

5th Level

Primary (Elementary)
School

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

RECOGNIZING OTHERS AS THE BASIS OF HEALTHY COEXISTENCE.
FRIENDSHIP.

Activity 1.6: "THE FRIENDSHIP TREE" (II)

Time: 1 h.

PREPARATION

- This session is a continuation of "*The Friendship Tree*" (I), and completes the lesson.
 - The students bring the task that was assigned to them in the previous lesson: the meaning of one of the vocabulary words from the poem, obtained from research either in a dictionary or on the web, and some type of image (photograph, drawing, etc.) that illustrates its meaning.
 - It is advisable that the teacher has a list of definitions of the words so as to be able to check their work.
 - Posterboard for each word (19, one for each term), different colours if possible.
- Continuous paper, in which the class will draw a giant tree.

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 content of the activity that the class is going to develop in this lesson.

Main activity:

The students cut out the definition that they have found for the word that was assigned to them and the image. They will be grouped by common vocabulary words and will discuss the different meanings they have, and decide which definition they like the most, and which image they think represents the word best. The students might choose to use all the definitions and all the images, or only some, or only one. Each group glues their chosen definition(s) and image(s) on their posterboard, and shows it to the class, explaining why they have chosen that specific meaning and image. Finally, each group cuts their poster board into the shape of a flower or fruit and mounts it on the giant tree the teacher has prepared on the continuous paper. This tree can remain as decoration for the rest of the school year and the students can continue decorating it with colours whenever there is an opportunity.

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 1.6: "THE FRIENDSHIP TREE" (II)

CONTENT BLOCK 1: The individual, and interpersonal and social relationships.		SECTION: Recognizing others as the basis of healthy coexistence. Friendship.
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. • To make a Friendship Tree. 	<ul style="list-style-type: none"> • Friendship as a basis for healthy coexistence. • Knowing and evaluating words that we use to live in harmony with others. 	<ul style="list-style-type: none"> • Behaving according to the criteria of friendly coexistence. • Participating amicably in classroom activities. • Collaborating in making the Friendship Tree.
BASIC COMPETENCES		
<ul style="list-style-type: none"> • Linguistic communication. • Learning to learn. • Artistic and Cultural competence. 		
DESCRIPTION OF ACTIVITIES		
<p>This activity is a continuation of the previous one (Activity 5-6; Content block 1). The class will re-read the poem <i>The Friendship Tree</i> and then draw a giant tree on continuous paper. Around the tree the students mount the cut-outs of the definition of the vocabulary words they have researched in the previous activity: <i>friendship, foliage, firm, overflowing, plant, solidarity, tenderness, loyalty, nourish, faith, infuse, trunk, branch, sprout, leaves, burst, wither, shade, shelter</i>. Then they decorate the tree together.</p>		

OTHER OPTIONS		FEEDBACK & SUGGESTIONS FOR IMPROVEMENT	
<ul style="list-style-type: none"> - Instead of mounting the words on posterboard, they can write the words around the tree and draw flowers around it. - After making the tree the students can memorize the poem. 			
LINGUISTIC STRUCTURES		SPECIFIC VOCABULARY	
MATERIALS		TIME	
<ul style="list-style-type: none"> - Photocopies of the poem. - Scissors, glue, posterboard - Continuous paper. 		<ul style="list-style-type: none"> - Approximately 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 CRITERIA ESTABLISHED: NB (not bad), NA(need for amendment), G(good), VG (very good)