



ACTIVIDADE PORTFOLIO DE PRIMARIA C.P.I. DE BEMBIBRE Curso 2011/2012	
TÍTULO DA ACTIVIDADE	THE WORLD AROUND ME: MOVING AROUND
IDIOMAS	INGLÉS
DESCRITORES A TRABALLAR	A2: listening, reading, speaking, oral interaction, writing
DESTREZAS QUE SE INCLÚEN	(X) COMPRENDER: comprensión auditiva / comprensión lectora (x) ESCOITAR (x) FALAR: expresión oral / interacción oral (x) LER (x) ESCRIBIR: expresión escrita
OBXECTIVOS	<ul style="list-style-type: none">- To understand where things are in relation to each other and recognize the importance of points of reference in making sense of space.- To understand and use coordinates and symbols to locate places on a map.- To recognize key lines of latitude and longitude on the globe (parallels, meridians).- To use atlases, globes, maps, and plans at a range of scales (e.g. using keys, grids).
MATERIAIS	Atlases; a globe; materials needed for the activities. Worksheets W-1 – W-6.
DESENVOLVEMENTO DA ACTIVIDADE	What children need to know already: <ul style="list-style-type: none">- How to measure.- How to use sources of information.- How to collect and record evidence.- How to analyse evidence and draw conclusions.- Ordinal numbers and numbers to 100.- Buildings and shops; right and left.- The structures: I can; What's the time?; Where do you live?; Where's ...?; What's ...?; It has got... How to use ICT for investigations Unit development: 3 sessions.
AVALIACIÓN: Seguimento	All the Worksheets. Informal observations on children's comprehension, interaction and

	production during the activities. Skill students should have acquired (content skills and language skills). Self evaluation.
AVALIACIÓN: Nivel de participación	100% except in one of the groups where in oral interaction and speaking one student hardly talks.
IMPACTO PREVISTO	Use words and phrases relating: relative positions (in front of, behind, near); directions (left, right, North, South, West, East); buildings (cinema, church, museum, bookshop, etc.); environments (hill, sea, mountain range, river, lake, desert, grassland, etc.)

THE WORLD AROUND ME: Moving Around

Topic: *MOVING AROUND*

1. MOVING AROUND

Time: 1 hour

Materials: boxes of different sizes, a hoop, worksheet w-1

1.1 WHERE IS IT?

Organize a wide range of activities to develop and reinforce the concept of spatial relationships and location (on, under, near, in, in front of, behind, between, on the left, on the right, etc.).

Put the model of the classroom on the floor and the children to look at it from different viewpoints. Help the children to understand that a map or a plan is a representation of an area seen from above: A plan is a picture of what you see when you look down on something. Tell them to draw a plan of their classroom by looking at the model from above.

1.2 LET ´S MAKE A VILLAGE

Explain that the children are going to make a model of the district where the school is or of an imaginary village, using boxes of different sizes. Turn each box into a building (for example a post office, a school, a bank, etc.). Describe the village: Where´s the post office? It´s in front of/between/etc.; What colour is the bank? It´s yellow; Is it near the school? Yes, it is/ No, it isn´t.

1.3 LEFT AND RIGHT

Setting the table. Ask the children What do you eat for breakfast ? Set a table with breakfast food as shown on Worksheet W-1. Ask four children to sit around the table and pretend to be a family, each child playing a different role (mother, father, brother, sister). Divide the other

children into groups of three or four and put each group of behind one family member. Tell the children to observe and write down the food on the right and on the left of the family member to whom they have been assigned. At the end of the activity get the children to compare the descriptions and draw conclusions (the food on the right of a character is on the left of the one sitting next to him/her, and so on).

Left or right? Give out copies of Worksheet-1 and tell the children to complete it. Check the exercise by asking: Who's on Robert's left? Who's on Robert's right? What's on Robert's left? What's on Robert's right?

2. FOLLOW A ROUTE

Time: 2 hours.

Materials: Worksheets W-2 to W-6, digital camera, school objects.

2.1 COORDINATES

Use chalk to draw a simple grid on the floor with numbers across the bottom and letters of the alphabet vertically up the side. Place objects on the chart and help the children to read the coordinates :Where's the pen? It's in B2, etc.

Give out copies of Worksheet W-2 and ask the children to colour in the squares following the written instructions.

2.2 SYMBOLS

The following activities are aimed at getting the children to use conventional signs on maps.

Revise town vocabulary.

Give out copies of Worksheet W-3. Explain to the children that they have to colour in only the symbols that represent buildings and services in the area near the school. Then they have to draw a map of the school area , using the symbols from the key and adding others if necessary.

A tourist map. Divide the children into pairs or groups of three and give a copy of Worksheet W-4 to each group; the children have to colour the symbols in the key and draw them where they like on the tourist map (each symbol may be used more than once).

2.3 DIRECTIONS

Show the children a compass and demonstrate how it works: A compass helps you to find directions (North, South, East and West). Maps usually have the North at the top and South at the bottom.

Give out copies of Worksheet W-5 and ask the children to complete the map.

Magic broom hunt. Give out copies of Worksheet W-6 and explain the instructions . Organize a speed game: the winner is the first child to find the magic broom by following the right route on the map. Solution: The magic broom is in the Bear ´s cave.

3. ASSESSMENT

- Progress indicators: all the Worksheets
- Worksheet W-4, W-5
- Informal evaluation –notes made on children ´s comprehension, interaction, and production during the activities.
- The child can describe the location of objects; can locate positions on a map by using coordinates.
- The child can read and understand instructions; can answer simple questions; can read short informative texts.