



CLASSROOM ACTIVITY 1 - DEAR GREAT-GRANDMOTHER

OBJECTIVES

Improve written and oral expression in Catalan and the use of ICT tools.

TIME REQUIRED

12 sessions of 60 minutes.

NUMBER OF PEOPLE

Intact class.

TECHNICAL REQUIREMENTS

- Photo presentation with background music: <http://photopeach.com/>
- Digital bulletin board: <http://wallwisher.com>
- Oral recording: <https://voicethread.com/>
- Google Maps: <https://www.google.es/>
- School Moodle. <http://xtec.gencat.cat/ca/recursos/actuacio-extraordinaria-activitats-autoaprenentatge/entorns-aprenentatge/moodle/>
- Music in Catalan: <https://www.viasona.cat/>
- Music: <https://www.youtube.com/channel/UC-9-kyTW8ZkZNDHQJ6FgpwQ?hl=en&gl=ES>
- Computer: word processor, internet connection.
- Projector
- Microphone and earphones.

INSTRUCTIONS

1. On the first day, make groups of three and explain to your students what the project consists of and the activities that they will do over several sessions. Students have an important task: to investigate their family history and to gather information and images about their great-grandmothers. Once this information has been gathered, they start to write a biography of their great-grandmother and then write a letter to her to share with the rest of their classmates. The ultimate goal is to publish it in the centre's digital

magazine. They use the Moodle tool to share materials and track their writing.

2. Next, work on the biography in the classroom. Present texts that can serve as a model. With the information and images that they have gathered they begin to think about the content of their letter. But first, be sure to share the structure of this type of text with them.
3. Afterwards, the students search for a song in Catalan that they associate with their relative; they think and write about why they have chosen it, they justify it. Once this reflection is done in writing, they upload all the materials to the Moodle folder dedicated to the biography.
4. Review the texts written by the students and after commenting on and amending them, if necessary, upload their justification, music and photographs to the VoiceThread application.
5. Now work with the students to write the letter. Provide them with a model and a linguistic framework in which they find both guidelines for structuring information (greeting, main body, and farewell) and grammatical resources to be able to write and revise their texts. These tools also serve to review their classmates' writing and to be able to work in a team and learn from each other. Emphasize that it is important and necessary that they always use Catalan in their oral interactions. Once written, save the draft and different versions of their text to a Moodle folder for the letter and have them go back to it to improve and enrich their writing until they have the final version. Once you have revised it, upload the latest version of the text and publish it on the blog.
6. Dedicate some time in the classroom for the whole group to comment on extracts from some letters so that they can share common difficulties or interesting aspects with all students, with the aim of amending the mistakes. This serves to learn about and improve their written communication. In this interaction, encourage students' oral participation and the use of the Catalan language.
7. They now have their two written texts revised and ready. Dedicate the following sessions to working on the oral part. First, work on expressive reading given that they will read the letters aloud, first in small groups. Go through the different groups to observe them, guide them, and make comments for improvement. Once the group rehearsal is done, everyone records their voices and publishes the audio using the VoiceThread application.
8. Now it's time to share the letters and listen to them. Do an active listening activity based on the recorded readings of the letters, one at a time, watching the biographies and listening to the songs associated with them. Every student does this one by one, and when each letter ends, teachers and students, if necessary, comment on room for improvement or ask questions. Record these oral comments so you can post them on the blog.
9. To work on geolocation, ask students to locate where their great-grandmother was born and where they are or live in Google Maps

10. To finish, make a joint assessment of the “Dear Great-Grandmother” project. These ratings are first written on the digital dashboard. Use the dashboard to share, comment on, and review them. Once you've done that, publish the project to spread the word.
11. On the blog everyone can read the biographies, listen to the songs and read the comments that accompany them, listen to the letters being read and share the assessment that the students made of their "Dear Grandmother" project.

SELF-EVALUATION AND REFLECTION GUIDE

- Have the students inquired about their great-grandmother's past?
- When working in groups, were the tasks and work shared equally?
- During the group interaction, have all the members of the group made oral interventions in Catalan?
- When students asked the teacher questions or for support, did they mostly use Catalan to address them?
- During the group interaction, has the group spokesperson interacted with the other classmates to facilitate the dialogue? In other words, have they summarised what has been said so far and, in this way, contributed to focusing the discussion on the work they had to do in the classroom?
- Have they expressed feelings and sense of humour without offending others during the group interaction?
- Have they planned, textualized and revised the great-grandmother's biography?
- Have they planned, written and revised a letter addressed to the great-grandmother?
- Have they used the language framework provided by the teacher to write and revise their letter (text)?
- Have they practiced appropriate expressive reading when reading their letters to the rest of the group? Have they done one or two prior rehearsals before doing it in front of the whole group?
- Have they shown an active listening attitude when their classmates read their letters aloud??
- Have they uploaded their letter to the blog once reviewed?
- Have they chosen a song related to their great-grandmother and argued why they have chosen it? Have they spoken naturally, with prosodic accuracy, and used non-verbal elements to communicate better?

- Have they uploaded their justification, music and photos to the VoiceThread app?
- Does the voice recording show that they have taken care with pronunciation, rhythm, and intonation and expressiveness?
- In the whole-group interaction, have they used Catalan and spoken in an appropriate way, respecting speaking times, with coherence, cohesion and self-correction of the oral recording?
- Have they located the place where their great-grandmother was born and where they live on Google Maps?
- Have they made a constructive assessment of the activity?
- Has the number of sessions been appropriate to be able to work and internalise the learning?
- Have you made any proposals to improve the activity?