

Novità per la Scuola Primaria
Inglese

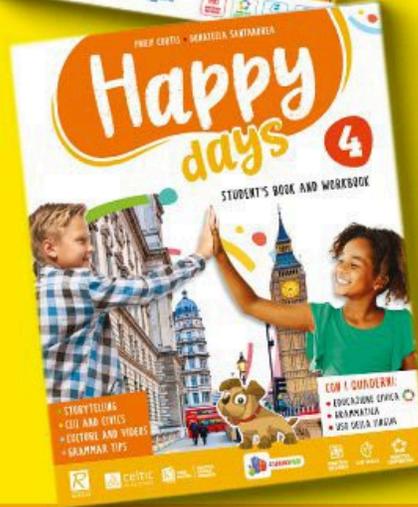
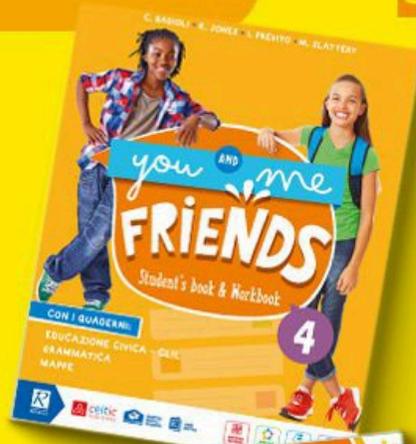


Teaching children how to learn

01 aprile 2022, 17.00



INCONTRO FORMATIVO
con **Mariana Laxague**



Teaching children how to learn

PRACTICAL ACTIVITIES TO RAISE
METACOGNITIVE AWARENESS
IN THE PRIMARY ENGLISH CLASSROOM



It is better to
KNOW HOW TO LEARN
than to know.
-Dr. Seuss

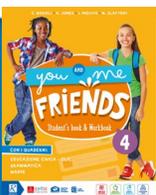
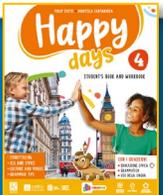




You as a learner

What has been your experience of learning to learn?

What learning strategies have you tried?

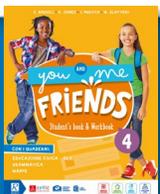


You as a teacher

Do you encourage your pupils to become more independent?

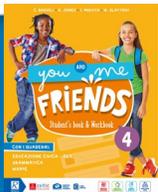
What challenges do you face?

How would you define learning to learn in your classroom?





What is learning to learn?



Learning to learn...

- ✓ *Is an approach which incorporates a wide range of activities designed to develop metacognitive awareness in learners*
- ✓ *Focuses on the process and product of learning*
- ✓ *Grounds on a philosophy of constructivism originating in the work of Piaget and Bruner and more recently on theories of social interactionism based on Vygotsky's research*



Why is
learning to
learn
important
?

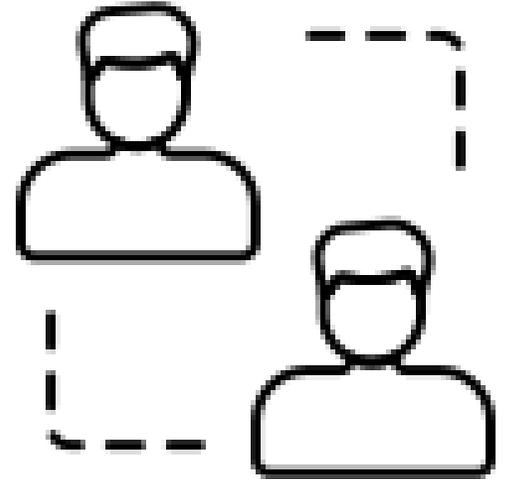


Because it...

- ✓ *Values every child*
- ✓ *Increases confidence and self-esteem*
- ✓ *Sustains all learning in all areas of the curriculum and in life*
- ✓ *Trains children to understand how and what they are learning as well as why they are learning it*
- ✓ *Starts children off their own personal journey towards better work-habits, self-knowledge, self-reliance, autonomy and commitment in their learning*
- ✓ *Helps teachers to adjust to the specific needs of learners we teach*

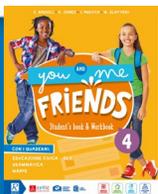
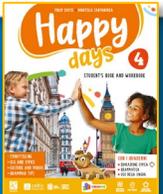


The teacher's role





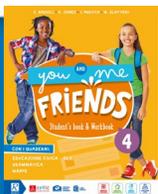
What are
the benefits
of learning to
learn?



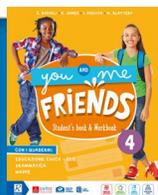
- ✓ *It helps raise and maintain motivation*
- ✓ *It promotes children's active involvement in their own learning*
- ✓ *It builds up confidence and self-esteem*
- ✓ *It helps to improve social skills*
- ✓ *It encourages children's awareness of their own progress*
- ✓ *Skills and strategies are transferable to other subjects and areas of learning*
- ✓ *It encourages children to set high personal standards*
- ✓ *Children take on increasing responsibility for their own learning*
- ✓ *Children become increasingly self-aware, reflective, organised and independent learners*
- ✓ ***Life in the classroom becomes easier for teachers***



How can
we do this
in the
primary
classroom?



<i>Before doing tasks</i>	<i>During Tasks</i>	<i>After doing tasks</i>
Selecting and setting goals	Identifying key vocabulary	Deciding how to remember new words
Deciding on criteria to measure how well the task can be done	Predicting text content	Making visuals to aid memory
Analysing the task, its purpose and what has to be done	Guessing meaning of new words	Reviewing work alone, with a peer or in small groups
Working out timing of stages	Asking for clarification	Exchanging work with a partner and asking for feedback
Activating prior knowledge	Drafting work	Comparing work with previous work and deciding how it has improved
	Risk taking and experimenting with new language	Editing work
	Organizing work	Summarising work
	Personalizing learning	



Happy Days 1 & 2

Predicting the story

Deciding how to remember new words



STORY TIME

THE PIRATE AND THE TREASURE

unit 4

11 Listen and look. 12 Watch the video. 13

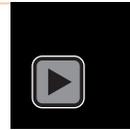


STORY TIME

WELCOME TO THE FAMILY CIRCUS

unit 6

11 Listen and look. 12 Watch the video. 13



Happy Days 3

Selecting and setting goals

Personalizing work

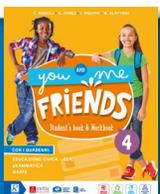
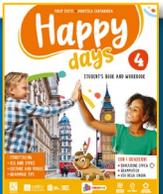
Exchanging work with a partner and asking for feedback

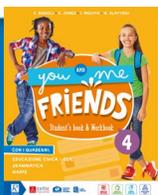
unit 4 Family

Look and complete.

mum - dad - grandma - grandad - sister - brother - cousin (x2) - aunt - uncle

62





You and me friends 4

Deciding on criteria to measure how well the task can be done

Drafting work

Editing work



IN CHAT

20 Listen and complete.  96

EMILY



DAN



I get up • play • bread • breakfast



Hi Dan! It's early. 😞
What time do you get up?

Hi Emily. 😊

..... at 7 o'clock.



Do you have

Yes, I do. 😊



What do you have?

I have milk and buttered
..... with jam.



What do you do after school?

I go ice skating with my
friends or I
at home. 😊

BY LETTER

21 Listen, then number the pictures.  97

CHARLOTTE



Hello! I'm Charlotte. I'm Australian.
I'm 10 years old. I live on a big (1) sheep farm.
I get up early in the morning.
I don't go to school but (2) I have lessons
at home. I use the internet.
I have lessons in the morning and I do
my homework in the afternoon.
After homework I help my mum and
(3) I listen to music.
After dinner I watch TV with my family
or I read a book. What about you?

Charlotte



Compiti di realtà

my project

Answer the questions and write about your daily routine.
You can send your letter or email to your penfriend.

Dear

What time do you get up in the morning?

What do you have for breakfast?

What time do you go to school?

Do you have lunch at school?

What do you do in the afternoon?

What do you do after dinner?

class project

Invent the crazy daily routine of a fairytale character.
Choose the setting, draw and write.



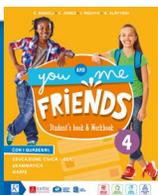
Hello,
my name's Big Bad Wolf and
this is my daily routine.
I get up at 5 o'clock...



I go to school with my friends,
the three little pigs.



CONDIVIDI
I tuoi progetti con la
web community di
You and Me Friends!



You and me friends 5

Activating prior knowledge

Identifying key vocabulary

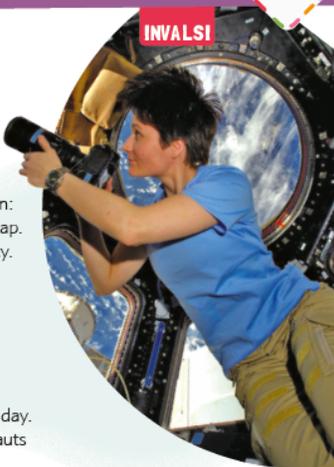
Reviewing work in small groups



READING

- 33 Listen and read the text. Cross the correct option.
The first one (0) is an example. (19)

Samantha Cristoforetti is a famous Italian astronaut. This is her daily routine on the International Space Station: she gets up at 7 o'clock and she washes with a special soap. Astronauts can't have a shower because there's no gravity. She has breakfast at 8 o'clock. She has three meals a day: breakfast, lunch and dinner. Food is different in space but it's good. There's tea, fruit juice, lemonade and coffee to drink. Samantha always drinks Italian espresso. She works on science experiments. She exercises about an hour and a half in the gym every day. After dinner she relaxes, she chats with the other astronauts or talks to her family on skype.



INVALSI

- | | |
|--|--|
| <p>0. Samantha is...</p> <p>A) French
B) German
X) Italian
D) Spanish</p> | <p>3. She always drinks...</p> <p>A) American coffee
B) Italian espresso
C) English espresso
D) British coffee</p> |
| <p>1. On the International Space Station she...</p> <p>A) has a shower
B) washes with water
C) washes at 7 o'clock
D) washes with a special soap</p> | <p>4. She...</p> <p>A) exercises every day
B) sometimes exercises
C) often exercises
D) never exercises</p> |
| <p>2. She has...</p> <p>A) breakfast at 7 o'clock
B) lunch at 8 o'clock
C) breakfast and lunch
D) three meals</p> | <p>5. After dinner she...</p> <p>A) works
B) watches TV
C) eats
D) chats</p> |

READING

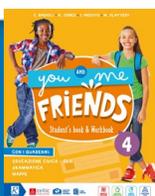
- 27 Listen and read the text. Cross the correct option.
The first one (0) is an example. (67)

Madame Tussauds is a very popular wax museum in London. Marie Tussaud was a French artist, famous for her wax sculptures. In the museum you can see the wax figures of famous people, film and television characters. You can take a selfie with the Royal family, famous sportsmen like Ronaldo and Usain Bolt, famous singers and many more. Are you a fan of Captain Marvel? You can join him in a fighting adventure in a 4D cinema. You can be a superhero like Spiderman and Superman. Have fun!



INVALSI

- | | |
|--|---|
| <p>0. Madame Tussauds is...</p> <p>A) a library
B) a theatre
X) a wax museum
D) a science museum</p> | <p>3. There are the figures of...</p> <p>A) the Royal family
B) the Royal palace
C) an English family
D) an American family</p> |
| <p>1. Marie Tussaud was...</p> <p>A) a French teacher
B) a French artist
C) a French doctor
D) a French chef</p> | <p>4. In a 4D cinema you can...</p> <p>A) watch a film
B) watch a cartoon
C) join a fighting adventure
D) meet friends</p> |
| <p>2. In the museum there are...</p> <p>A) wax plants
B) wax flowers
C) wax figures
D) wax heroes</p> | <p>5. You can be...</p> <p>A) a superhero
B) a teacher
C) a hero
D) a doctor</p> |

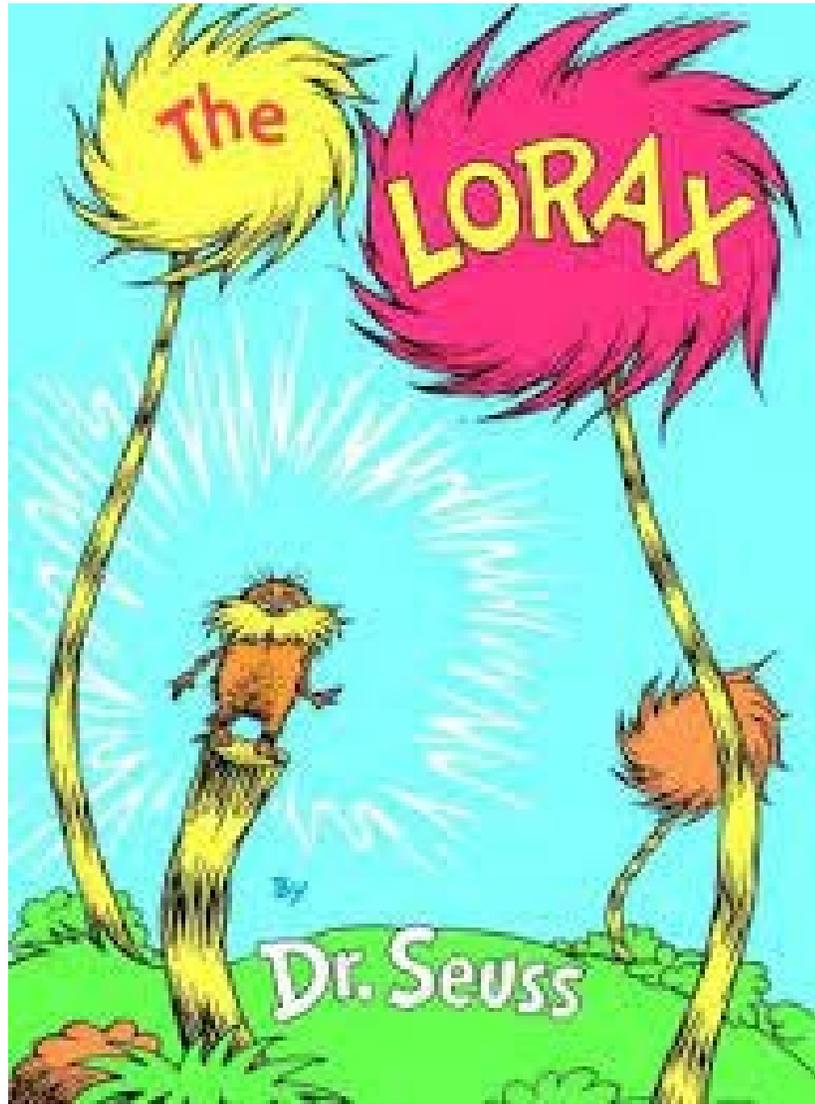


Round up

My takeaways from this session

Questions?





“It’s not about what
it is, it’s about what
it can become.” —
Dr. Seuss, *The Lorax*

Grazie per l'attenzione
e arrivederci al prossimo webinar!

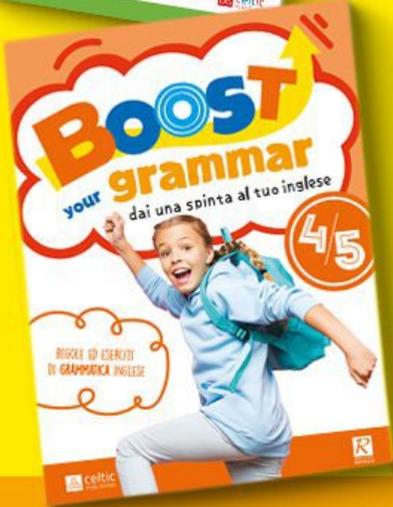
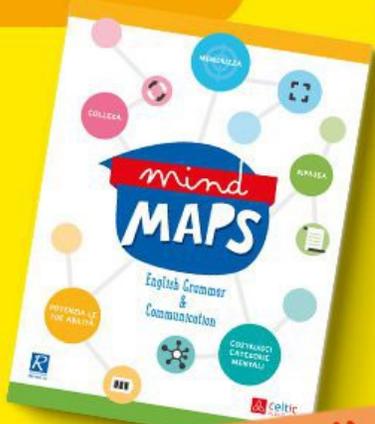
SEGUICI SU



SCRIVICI A



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Inglese



Boost your grammar!
Idee per potenziare
la grammatica nella
scuola primaria

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