

5th Level

Primary (Elementary)
School

Block 3. Life in society

RIGHTS AND LIBERTIES IN THE SPANISH CONSTITUTION. RIGHTS OF
VALENCIAN PEOPLE IN THE STATUTE OF AUTONOMY

Activity 3.4: "LOOK FOR THE ANSWER"

Time: 1 h

PREPARATION

- 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: *puzzle, to complete, to hide, hidden, statute of autonomy, law, rule, right, duty, citizen, limit, flag, to search, partner, authority bodies of government, official languages.* It might be useful to introduce some linguistic structures, such as: *our official languages are, you need to find some hidden words, we are going to construct some*

sentences, the meaning of this word is ..., could you tell me the name of somebody in the current government? Explain what students are going to do in this lesson: each student will search for the hidden words in the worksheet the teacher will hand out. Then the class will do other activities with these words.

Main activity:

Each student finds all hidden words in the puzzle. Once they have found these words, they divide themselves (or the teacher does) into pairs, and complete the sentences at the bottom of the page. After that, each pair reads the sentences they have completed to the class and the class will debate on whether it makes sense or not. Finally, the teacher will write the correct sentence on the blackboard. The class can then debate whether there is more than one sentence that makes sense. The students can also discuss the necessity for laws and regulations in order for people to be able to live together with justice and in peace.

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 3.4: "LOOK FOR THE ANSWER"

CONTENT BLOCK 3: Life in society		SECTION: Rights and liberties in the Spanish Constitution. Rights of Valencian people in the Statute of Autonomy	
GOALS	CONTENTS		ASSESSMENT CRITERIA
<ul style="list-style-type: none"> To know the importance of laws and autonomous rules to coexist. To learn the basic concepts of the Statute of Autonomy, history, and organization. 	<ul style="list-style-type: none"> The Statute of Autonomy: characteristics. 		<ul style="list-style-type: none"> Knowing the main features of the Statute of Autonomy of the Valencian Community.
BASIC COMPETENCES			
<ul style="list-style-type: none"> Linguistic communication. Social and civic. Learning to learn. 			
DESCRIPTION OF ACTIVITIES			
<p>In this activity students will individually look for the words in the word search (see Appendix), and then in pairs will complete the sentences at the bottom of the worksheet, clarifying the basic concepts on the Statute of Autonomy. Later, as a whole class, they will discuss possible answers to the sentence. Finally the teacher will write the correct sentences on the board and read it out loud. The students can also discuss the necessity for laws and regulations in order for people to be able to live together with justice and in peace.</p>			

OTHER OPTIONS	FEEDBACK & SUGGESTIONS FOR IMPROVEMENT
<ul style="list-style-type: none"> - To liven the activity up, the teacher can put the correct answer in an envelope, which will be opened when the students have finished the activity and have connected all the sentences. Before starting the activity the teacher can write the words on the board for the word search puzzle. 	<ul style="list-style-type: none"> - Instead of rejecting a sentence out of hand which might not make sense to one student or to a group, the students can ask for the teacher's help in understanding what someone might be thinking or if they are missing a possible connection between the two parts of the sentence.
LINGUISTIC STRUCTURES	SPECIFIC VOCABULARY
<ul style="list-style-type: none"> - <i>The official languages in the Valencian Community are ...</i> - <i>You need to find some hidden words.</i> - <i>We are going to construct some sentences.</i> - <i>The meaning of this word is ...</i> - <i>Could you tell me the name of somebody of the current government?</i> 	<p><i>Puzzle, to complete, to hide, hidden, sentence, statute of autonomy, law, rule, right, duty, citizen, limit, flag, to search, partner, official languages, authority bodies of government.</i></p>
MATERIALS	TIME
<ul style="list-style-type: none"> - Student worksheet (see Appendix). - Teacher worksheet (see Appendix). 	<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).