

5th Level

Primary (Elementary)
School

Block 3. Life in society

THE ROLE OF THE TOWN HALL, THE AUTONOMOUS COMMUNITIES, AND
THE CENTRAL GOVERNMENT IN THE POLITICAL SPANISH ORGANIZATION

Activity 3.5: "MY CITY"

Time: 1 h

PREPARATION

- Student worksheet (see Appendix).
- During the previous lesson the teacher will ask the students to search for information about the Town Hall of their city or village (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: *Town Hall, administrative organization, village, mayor, councilmen/women, neighbors, tax, to vote, benefits, to collaborate, to provide.* It might be useful

to introduce some linguistic structures, such as: *the place where ... meet, to take charge of, the mayor is elected by people who vote, etc.* Explain what students are going to do in this lesson: the class is going to read a brief text, and then fill in a conceptual map about what has been read. After that, the students will look through the information brought in from home about their own city or village.

Main activity:

The students read their texts and ask questions about the meaning of words if they haven't been clarified beforehand. Each student fills the conceptual map with simple sentences. The class may discuss the differences found in the conceptual maps in case not all of them come from or live in the same place. During the second part of the class, the students will discuss the information they have obtained about their own places (where they live), and talk about the similarities and differences they notice. It might be interesting for the teacher to show the class his/her own conceptual map as this is usually the kind of "personal" information about the teacher that the pupils really appreciate.

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 3.5: "MY CITY"

CONTENT BLOCK 3: Life in society		SECTION: The role of the town hall, the autonomous communities, and the central government in the political Spanish organization	
GOALS	CONTENTS		ASSESSMENT CRITERIA
<ul style="list-style-type: none"> To become familiar with the town hall and its characteristics. To collect information about the town or city. 	<ul style="list-style-type: none"> Knowledge of the characteristics of the town hall. Search information about the students' city. 		<ul style="list-style-type: none"> Extracting information from a text to complete a conceptual map. Extracting information from the web about the city.
BASIC COMPETENCES			
<ul style="list-style-type: none"> Linguistic communication. Treatment of information and digital competence. Social and civic. Learning to learn. 			
DESCRIPTION OF ACTIVITIES			
<p>This individual activity consists of two parts: 1st Part: Reading the text (see Appendix) and completing the conceptual map using the information obtained from the text.</p>			

2nd Part: Completing a worksheet (see Appendix) about their city or town, searching for the information on the web.	
OTHER OPTIONS	FEEDBACK & SUGGESTIONS FOR IMPROVEMENT
- After the reading of the text and the elaboration of the conceptual map, in pairs they can compare the results.	- The teacher, who can bring his/her own worksheet completed and use this for the second part of the class. It is usually the kind of "personal" information the students appreciate.
LINGUISTIC STRUCTURES	SPECIFIC VOCABULARY
<ul style="list-style-type: none"> - <i>The name of my city is ...</i> - <i>My village has ... inhabitants.</i> - <i>In my city people speak ... (and ...)</i> - <i>The local festival of my town is ... (date) ...</i> - <i>The most important building of my town is ...</i> 	<i>Town hall, administrative organization, city, village, to take charge of, to provide, neighbors, tax, elections, benefits, name, region, inhabitants, language, extension, local holiday, building, typical food.</i>
MATERIALS	TIME
- Student worksheet (see Appendix).	- One hour.
TEACHER SELF-ASSESSMENT	STUDENT SELF-ASSESSMENT
- Teacher self-assessment sheet (see Assessment folder).	- 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).