

5th Level

Primary (Elementary)
School

Block 1. The individual, and interpersonal and social relationships.

RECOGNITION OF OTHERS AS THE BASIS OF HEALTHY COEXISTENCE.
FRIENDSHIP.

Activity 1.5: "THE FRIENDSHIP TREE" (I)

Time: 1 h.

PREPARATION

- Note: This activity has been planned as two 1-hour lessons.
- A photocopy of "The Friendship Tree" for every student (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:

The teacher explains the activity while distributing the photocopy of the poem, and explains some of the terms in it. The teacher describes the activity that they are going to work on in this lesson.

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| | <p>Main activity: The teacher gives the students time to read the poem individually, and then reads it out loud so that all of them understand it more through the intonation and stress the teacher puts on each word and sentence. The teacher directs the students to find and underline the following words: <i>friendship, foliage, firm, overflowing, plant, solidarity, tenderness, loyalty, nourish, faith, infuse, trunk, branch, sprout, leaves, burst, wither, shade, shelter</i>. Each student is assigned a word or phrase by the teacher and is expected to research it, either in a dictionary or on the internet, and be prepared in the next class session to explain it to the rest of the class. They need to bring in an explanation of how the word they have researched might be applied in their own lives. Would they use them to describe the members of their family, their friends, the people at school, etc.?</p> <p>Closing activity: - <i>What is your opinion of ... (the topic)?</i> - <i>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.</i></p> |
| <p>CLOSING</p> | <p>Closing routine: - <i>We have finished our lesson for today. Please clear your desks and put away your materials.</i> - <i>Have a great day and I'll see you at the next class!</i></p> |

ACTIVITY 1.5: "THE FRIENDSHIP TREE" (I)

| CONTENT BLOCK 1: The individual, and interpersonal and social relationships. | | SECTION: Recognition of others as the basis for healthy coexistence. Friendship. |
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| GOALS | CONTENTS | ASSESSMENT CRITERIA |
| <ul style="list-style-type: none"> • To know and evaluate the meaning of friendship. • To know, appreciate, and use words related to friendship. | <ul style="list-style-type: none"> • Friendship as a basis for healthy coexistence. • Knowing and evaluating words that express how we live in harmony with each other. | <ul style="list-style-type: none"> • Behaving according to the criteria of friendly coexistence. • Participating amicably in classroom activities. |
| BASIC COMPETENCES | | |
| <ul style="list-style-type: none"> • Linguistic communication. • Learning to learn. • Artistic and cultural competence. | | |
| DESCRIPTION OF ACTIVITIES | | |
| <p>Part 1: Introduce the activity by brainstorming. Ask the students about what friendship means to them, how they feel when they make new friends, how they feel about someone not being a friend, if it is something they feel in their family, with relatives, outside their homes, etc. Individual or group reading of the poem. Once read, the class can brainstorm again quickly about the meaning of words that they have underlined. These words are: <i>friendship, foliage, firm, overflowing, plant, solidarity, tenderness, loyalty, nourish, faith, infuse, trunk, branch, sprout, leaves, burst, wither, shade, shelter</i>.</p> <p>Part 2: Give each student a vocabulary word from the poem. Ask them to research its meaning in the dictionary or on the web and perform the following activity: In a letter-sized paper or cardboard sheet (coloured if possible) they need to write their assigned word, its meaning, and a drawing or image they can invent or that they have found in their research, that</p> | | |

illustrates the meaning of the word. At the end of the class, the students will be grouped by the same words, show their work to the rest and read several of the meanings found.

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| OTHER OPTIONS | | FEEDBACK & SUGGESTIONS FOR IMPROVEMENT | |
| <ul style="list-style-type: none"> - To save time we can provide students with the poem in which some words are already underlined. - Share their drawings and different meanings of the words as a class. | | | |
| LINGUISTIC STRUCTURES | | SPECIFIC VOCABULARY | |
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| MATERIALS | | TIME | |
| <ul style="list-style-type: none"> - Student sheet (see Appendix). - Classroom material. | | <ul style="list-style-type: none"> - A session of one hour approximately. | |
| 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 |
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ASSESSING ACCORDING TO CRITERIA ESTABLISHED: NB (not bad), NA(need for amendment), G(good), VG (very good).