

5th Level

Primary (Elementary)
School

Block 2. Life in community

LIVING TOGETHER: FAMILY, SCHOOL, NEIGHBOURHOOD AND CITY

Activity 2.1: "THE STORY OF..."

Time: 1 h

PREPARATION

- Teacher needs white paper and staples.
- Part of a second lesson required.
- At the following lesson some students will read their family rules and all of them will talk about what they have written.
- Student's worksheet (see Appendix).

INTRODUCTION

Welcome routine:

Greet the students, write the date and hour on the blackboard, say the date and time out loud, instruct them to take out their materials for the lesson.

- *Hello, good morning/afternoon.*
- *Are you all okay? Is everything all right?*
- *Today is the ... (date) and it's ... (time).*
- *We are going to begin (continue) lesson (or activity) number ...*
- *Would you please, take out your material? Okay, let's begin.*

ACTIVITY

Opening activity:

Explain the meaning of the following terms: *rules, living together, evaluation, estimate*. It might be useful to introduce some linguistic structures, such as: *my rules of family living together are...*,

write a list of rules, share the rules with your classmates, what is a rule?, why do you think the rules are important for living together?, to make the bed, to take care of furniture, to set the table, etc. Explain what students are going to do in this lesson: they will create a mini-book about the family rules they have at home.

Main activity:

Each student will take paper and write what their family rules are at home. Each rule could be written in a different sheet of paper, and then the students can fill it up with photographs (from magazines, papers...) or drawings to clarify the rule. Students can share their rules to generate a wider range of possibilities. A rule from one student may remind them of a rule of another student that wasn't thought of initially. The mini-book will be finished at home where they can talk with their parents and other members of their family about family rules. Explain to the students that they have to finish this activity at home, and the following day present their mini-book with their family rules, one rule per sheet, and decorated with pictures, drawings, etc.

Closing activity:

- *What is your opinion of ... (the topic)?*
- *Did you like this activity? Why? What did you find most helpful in understanding the topic? Is there anything you didn't find helpful? Explain.*

CLOSING

Closing routine:

- *We have finished our lesson for today. Please clear your desks and put away your materials.*
- *Have a great day and I'll see you at the next class!*

ACTIVITY 2.1: "THE STORY OF..."

CONTENT BLOCK 2: Life in community		SECTION: Living together: family, school, neighbourhood and city
GOALS	CONTENTS	ASSESSMENT CRITERIA
<ul style="list-style-type: none"> • To create a mini-book of living together. • To evaluate the importance of the procedure and ways of living together. • To evaluate, appreciate, and transmit the ways a family lives together. 	<ul style="list-style-type: none"> • Family life. • Evaluating the importance of a family's rules of living together. • Transmission of a family's rules of living together. • Creating a book of rules of a family living together. 	<ul style="list-style-type: none"> • Knowing, appreciating and transmitting the principal rules of family life. • Elaborating the main rules of family life.
BASIC COMPETENCES		
<ul style="list-style-type: none"> • Linguistic communication. • Cultural and artistic. • Learning to learn. 		
DESCRIPTION OF ACTIVITIES		
<p>This activity consists of producing a mini-book where every student writes his or her own way, rules and habits about the family life. Each student will take the book home during the week (or time to be decided by the teacher), and in that period of time, the students will enumerate and illustrate their family's rules. A teacher also may decide that the students present</p>		

their illustrated rules in front of the class. Preparation (creation) of the book: after the students have written and illustrated their rules, the teacher takes the pages, adds a cover page (see Appendix) and binds it.

OTHER OPTIONS	FEEDBACK & SUGGESTIONS FOR IMPROVEMENT
<ul style="list-style-type: none"> - When all students have finished their book, the teacher can ask every student to present a summary of their family rules. - From this activity, we can create the rules of coexistence in class. 	
LINGUISTIC STRUCTURES	SPECIFIC VOCABULARY
<ul style="list-style-type: none"> - <i>My rules of family life are....</i> - <i>Write a list of rules.</i> - <i>Share the rules with your classmates.</i> - <i>What is a rule?</i> - <i>Why do you think rules are important for living together?</i> 	<ul style="list-style-type: none"> - <i>Family rules</i> - <i>Living together / Coexistence</i>
MATERIALS	TIME
<ul style="list-style-type: none"> - Letter-sized paper, binders or staples. 	<ul style="list-style-type: none"> - One hour.
TEACHER SELF-ASSESSMENT	STUDENT SELF-ASSESSMENT
<ul style="list-style-type: none"> - Teacher self-assessment sheet (see Assessment folder). 	<ul style="list-style-type: none"> - Student self-assessment sheet (see Assessment folder).

STUDENT ASSESSMENT		
INTEREST	PARTICIPATION	ASSESSMENT

ASSESSING ACCORDING TO THE ESTABLISHED CRITERIA: NB (not bad), NA (need for amendment), G (good), VG (very good).