

Action-Clé 2 – coopération en matière d'innovation et d'échange de pratiques
 KA201 - Partenariats stratégiques de l'enseignement scolaire

PART I: BACKGROUND	
Title	My daily routines
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Discipline or field	English Language
Submission date	27/03/2019
Course name	Lengua extranjera (inglés)
Course description	This is the third year of the Primary Obligatory Education cycle in the Spanish Education System. There are two groups with children who are 8 years old and there are 26 students in each class with quite good level in general. The topic of the lesson is the Present Simple use and Daily Routines, which belongs to the Unit 5 of the programme for the Foreign Language (English) subject taking part as a compulsory subject in the curriculum.
Abstract	This lesson study is going to be addressed by the cooperative learning approach using the Fan-And-Pick and the Simultaneous Rally Table techniques, and it is an average 45 minutes lesson in two 3 rd -of-Primary-Education groups of 26 children aged 8. By the use of the cooperative learning approach, we intend to help our students to develop their communication skills and a brief understanding of their daily routines which will allow them to express themselves and to introduce new content easily. By using the Fan-And-Pick technique students are practicing their speaking skill through a cooperative strategy which boosts their motivation as a group at the same time that makes them their own learning builders. On the other hand, with the Round Table technique students will share ideas at the same time they improve their writing skills using a cooperative learning skill. This technique will allow our students to share different points of view and create new ways of thinking.
PART II: THE LESSON	
Learning Goals	The learning goals can be divided into the general goals of the course set by the Department of Education, Culture and Sport in Andalucía, the learning-specific ones based on the goals of the didactic unit focused on the speaking and writing skills, and those of this lesson based on the cooperative learning approach.

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	<p>General goals:</p> <ul style="list-style-type: none"> - To listen and understand oral messages and answer them concretely to carry out specific tasks related with their experiences. - To interact and use expressions in simple and common situations using verbal and non-verbal procedures, paying attention to the rules of communicative exchange to answer with autonomy, in a proper way, with respect and cooperation about everyday situations. - To create texts with different purposes about different topics seen in class with the help of models. - To read and get general and specific information from brief texts related with their own experiences and interests. - To learn to use different means with progressive autonomy, including the new technologies, to get information and to communicate in the foreign language. - To use effectively the knowledge, experiences and communication strategies acquired in other languages to get a faster, effective and autonomous acquisition of the foreign language. - To appreciate the value of a foreign language as a means of communication among people with different cultural backgrounds developing a positive attitude towards the plurilingual and pluricultural diversity in our community. - To show a receptive attitude, progressively trusting their own learning and use of the foreign language capacity. - To identify and reproduce aspects of intonation, rhythm, pronunciation and accentuation of the foreign language as well as linguistic structures and lexical aspects of the foreign language. <p>Specific goals of the unit focused on the speaking and writing skills:</p> <ul style="list-style-type: none"> - To identify and name the student's own daily routines as well as listen and understand those of their partners. - To apply strategies to produce brief monologues or dialogues using expressions, simple statements and questions (open questions and yes/no questions),
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	<p>frequency expressions and basic connectors (and, or, but) which have been already studied.</p> <ul style="list-style-type: none"> - To use the vocabulary related to daily routines studied in the unit referred to actions and frequencies. - To practice basic pronunciation, accentuation, rhythm and intonation. - To be able to use basic grammar, spelling and punctuation. - To understand simple sentences about the daily routines and vocabulary. <p>Specific goals based on the cooperative learning approach:</p> <ul style="list-style-type: none"> - To make the students their own learning builders by using cooperative strategies. - To contribute to the student's comprehensible development. - To keep the student's motivation cooperating with their partners to get an objective.
<p>Lesson Plan</p>	<p>Step One (10 minutes): Warm up. Review the vocabulary and basic structures of the unit.</p> <ul style="list-style-type: none"> • Students will stand up and choose an image, they will have to match it with the correct action and make a sentence. For example: "I wake up at 7 o'clock in the morning". They will read their sentence out loud so it can be corrected. • Then they will leave the flash cards in the correct box (morning, afternoon, evening). <p>For this activity flash cards and boxes will be needed. The flashcards are detailed in the Lesson Materials I section.</p> <p>** To engage the girl with special needs as well as possible in the activity, she will be part of one of the 5 members groups. She will receive the help of a class mate if needed, s/he will be called her supporter.</p> <p>Step Two (15 minutes): Fan-And-Pick In this activity, students will play a card game to respond to questions based on their routines using the first, second and third person singular in present simple tense. (What time do you...? I wake up at...). The class will be divided in groups of</p>

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4 students each. (In this case, two groups of 5 members will be needed.)

This activity is divided in some parts:

Part 1:

- Each team receives a set of question cards.
- Student 1 (or dealer) holds question cards in a fan and says: "Pick a card!".
- Student 2 (or reader) picks any of the cards held by Student 1 and reads the question aloud and allows 5 seconds of think time.
- Student 3 (or speaker) answers the question about his/her routine depending on if the question is an open answer question (What time do you...?) or a yes/no question (Do you watch TV in the evenings?)
- Student 4 (or checker) paraphrases the answer of Student 3 aloud using the third person singular for the rest of the group.

** To engage the girl with special needs as well as possible in the activity, she will be part of one of the 5 members groups. Each round, she will take the same role as one of her partners, who will act as a supporter.

Part 2:

- Once the first round is complete, students rotate clockwise so all the group can assume the different roles and a new round of questions and answers starts.
- The activity finishes once all the members of the group have assumed the different roles.

When there are groups of 5 members, there will be two speakers.

The set of cards for this exercise are detailed in the Lesson Materials II section.

Step Three (15 minutes):

Round Table activity: "What does the _____ do every day?"

In this activity, students will be asked to write the daily routine of certain characters and make it as creative as possible. They will use the Round Table technique, which consists in taking turns to write sentences in a sheet of paper and then cooperate to obtain the final product. The characters will be used to encourage the use of the third person singular while

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	<p>writing and speaking in present simple tense. The class will be divided in groups of 4 students each. (In this case, two groups of 5 members will be needed.)</p> <p>There are two parts for this activity:</p> <p>Part 1:</p> <ul style="list-style-type: none"> • The teacher will give the students a flashcard with the character of the team on it and will assign a role to every member of the team. • The students will have thirty seconds to think how to start. (A member of the team will be asked to start.) • Every member of the group will write a sentence and pass the sheet of paper to their mate on the left. They will have three minutes to complete this part. <p>Part 2:</p> <ul style="list-style-type: none"> • At this point, the teams are not allowed to add anything to their character's routine. • Every member of the group will accomplish the task assigned to their specific roles. For example, the checker will correct any grammar or vocabulary issues. • Once they have finished, the spokesperson will share their daily routine with the class. • To end up with this part, every team will discuss how to improve next time and what they have done right. <p>The roles and characters are detailed in the Lesson Materials III section.</p> <p>** To engage the girl with special needs as well as possible in the activity, she will be part of one of the 5 members groups. She will take the same role as one of her partners, who will act as a supporter.</p> <p>Step Four (5 minutes): Feedback</p> <ul style="list-style-type: none"> • Students will be asked about their thoughts on the exercises done in class to know if they found them interesting or not, easy to understand or not, etc.
PART III: THE STUDY	
Approach	We attempted to study student interaction during a regular 45-50 minutes lesson carried out on April 24th, 2019 in which the cooperative learning approach was used.

	<p>This lesson was led by Cristina Muñoz Aranda, English teacher, and four members of our team were able to attend in person and used an evaluation grid to assess the development of the session.</p>
<p>Findings Discussion</p>	<p>/</p> <p>As the students in the group assessed were already used to working using the cooperative learning approach, there were no major difficulties to put into practice the activities proposed. If this lesson study was applied to other groups with other characteristics, the feedback obtained would be different. We can highlight that, after the revision of the evaluation grid used during the lesson, we found that, although the pupils worked well using the cooperative learning approach, the working groups formed at the beginning of the lesson did not change through all the activities. This did not allow students to work cooperatively with different classmates during the lesson.</p> <p>Even if we think there are several benefits in switching groups and having the opportunity to work with different classmates, we are not sure if changing groups in a third-year class during a single session of 45-50 minutes would be the best option in this case as it is not time enough to assess their cooperative skills while changing groups at the same time.</p>
<p>References</p>	<p>Cerbin, W. & Kopp, B. (2011). <i>Lesson study guide</i>. Retrieved March 22, 2019 from https://www.uwlax.edu/sotl/lsp/guide/index.htm</p> <p>Junta de Andalucía (2015). <i>Currículo de Enseñanzas propias de la Comunidad de Andalucía para la Educación Primaria</i>. Retrieved from https://bit.ly/2cQlu1O.</p> <p>Read, C. & Ormerod, M. (2016). <i>Tiger Team 3</i>. London: Macmillan Heinemann.</p>
<p>APPENDIX</p>	
<p>Lesson materials</p>	<p>LESSON MATERIALS I – FLASHCARDS FOR WARM UP LESSON MATERIALS II – SET OF CARDS FOR FAN-AND-PICK ACTIVITY LESSON MATERIALS III – ROLES AND CHARACTERS FOR ROUND TABLE ACTIVITY</p>

LESSON MATERIALS I – FLASHCARDS FOR WARM UP ACTIVITY

Wake up.

**Have
breakfast.**

**Have a
shower.**

Go to school.

Have lunch.

**Go to the
park.**

**Brush your
teeth.**

Get dressed.

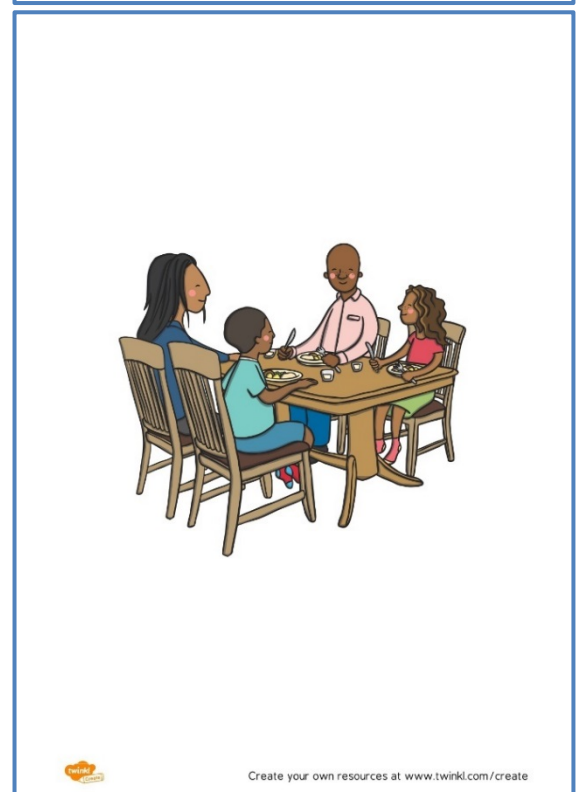
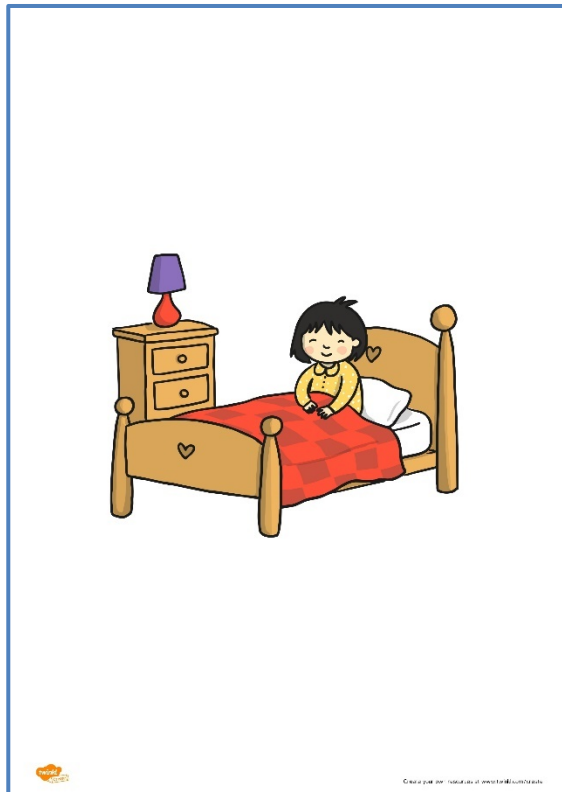
Go to sleep.

**Do your
homework.**

Tidy up.

Have dinner.

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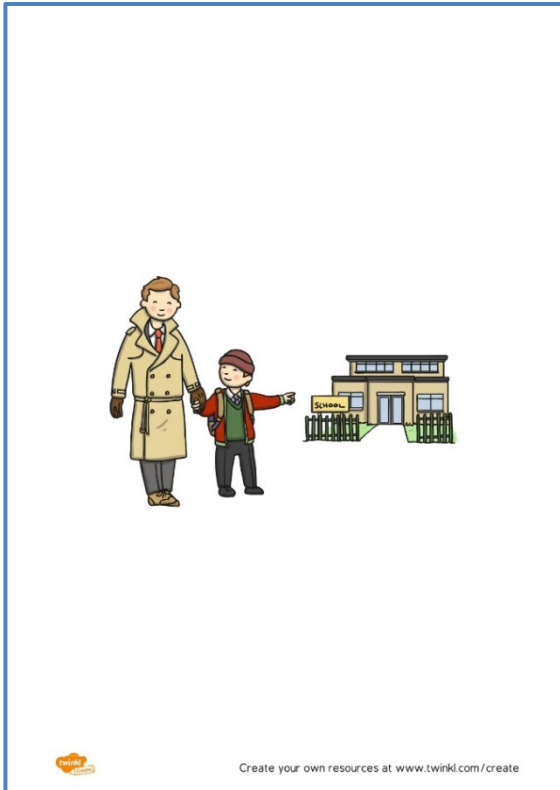


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LESSON MATERIALS II – SET OF CARDS FOR FAN-AND-PICK ACTIVITY

**What time do
you finish
school on
Wednesdays?**

**When do you
practice
sports?**

**Do you listen
to music in the
evenings?**

**Do you
watch TV in
the evenings?**

**Do you go to
bed at half
past ten?**

**Do you play
videogames
every day?**

**What time do
you go to school
from Monday to
Friday?**

**What time do
you have
dinner on
Saturdays?**

**When do you
go to the park?**

**When do you
brush your
teeth?**

**Do you make
your bed in
the mornings?**

**Do you tidy
your bedroom
at the
weekend?**

**When do you
do your
homework?**

**When do you
have a
shower?**

**When do you
meet your
friends?**

**What time do
you get up
every day?**

**What time do
you have
breakfast?**

**What time do
you have
lunch?**

LESSON MATERIALS III – ROLES AND CHARACTERS FOR ROUND TABLE ACTIVITY

Roles:

- Organizer (groups of 5): makes sure everyone is working and that everything will be done on time.
- Creative director: will make sure their writing is as creative as possible adding new ideas.
- Spokesperson: is in charge of speaking in front of the class and shares with them the daily routine they have created
- Quality Checker: will correct any grammar or vocabulary mistakes.
- Writer: will take notes of everything and rewrite when necessary.

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Characters:

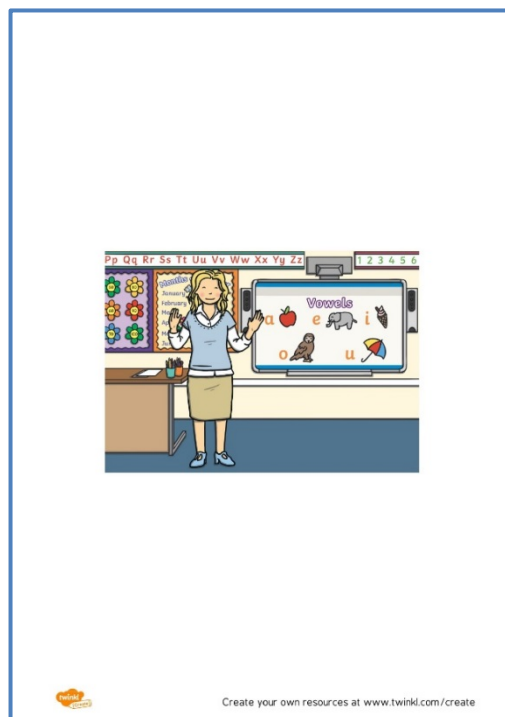
- The Cowboy.



- The Fireman.



- The Teacher.



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- The Monster.



- The Pilot.



- The Astronaut.

