



STEAM educational approach and foreign language learning in Europe



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Papa Please Get the Moon for Me



INTERNATIONAL TRILINGUAL SCHOOL OF WARSAW



L-Università ta' Malta



UNIVERSIDAD DE GRANADA



Papa Please Get the Moon for Me

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Consortium SELFIE - STEAM Educational Approach And Foreign Language Learning In Europe

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- Instagram: [/selfie_clil_stem/](https://www.instagram.com/selfie_clil_stem/)
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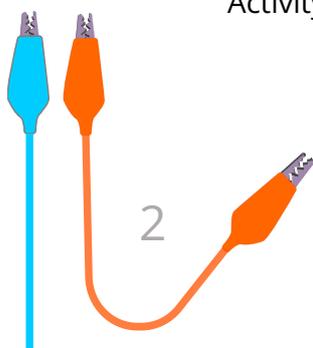


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Index

Theoretical aspects of the Selfie model	4
SeLFiE Model	4
Project partners	4
Characteristics and focus of the SeLFiE model	5
Balance between language and content in the SeLFiE model	6
Co-teaching within the Selfie model	7
The project	8
Introduction	9
Reading area	9
Topic Table	9
The Learning Environment	10
Characteristics	11
Before reading	14
Preparation	14
Implementation in the classroom	15
Activity 1. What do I know about the moon?	15
During the reading	17
Preparation	17
Implementation in the classroom	17
Activity 2. Storytelling: Reading aloud activity	17
After reading	20
Preparation	20
Implementation in the classroom	20
Activity 7. Journey to the interior of the story	20
Activity 4. I spy... and group them up!	22
Activity 5. The Eight Phases of the Moon	24





Activity 6. Climbing Papas need a Ladder!	26
Activity 7. Lunar art.....	28
Activity 8. Story sequence.....	30
Activity 9. Role-Playing the Story	31
Activity 10. Space travel	33
Activity 11. Designing and building a Rocketship.....	34
Activity 12. Beebot Activity.....	36
Activity 13. Let's paint the skies just like Eric Carle!	37
Activity 14. Creating our self-portraits	40
Evaluation.....	42
Preparation	42
Implementation in the classroom.....	42
Kahoot	42
Evaluation rubrics	44
Assessing Children for Learning	44
Children Assessing their Learning.....	45
Template 1	46
Project Evaluation - Educator Assessing for Children's Learning.....	46
Template 2.....	47
Project Evaluation: Children Assessing their Learning.....	47





Theoretical aspects of the Selfie model

SeLFiE Model

The set of SeLFiE tools that are presented in this booklet take the innovative didactic approaches of STEAM (Science, Technology, Engineering, Art and Mathematics) and integrate them with approaches to learning a second language. The radically innovative potential of the SeLFiE model is found in its capacity to integrate scientific language, which tends to be simpler and easier to understand for students, with the rich daily language and practical vocabulary of the Content and Language Integrated Learning (CLIL) framework.

An integrated approach is proposed, based on the completion of projects through the use of stories that link up different curricular areas. In this way, attractive learning experiences are achieved through teaching models such as Research-Based Learning (RBL) and engineering design.

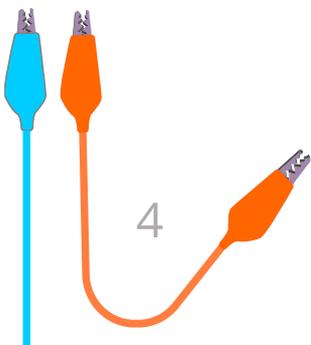
Project partners

This project was coordinated at the University of Burgos working in collaboration with two other universities: the University of Malta (UM), Malta, and the University of Granada (UGR), Spain. The International Trilingual School of Warsaw (ITSW), Poland, also participated; the Centre for Teacher Training and Educational Innovation (CFIE) of Burgos, Spain, a public teacher-training institute that forms part of the Regional Government in Spain for training infant, primary and secondary school teachers; and Kveloce R&D+I, an expert consultancy for the implementation of European projects.

The partners have worked together to develop the SeLFiE model and to compile examples of good practice among working teachers across Europe. See the following websites to find these and other information on the Project and on its YouTube channel:

project-selfie.eu/

www.youtube.com/channel/UCjF4_Jhz0gcbIV2cjpHkmiw/featured





Characteristics and focus of the SeLFiE model

With regard to the characteristics of the project, its main objective is to improve the competences of bilingual infant and primary education teachers for the application of STEAM teaching methods to further the learning of a second language; as well as to improve the general STEAM and foreign-language-related competencies of student teachers of infant and primary education across Europe. Thus, a new method emerges for teaching STEAM in a bilingual context: the SeLFiE model.

This model seeks to promote a wholistic approach for the acquisition of skills in a second language (English, Spanish, French or any other second language in the first stage of education) through STEAM topics at the same time as integrating a series of active teaching methods, mainly: the Project-Based Learning (PBL) approach; Inquiry-Based Learning (IBL); Engineering Design Process (EDP) in scientific education; and, Content and Language Integrated Learning (CLIL).

In this way, the narration of stories is used to provide a context that links up the content areas. Thanks to which, the learning is really authentic; it will better reflect the real world and will adapt the learning to different contexts, as well as stimulating emotions and motivation that are so important to achieve significant learning.

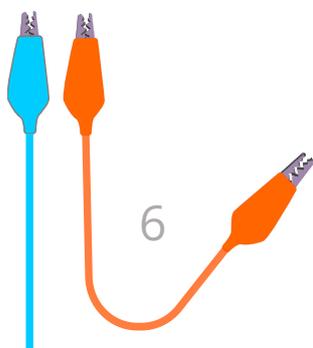
Balance between language and content in the SeLFiE model

The SeLFiE model combines the learning of STEAM materials with the learning of a second language through the use of different methods: active, inquiry-centered, student-centered and collaborative learning. The model reflects the complexity of reality, combining CLIL and integrated learning of STEAM areas.

In this context, the narration of stories, in its broadest sense, is used as a guiding thread that motivates children to commit themselves to approaching a topic, connecting one investigation with another, as the children inquire into different aspects of a story or focus themselves on a particular topic. The participation of the children in investigations that may or may not be conducted in a second language creates opportunities in which the children can communicate and collaborate while they are working, and share their conclusions with others in a language that is not their mother tongue.



Figure 1. The SeLFiE model for learning STEAM+L2 at primary school level.



Co-teaching within the SeLFiE model

In the same way that different topical areas in the SeLFiE model are presented in a holistic way, teachers must also work together, in order to guarantee that the project continues to be a unified whole, which requires co-teaching. This collaboration can be with other professionals, such as specialist subject teachers, but also perhaps with the teachers of the same course, the teaching assistants and the management of the center.

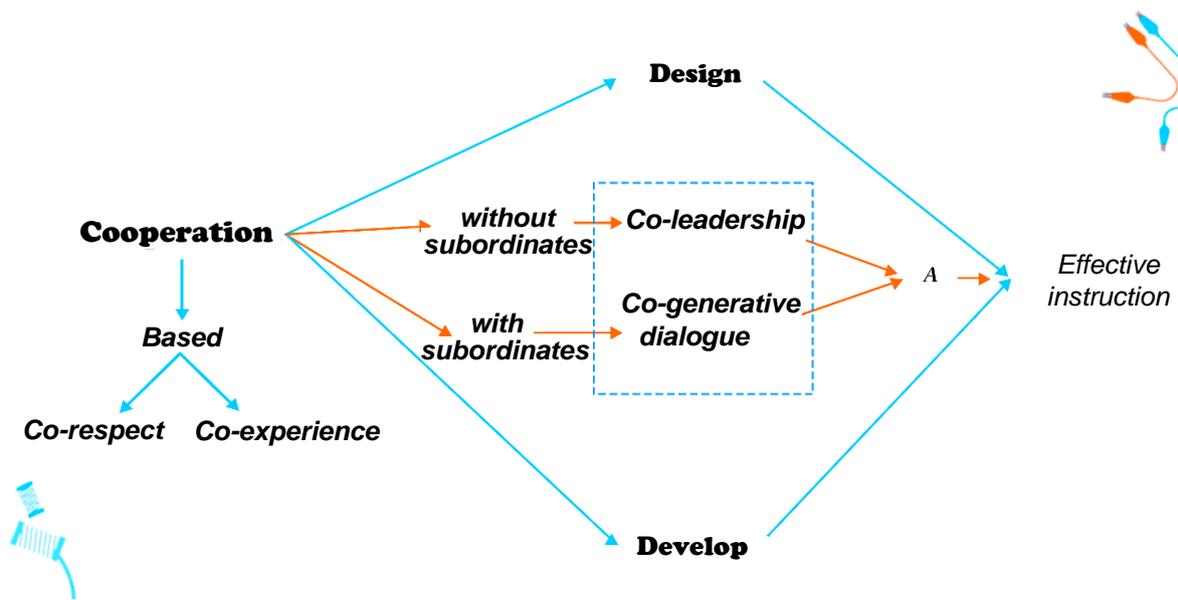


Figure 2. Relation between the different factors that determine the efficiency of co-teaching.

Co-teaching is, therefore, an integral aspect of the SeLFiE model, because it is also necessary to collaborate with other teachers, if the model is really to be integrated in teaching. It must also be applied in a holistic manner, so that the learning process is also a holistic experience. Whether you speak or share the possibility of collaboration with your colleagues, the important thing is that you work together in a democratic and respectful manner, using the strong pedagogical points of each person so that learning is meaningful, creative, and fun for the students.

The SeLFiE team invite you to read the set of proposals that we are presenting to you in this book, organized in the form of a project that has a storybook as its guide. As you will see, the examples of teaching experiences that we are offering you are varied and adaptable, which is why we hope that you will find the inspiration to test and to adapt some of them, in accordance with your needs.



The project



Introduction

In this project, we will be using the book *Papa Please Get the Moon for Me* by a popular children's author Eric Carle to tackle one of the topics young children find fascinating - space. Popular culture and digital technologies have exposed young children to topics and fields that they would most likely not have otherwise experienced. Observing young children, one notices how some become mesmerised by planets, stars, aliens, and superheroes - all of which are connected to the topic of space exploration. A book like 'Papa, Please Get the Moon for Me' can stimulate children's thinking and imagination, address children's attachment and emotional needs with a significant adult, and also serve as a springboard for an in-depth investigation of space, more specifically, the phases of the moon and the relation between planet Earth and the moon.

Children will experience a project-based, integrative approach where STEAM subjects are intertwined with second language learning as they explore early scientific concepts and knowledge related to space, the moon and planet Earth; acquire new vocabulary; become aware of the beginnings, middle, and endings of stories; and use technological devices to consolidate their space-related vocabulary whilst grasping the directional language. They will also experience a creative thinking process as they try to figure out different solutions to the same problem, design and create materials like 'little engineers' or learn about the 8 phases of the moon.

Reading area

Books and keywords from history can be placed in this area of the classroom. The students can also bring books that they have at home or that they have borrowed from a public library. The children can access the area during the assigned time, attending alone or in pairs and then sharing their opinions on the reading with their classmates.

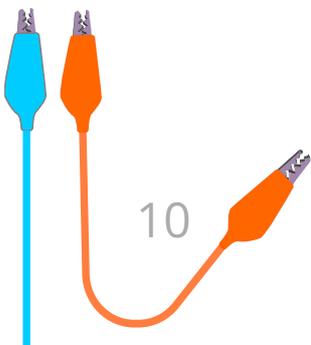
Topic Table

Students may bring objects and toys that have some relation with the story and the content they have learnt on this project. These objects are placed on the Topic Table, a place to which the children can go to play and to go over the story or the experiments, making use of the materials.



The Learning Environment

The learning environment will change as a response to children's ideas, interests, questions and understandings related to the book. Their creations related to the project may be documented and displayed as an invitation to the children to revisit and review their learning. The learning space can be organised using different learning areas connected to the planned experiences below, thus using the environment as a 'third teacher'. The use of books, materials, tools and artefacts, arranged in an aesthetically pleasing way, will allow exploration and investigation of concepts tackled during this project.





Characteristics

Book

Carle, E. (1991). *Papa please get the moon for me*. Little Simon.

- Title: *Papa please get the moon for me*.
- Authors: Eric Carle.
- Year: 1991.
- Editorial: Little Simon; book and CD edition 3 Mars 2015.
- ISBN: 978-1481416450

School year

- This project is targeted at 4- to 7-year-olds. Yet, it can take different shapes and forms and be creatively explored with children of older age groups.

Subjects

- English, Science, Technology, Engineering, Arts, Mathematics, Music and Drama.

Methodologies

- Cooperative learning.
- Content and Language Integrated Learning (CLIL).
- Inquiry-based Science Teaching (IBST).
- Engineering Design.
- Problem-based learning.

Competencies

- Communication in a foreign language.
- Mathematical competence.
- Basic competencies in science and technology.
- Learning to learn.
- Digital skills.
- Social and civic skills.
- Awareness and cultural expressions.



Objectives

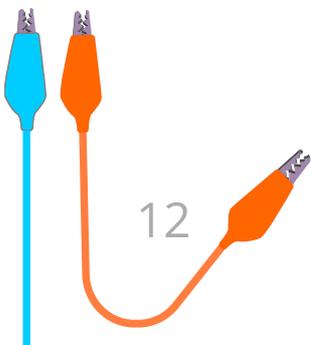
- Acquisition of new vocabulary
- Creativity
- Making use of different media
- Print awareness
- Communication
- Integration of different areas of learning in language learning (Drama, Music, Art, Science etc.)
- Reading in meaningful ways (Read aloud, Shared reading, Guided reading, Independent reading etc.)
- Writing in purposeful ways (Modelled writing, Shared writing, Guided writing, Independent writing etc.)
- Problem-solving skills
- Thinking skills (remembering, describing, recreating etc.)
- Use English as a language for learning.

Evaluation

- | | |
|--|---|
| ✓ Techniques | ✓ Tools |
| <ul style="list-style-type: none">• Systematic observation.• Metacognition.• Analysis of student productions.• Specific test. | <ul style="list-style-type: none">• Rubrics and list of assignments.• Worksheets.• Oral presentations and Kahoot. |

Addressing Individual Strengths and Needs

- Differentiated learning - differentiating pedagogy, curriculum content and the learning environment.
- Modifications and accommodations to meet the individual needs of learners.
- Providing more challenges for highly able/ gifted learners through open-ended learning experiences.
- Scaffolding activities to support learners who may struggle with some concepts.
- Different types of groupings.
- Using visuals and hands-on learning opportunities facilitates learning for children with diverse abilities.
- Learning opportunities for learners with visual, auditive and kinetic orientations.





Framework

- Active child participation.
- Constructivist approach - starting from where the learners are (activating prior knowledge and building on it).
- Modelling and scaffolding.
- Tapping on different learning styles.
- Adopting elements from the Emergent Curriculum (Strong Image of the Child; Hundred Languages of Children; Centrality of Relationships; Parent Partnership; Embracing Community and Cultures in the Learning Experiences).
- Use visual aids, such as tools (including digital tools), artefacts and resources.
- Dialogic interactions with young learners - allowing time for learner's reflection and response.
- Formative/authentic assessment, assessment for learning.

Before reading

Preparation

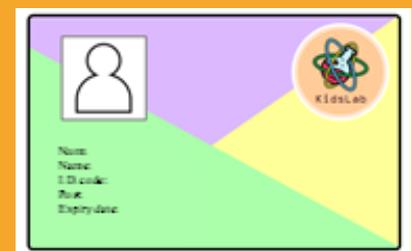
Before reading the book, it is vital that you create a pleasant atmosphere that stimulates curiosity, motivates, and interests the students. In doing so, you can use decorations related to the story's theme, such as a documentation panel/ board with colourful borders and some initial clues that arouse children's curiosities and encourage them to ask questions. The use of illustrations or cut-outs of stars, planets, the moon, a father, a girl and a cat may be used to decorate the classroom. A learning invitation may also be created with various resources, books and toys that would stimulate children's inquisitive minds and invite them to explore, investigate and play through child-initiated and child-responsive play and learning opportunities.

In this way, the students experience different sensations, make numerous deductions and propose a stream of questions that provide insight for you into their previous ideas, their willingness to learn and their interest in learning.

Likewise, it is convenient that you have all the materials prepared that you will need during the session. Their sequential arrangement in a specific part of the classroom will give you easy access to them, favouring dynamism during the activities and reducing the time between one task and another.

In addition, doing your research about the moon's phases, the solar system, space travel, and the first moon landing, amongst others, is also recommended. You may record your prior and acquired knowledge on a concept map for your reference. As an educator, you can only enrich and extend children's learning if you are yourself enriched, knowledgeable and confident about the topics you are tackling. In this way, you will be able to answer children's questions and curiosities more readily, helping them to fill any gaps in their knowledge and understanding. Read the story a few times to familiarise yourself and plan regarding the order and sequence

NOTE: As a motivational exercise, personalized identity cards can be created for each student, showing their photo and personal data, as if it were an accreditation for a scientific laboratory.



of the implementation of the learning experiences below. You may stick to the learning opportunities below or include any other relevant experiences you create. Your keen interest and enthusiasm are paramount for the success of the implementation of this unit.

Implementation in the classroom

Activity 1. What do I know about the moon?

FOCUS

- Vocabulary (2nd language learning).
- Modelled writing.
- Creative arts.

CONNECTION WITH FAMILIES

- Send regular newsletters to the families detailing student progress and learning.
- Encourage family members to reinforce the activities within the classroom at home, which can stimulate curiosity and exploration.
- Prepare a folder with activities and proposals to work on at weekends.

TEACHING PLAN

DEVELOPMENT

Prior knowledge about the moon

Use the following image to start a discussion about the Moon. Display the image of the moon and invite children to observe in silence (for around one minute or two). Ask them to share their initial thoughts and feelings about this image. Build a discussion based on their responses and record their reactions in the form of a mind map. In this way, you will be modelling writing in the second language and documenting children's thinking and prior knowledge about the moon.



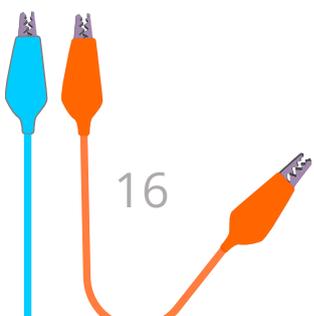


Representing what I know

As a concluding activity, encourage the children to represent what they learned through different media (free drawing, painting, collage, 3D model or any form of representation). Display their creations around the room and/or in the corridor. Let them talk about their artwork with one another.

- What is this drawing? Why does it appear on the cover?
- What sort of book could it be? An adventure book? A horror story? A mystery story?...
- Where will the story take place? Do more people appear in it?

NOTE: The activity could be done in small groups. Nevertheless, it is recommendable that the students complete it individually because the progress for each individual will be different, which will let you highlight each person's good points, and progress, improving self-esteem and self-concept.



During the reading

NOTE: The book's reading does not have to be done in a single session but can be divided up to cover various classes. In this way, the related activities can continue to be interspersed with each part of the story (see the After Reading section), which will help the students to understand the links and the contextualisation of the different parts better.

In addition, before returning to the reading, a few minutes must be dedicated to asking questions, performing dramatisations or jointly preparing summaries. What was previously read can be reviewed with them, going over the keywords and the most relevant events and making deductions about what will happen.

Preparation

While reading the book, it is crucial to create a calm and relaxed atmosphere that lends itself to paying attention, listening and enjoying the story. In addition, it has to be remembered that all the students must be able to see the book, so sitting on the floor in a semi-circle is the ideal arrangement.

With regard to the materials, you must have all those resources that you are going to use within reach to avoid losing time and, above all, so as not to distract your students. It is likewise recommendable to have read the book beforehand to be familiar with its content and its learning possibilities.

With this information and taking into account the characteristics of your students, a plan that will guide you during the reading can be drawn up. In this way, you will know which questions to ask, where to place the emphasis and at which times it is necessary to pause and clarify some concept or event.

Implementation in the classroom

Activity 2. Storytelling: Reading aloud activity

FOCUS

- Thinking skills (remembering, describing, recreating, etc.).
- Print awareness.
- Communication.
- Reading skills.
- Drama (Arts).

CONNECTION WITH THE UNITED NATIONS SUSTAINABILITY DEVELOPMENT GOALS

- Propose activities for inquiry and exploration that strengthen the awareness of students and their responsibility for a better planet.

- Play the videos that show the students what the actual situation of the planet is and the relevance of the SDGs.

TEACHING PLAN

DEVELOPMENT

Using the real book, ask children to look at the cover and tell you what they see. You may use some sticky notes to remind yourself of any prompts or questions to ask to ensure child participation throughout the storytelling.

Start by asking these questions:

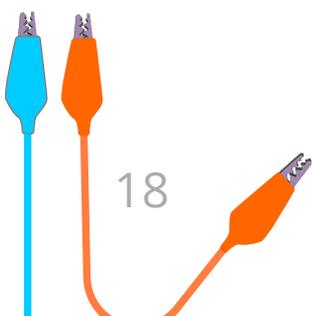
- What do you think this story is about?
- How can you tell?
- What is this story called?
- Can you recognise any words/letters? (depending on the age of the children).
- Does it remind you of anything you have already read or experienced?

Let us read the title together. Ask children some questions to develop their critical thinking skills as well as their affective abilities when putting themselves in the shoes of Monica (children may be asked to respond to the question/s by sharing their thoughts with their peers):

- Why do you think this girl asked her dad to get the moon?
- Have you ever wanted something so bad, but you could not figure out how to get it?
- What did you do?
- Who do you ask for help when something feels too difficult for you to do on your own?
- Do you think her dad managed to bring the moon for his daughter? Why?

Once you start reading, you must bear in mind various points. In the first place, try to show the book at all times so that the students observe the illustrations, which will help them understand the oral text.

NOTE: You can partially change the book's text using simpler structures and include concepts and keywords related to the topic, which appear at other points in the original story.



With regard to oral expression, you have to lend attention to pronunciation and modulation of the voice. It is essential to stress and emphasise those words and expressions that are the most important for the story and subsequent activities. You can, once again, resort to gestures and facial expressions.

On the other hand, it is important to ask questions throughout the reading. You can bring students to reflect on what is going to happen afterwards. They will, in this way, make hypotheses and predictions, practising syntactic structures and grammar in the corresponding foreign language.

- What do you see?
- What happened next?
- How did Monica feel? etc.

NOTE: You can glue the cards to wooden lollipop sticks to facilitate their use. Try to make the drawings visual and straightforward. Repeat the words a lot to ensure they are reinforced.



Likewise, to dynamise the reading and make it more participative, invite the students to make gestures, complete phrases or expressions that regularly crop up throughout the reading and that they might know.

In addition, you can include dynamics to consolidate key vocabulary and encourage active listening among the students. For example, using cards in which words and images relate to a concept. One can be handed out to each student, who has to stand up every time the same word is heard. In this activity, it is recommendable to set a word so that all the students stand up when it is said, achieving a feeling of unity and group cohesion.

Finally, having finished the reading, it is important to stimulate reflection, take time to go over the most important moments and emphasise those situations that will be the basis of the following activities. Do not forget to ask whether they liked or did not like the reading, which has been your favorite part or whether they would recommend the book to their friends. In addition, you can ask children to choose their favourite part/character of the story and share their reasons for this.



After reading

Preparation

The book's reading will include various activities to work on numerous concepts, contents and procedures from different disciplines.

Establishing relations between the story in the book and what was worked in each activity or exercise is essential. Doing so will make it much easier for the students to connect and interrelate what is learnt while giving them an important role when reading.

In the same way as with the episodes previously pointed out, you must create a relaxed, participative environment that motivates and interests the students. In addition, as you already know, it is recommendable that you have all the materials and the resources within reach that you will need for each situation. Likewise, drawing up a plan will help you reach all your objectives and use the available time to the utmost.

NOTE: Leaving the book in the reading corner, the students can go over to it whenever they may need to read it.

Implementation in the classroom

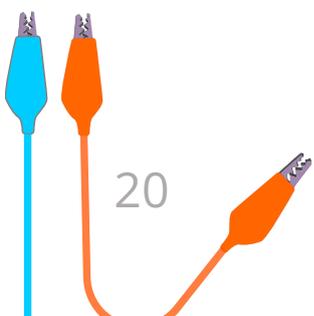
Activity 7. Journey to the interior of the story

FOCUS

- Shared Writing.
- Critical thinking.
- Creativity.
- Problem-solving skills.
- Collaboration.
- Design & Technology.
- Revisiting and reviewing learning.
- Talking to an audience.

CONNECTION WITH THE RESPONSIBLE CITIZEN

- Remind the students to respect the norms of conviviality in the school environment and family and social life.



- Use debates and role-plays to present reality-based situations that raise student awareness in relation to their responsibility for improving their physical and social environment. Ask them to propose actions to solve or improve those situations.
- Set out visits and programs of shared events with local associations so that the students collaborate to search for solutions within their real environment

TEACHING PLAN

DEVELOPMENT

How do you reach the moon?

Show children the image of Monica's father climbing up the ladder to reach the moon and ask: How did Monica's dad reach the moon? (Answer: Using a ladder).

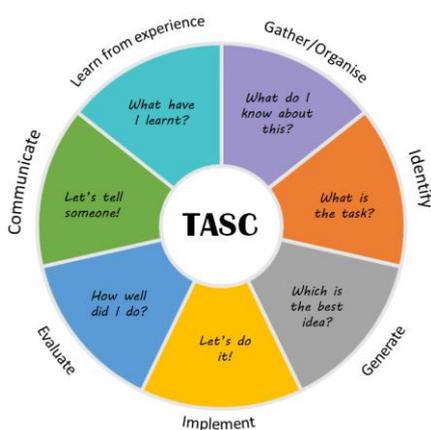
- Then encourage them to imagine they had this problem to solve in a small group. How can we get to the moon?
- What would you do to reach the moon?

TASC activity

Using the TASC (Thinking Actively in a Social Context) Wheel below, work through the various phases to solve the problem as a group, starting from the Gather/Organise section. Provide children with an A3 representation of the TASC Wheel (or larger) to help them work independently (as a group) through the sections (with some assistance from the adults). Write the main problem/ question in the middle of the wheel: How can we get to the moon?

Let the children discuss what they know about travelling to the moon (Gather/Organise) - brainstorming ideas and encouraging them to keep a record of their answers using writing, drawings, diagrams, digital technology or any other mode.

Next, ask them to outline their task (Identify) clearly. The next step would be to encourage them to think, as a group, of as many different design ideas as possible (Generate) and write/draw them on the TASC Wheel or elsewhere (digitally or manually).



Then, they need to decide the best idea, using their critical thinking skills to choose one that would best represent them as a group (Decide). This leads them to the next phase of their mini-project - putting their ideas into practice and constructing their model (2D or 3D) using any materials/ -resources/ tools and artefacts they deem suitable (Implement).

Once the groups are ready from the design and building of their model or diagram, ask them to evaluate their work (both product and process) using questions (Evaluate) such as:

- How well did you work together as a team? Did you use your talents well?
- How did you choose the best idea? How did it feel not to choose your idea?
- Would you use the same materials/resources to create your model/ diagram if you had to do it again? What would you do differently/ change?
- Which part of the task did you most enjoy doing? Why?

For the last two phases, invite another classroom and/or members of the School Leadership Team and ask children to present their work.

Finally, as a class, conclude the mini-project by sharing new knowledge and learning.

Activity 4. I spy... and group them up!

FOCUS

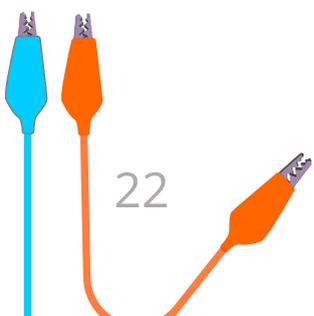
- Language comprehension (L2).
- Word recognition.
- Mathematics (Count a set of words, see and write the corresponding number).

RESOURCES NEEDED

- The Book – *Papa Please Get the Moon for me!*
- Acetate sheet.
- Markers.
- Strips of paper.

NOTE: You can stress the importance of using recycled materials. Introduce the Sustainable Development Goals, specifically Goal 12 – Responsible production and consumption.

NOTE: You can invite students to create posters to show the process visually. They can use digital applications such as Canva, which will promote their digital competence.



CONNECTION WITH INCLUSION

- Actively promote respect for student diversity.
- Identify possible (physical, social, cultural) barriers and consider them when organising the class.
- Offer the same opportunities to everyone, but move away from uniformity; the methodologies that we propose in this project will help you with this goal.
- Organise the students into heterogeneous groups in which they can develop their capabilities and experience the possibility of helping their companions to develop both academically and personally

TEACHING PLAN

DEVELOPMENT

Pre-reading

Language comprehension skills:

- Mask some words from the title of the book with masking tape.
- Read the visible part of the title and make the children guess the words covered with masking tape.
- Invite them to tell you what they remember about the story.

During-reading

Word recognition skills

- Start reading the story. Using an acetate sheet to cover some of the pages, play a version of 'I spy'. Teacher: "*On the page, I can see something beginning with the letter sound...*" Encourage children to circle the object with the marker on the acetate sheet and write the letter sound next to it if they wish to.

Post-reading

Mathematics/Word recognition skills

NOTE: You can complement the activity by drawing an alternative cover depending on your proposal.



- After, prompt them to think of things they remember from the story. Jot the words down on strips of paper and let them help you group them according to their beginning sounds.
- Children group them on a table, count the words in each group, and are invited to find the number in the classroom and/or write the number (using a medium of your choice paper/digital tools/sand etc.).

NOTE: To enhance creativity and artistic skills, you can invite students to include not only words but also drawings.

Activity 5. The Eight Phases of the Moon

FOCUS

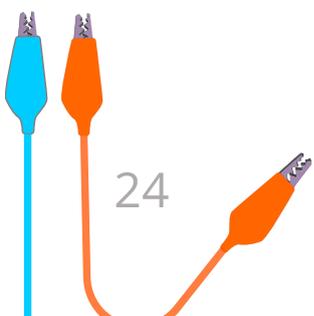
- Understanding the phases of the moon.
- Science (investigation).
- Use of Scientific Language.
- Arts (Representation through drawing).
- Oral Language (speaking and listening in L2).
- Mathematics (Numeracy).

RESOURCES NEEDED

- Lamp without the shade.
- Pencil.
- Foam ball.
- Dark room.
- Drawing books.
- Cell Phone camera.

CONNECTION WITH GENDER QUESTIONS

- Remember to incentivise student participation and motivation. Use positive language and reinforcement.
- Encourage students to participate during the classes and assume responsibilities within the classroom dynamics.
- Create heterogeneous groupings organising rotating roles where the students and their companions have specific responsibilities.
- Include figures with female references in the explanations. Highlight their relevance and their involvement in their work.



TEACHING PLAN

DEVELOPMENT

The moon

Invite the children to draw the moon on a blank piece of paper. Tell them to lift their paper and look at each other's moon. Do they look the same? If yes, why? If not, why? Ask questions to trigger a discussion about the moon's phases and initiate engagement.

Sustain the engagement by showing them this video clip: <https://www.youtube.com/watch?v=f4ZHdzl6ZWg>

Active Process

Explain that together you will represent what they just learned about in the video clip. Show them the resources and explain that the ball will represent the moon, the lamp will replace the sun, and one child will be planet Earth. The children need to get their drawing books and pencils/markers. Push the pencil in the middle of the foam ball.

Then, turn on the lamp (sun) and turn off the lights in the classroom. Ask a child (earth) to hold the pencil/foam ball (moon) at arm's length. Tell the child to turn their body to the left. Take a picture of what you and the children see every $\frac{1}{8}$ of a turn. All children draw what they see in their drawing book.

Reviewing learning

Children make a display of their drawings. They find a partner and sit down to look at the display. Ask questions in L2 to extend their learning and thinking:

- What can you tell your friend about the drawings? Why are the drawings different?
- How many phases of the moon did we draw? Why?
- What made it possible for us to see the different phases to make these drawings? Discuss with your friend.

Talk with your friend about the moon and where it gets the light from.

NOTE: You can give students Oreo cookies and ask them to represent the different phases of the moon.

1. Separate the two lids of the cookie, leaving in one of them the whole white part.
2. In each phase of the moon, remove a piece of the white part of the filling. For example:
 - On the new moon remove all white padding.
 - In the growing moon, it leaves half of the left.
 - On the full moon leave all the filling.



Activity 6. Climbing Papas need a Ladder!

FOCUS

- Oral Language (Listening and Speaking in L2).
- Mathematical language (sizes of ladders).
- Science (Cause and Effect, Problem-solving).
- Engineering (working together with a common goal and planning and design process).

RESOURCES NEEDED

- Drawing of a moon – cut out from paper.
- Drawings of father figures – cut out from paper.
- Strips of cardboard.
- String.
- Tape.
- Straws.
- Cell phone camera.

CONNECTION WITH THE RESPONSIBLE CITIZEN

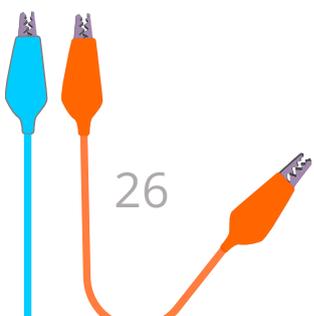
- Remind the students to respect the norms of conviviality in the school environment and family and social life.
- Use debates and role-plays to present reality-based situations that raise student awareness in relation to their responsibility for improving their physical and social environment. Ask them to propose actions to solve or improve those situations.
- Set out visits and programs of shared events with local associations so that the students collaborate to search for solutions within their real environment.

TEACHING PLAN

DEVELOPMENT

Preparation

Hang a drawing of a moon on a door knob. Prepare two learning stations, one with strips of cardboard and tape and the other with the drawing of father figures, straws, scissors and tape. Prepare a cell phone camera to take pictures throughout the process.



Initiate Engagement (link to prior knowledge)

Ask parents to send you some photos of a ladder they might have at home. Start the activity by showing them pictures of the familiar ladders to the children. Create a discussion (L2) about the different types and sizes of ladders. Move on the discussion to the story (Papa please get the moon for me). Tell the children that today they need to help these Papas (show them the drawings of the father figures) to get to that moon (point at the moon hanging on the door knob).

Yet, there is a problem they need to solve. They need to create the ladder as there is no ladder at school and think of how we can get the fathers to reach the knob.

Sustain Engagement

Children will be invited to join in two learning stations. One station has strips of cardboard (to be used for making a ladder), and the other station will have straws and string to make papa move and go up the ladder.

NOTE: Allows the students to investigate, explore and manipulate by themselves so that they learn from their own experiences. After a few minutes of freedom, guide them through questions that encourage reflection and critical and deductive thinking.

- The children at learning station (1) will be provided with tape and invited to start designing and constructing the ladder. Encourage them to plan their design and how they will build the ladder. Once done, the ladder is taped to the door under the moon.
- The other group at learning station (2) will be shown how they need to plan and design the process to help the fathers get up the ladder. They need to cut the straws into two pieces and tape them to the back of the father figures (2 on each figure). Then thread through the string to create a loop above the straws.

Educators model thinking and intervene in L2 to sustain thinking and scaffold learning in the planning and design of both learning stations.

Once the structure of the ladder and figures are done, the show begins. Place the loop of the father figures on the doorknob, and the children alternate pulling one cord and then the other to initiate motion and make the father climb!

Reviewing learning

Show the pictures taken during the process. Together analyse and evaluate the successes and challenges of the plan and design used with the children..

Activity 7. Lunar art

FOCUS

- Science (observation).
- Art (texture, movement).
- Mathematics (pattern, shapes).
- Creativity.
- Oral language (speaking and listening in L2 in front of an audience).

RESOURCES NEEDED

- A printout (or display on a large screen/projector) of Van Gogh's painting "Starry night".
- Paint (you may wish to provide different tones of blues, yellows, and greens).
- Paintbrushes.
- Large paper (A3).

CONNECTION WITH DIGITAL WORLD

- Create a blog with restricted access in which there are curiosities on the topics that are worked on, proposals for additional activities and reinforcement exercises.
- Use digital platforms such as Padlet to strengthen the debate and the divulgation of ideas and opinions among the students.
- Strengthen the search for information in digital sources. It is fundamental to emphasise the importance of comparing data.
- Work on the positive aspects (sustainability, agility, etc.) and the negative aspects of the networks (cyber bullying, digital dependency, identity phishing, etc.) and propose, together with families, simple actions to minimise them.

TEACHING PLAN

DEVELOPMENT

Preparation

Prepare the tables with paint, paint brushes, and paper. Do some research about Vincent Van Gogh.

Initiate Engagement

Show the painting to the children. Ask them what it reminds them of (using L2). Prompt with questions such as:

- What can you tell me about this?
- What can you see?
- Does it remind you of something we did in class?
- What patterns can you see?
- What shapes can you see?

Provide them with some information about Vincent Van Gogh.

Show this animated video clip of Van Gogh's painting to the children as an introduction:

<https://www.youtube.com/watch?v=qv8TANh8djl>

- How does this animation make them feel?
- What did the movement make them think about?

Active process

Invite them to go to the tables (papers, brushes, and paint on tables) and express their thoughts by representing Van Gogh's 'Starry Night' (painting can be displayed on screen or providing a printout on each table. Adults sustain the children's thinking through meaningful interaction (using higher-order questioning techniques in L2). Try to uncover what the children are thinking during this process.

Review learning

Invite the children of the class next door/or the school leadership team to a class art event. Display all the paintings around the class. Each child will stand next to his artwork and is encouraged to respond to any questions or explain (in L2) to the other

NOTE: You can provide the student with information from different sources in printed format or invite them to search on the internet. It is recommended that you choose other pages to consult so that they could be the ones who select the relevant information.

NOTE: To expand the activity, you can play different types of music (classical music, rock, pop, jazz, blues ...) and ask students to paint the emotions they feel.

NOTE: It is essential that you remind them of the importance of establishing a previous plan, organising the data in a schema and then looking for the information to structure it coherently. In addition, it is recommended that they include images or graphics that help understand the information better, avoiding long paragraphs. At the end of each exhibition, attendees will be able to ask questions that enrich the students' proposals.



children/adults their work of art (an opportunity to teach others - empowerment).

Activity 8. Story sequence

FOCUS

- Oral language (storytelling in L2).
- Vocabulary building.
- Creative writing.
- Thinking skills (recalling and recreating a story).
- Technology (use of images to sequence and facilitate the retelling of the story).

CONNECTION WITH EVALUATION

- Remember to use evaluative methods and instruments that are in accordance with the proposal for the development of competences and the active and collaborative methodologies that have been proposed. These frameworks will strengthen self-evaluation and involve the students in the evaluation process.
- It is important to carry out an initial evaluation, another one during the activities and a final one to perceive the students' progress.

TEACHING PLAN

DEVELOPMENT

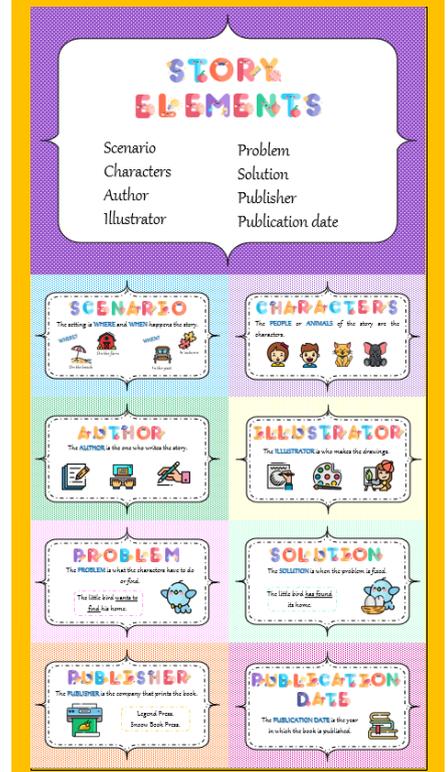
Preparation

Before the session, the teacher will save six screenshots/ pages from the story 'Papa, please get the moon for me' to help the children recall the story and put the events in order. These can be shown on the Interactive Whiteboard. Alternatively, the teacher can print them out and laminate them.

Ordering the story

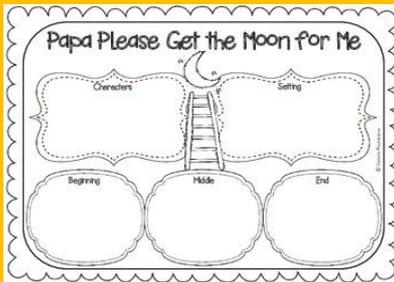
Show the cover of the story on the Interactive Whiteboard and ask the learners to remind you of the title of the story and the author. Ask questions to get them to think about the main characters:

NOTE: You can show students a poster like the one proposed here to remind them of the elements of a story.



- Who is in the story?
- What is the name of the girl?
- Who does she live with?

NOTE: It is recommendable for the students to follow the temporal sequence, which will facilitate recording all the information without forgetting any aspect of importance.



Show them the six screenshots (displayed on one screen, depicting the main parts of the story but jumbled up). Encourage them to identify the picture that should go first - which picture shows the beginning of the story? Ask some children to help you put the pictures in the right order, using the touchscreen function (or laminated pictures if the interactive whiteboard is unavailable) to sequence the story.

Once they are displayed in order, ask children to tell the story - use prompts and questions to guide them through the story and retell the story as a whole class, with different children contributing to the retelling.

As a closure, give children a sheet of paper divided into three empty parts and ask them to draw the beginning, middle and end of the story. Tell them they are allowed to change some parts or characters if they want to.

Activity 9. Role-Playing the Story

FOCUS

- Theatre (creative arts).
- Language.
- Technology.

CONNECTION WITH FAMILIES

- Send regular newsletters to the families detailing student progress and learning.
- Encourage family members to reinforce the activities within the classroom at home, which can stimulate curiosity and exploration.
- Prepare a folder with activities and proposals to work on at weekends.



TEACHING PLAN

DEVELOPMENT

Preparation

For this activity, the children are encouraged to bring some props, costumes and materials for the role-play session.

Role Play

Show the children a picture of a famous theatre in your country. Ask them whether they know what this place is called.

- Have they ever visited one?
- What do they see in the picture?

Name the different parts of the theatre like curtain, stage, seats, aisle and backstage.

Talk about what happens in a theatre, then ask them if they have ever played a role in a play before.

- Would they like to be an actor/ actress?
- What is the role?
- What do actors wear?

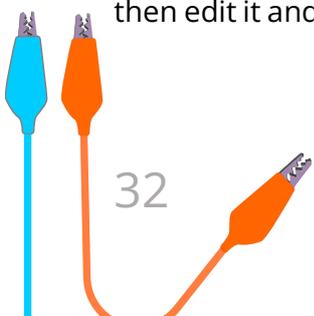
Now tell them they will be play-pretending they are the characters in the story of 'Papa, please get the moon' by Eric Carle. Decide together what characters are needed - e.g. Monica, the father, the cat, the moon etc. Let them choose some props and wear some costumes.

Now take them out into the yard or the gym and give them some time to plan, then practice acting it out. If a stage is available on the school premises, you may wish to carry out this second part there.

Depending on the age of your learners, you may ask each group to perform in front of the rest of the class, encouraging the others to cheer each other on and applaud. At the end of the session, the whole class may stand next to each other in a line and bow to an imaginary audience as the imaginary curtain goes down.

You may also decide to video record the role-play of each group, then edit it and put it up on display on the classroom blog (ensuring

NOTE: You can also use dramatisation as an ice-breaker technique before starting a session or between two sessions of different subjects. Movement will help the students disconnect for some minutes, relax, and be more centred on the tasks that will subsequently be carried out.



that you have all necessary ethical permissions to do so from parents/guardians of the children involved). If you have a child-friendly camera, you may also get some children to help film and edit the 'movie'.

Activity 10. Space travel

FOCUS

- Engineering.
- Language.
- Mathematics.

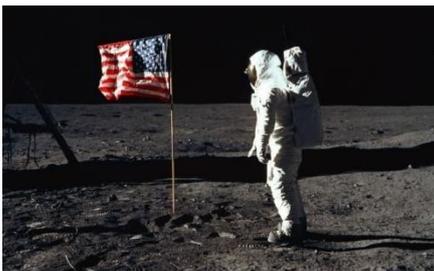
CONNECTION WITH THE UNITED NATIONS SUSTAINABILITY DEVELOPMENT GOALS

- Propose activities for inquiry and exploration that strengthen the awareness of students and their responsibility for a better planet.
- Play the videos that show the students what the actual situation of the planet is and the relevance of the SDGs.

TEACHING PLAN

DEVELOPMENT

Preparation



Print and cut out different space-related photographs illustrating space, the Milky way, the moon, astronauts, spaceships, space stations, engineers, rocket engines, lift-off etc. Sit the children around a large table and start showing them the picture, beginning with Neil Armstrong's famous moon landing.

Show children the picture of Neil Armstrong and his first steps on the moon. Ask the children to tell you what they see.

- What do we call a man who travels to the moon?
- Who is this astronaut?

Explain that more than 50 years ago, two men landed on the moon long before their parents were born and became very famous.

Remind the children about the design & technology activity they carried out earlier in the project when they came up with creative ways to reach the moon. Refer to their designs (displayed on the documentation panel following Activity 3) and list some of the ideas/ ways they had planned to reach the moon.

- How did Neil Armstrong, the astronaut in the picture, reach the moon?
- Could he get to the moon with Monica's ladder? Why not?

Now, look at some photographs of rockets, spaceships and rocket engines.

- Who builds such a vehicle?
- What is a spaceship made of?
- What made the rocket move into space?

A rocket is a vehicle with a potent jet engine with great speed and a considerable amount of energy to make it through the skies into space. You can show children pictures to aid their comprehension and grasp of new vocabulary.

Now play the video clip for the song '*Zoom, zoom, we're going to the moon!*' <https://www.youtube.com/watch?v=MZragmYBm9o>. Close the session with a countdown for blast off! 10 - 9 - 8 - 7 - 6 - 5 - 4 - 3 - 2 - 1 Lift off! (For older or more advanced learners, you may start from 20 and count backwards to increase the challenge).

NOTE: Encourage the children to learn the actions and fingerplay used in the song video.

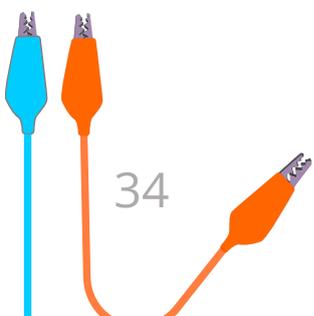
Activity 11. Designing and building a Rocketship

FOCUS

- Design & technology.
- Engineering.
- Art.
- Language.

CONNECTION WITH THE RESPONSIBLE CITIZEN

- Remind the students to respect the norms of conviviality in the school environment and family and social life.



- Use debates and role-plays to present reality-based situations that raise student awareness in relation to their responsibility for improving their physical and social environment. Ask them to propose actions to solve or improve those situations.
- Set out visits and programs of shared events with local associations so that the students collaborate to search for solutions within their real environment.

TEACHING PLAN

DEVELOPMENT

Preparation

This is a follow-up to activity 10. Prepare two learning stations with materials, resources, tools and artefacts related to space travel and space rocket building. Provide books and information for the children's reference as they design and work at their rocket design and/or building stations.

Creating Rocketship's

Following the Space Travel Activity (Activity 10), the children can now choose to go to one of two learning stations where materials would be made available to design, create, build or draw a rocket ship. Space books, magazines, printed photographs and other information material would be available in baskets near each learning station. Number cards and plastic numbers can also be included in these baskets.

Tell the children to imagine they would be helping Monica, her dad and their cat from the storybook to travel to the moon with a spaceship or rocket. Let them use their imagination to figure out how to do this using the materials available on each learning station.

- The teacher would place small boxes, toilet paper rolls and other recyclable materials, some tape, glue, scissors, foil, kite paper, and markers on the first learning station.

NOTE: You can invite students to bring magazines or resources from home and explain to their peers why they have selected them.



- Children would have access to large sheets of paper, square paper, black paper, coloured chalk, markers, colours, pencils, and rubbers on a second learning station.

The teacher is to take photographs of the learning process so that s/he can document the whole process on the project documentation panel, using photographs of different stages of the children's creative process.

They can keep a clipboard and a pen to record children's comments and conversations. Later, the teacher can put together this documentation, including children's work, photographs, speech bubbles with their comments, and captions that explain the process of displaying their final products - children's names need to be made visible.



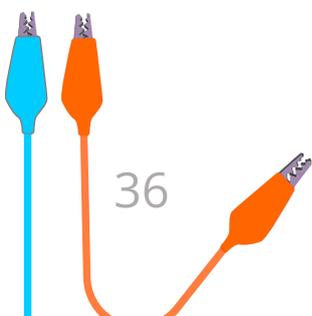
Activity 12. Beebot Activity

FOCUS

- Technology.
- Early Mathematics.
- Language.
- Art.

CONNECTION WITH INCLUSION

- Actively promote respect for student diversity.
- Identify possible (physical, social, cultural) barriers and consider them when organising the class.
- Offer the same opportunities to everyone, but move away from uniformity; the methodologies that we propose in this project will help you with this goal.
- Organise the students into heterogeneous groups in which they can develop their capabilities and experience the possibility of helping their companions to develop both academically and personally.



TEACHING PLAN

DEVELOPMENT

Preparation

The teacher will prepare a large-size grid with space-related pictures such as the moon, planets and stars scattered across the grid.

Use Beebot, a rechargeable floor robot for easy use with children, to develop children's computational and programming skills, problem-solving skills and directional language.

Create a large floor grid with pictures of space-related objects and involve the children programme the robot to land on different pictures, name the pictures and share one fact per picture every time. Ideally, the children would have already had experience with the device.

Questions that could be asked before using Beebot could be the following:

- What are the symbols on the buttons?
- What do the buttons do?
- What happens when the buttons are pressed several times?
- How far does Beebot move forward or backwards with each button press?
- How is Beebot's memory cleared to start all over again?

To answer each question, children should be able to try it out. Once they are confident with using it, the children can be encouraged to plan and predict the moves rather than using trial and error.

Activity 13. Let's paint the skies just like Eric Carle!

FOCUS

- Language.
- Early Science.
- Art.



NOTE: To increase the difficulty of the activity, you can include arrows on the board that indicate the mandatory direction in a box. This will enhance the reflection of the students and the plasticity of the thought by having to change the previously established route.



CONNECTION WITH GENDER QUESTIONS

- Remember to incentivise student participation and motivation. Use positive language and reinforcement.
- Encourage students to participate during the classes and assume responsibilities within the classroom dynamics.
- Create heterogeneous groupings organising rotating roles where the students and their companions have specific responsibilities.
- Include figures with female references in the explanations. Highlight their relevance and their involvement in their work.

TEACHING PLAN

DEVELOPMENT

Preparation

Ask children to bring opened up, flat cereal boxes from home. Prepare blue and white paint for each table/ group and thick paint brushes (1 to 2cm wide).

Let's paint!

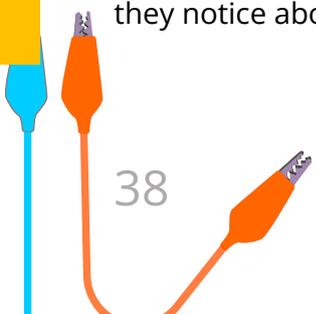
Listen to an abridged version of the story Papa, Please Get the Moon (a 2-minute clip focused on the phases of the moon).

<https://www.youtube.com/watch?v=An0JgitDSmM>

You may review vocabulary related to the phases of the moon - full moon, new moon, crescent, first quarter - and link to Activity 5, reminding them of previous learning and consolidating their use of scientific vocabulary.

Now, show them the book and ask them who wrote it. Talk about Eric Carle and how he is both the author and the illustrator, briefly discussing the difference between the two.

Tell them that today we are focusing on Eric Carle as an illustrator. Place two or three books written and illustrated by Eric Carle on the children's tables (ideally seated in small groups) and ask them to leaf through them and look at the illustrations or pictures. What do they notice about the pictures in the different books?



Let the children come up with their interpretations - pick up on their observations and elaborate on how he uses horizontal lines to create a background, how he builds characters and objects using a collage style, how the colours are not blocks of colour but more blotches and stripes of mixed paint.

NOTE: You can invite students to use their hands to paint with their fingers, which will be a satisfying and enriching sensory experience.

Give them their flattened cereal boxes and ask them to experiment with the blue and white paint, first discussing with them how they can get the effect of the stripey skies in Eric Carle's book, then encouraging them to 'double dip' their paint brushes first in blue paint and painting one long horizontal stripe, then in white paint and painting another 'sleeping' white line. The white naturally mixes with the blue paint to create a variety of blues and a similar effect to the skies in Eric Carle's illustrations on Papa, please get the moon for me. Take pictures of their process of painting the skies for documentation and display purposes.

While the skies are drying up, you may ask them to look at the blue skies outside the window. You may develop a brief discussion about the colour of the skies. Why are the skies blue during the day, and why do they change colour at sunset and night?

Allow children to develop their theory about light/ dark and the changing colours of the skies. Listen attentively - you may record their answers on a mind map for future reference. Tell them that we are thinking just like scientists do in this way.

Now ask them where we get light from during the day, linking the discussion to the light than the sun. Use a video clip below to get them to watch a simplified version of this scientific notion - Why are the skies blue?

- <https://www.youtube.com/watch?v=ehUllhKhzDA>
- <https://www.youtube.com/watch?v=QJZ-SfTiyNM&t=65s>
- <https://www.youtube.com/watch?v=bcVr13Fw7w8>

Conclude the session by linking to their previous co-constructed theories - did we get close enough to the real facts about the colour of the skies?



Activity 14. Creating our self-portraits

FOCUS

- Creative arts.
- Language.

CONNECTION WITH THE RESPONSIBLE CITIZEN

- Remind the students to respect the norms of conviviality in the school environment and family and social life.
- Use debates and role-plays to present reality-based situations that raise student awareness in relation to their responsibility for improving their physical and social environment. Ask them to propose actions to solve or improve those situations.
- Set out visits and programs of shared events with local associations so that the students collaborate to search for solutions within their real environment.

TEACHING PLAN

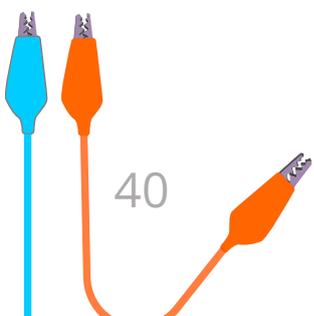
DEVELOPMENT

Preparation

Ask children to prepare their wax crayons or pencil colours, have lots of paper ready, and some small mirrors to look at (unless you have a large mirror in the classroom).

Building on Activity 13, discuss how you can continue developing your blue skies paintings to create a picture of each one of you climbing up the ladder to Monica's moon.

Look again at the illustrations and notice the collage style of the pictures pasted on the blue background. How can we create this effect? See what the children come up with and provide them with the materials they need to create their self-portraits, the ladder and the moon, keeping in mind the collage style of Eric Carle's illustrations.



Talk about self-portraits.

- What are they?
- How can we make sure they are true reflections of us?

NOTE: Indicate to students that self-portraits are a type of description and ask them if they know other types such as etopeias or prosopographies. You can work on the different types of descriptions and the differences between them.

Look in the mirrors. Encourage children to observe their faces, naming the eyes, the nose, the mouth, and the colours. Look at Monica's picture in the book.

Ask children to bring their wax crayons, pencil colours, scissors and glue. Tell them to use these to create their self-portraits of climbing up the ladder to reach the moon. Some children may wish to draw a different version of this part of the story. Allow for creativity and interpretation - the focus would be on using crayons and pencils, cutting up pieces of coloured paper and sticking them to create their collage. Take pictures to document the whole process.

Display their collage artwork around the room using captions and titles to decorate. Include photographs of the whole process, from the 'double dipping' painting exercise in Activity 13 to the collage work done in this activity.

When the display is finished, invite children from another class, the children's siblings or parents, or a member of the School Leadership Team and get the children to explain the whole process - thus encouraging them to develop their metacognitive skills by thinking and talking about their learning and creative processes, using vocabulary acquired in the second language.

Evaluation

Preparation

Evaluation is a fundamental tool in the teaching-learning process. It has to be integrated into the daily activities of the classroom because that is the only way it will be turned into a reference point for correcting and improving the educational process.

It is important that it is conceived from a global perspective, in which not only are the conceptual concepts taken into account, but also the procedural and the attitudinal contents. Likewise, it is recommendable to include a skills evaluation, considering the previously established objectives.

In this sense, the incorporation of all those elements must not be centred on mastery of the foreign language or the scientific contents that have been worked on but on their progress and learning concerning the previous knowledge of each student.

Implementation in the classroom

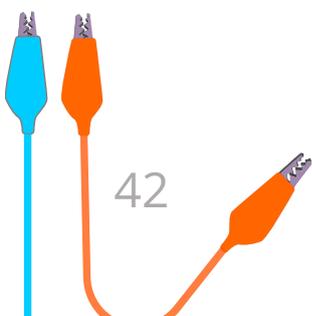
Kahoot

The use of Kahoot is proposed.

It is a digital application with which you can create test-style competitions. The possibilities are numerous, because you can edit the questions and answers, modify the time and response options, and include photographs and videos.

Due to its ludic and dynamic nature, it will lower the stress levels of the students that are linked to the completion of conventional tests, such as exams, which will improve academic results.

NOTE: In case of not having sufficient digital devices for all students, you can use Plickers, a similar application in which the selection of responses is done by turning a QR-type code and scanning it with a bar-code reader application installed on a smart phone with a camera.



PREPARATION

CONNECTION WITH THE DIGITAL WORLD

- Create a blog with restricted access in which there are curiosities on the topics that are worked, proposals for additional activities and reinforcement exercises.
- Use digital platforms such as Padlet to strengthen the debate and the divulgation of ideas and opinions among the students.
- Strengthen the search for information in digital sources. It is fundamental to emphasise the importance of comparing data.
- Work on the positive aspects (sustainability, agility, etc.) and the negative aspects of the networks (cyber bullying, digital dependency, identity phishing, etc.) and propose, together with families, simple actions to minimise them.

TEACHING PLAN

DEVELOPMENT

Each student or group of students will need a digital device such as a computer, tablet or smartphone to answer the questions. They can enter the application with a code and enter their nicknames with which they wish to play.

They can then start the course. The questions will appear one by one, and subsequently the possibilities for response, associated with a particular color.

Each student or group will choose a color that they think is the right answer with their device. Once everybody has answered or when the time has ended, they are told whether the answer is right or wrong and a ranking of positions with names of participants will be projected on the wall. The application summarizes the right answers for the ranking, but also the speed of the response.

The positions can be modified with each question, until arriving at the end of the course in which a podium for the three winning positions is displayed.

2nd-year primary-school student: "I liked it a lot, it was great fun, it was like being in a TV competition".



Evaluation rubrics

The rubrics are documents in which the specific characteristics of a product, project or task are described at various levels of effort. In this way, they provide information on what is expected from the work of the student, which will make a more objective valuation possible, will facilitate *feedback* and will strengthen self-evaluation.

From this perspective, they constitute an instrument that facilitates the progressive evaluation of the teaching-learning process, because it provides detailed information on each criterion, indicating the degree to which it has been achieved. All these features make it both an evaluation and a learning tool, simultaneously.

With regard to their characteristics, it is important that they establish a quality-of-compliance grading of the standards, which have to be related with curricular content, and have to be coherent with the educational objectives and with the level of student development.

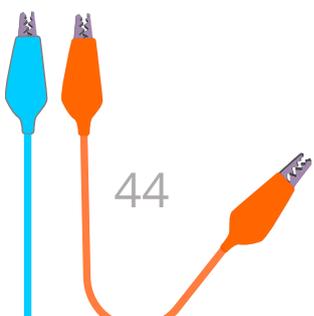
In what follows, some examples are proposed to complete self-evaluations, co-evaluations, evaluations of group members, and evaluations of both the learning process, and oral presentations.

Assessing Children for Learning

- Observation
- Interpreting observed significant moments in learning to inform planning
- Analysis of student representations
- Creating learning stories or portfolios with children's participation and work
- Assessing children's ability to collaborate and think creatively independently and as a small group
- Recording the learning process on a documentation panel/board using photographs, captions, children's questions, samples of children's work etc.
- Formative assessment

NOTE: It is essential that the students rely on them from the start, so that its use is to be effective. In that way they can know what their strengths are and which aspects they can improve.

NOTE: Template 1 below may be used by the educator as a tool to assess learning during the project work.



Children Assessing their Learning

NOTE: Template 2 below may be used as one of the tools children use to assess/evaluate their learning during the project work.

- Documentation is used for children to revisit and review their learning -Look at this photograph. What were you doing here? What did you learn? How did you create this piece of work? Which part did you enjoy most? What else would you like to know about? How can we find this out? Let us find out more about this in today's session.
- Facilitating children's metacognitive skills - How well did you accomplish this? Why was it a fun/successful/good learning experience? How did you work this out? Who helped you in the process? Whom do you work best with and why? What would you do differently next time?
- Best Papa Book Moments: Prepare a slideshow with photographs of the different learning opportunities the children were engaged in throughout the unit. You may also print them out. Talk about the different experiences, what new knowledge they acquired, and the best moments during the implementation. Create a collage with these 'wow' moments - as a class or in small groups. Display the collage outside the classroom and invite people (parents, leadership team, other classes) for your learners to share their experiences.

Template 1

Project Evaluation - Educator Assessing for Children's Learning

Project Evaluation Assessment for Learning

Photograph of a significant moment (of a small group of children or whole group):

Observation comment:

Interpretation of the Learning, Development and Thinking:

Next steps to scaffold learning:

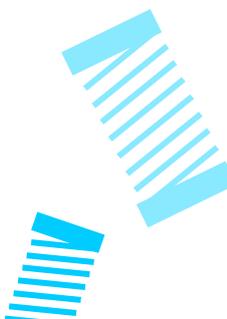
Template 2

Project Evaluation: Children Assessing their Learning

Activity title: _____

Name of child: _____

Circle the face that shows how you feel after participating in this learning experience:





SELF-EVALUATION

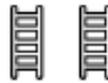
DATE

STUDENT

Evaluate your work drawing ladders under each moon.



Always



Sometimes

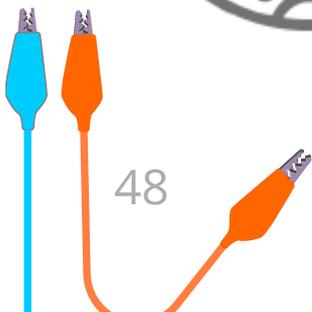
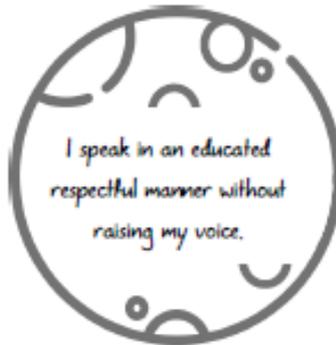


Often



Hardly ever

Total



CO-ÉVALUATION DU GROUPE

DATE

MEMBRES

GROUPE

Pour évaluer conjointement le travail de l'équipe, peignez le fusée.

- 1 Très rarement
- 2 Parfois
- 3 Souvent
- 4 Toujours

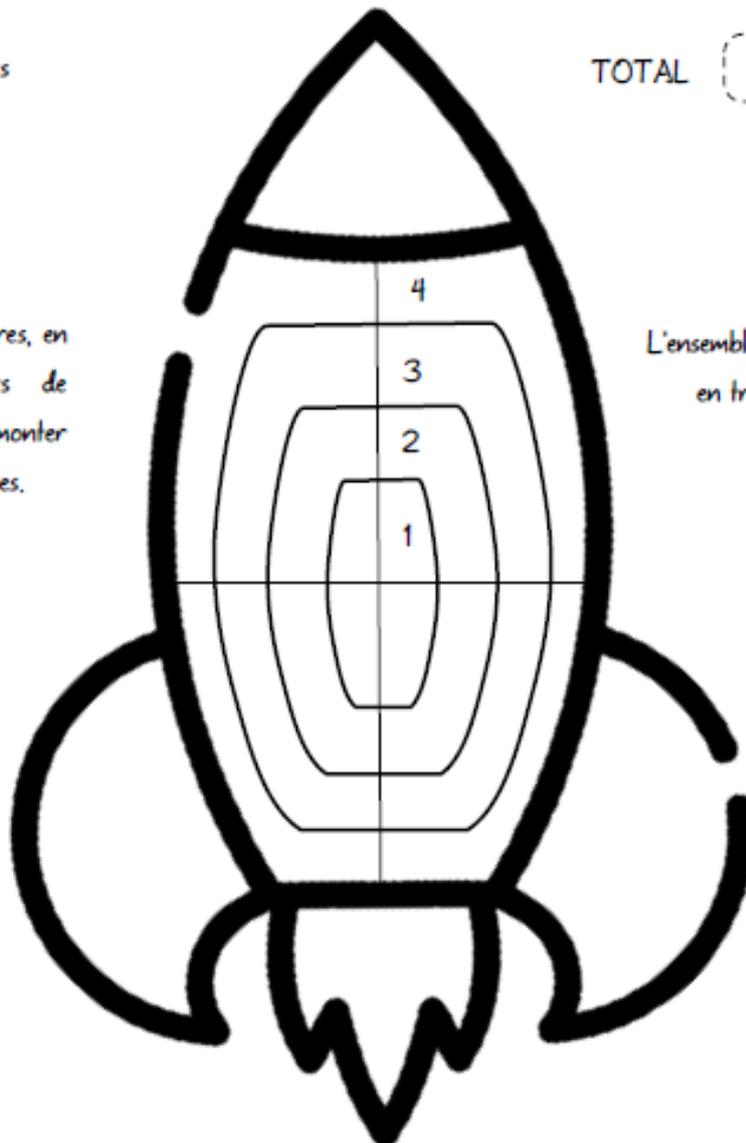
TOTAL

ATTITUDE

Nous écoutons les autres, en respectant les tours de parole et sans monter d'attitudes irrespectueuses.

PARTICIPATION

Tout le group a participé aux activités, en donnant des idées et des suggestions pour améliorer le travail.



COOPÉRATION

L'ensemble du groupe a collaboré, en travaillant en coopération pour atteindre l'objectif.

RÉSOLUTION DE CONFLICTS

Quand il y a eu des problèmes, nous les avons résolus ensemble, en discutant et en trouvant une solution ensemble.



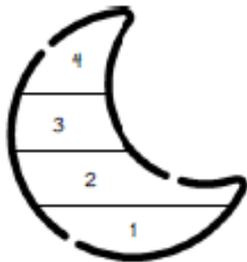


EVALUATION OF THE ORAL PRESENTATION

DATE

GROUP

The team paints the moons to jointly evaluate the work.



- 4 Always
- 3 Often
- 2 Sometimes
- 1 Hardly ever

TOTAL / 24



All group members participate in the presentation.



They speak slowly, clearly and loudly enough.



They use acceptable postures and gestures, and they are acting normally.



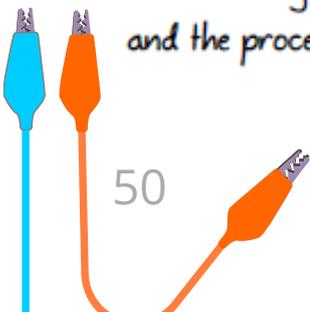
They demonstrate understanding of the topic and the process followed.



They use the specific vocabulary learnt during the activities.



They have learnt to respond to the questions that have been raised.



GROUP MEMBERS EVALUATION

DATE

WHAT HAVE WE DONE?

Write the name of each classmate on a moon and evaluate their work.

1	2	3	4
---	---	---	---

Always

1	2	3	4
---	---	---	---

Sometimes

1	2	3	4
---	---	---	---

Often

1	2	3	4
---	---	---	---

Hardly ever

Total

/ 16



He/she contributes ideas, listens to suggestions and respects the ideas of the other group members.

1	2	3	4
---	---	---	---

When there is a problem, he/she proposes alternatives and pays attention to other opinions to jointly take the final decision.

1	2	3	4
---	---	---	---

He/she makes an effort to work in a team helping other classmates when necessary.

1	2	3	4
---	---	---	---

He/she manages the time well and is organized so that the work is delivered on time.

1	2	3	4
---	---	---	---

Total

/ 16



He/she contributes ideas, listens to suggestions and respects the ideas of the other group members.

1	2	3	4
---	---	---	---

When there is a problem, he/she proposes alternatives and pays attention to other opinions to jointly take the final decision.

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---	---	---	---

He/she manages the time well and is organized so that the work is delivered on time.

1	2	3	4
---	---	---	---



[Empty dashed box for name]

Total

/ 16



He/she contributes ideas, listens to suggestions and respects the ideas of the other group members.

[1] [2] [3] [4]

When there is a problem, he/she proposes alternatives and pays attention to other opinions to jointly take the final decision.

[1] [2] [3] [4]

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[1] [2] [3] [4]

He/she manages the time well and is organized so that the work is delivered on time.

[1] [2] [3] [4]

[Empty dashed box for name]

Total

/ 16



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[Empty dashed box for name]

Total

/ 16



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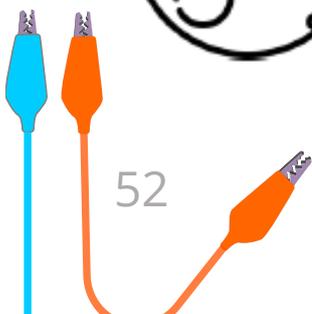
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[1] [2] [3] [4]

He/she manages the time well and is organized so that the work is delivered on time.

[1] [2] [3] [4]



EVALUATION OF THE TEACHING PROCESS

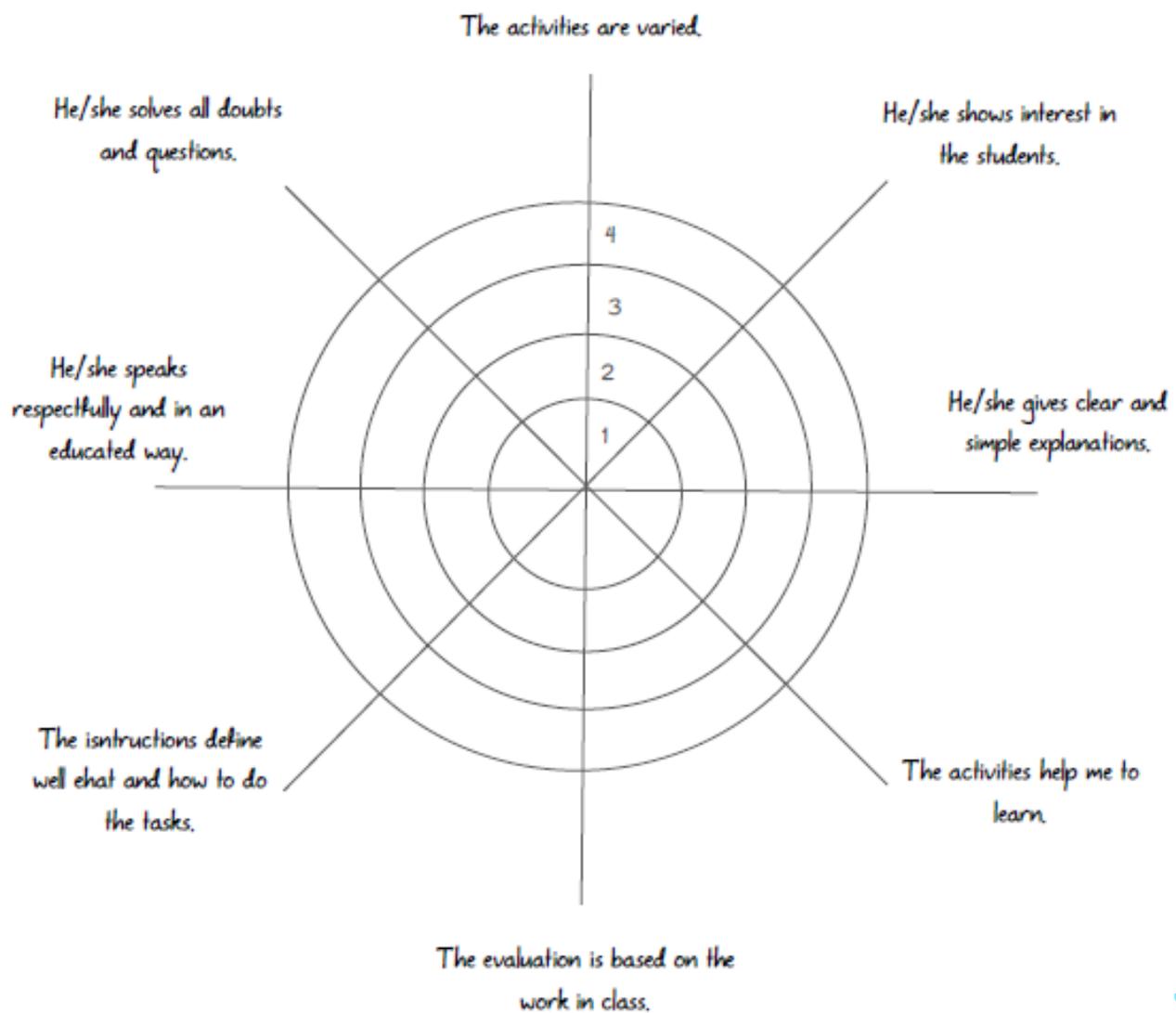
DATE

Evaluate the learning process painting a moon on the corresponding line.

- 1 Hardly ever
- 2 Sometimes
- 3 Often
- 4 Always

TOTAL

/ 32





S e L F i E

STEAM educational approach and foreign language learning in Europe

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