

LEARNING SITUATION 8: Enjoy your Meal!		Timing: April	Sessions:6	Term: 3 <sup>rd</sup>	Grade 4th
<b>Justification</b>	This Learning Situation tends to work Cultural aspects, such as April fool's Day, by means of the basic knowledges we are working. Its main goal is to be able to present menus, foods and dishes, and also to be able to manage themselves at a restaurant, as it is a situation they live several times. The <b>final product</b> will be producing a chart with different menus and explaining them to "customers".				
<b>Objectives</b>	1-To name and identify food and dishes. 2- To elaborate simple sentences and menus. 3- To read and understand short dialogs and menus in restaurants.				
Basic Knowledges		Key and Specific Competences.		Cross- curricular Elements.	
<p><b>1st block:</b> Language and use:</p> <ul style="list-style-type: none"> <li>a) Basic communicative functions: Asking and answering questions in short dialogues.</li> <li>b) Common use of vocabulary (food and dishes) and structures (present simple. There is / there are)</li> <li>c) Phonetics and phonology</li> <li>d) Rhythm and intonation.</li> </ul> <p><b>2nd block:</b> Communicative Strategies</p> <ul style="list-style-type: none"> <li>a) Strategies for understanding and identifying food and dishes.</li> <li>b) Expressing and understanding different dialogues.</li> <li>c) Conversational strategies for giving opinions.</li> <li>d) Writing menus.</li> <li>e) Self-confidence and reflection about the use of the language.</li> <li>f) Resources for researching information.</li> </ul> <p><b>3rd block:</b> Culture and Society.</p> <ul style="list-style-type: none"> <li>a) The capacity, the taste, the preference, the agreement or disagreement, the feeling, the intentions and the desires.</li> <li>b) Mobilization of prior information on a type of task.</li> <li>c) Knowledge of the different food, restaurant and dishes.</li> <li>d) Education in the value of constancy.</li> <li>e) Transformation of the ideas into action.</li> </ul> <p>Selection of the best production to be included in the portfolio.</p>		<ul style="list-style-type: none"> <li>a) Competence in linguistic communication.</li> <li>b) Multilingual competence.</li> <li>c) Mathematical competence and competence in science, technology and engineering.</li> <li>d) Digital competence.</li> <li>e) Personal, social and learning to learn competence.</li> <li>f) Citizen competence.</li> <li>g) Entrepreneurial competence.</li> <li>h) Competence in cultural awareness and expression.</li> </ul> <p>Specific competences are:            multilingualism and interculturality.            Oral comprehension and written comprehension.            Oral expression, written expression.            Oral and written interaction and oral and written mediation</p>		<ul style="list-style-type: none"> <li>a) Know and appreciate the values and rules of coexistence, learn to act according to them in an empathic way, prepare for the active exercise of citizenship and respect human rights, as well as the pluralism of a democratic society."</li> <li>c) Acquire skills for the peaceful resolution of conflicts and the prevention of violence, which allow them to function autonomously in the school environment and family, as well as in the social groups with which they relate.</li> <li>d) Know, understand and respect different cultures and differences between people, equal rights and opportunities for men and women and the non-discrimination of people on the basis of ethnicity, orientation or identity</li> <li>e) Develop basic technological skills and start in their use, for learning, developing a critical spirit before its functioning and the messages they receive and elaborate.»</li> <li>f) Value hygiene and health, accept one's own body and that of others, respect differences and use physical education, sports and nutrition as means to promote personal and social development.</li> </ul> <p><b>Foster Reading Plan: St Patricks' Story.</b></p> <p><b>ICT:</b> The use of the interactive whiteboard (games, digital book, videos, power point, flashcards...).</p>	

<b>Evaluation Criteria</b>	<p>5.1.4 To show interest and respect for the linguistic and cultural differences (S. C 1)</p> <p>5.2.1 To listen actively and interpretate texts. (S.C.2)</p> <p>5.2.2 To identify the communicative function. (S.C.2)</p> <p>5.2.3 To know and use the structures and vocabulary studied. (S.C.2)</p> <p>5.3.1 To read and understand texts. (S.C.3)</p> <p>5.3.3 To know and use the structures and vocabulary in written texts. (S.C.3)</p> <p>5.3.4 To search and select information in digital means. (S.C.3)</p> <p>5.4.1 To produce oral texts (S.C.4)</p> <p>5.5.1 To produce written texts (S.C.5)</p> <p>5.5.2 To review our own texts. (S.C.5)</p> <p>5.6.1 To take active part in conversations. (S.C.6)</p> <p>5.7.2 To understand short messages and share their information whether orally or written. (S.C.7)</p>	<b>Scoring Criteria</b>	<p>20% Listening</p> <p>20% Speaking</p> <p>20% Reading</p> <p>20% Writing</p> <p>10% Participation</p> <p>10% Behaviour</p>
<b>Operative descriptors</b>	<p>CCL1 The student expresses him/herself in a multimodal manner with consistency and correctness.</p> <p>CCL2. The student understands, interprets and values multimodal texts.</p> <p>CP1. The student uses the English language independently.</p> <p>CD2. The student manages and uses the digital learning environment.</p> <p>CPSAA3. The student understands the perspectives of others and manages his/her emotions.</p> <p>CPSAA4 The student performs his/her self-assessment.</p> <p>CE3 The student independently develops the process of creating ideas and solutions.</p> <p>CCEC The student knows, appreciates and respects cultural and artistic heritage, valuing its contribution and enriching itself from cultural diversity.</p>		
<b>Assessment Instruments.</b>	<p>Worksheets</p> <p>Information and communication activities.</p> <p>Students' self-assessment.</p> <p><b>FINAL PRODUCT:</b> Leprechaun's menu.</p>	<b>Resources</b>	<p>Didactic resources:</p> <p>Video about food.</p> <p>Listening St Patrick's story</p> <p>Song</p> <p>Personal resources: English teacher and students.</p> <p>Material resources: 4<sup>H</sup> class, ICT class, cardboards, ball, papers, whiteboard, speakers and other classroom supplies.</p>
<b>Attention to Diversity</b>	<p>In our class, we have <b>24 students with mixed abilities</b>. The majority of them are average students, and we have 7 fast finishers, 5 slow learners and a student with ADHD. For this last student, we will introduce a series of adaptations in materials and methodology for him/her to improve their English level but also to keep integrated. All the adaptations done will allow the whole class to improve their access to the main goals and also to participate as a cohesioned group in the activities organized by the teacher.</p> <p>The <b>ADHD student</b> will sit close to the teacher in the company of a hard-working student who will act as his tutor. We will always anticipate him what we are going to do in the lesson by using some pictograms that he will have on his desk. We will also make him participate regularly in the dynamics of the classroom, show real interest in his work and keep his agenda under control to make sure he has taken all the necessary notes. He can also participate in some of the games as an assistant for the teacher, doing any duty that involves movement, as long as he is comfortable in that role.</p> <p>To get a clear idea of the <b>adaptations</b> we would do for this student, we are going to specify two of them. For example, in an activity where we give the instructions out loud at the beginning, such as games, crafts or writing composition, and they have to work autonomously, especially if it is an individual</p>		

	activity, we will give our ADHD students a copy of the instructions on paper for him to refer to as many times as he wants. Another example would be the adaptation of a reading activity where children have to read a text and answer some very simple multiple-choice questions. First, we will divide the text for him in parts, as many as we need depending on the length of the text, and we will give them to him one by one. When he is finished reading, we will give him the questions in parts too, waiting for him to complete a part before giving him the next.	
<b>Pedagogical Methodology.</b>	This unit uses and interactive and cooperative learning, having our students in the centre of the process. We can assure that our teaching - learning process is based on contents and task, very contextualized in order to achieve the main goals and be able to assume the learning situation proposed. As you see all through the lessons we use an active methodology which implies exploiting our children natural ability to play, and which includes all type of activities, ict and practices.	
<b>Teaching process evaluation.</b>	This evaluation allows us to know the aspects that we can improve in our methodology. If the results of our assessment are lower than we expected, we must consider whether we need to improve certain aspects of our methodology. In that way, we will improve our own educational activity and therefore the education received by my students. We will analyse several aspects such as: preparation, interaction with pupils, classroom language usage, clarity of instructions, pronunciation, enthusiasm and overall performance.	
Sessions development		
<b>Lesson 1: LISTENING</b> <b>Pre- listening:</b> A video about FOOD <b>While listening: Song</b> <b>Post listening: Game: healthy and unhealthy food.</b> All imply the introduction of new vocabulary.	<b>Lesson 2: SPEAKING</b> - Imitation.: new vocabulary <b>Apple Pass:</b> we have all students sit in a circle. We use a fake apple and the teachers tosses it to a student saying an English word from the unit. The student then throws it to a classmate and says a different English word. If the student receiving it drops it or does not say the word correctly, he/she is out. And the game keeps going until you have one winner. ADHD Student needs explanation in advance.	<b>Lesson 3: READING</b> Pre- reading : Speaking about St Patrick's Day. While- Reading: Read a text, answer and repeat. Post- Reading: Acting the story.  ADHD Student needs extra time to answer the questions. And a paper with the text for acting the story.
<b>Lesson 4: WRITING</b> Copying: Completing vocabulary with missing letters.  <b>Dictogloss:</b> it is a classroom dictation activity where learners are required to reconstruct a short text by listening and noting down key words, which are then used as a base for reconstruction. We would adapt it to the level of our students and do 15 words instead of sentences. They will work in groups and try to get all of them.	<b>Lesson 5: ENJOYING</b>  In this session, our students will work on the elaboration of the best leprechaun's lunch menu, taking into account the things we have learnt about the leprechaun's diet from the puppet show and the videos. They will elaborate it on a big cardboard and share it with the rest of the class in groups as a final product of the present Learning Situation.	<b>Lesson 6:</b>  ASSESSMENT: Test. SELF ASSESSMENT. GROUP EVALUATION AND REFLECTION OF RESULTS.