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
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| **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 Adventure1. **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> |