPETENCE

LO1: To read some narrative texts and understand their meaning.
LO2: To understand main features of narrative texts.
LO3: To write a text to entertain (inventing the setting, characters...).

DIGITAL COMPETENCE

LO4: To use Google to find information about other countries.
LO5: To write a story using Word.
LO6: To create a digital comic after scanning some images, cropping them and inserting them into a program (Comiclife).
LO7: To work with a group and cooperate to finish the task.

MATHEMATICAL COMPETENCE AND BASIC COMPETENCES IN SCIENCE AND TECHNOLOGY

LO8: To learn about geography of the European countries participating in our Erasmus+.

CONTENT

• Narrative texts: Stories and comics.
• Syntactic structures: Verbs in the past
• Structure of a story
• Features of stories (characters, setting, problem, resolution).
• Planning a story.
• Looking for information about different countries.
• Geography vocabulary.
• Summarize the story in a comic format.

ACTIVITIES AND DIFFERENTIATION (ABILITIES AND SPECIAL NEEDS)

We started the unit asking students why we read, what kind of books they like reading… to point out the importance of narrative texts that are different from other text types studied until then.

We read some short stories where students could find an easy structure and analyze some elements (setting, characters.)

I presented the idea that we had to write a story or adventure having in mind that the two main characters were going to be Eras and Mus. There was a brainstorming of ideas on how we could write our stories. We decided that the characters were going to travel to other countries, in fact, to our Erasmus+ partner countries.

The students were split in groups and they decided which country each one wanted to visit. Once they decided which country, each group had to do some research in the Science class. At the same time we were doing this in Literacy, we were doing a topic on Geography. So, all the things students had learned about geography (water forms, geography…), were going to be very useful as they were going to find things about our Erasmus countries. Students started planning their story following a given structure.

First, they used a graphic organizer to write their ideas.

Later, they wrote the story with more detail.
After that, in the Arts and Crafts class, they decided how they were going to illustrate the story for a comic version of their own adventure story.

Finally, they scanned the images and used them to create a digital comic, that was a summarize version of their stories.

**RESOURCES**

- Program: Comic Life
- Google

**METHODOLOGY**

The methodologies and didactic implications we carried out were:

- Collaborative work.
- Group discussions.
- Guided writing.
- Active learning using ICT.
- Integrated methodology (working with the same topic through different curricular areas: Science, Arts and Crafts and Literacy).

**STUDENTS ASSESSMENT (SUCCESS CRITERIA)**

<table>
<thead>
<tr>
<th>LO1: To read some narrative texts and understand their meaning.</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student understands all the stories and can answer all questions asked.</td>
<td>The student understands most of the stories as s/he can answer most of the questions asked.</td>
<td>The student understands some information given in the story and can answer some questions asked.</td>
<td>The student understands little information given in the story and can answer a few questions asked with teacher’s guidance.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LO2: To understand main features of narrative texts.</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student understands a wide variety of features when analyzing different narrative texts and can easily apply them when writing an invented story.</td>
<td>The student understands some of the main features when analyzing different narrative texts and can apply them when writing an invented story.</td>
<td>The student understands just a few features when analyzing different narrative texts but can use them when writing an invented story.</td>
<td>The student needs the teacher’s help and guidance to recognize most of the features of narrative texts and to use them to invent a story.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LO3: To write a text to entertain (inventing the setting, characters...)</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student can plan a story using a graphic organizer and writes a</td>
<td>The student can plan a story using a graphic organizer and writes it</td>
<td>The student can plan a story using the graphic organizer but the story</td>
<td>The student needs the teacher’s help and guidance to invent a</td>
<td></td>
</tr>
</tbody>
</table>
**LO4:** To use Google to find information about other countries.
**LO5:** To write a story using Word.
**LO6:** To create a digital comic after scanning some images, cropping them and inserting them into a program (Comiclife).
**LO8:** To learn about geography of the European countries participating in our Erasmus+.

<table>
<thead>
<tr>
<th>The student uses the new technologies successfully in order to find good information about the European countries, and uses it to write the story in word and to create a digital comic following some directions given.</th>
<th>The student uses the new technologies successfully in order to find information about the European countries, and uses it to write the story in word and to create a digital comic even though s/he may have some difficulties scanning the images and working with the scanned images.</th>
<th>The student uses the new technologies successfully in order to find good information about the European countries, but has some difficulties when using the information to write a story using word or to create a digital comic, specially s/he has difficulties and needs teacher’s guidance to scan images and to work with them.</th>
<th>The student chooses very basic information about the different European countries. S/he can write the story using word but just with teacher’s guidance. S/he needs help to create the digital comic.</th>
</tr>
</thead>
</table>

**LO7:** To work with a group and cooperate to finish the task.

| 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 activity and is just observing the group. S/he may cause trouble as S/he is talking about other things. |

**TEACHER EVALUATION**

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<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>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriateness of the structure, timing and sequencing of actions and activities to perform the proposed task</td>
<td>X</td>
<td></td>
<td></td>
<td>The unit was too long.</td>
<td></td>
</tr>
<tr>
<td>The exercises, activities and tasks are related to the interests of students and their prior knowledge.</td>
<td>X</td>
<td></td>
<td>Very motivating for students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The methodology used is adjusted to the needs of</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
students in interaction with the proposed task to develop their abilities.

| 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 |

Scanning was a little bit challenging and cropping the images, too. However, students had a blast doing the digital comic.

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STORY TIME

INTRODUCTION

The infant students did a collaborative story with two other schools within our project that also have Infant students. That is how the British school, Romanian school and our school participated in this joint activity. In the meeting in Greece some of the teachers who taught infants agreed on doing a collaborative story. The English school started writing three stories. Each story had different settings and characters. Later, our school received three beginnings that we continued in the infant classes. So, each class wrote a part of the story. Finally, we sent the stories to the Romanian school and the infants finished the stories. When the stories were finished, we receive the completed stories and infant students and teachers illustrated the story and did a digital book.

LEARNING OBJECTIVES

LINGUISTIC COMPETENCE

LO1: To create basic sentences (oral and written form) with pictures using familiar structures.
LO2: To use vocabulary from SS’ everyday context to create a story.
LO3: To understand the story line and main ideas of a text to continue the story.

DIGITAL COMPETENCE

LO4: To use the keyboard to write the sentences they created.
LO5: To find pictures on the internet using Google.

SOCIAL AND CIVIC COMPETENCES

LO6: To listen to others’ opinion and give your own.
LO7: To respect and value others’ opinions and accept group agreements.

CULTURAL AWARENESS AND EXPRESSION COMPETENCE

LO8: To create the image for the story according to their written production and according to the parts people from other countries have previously written.
CONTENT

The contents we are going to work with in this unit are:

- Familiar structures to create a story (LOOK AT, CAN YOU SEE...? ON (day of the week), GO TO, IT IS...)
- Everyday words (CASTLE, BOW, SWIMMINGPOOL, TREE, HOT, SUN, SUNNY, DRINK, RIVER...) used contextualized for the story.
- Understanding story line (main idea), identifying the characters and creation of the next ideas related to the previous ones.
- Writing sentences using the keyboard.
- Writing the words of the images they want and selection of their favorite one.
- Respecting speaking turn and active listening.
- Cooperative writing process through listening, acceptance and appreciation.
- Drawing the elements they decide to complete the image of the different parts of the story according to the parts people from other countries have previously written.

ACTIVITIES AND DIFFERENTIATION (ABILITIES AND SPECIAL NEEDS)

- We visit the Erasmus+ Corner at school and talk about the things we already learned about the activities, schools, travels, etc.
- Focus on the schools from UK and Romania (the ones we are going to write the story with).
- Open the email with the document (explain).
- Read the story (picture help and explanation needed).
- Continue the story, deciding the next places/ adventures.
- Write the story.
- Select the images from the internet.
- Draw the elements they want to appear on the story.
- Stick the drawings from the students on the pictures.
- Create the final document.

RESOURCES

ICT RESOURCES

- PC and projector.

BOOK

- Story from the UK with paper and crayons.
• Erasmus + corner.

METHODOLOGY

We will use whole class oral activities.

• Activating previous knowledge and activities to contextualize the whole task.
• Emphasizing what they already know.
• Virtual meeting of the schools we are going to work with.
• Motivation.
• Emphasizing what they already know.
• Understanding the story.

We use small group/individual work.

• They draw and colour the elements that are going to appear on the story.

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></td>
<td>Excellent</td>
<td>Satisfactorily</td>
<td>With some help</td>
<td>With a lot of help</td>
</tr>
<tr>
<td>Collaborating when writing the story and drawing the illustrations by understanding story line, identifying the characters and imagining new steps.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowing and using familiar structures and words to create a story.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participating and enjoying the activity.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respecting speaking turn and active listening.</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>The exercises, activities and tasks are related to the interests of students and their prior knowledge.</td>
<td>X</td>
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<tr>
<td>The methodology used is adjusted to the needs of students in interaction with the proposed task to develop their abilities.</td>
<td>X</td>
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<tr>
<td>Use of varied and relevant teaching resources.</td>
<td>X</td>
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<tr>
<td>Use of ICT resources to develop the task.</td>
<td>X</td>
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<tr>
<td>The assessment tools are adequate to the learning objectives.</td>
<td>X</td>
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</tbody>
</table>

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