

Lesson plan example using the «KINEMS: LEXIS» application



Lesson: Literacy

Link to the curriculum: Unit «I feel»

Duration: 1 lesson x 80'

Grade: 2nd grade primary students

Learning context: General education (Mainstream classroom)

The lesson plan has been developed by:

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The sequence of learning activities

The following tables present the sequence of the learning activities for the learning unit, in relation to the learning goals and the attainment/adequacy targets.

Lesson: 2nd grade, Unit 16 «I feel».

During the lesson, students will identify and express feelings through various activities (with or without the use of technology).

Learning activity	Learning goals	Attainment targets/Adequacy targets
<p>Activity 1 The teacher gives 6 pictures in each group which present children expressing different emotions every time. Students are asked to observe and discuss the following questions in their groups:</p> <ol style="list-style-type: none"> 1. How do children feel? 2. How can you recognize their feelings? 3. Students are describing children's emotions. <p>The teacher gives enough time to students and then a whole class discussion takes place. The teacher creates a brainstorming map on the blackboard, using all the emotions mentioned by the students.</p> <p>Duration 10 minutes</p> <p>Classroom organization In groups / Whole class discussion</p> <p>Materials</p> <ul style="list-style-type: none"> • Projector & Computer for displaying the pictures. • 6 pictures of children, expressing different emotions. 	<p>This picture-based task serves as an introductory activity prompting students to identify various emotions.</p>	<p>Attainment targets 2.4.1.2. Understand the contribution of non-verbal elements for describing real or unreal elements and use them properly in their speech.</p> <p>Adequacy targets 2.4.1.2.1. (Moving) picture, photograph or a drawing in a video, body movements, expressions, gestures, exterior face elements, place organization (e.g place objects in the front or back), the voice volume (e.g rhythm, speed, melody etc.)</p>

Learning activity	Learning goals	Attainment targets/Adequacy targets
<p>Activity 2 The teacher assigns one text in each group related to different emotions (two groups will read the same text):</p> <ol style="list-style-type: none"> 1. Page 76 “The child with the accordion” 2. Page 78 “A tree travels” 3. Page 79 “Together is better”. <p>Students are expected to discuss and analyze each text as follows:</p> <ol style="list-style-type: none"> 1. Page 76 «The child with accordion»: What did Sergio earn? Who did help him? What did make Sergio’s heart beating so fast? Why did he feel like flying at the sky? Why children were excited? Did Sergio’s parents cry because they were sad? What prize did they earn? 2. Page 78 “A tree travels”: Why is the little tree unhappy? Where does the tree want to arrive? 3. Page 79 “Together is better”: What did the three friends manage to do?, How? Why did they write four names instead of three? How did the children feel when they didn’t manage to fly the kite? How did Arben feel? Why? <p>Students are expected to read the text, discuss those questions and then individually write down (on their personal notepads) the emotions derived from the texts. Students are asked to share and discuss their notes.</p> <p>Duration 20 minutes</p>	<p>During this activity, students will analyze the given texts and identify the emotions arise every time.</p>	<p>Attainment targets 1.2. Come to a conclusion, extract the main meaning and information that are declared directly or indirectly.</p> <p>Adequacy targets 1.1.1. Words, phrases, sentences that declare directly or indirectly the main information (e.g. theme, time, place, characters).</p>

Learning activity	Learning goals	Attainment targets/Adequacy targets
<p>Classroom organization 5 groups / Whole class discussion</p> <p>Materials</p> <ul style="list-style-type: none"> • Student’s book, page 76 “The child with the accordion”. • Student’s book, page 78 «A tree travels». • Student’s book, page 79 «Together is better”. • 5 whiteboards (one for each group) • 5 white board markers. • Printed questions for each group. <hr/> <p>Activity 3 Students are divided in 5 learning stations. The teacher explains to the students the assigned task at each learning station. The teacher also demonstrates the embodied learning game “Lexis”.</p> <p>Learning station 1: “Lexis” embodied learning game</p> <p>Learning station 2: Worksheet with 4 different faces and the name of their emotions for each student. Students are asked to create a representation for each emotion.</p> <p>Learning station 3: “The circle of emotions”. On the worksheet, many emotions have been placed around a circle. Students are called to paint with red color the positive emotions and with blue color the negative emotions. Then, each student chooses one emotion to imitate it to his/her team.</p>	<p>During this activity students become familiar with different emotions via a sequence of tasks.</p>	<p>Adequacy targets 1.4. They use strategies to understand and communicate verbally, to find and present the main information and draw initial conclusions.</p> <p>Adequacy targets 1.4.3. Create oral texts using visual representations (e.g. drawing, diagrams etc.)</p> <p>1.4.4. Utilization of non-verbal communication (e.g. picture, music) to understand and present ideas and information depending on the current communication circumstances.</p>

Learning activity	Learning goals	Attainment targets/Adequacy targets
<p>Learning station 4: “The hidden emotions” cards. Here, there are 10 scrambled words, where students have to put them in order to discover the hidden emotion. At the same time, students try to express those emotions.</p> <p>Learning station 5: “I am drawing a picture that makes me feel happy and one that makes me feel unhappy.”</p> <p>Duration 40 minutes (5 minutes for explanations and 35 minutes working at the learning stations)</p> <p>Classroom organization Groups / Whole class discussion</p> <p>Materials:</p> <ul style="list-style-type: none"> • Learning station 1: “Lexis” embodied learning game • Learning station 2: Worksheet with 4 faces and the emotion that students will be asked to represent every time. • Learning station 3: “The circle of emotions” worksheet for each student. Many emotions have been placed around the circle. • Learning station 4: Cut out the letters for each word (10 words in total) • Learning station 5: A4 paper size, split in half (on the left students will draw the happy emotion and on the right the unhappy emotion). Colored pencils. 		

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<p>Activity 4 Students are asked to complete exercise 2, page 28, in their textbook. Individual work time is given. A whole class discussion is followed.</p> <p>Duration 10 minutes</p> <p>Classroom organization Individually /Discussion</p> <p>Materilas</p> <ul style="list-style-type: none"> • Textbook, 2nd issue, page 28, exercise 2. 	<p>This activity aims to enrich students' knowledge on emotions as well as on various circumstances triggering those emotions.</p>	<p>Attainment targets 1.2. Come to a conclusion, extract the main meaning and information that are declared directly or indirectly.</p> <p>Adequacy targets 1.2.3. Simple vocabulary, full sentences for communicating the main meaning and information e.g. clarification, justification, storytelling.</p>

Tips for a successful lesson implementation

General information: To keep the activities running smoothly, within the established time frames, it's important for the teacher to:

- Be familiar with “Lexis” embodied learning game (It is clarified that only one student will be able to use the game each time -The rest of the students need to be away from KINECT’s camera field of view).
- Set up the equipment (Kinect camera, computer, projector) and “Lexis” digital application before the lesson.
- Classify all the materials needed for the activities (ahead of time) and especially to keep the learning stations running smoothly.
- Divide students in groups before the lesson. Here, it would be useful to include a student coming from special education in each group. In this way, the student will take part in a supportive system during the activities and the teacher creates opportunities both for his/her inclusion and acceptance.
- Study the lesson plan carefully in collaboration with the special education teacher and have assigned tasks, keeping always in mind their special education students’ needs.

Activity 1: Teacher gives enough time to the groups in order to observe the pictures and draw conclusions. The teacher coordinates the discussion. The teacher creates a brainstorming map on the blackboard in which he/she writes down the different emotions mentioned by the students.

Activity 2: Teacher’s support and guidance is crucial while students are working in groups, in order for the students to understand the text and identify the different emotions. The special education teacher could also support the groups. During the whole class discussion, the teacher coordinates the process, clarifying points he/she thinks are important in order for the students to reach a better understanding.

Activity 3: Teacher has to organize the learning stations before the lesson. At each learning station, teacher should place a card with instructions, explaining the current task. Teacher’s support is crucial especially at the “Lexis” embodied learning game learning station. The game settings for “Lexis” are the following ones: Timer: 30 seconds for each question, Word language: English, Game type: By category, Categories: Emotions, Hidden letter position: Middle or End, Visual help: Tick the box, Letter choice: Choose 3 or 4. The teacher is clarifying that when a student is playing with the game, the rest of the students have to provide feedback and be active, imitating the given expression every time. Focusing on the students with disabilities, is recommended not to be the first ones to play the game so that they can imitate and follow the example of the other students. In this way students with disability might have a more positive attitude towards the game.

Activity 4: It’s important for the teacher to give enough time to the students in order to read, understand and complete the sentences using the proper emotion. This activity works as an enrichment activity but also as an evaluation activity for the current lesson.