

S14
T1-3
D1-12
L2 P1

- text comprehension
- problem solving
- decision making
- organizing group work



Activity All groups read their text segment They take notes	Method/Interaction • All students read by himself or • One member of the group reads loudly • Teacher's help for those who need help in reading • notes • drawing • mindmap • chart	Output Children understand • the essence of the text • the characters • the main features of the characters • the interaction • the conflict • the environment Drawings, mindmaps, charts, notes	1. Reading the text Time needed: 15 minutes • Needed materials: the text segment • text comprehension facilitator draft templates (sample of mindmap, character chart, etc) • paper • pencils for taking notes, drawings
Activity Decision about the interpretation of the project Planning the storyline and organizing the group's work Choosing the character to build Revising and building the elements of the environment	Method/Interaction Frontal discussion with the whole class For project closing and interpretation ideas, see the General Teachers' Guide! Groupwork, discussion, filling in the group task sheet Planning and drawing the storyline Filling in the character task sheets Specific suggestions for inclusion Ask students to decide tasks within group, in order to respect skills and desires of all members, starting from those "less skilled". Planning, building	Output Decision about implementation All groups know what kind of media files they have to collect Tasks and responsibilities are divided in the group Collecting of media files organized Storyline is ready Environment is ready	2. Planning the interpretation and organizing group work Time needed: 25 minutes Needed materials Group task sheet, Character task sheet, Storyline sheet pencils ArTeC Blocks cardboard, recycled materials
Activity Representation Evaluation	Method/Interaction Each groups present their text segment in a few words and their storyline Discussion, teacher's feedback	Evaluation Evaluate the process (the flow, being autonomous, cooperation among group members), the originality (variety of ideas) inclusion,	3. Evaluation Time needed: 5 minutes Output Collect the storylines and the Group task sheets Eg. put them on a bulletinboard

THE OLD WOMAN'S DAUGHTER AND THE OLD MAN'S DAUGHTER ALL TOPICS

S14
T1-3
D1-12
L2 P2

Goals of the lesson:

- text comprehension
- problem solving
- decision making
- organizing group work



Reading the text:

- children can read the summary individually
- one can read loudly for the group
- one or you can read loudly for the whole class
- you can choose original or short text according to children's need

Working on the Group task sheet:

- **First part** helps to plan and organize the work method of the project
 - Roles in the group (building, programming, environment, documentation)
 - Pay attention! Children tend to prevail over others: give them tasks for which they need to cooperate, and to get to the result
 - In case of heterogenous group, orientate children to take that role that helps to develop his week side.
- Discuss with children what media they would use to describe the whole output of these 5 lessons, and the one in charge for collecting materials and managing the creation of the representation.



Plan the scenes for interpreting the story! Work together with Your group mates!

- ☐ Define the tasks and divide them among mates!

_____	_____
_____	_____
_____	_____

- ☐ Don't forget to choose a person responsible for work, to distribute the tasks and that person must be listened to!

- ☐ How will you present your work at the end of the project?

- ☐ One should collect pictures/videos of the "make of"...

Working on the Group task sheet:

- **Second part** helps the text comprehension
 - Children should identify the characters and their main features (outlook, movements, interactions with the environment and other characters)
 - You find different ideas and templates (like chart template, mindmap template) in the students' materials to help this task but children can work just taking notes or drawing the main informations
 - Drawing the storyline helps them to understand the structure of the text, the connection between the scenes and to plan the dramatization with the robots



Build up the storyline! Work in group!



Talk with the other groups, so that the characters are similar in size but look somewhat different.

- ☐ Fix the main feature of characters!
- ☐ Take into account the connections among people!
- ☐ Build up the storyline!



Draw your project: you can foresee the outcome and guide the process!

- ☐ How the environment looks like? What does it contain? What would you re-create? How?
- ☐ What materials would you use?

How to manage output:

Collect the Group task sheet, all the charts, mindmaps, notes, drawings and character cards into a folder!
Collect the photos, videos into a specified folder on the computer!
Store the models and other objects on a wardrobe, to protect objects from falls!
Attach the name of the group to all products!