Εργασία 8.1

**Φόρμα Σχεδίου Διδασκαλίας - Σεναρίου**

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| **Εκπαιδευτικό περιβάλλον** | *Βαθμίδα, τύπος σχολείου, τάξη* | Primary school (A1+ level) |
| *Διδακτικό αντικείμενο* | English language |
| *Χρονική διάρκεια* | 2 teaching hours |
| *Προϋποθέσεις /περιορισμοί εφαρμογής* | Internet connection and projector is needed. The students should be familiar with role-playing and team work. |
| **Θέμα Ψηφιακής Αφήγησης** | A science fiction story of a small robot going on an adventure to discover real life and human feelings | |
| **Στόχοι** | * Understand the story’s themes (friendship, curiosity, helping others) * Learn and use key vocabulary from the story (esp. descriptive adj, feelings and key vocabulary ) * Express their thoughts and feelings about the story * Engage in creative storytelling activities   Skills targeted: Reading, Listening,Writing, Speaking, SEL, Critical thinking | |
| **Υλικό**  **(Πηγές -Εργαλεία)** | * Digital story <https://view.genially.com/676e72d7c0a52fc328317b2a/interactive-image-the-little-robots-big-adventure> * Interactive whiteboard or projector * Printed worksheets * Small robot toy or cutouts of Spark for Role-Play * Craft supplies to make a mini Robot | |
| **Υλοποίηση**  **(αναλυτική περιγραφή δραστηριοτήτων και τρόπων οργάνωσης της μαθητικής δραστηριότητας ανά διδακτική ώρα)** | **1st Teaching hour**   1. **Warm-up (10 minutes)-” Meet Spark!”**  * Show the first image of Spark in the inventor’s workshop. * Ask students: * What do you see? * Who do you think Spark is? * What do you think he dreams about? * Introduce the word robot and discuss how robots can help people  1. **Before watching the story**: Pre-teaching Key words (inventor, adventure, kindness, machines, explore) on Quizlet (10 min)   <https://quizlet.com/gr/883870316/little-robots-big-adventure-flash-cards/?i=2qnvok&x=1jqt>   1. **Storytime** (15min) - “Follow Spard’s adventure”  * Play the digital story with narration. * Pause at key moments and ask prediction questions * What do you think will happen next? * How does Spark feel here? * After the story ask: * What did Spark learn on his adventure? * Why was he happy when he returned?  1. **After the story:** (10 min) 2. **Comprehension Worksheet(**:Recall key moments from the story)-   <https://docs.google.com/document/d/1dBQB_7MGHYTlDxYSwD5rURMpfJZzE2axY2SPxDkIH54/edit?usp=sharing>   1. **“Who said it?” Wordwall game**: <https://wordwall.net/play/86840/734/219>   **2nd Teaching hour**   1. **Role play activity: “Be spark for a Day!”** (15 min)   (Practice speaking and team work)  Instructions:   * Split students into small groups * Assign Roles (Spark, Mr Anders, Leo, Grace etc) * Act out the scenes  1. **Creative writing: Spark’s next Adventure** (15min) (Encourage imagination and storytelling)   Instructions: Imagine Spark goes on an adventure! Answer these questions: \* Where does Spark go? (a jungle, a city, a spaceship etc) \*Who does Spark meet? (a lost puppy, a new robot friend)  \*What problem does Spark solve? \* How does Spark feel at the end?  Extra challenge: Draw a picture of Spark’s new Adventure   1. **STEM Extension - “Build a mini Spark”** (Integrate creativity with simple engineering). (15 min)   Students work in small groups to build their mini Spark.  **Instructions**   * Provide materials (paper rolls, foil, plastic cups) * Students build their own “Mini Spark” using craft supplies * They present their robots and explain the special powers they have   Watch this video tutorial for a simple moving robot craft  <https://youtu.be/4U_5Nw7WrL8?feature=shared> | |
| **Μορφή προϊόντος ψηφιακής αφήγησης** | video-story telling with pictures and voice-over narration made on genially  <https://view.genially.com/676e72d7c0a52fc328317b2a/interactive-image-the-little-robots-big-adventure> | |