



**Viaje al éxito educativo en
Inglés: maleta de herramientas
metacognitivas y socioafectivas
en 6º de Educación Primaria**



B2023/03268	DISEÑO DE MATERIALES EDUCATIVOS PARA LA PROMOCIÓN DE HABILIDADES SOCIOEMOCIONALES Y METACOGNITIVAS EN EL ALUMNADO PARTICIPANTE EN MEDIDAS DEL PROGRAMA PARA LA MEJORA DEL ÉXITO EDUCATIVO EN LA COMUNIDAD DE CASTILLA Y LEÓN
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Viaje al éxito educativo en Inglés: maleta de herramientas metacognitivas y socioafectivas para 6º de Educación Primaria

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ENGLISH

Introduction

Welcome to this journey

Let's start this exciting journey towards the development of metacognitive skills!

What are thinking and understanding-based approaches?

What is the culture of thinking?

- Cognitive strategies for understanding

- Thinking routines

How can we integrate the thinking approach with other active methodologies?

- Cooperative learning

- Gamification

- Game-based learning

Evidence from cognitive psychology supporting the effectiveness of this approach and the design of these materials

- The importance of prior knowledge in learning

- Managing cognitive load through instructional design

Sessions

Block I

Session 1. Let's BE together!

Session 2. Watch the watch!

Session 3. The past is back...

Session 4. Do you dare? Spin & Speak

References

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1. Icebreakers
2. Assessment tool
3. Visual Analogy
4. Games
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Welcome to this journey!

Welcome to this series of educational materials specially designed to promote and develop metacognitive (intellectual and socio-emotional) skills through a thinking and understanding approach for students in the 6th year of Primary Education within the framework of the **Programme for the Improvement of Educational Success** in the Community of Castilla y León.

At this stage of their education, it is essential to provide students with the necessary tools to become autonomous and critical learners. Metacognition refers to people's ability to know their own thinking, i.e. to be aware of their own learning processes. In this sense, fostering metacognitive skills involves helping students to understand how they process information and how they can regulate and direct their own learning more effectively. By promoting metacognitive skills, we seek to enhance students' critical thinking, autonomy, and socio-emotional self-regulation. These skills are not only fundamental for academic success, but also for their personal and professional development throughout their lives. As students acquire these metacognitive skills, they will be better prepared to face learning challenges, make informed decisions, and adapt to new situations. In addition, an attitude of continuous learning will be fostered, in which students become active protagonists of their own learning process.

These materials are designed to be used by both teachers and students, and they are structured in a gradual and progressive way to address different aspects of metacognition. Throughout this series, strategies, activities, and resources will be presented that will enable students to develop their self-reflection, planning, and evaluation of their own learning. The materials are designed in a way that integrates different active methodologies such as cooperative learning, game-based learning, gamification, etc. that favour students' motivation and participation. Moreover, they will be divided into four

subjects (Language, Mathematics, English and cross curricular contents), and all of them will have an equivalent structure composed of two blocks:

1. **SESSIONS WITH THINKING ROUTINES:** In this block you will find specific examples of the use of thinking routines to reinforce the learning of each subject (Mathematics, Language, English and cross curricular contents), as well as tips and materials for the application of thinking routines in an autonomous way by the teacher.

2. **GAMES:** In this block, specific examples of games will be presented to promote the development of executive functions, transversal skills, and the learning of the contents of each subject.

We hope that these educational materials will be of great use to both teachers and 6th grade students. With their constant use and application, we are sure that new doors will be opened towards more meaningful and enriching learning.

Let's start this exciting journey towards the development of metacognitive skills!

PENSA Trip: Travel agency

PLACES YOU VISIT

Curricula contents

CURIOSITY FOR NEW THINGS

passion for learning

Where do you want to TRAVEL?

TURISTIC GUIDE

Teacher is the touristic guide

THE TYPE OF TRAVEL

Active methodologies



In order to better understand the materials presented here, we consider it necessary to explain the theoretical foundation on which they are based. To facilitate this understanding, we have created this visual analogy that can also be used to explain to the students how the work will be organised in the programme sessions (**APPENDIX 3**).

With this analogy we want to symbolise learning as a journey, so with the question "**Where do you want to travel?**" we focus on the idea that the learner can decide where he/she wants to travel (what he/she wants to learn). It is important to note that with the focus on thinking and understanding we can cater for the different interests of the learners and thus motivate them towards learning.

On this trip, the **tour guide** (teacher) accompanies his/her group of **tourists** (students) along the different paths and places they want to reach. This trip will not be an organised trip, where everything is planned and the same places are always visited, going from one monument to another without time to enjoy and look for the curiosities of the place. It will not be a trip where the times are set by others and they decide where to go, in what order, how long we will stay and what we will see. Our **trip is personal, individualised**, our tourists will be the protagonists, they will investigate what they want to visit, they will answer their **curiosities**, and they will spend as much **time** as they need in each place. It will not be a "standard" trip but a "personalised" trip. To achieve this type of trip, the tour guide will need to manage information to **organise a personalised trip** (active methodologies) through the **routes and the places they want to visit** (curricular contents).

All these elements are framed in the way the **PensaTrip travel agency** works (thinking approach), which organises this new type of personalised trips. This agency has the **most innovative tour guides**, who never forget their **camera** to record each place visited (learning documentation), their **binoculars** (to observe closely), their **diving goggles** (to go deeper and

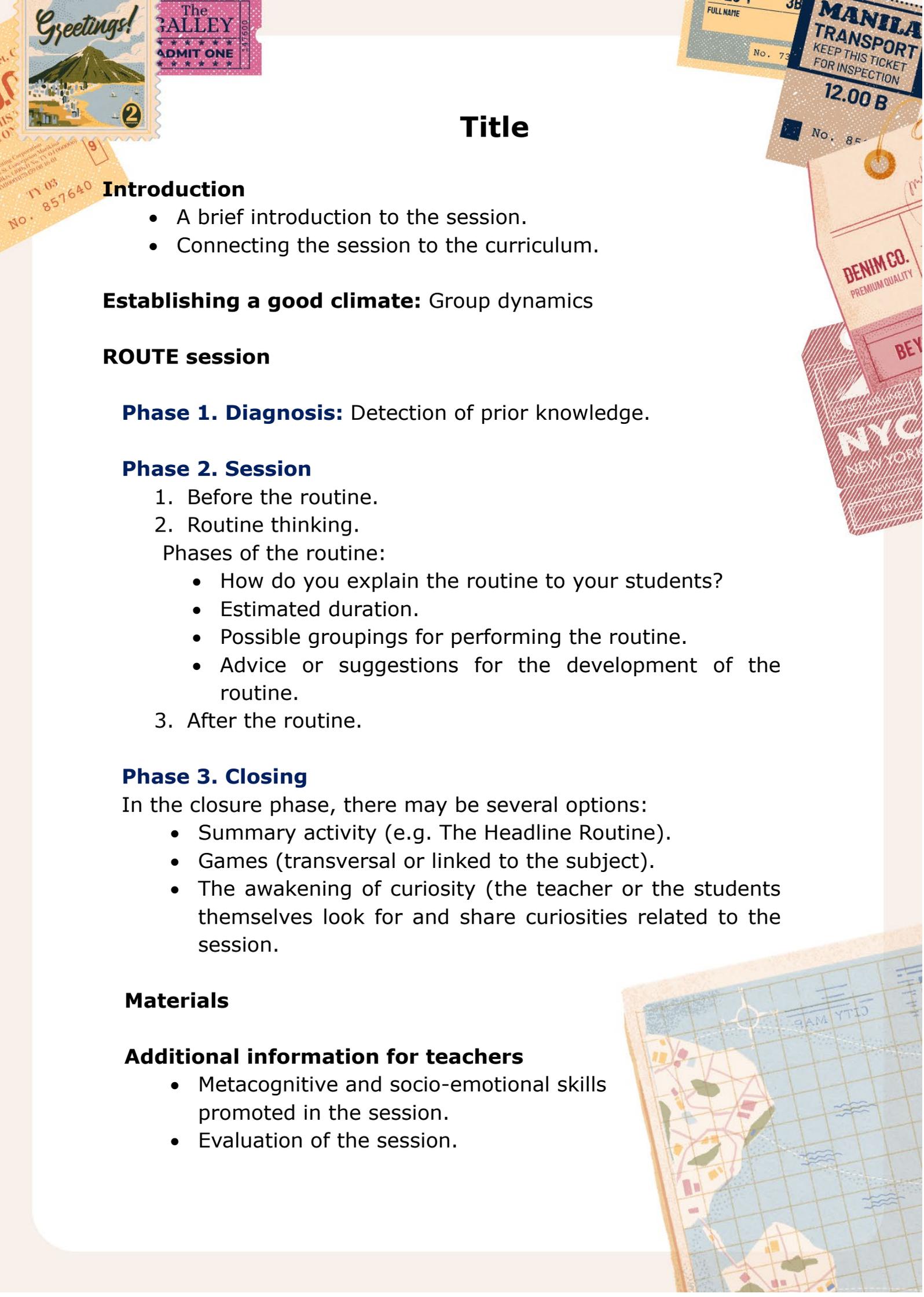
further), their **map** (to avoid getting lost in the teaching-learning process), their **backpack** (to store their educational resources such as thinking routines, group dynamics, games, etc.), **passport** (progress throughout the courses and educational stages), **compass** (the thinking routines), etc.

All this will **allow our group of students to have the trip of a lifetime.**

The materials for each subject have **two blocks**:

1. SESSIONS WITH THINKING ROUTINES
2. GAMES

The **first BLOCK** of sessions with THINKING ROUTINES are presented with a fixed structure which is explained below:



Title

Introduction

- A brief introduction to the session.
- Connecting the session to the curriculum.

Establishing a good climate: Group dynamics

ROUTE session

Phase 1. Diagnosis: Detection of prior knowledge.

Phase 2. Session

1. Before the routine.
2. Routine thinking.

Phases of the routine:

- How do you explain the routine to your students?
 - Estimated duration.
 - Possible groupings for performing the routine.
 - Advice or suggestions for the development of the routine.
3. After the routine.

Phase 3. Closing

In the closure phase, there may be several options:

- Summary activity (e.g. The Headline Routine).
- Games (transversal or linked to the subject).
- The awakening of curiosity (the teacher or the students themselves look for and share curiosities related to the session).

Materials

Additional information for teachers

- Metacognitive and socio-emotional skills promoted in the session.
 - Evaluation of the session.
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The sessions with thinking routines are presented following a recommended **order**, but they have been planned in such a way that, if the teacher considers it necessary, they can be carried out in a different order. All sessions are presented with an **initial group dynamic** of short duration (10-25 minutes), to start all sessions with a group atmosphere and a positive emotional state (**ANNEX 1**).

The central phases of the session in which different thinking routines are developed -infused with the contents of each subject- have been called the **ROUTE session**. In this part of the session, useful information is provided in order to correctly develop the routine with the students (e.g. instructions, estimated time, grouping, etc.).

All the sessions have a final **closing phase** in which brief activities with a playful approach are proposed, the aim of which is to synthesise and organise the contents dealt with throughout the session. Three activities are proposed to the teacher so that he/she can choose the one he/she considers most appropriate:

- The holder: individual and/or group.
- Round/s of some of the games proposed in the materials (**ANNEX 4**).
- The awakening of curiosity.

A section entitled **Supplementary information for teachers** has been included, which lists the cognitive, metacognitive and socio-emotional skills that are promoted in each of the sessions:

Cognitive skills

- *Cognitive strategies (describe, explain, relate, question, evaluate, etc.):*
Cognitive skills needed to process information deeply and efficiently.

- *Problem solving:* Ability to identify and define problems, generate strategies to address them, implement solutions, and evaluate the results.

- *Creativity*: Ability to generate original ideas, combine concepts in innovative ways, find unconventional solutions, and think outside the box.

- *Critical and ethical thinking*: Ability to critically evaluate information, understand ethical issues, and make responsible decisions in different environments and situations.

Metacognitive skills

- *Self-reflection*: The ability to reflect on one's own thinking process, identify strengths and weaknesses, and adjust learning strategies accordingly.

- *Planning and organisation*: Ability to set clear goals, design an action plan, organise time and resources, and monitor progress towards achieving objectives.

- *Self and task monitoring*: Ability to assess one's own level of understanding and mastery of a subject, identify areas of difficulty, and apply effective study strategies.

Socio-emotional skills

- *Self-regulation*: Ability to maintain motivation, manage frustration, overcome obstacles, and persevere in the pursuit of academic goals.

- *Emotional intelligence*: The ability to recognise, understand and regulate one's own emotions and the emotions of others, and to use these skills to establish healthy relationships and manage conflict.

- *Empathy*: The ability to put oneself in the shoes of others, to understand their perspectives, needs and feelings, and to act in a compassionate and caring manner.

- *Teamwork*: Ability to collaborate effectively with others, communicate clearly, listen actively, resolve conflicts, and achieve goals together.

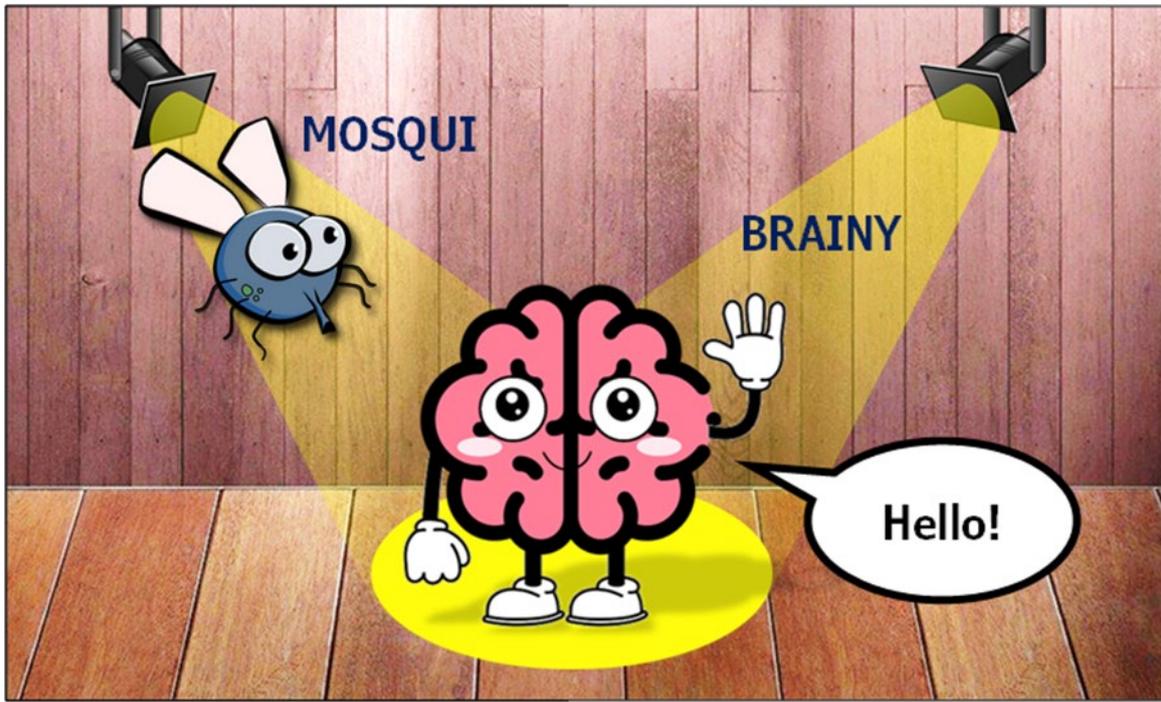
- *Ethical decision-making*: Ability to recognise and consider the ethical implications of decisions, evaluate long-term consequences, and act in a responsible and morally correct manner.

A brief **evaluation** proposal is also proposed with a double objective: on the one hand, to make the student's learning and understanding of the session visible and, on the other hand, to evaluate the activities proposed in the session itself. An evaluation form (**ANNEX 2**) has been designed to collect evidence of the learning and development of the sessions. This information will allow us to know whether the students are understanding the contents correctly and, in addition, to make the necessary modifications in those issues that do not work well or that are not perceived positively by the students.

To make the evaluation more attractive and motivating, we suggest **the use of social media and networks**, which can be those of the educational centre itself (e.g. virtual classroom or Teams) or general social networks (e.g. Instagram, TikTok, etc.). It is proposed to elaborate, together with the students, audiovisual pills that can be shared later on the social networks of the educational centre or the teacher. These audiovisual pills can be elaborated with images taken from the headlines the students have produced after the session, with the materials or products they have produced, etc. These images can be used to produce a video to share in the school's virtual classroom, or on social networks such as TikTok, Instagram or X. It is suggested to use the hashtag #ExitoEducativoCyL and to tag the @profiles of the Junta de Castilla y León, the @profiles of the school or a @profile created by the teacher without personal identification to make visible the work carried out within the framework of the Programme for the improvement of educational success.

The **second BLOCK** proposes various board games whose theoretical basis is to promote cognitive, metacognitive and socioemotional skills in a way that is infused with content from the different subjects. All the games have printable materials that can be laminated for greater durability. In addition, elements (e.g. cards without content) are integrated so that the teacher can expand or modify the use of the games proposed with the participation of their students.

Throughout this journey we will have two personalities, **Mosqui** and **Brainy**, who will make the journey funnier by appearing in some pictures or activities.



Finally, a series of **symbols** have been included throughout the materials, which aim to draw the teacher's attention to some important aspects in order to favour greater understanding. These are:

- **Variant icon:** If you find this symbol it means that you are offered other variants, modifications, etc. to the routine, dynamic or game of the session. 
- **Thinking movement icon:** If you find this symbol, it means that you are including thinking movements in this activity, which are the cognitive strategies necessary for understanding. 
- **Thinking routine icon:** this symbol means that a thinking routine is being considered, and you can find the graphic organiser of the routine in the corresponding annex **(ANNEX 5)**. 
- **Cooperative structure icon:** if you find this symbol it means that a cooperative structure is being considered, and you can find its graphic organiser in the corresponding annex **(ANNEX 5)**. 
- **Document icon:** this symbol means that you should document that phase of the thinking routine or activity. Documentation can be done by photographing, scanning, etc. the ideas that have emerged from the activity. 
- **Reinforce icon:** if you find this symbol it means that you, as a teacher, should reinforce your students' ideas, questions, productions, etc. 
- **Visibilise icon:** this symbol means that, as a teacher, you should give visibility to that part of the session. 

- **Play icon:** When you find this symbol, it means that a game or gamification is being considered. 
- **Speaking icon:** This symbol means that a speaking activity is being planned. 
- **Listening icon:** When you find this symbol, it means that a listening activity is in progress. 
- **Writing icon:** This symbol means that a writing activity is being planned. 
- **Reading icon:** It means that a reading activity is in progress. 
- **Search for the stranger icon:** This symbol means that a search activity for a stranger is being considered. 
- **Bibliography icon:** When you find this symbol, it means that there is a bibliographic reference at that point in the text. 

What are thinking and understanding-based approaches?

Thinking or comprehension-based pedagogical approaches are educational paradigms that focus on the students' cognitive development, prioritising the active construction of knowledge and deep understanding of concepts rather than the simple memorisation and repetition of information (Vygotsky, 1978). These approaches seek to promote the acquisition of critical thinking skills and the ability to apply knowledge in diverse situations (Ritchhart *et al.*, 2014).

Within these approaches, learning is conceived as an active and meaningful process, in which students are seen as active participants in their own education. Interaction between students and the teacher, as well as among students themselves, is encouraged to promote the joint construction of knowledge (Ritchhart, 2015).

One of the fundamental pillars of thinking-based pedagogical approaches is the development of metacognitive skills, i.e. the ability to reflect on and self-regulate one's own learning process (Swartz, 2014). Students are guided to become aware of their study strategies, how they approach problems, and how they can improve their understanding and resolution of complex situations.

Within these approaches, teaching strategies are used that stimulate enquiry, problem solving, critical analysis, debate and discussion, as well as the practical application of knowledge in real contexts. They also seek to foster divergent thinking, i.e. the ability to generate multiple solutions and perspectives to the same problem (Salmon *et al.*, 2019). It is important to note that these pedagogical approaches do not completely replace the need to learn specific concepts and content but seek to integrate them in a meaningful and functional context, so that students can understand their relevance and applicability in different situations.

Thinking or comprehension-based approaches are educational approaches that emphasise the development of critical thinking, the active construction of knowledge, and the ability to understand and apply concepts in real contexts, with the aim of developing autonomous, reflective learners with effective problem-solving skills (Ritchhart *et al.*, 2014; Ritchhart, 2015; Swartz, 2014; Vygotsky, 1978).

What is the culture of thinking?

Creating a culture of thinking in the classroom refers to establishing an educational environment that promotes and values critical, reflective, and deep thinking among students. It is a pedagogical conception that seeks to transform the teaching and learning process, where the emphasis is placed on the development of students' cognitive and metacognitive skills, as well as on the meaningful construction of knowledge (Ritchhart, 2015).

Within a culture of thinking, the teacher assumes the role of facilitator and guide, guiding students in developing metacognitive strategies that enable them to reflect on their own learning process and self-regulate it (Swartz *et al.*, 2014). This involves teaching them to be aware of their own thoughts, emotions, and approaches to academic challenges (Ritchhart, 2015; Vygotsky, 1978).

This process requires the synergy of eight cultural forces that enhance students' learning and intellectual development. First, there is **interaction**, where students are encouraged to discuss, share ideas, and collaborate in the joint development of knowledge (Aguilar, 2010).

Encouraging cooperative work and the exchange of ideas to enrich collective understanding is a key objective. This requires creating a safe and supportive **environment** for students to feel comfortable expressing their ideas, raising questions, and sharing their perspectives. It is essential that students perceive themselves as active and valued members of the learning community, where their opinions are valued and respected. This environment should provide good **opportunities** for learning and thinking, so fostering curiosity is essential to create a driving force, encouraging students to explore various topics with enthusiasm. The use of active methodologies in the classroom is one of the best options to create good opportunities for thinking, and this requires investing sufficient **time**, making visible the **expectations**

that the teacher has about the learning of their students and the use of a **language** of thinking. The teacher is a guide and designs good opportunities for thinking and learning using active methodologies in the classroom. Moreover, he/she uses a language of thinking that not only promotes metacognitive skills but also helps the student to self-regulate their learning; thus, the teacher exercises appropriate **modelling on** their students.

Finally, in order to establish a culture of thinking in the classroom, it is necessary for the teacher to promote a series of educational practices and strategies that encourage active thinking and intellectual engagement of all students. This can be achieved through the fusion of **thinking routines** and active methodologies that stimulate critical analysis, problem solving, enquiry, debate, and discussion, among other cognitive skills (Hattie, 2017; Ritchhart, 2015).

Fostering a culture of thinking in the classroom also involves using powerful questions and encouraging deep exploration of content, rather than focusing exclusively on superficial memorisation. Students are encouraged to develop meaningful connections between concepts, which contributes to a stronger and more enduring understanding of knowledge (Butler *et al.*, 2020).

Cognitive strategies for understanding

A cognitive strategy is a conscious and planned mental process that an individual employs to facilitate and enhance thinking and learning. These strategies involve the activation and coordination of cognitive resources, such as attention, memory, comprehension and reasoning, for the purpose of effectively tackling academic tasks or complex problems (Salmon, 2019; Swartz *et al.*, 2013; Swartz *et al.*, 2014).

Cognitive strategies are mental tools that enable learners to process information more effectively, access prior knowledge, build meaningful connections, solve problems, remember, and apply what they have learned in different contexts. These metacognitive skills are acquired and honed through experience and practice, leading to improved learning efficiency and effectiveness (Hattie, 2017). The appropriate use of these strategies involves making conscious and flexible decisions about when and how to apply them, according to the specific demands of tasks or learning objectives (Butler *et al.*, 2020; Cañas *et al.*, 2021).

The cognitive strategies or thinking moves presented below are not an exhaustive list, but they offer a wide range of cognitive skills that can be used in the classroom to foster deep and meaningful understanding of content. By integrating these practices into teaching, students' development of essential intellectual skills is stimulated, contributing to more competent and engaged learners.

The following paragraphs present a list of cognitive skills that we have integrated into the different sessions and games that make up this material:

Questioning. This cognitive skill involves asking open-ended, reflective questions that stimulate enquiry and critical thinking. Students learn to ask meaningful questions that guide their exploration and understanding. There are different types of questions. On the one hand, more superficial questions, which involve memorising and recalling a specific fact (e.g. What is the name of the highest peak on the Iberian Peninsula? On the other hand, there are more

elaborated questions that involve complex cognitive processes such as evaluating data, relating ideas, etc. (e.g. How do you think you could apply critical thinking in your daily life to make more informed and grounded decisions?).

Reasoning with evidence. This cognitive skill refers to the logical construction of arguments supported by evidence and sound reasoning. Reasoning with evidence implies going beyond the provision of opinions. These are opinions that have been constructed based on data, evidence, etc.

Synthesising or summarising. This cognitive process consists of extracting the main information, ideas, or elements from a larger data set (e.g. text, chapter, news item, etc.). Extraction of main data is a mental process necessary to select useful data for problem solving, decision making, etc.

Concluding. Concluding is the cognitive process by which final judgements or inferences are drawn from the information, evidence or arguments previously analysed. It is the act of closing a reasoning or a discourse, arriving at a certain statement or resolution that is considered valid and coherent with the premises or data provided. The conclusion represents the final result of critical thinking and systematic reflection on a specific topic or problem.

Making an analogy or simile. An analogy is a cognitive resource that consists of establishing an explicit or implicit comparison between two different elements or situations, with the purpose of highlighting similarities or resemblances between them. In this process, a known and familiar relationship is used to illustrate or explain a less known or more complex relationship. Analogy seeks to enhance understanding of a complex term through prior familiarity and understanding of the other concept.

Explaining or interpreting. Explaining is a cognitive process that aims to convey information or knowledge in a clear, coherent, and understandable way. During explanation, the speaker uses words, examples, illustrations or other resources to present concepts, ideas, or phenomena in a detailed and structured way in order to facilitate understanding and learning of the subject matter. Effective explanation involves adapting the language and level of detail according to the audience's characteristics and prior knowledge, as well as using relevant examples and analogies to help clarify complex concepts.

Relating or connecting. This cognitive skill involves establishing meaningful relationships between previously learned concepts and new knowledge. Students link ideas, topics and disciplines, which deepens their understanding and relevance.

Observing and describing. Describing is a cognitive skill that involves the detailed and accurate verbal representation of an object, person, place, situation, or phenomenon. In this process, carefully selected words and phrases are used to clearly portray the characteristics, attributes, and distinctive qualities of the object or subject in question. Description seeks to convey a vivid and comprehensible mental image, enabling the receiver to visualise and understand the described item objectively and completely. Description can be used as a strategy to improve reading comprehension and written expression, as it enables students to develop their skills in conveying information clearly and accurately.

Applying content. Applying content is the cognitive process by which previously acquired knowledge, skills or concepts are used to solve a practical problem. It involves transferring and adapting theoretical learning to real situations that demand the effective application of the content learned. Applying content shows the ability to use knowledge in a meaningful and functional way, going beyond mere memorisation.

The application of content is a crucial step in the learning process, as it allows verification of the deep understanding and effective assimilation of the topics studied.

Evaluating evidence, arguments, and actions. This movement of thought is an analytical and reflective process by which the quality, relevance and validity of the information presented, the reasoning put forward, or the actions carried out are critically examined and assessed. This cognitive activity involves the application of objective and well-founded criteria to determine the reliability and coherence of statements, actions or data, as well as their relevance to the context in which they are presented (e.g. when faced with the statement "Climate change is a myth", one must collect data and evidence, analyse the veracity of different sources, contrast the data in different sources, analyse the arguments, etc.).

Remembering. A cognitive process that involves the conscious and active retrieval of information stored in long-term memory, allowing the individual to mentally recall and reconstruct previously acquired knowledge for use and application in a variety of situations.

Considering different points of view. Considering different points of view is a cognitive process that involves considering and analysing different perspectives, opinions or interpretations of a given issue, problem or situation. In this process, it values diversity of opinion and seeks to understand the different ways in which people perceive and approach the same issue. Taking into account different points of view encourage critical thinking and open-mindedness by challenging assumptions, enriching analysis and developing a more complete and objective view of the issue at hand.

Research. The process of actively seeking for information, asking questions, collecting and analysing data, and formulating conclusions based on evidence. This process fosters critical thinking and intellectual autonomy.

Identifying patterns. Identifying patterns is a cognitive process that involves recognising and understanding regularities in a set of data, elements or phenomena. In this process, the student analyses the information presented and looks for similarities, trends or consistent sequences that are repeated over time or in different situations. The ability to identify patterns is an essential skill in analytical thinking and problem solving, as it allows one to find underlying and meaningful structures in observed data.

Generating possibilities and alternatives. Generating possibilities and alternatives is a cognitive and creative process that involves producing various options, ideas, or solutions in response to a given problem or challenge. In this process, imagination and divergent thinking are used to explore different possible approaches and scenarios in order to find new perspectives or strategies. The generation of possibilities and alternatives is an essential aspect of creative thinking and informed decision-making.

Planning. Planning is an intellectual process that involves the detailed and systematic formulation of actions to be taken to achieve a specific objective. In this process, clear goals are established, necessary resources are identified, tasks are organised and deadlines and sequences of activities are defined. Planning is a fundamental tool in the management and organisation of projects, academic activities, daily tasks, and decision-making processes.

Identifying data, opinions, or biases. Identifying facts, opinions or biases is an analytical and critical process that involves distinguishing between objective and verifiable information (facts), subjective judgements or personal assessments (opinions) and entrenched beliefs and biases (biases). In this process, the individual evaluates the source, content, and context of information to determine its reliability, objectivity, and substantiation.

In academia, identifying facts, opinions or biases is essential for acquiring accurate information and forming an informed and balanced perspective on a

topic. This involves the application of other cognitive strategies such as contrasting and verifying evidence and considering different points of view to gain a more complete and objective understanding.

Clarifying priorities or conditions. Prioritisation is a cognitive process that involves clearly and consciously identifying and establishing the goals, objectives or tasks that are most important or urgent in a given context or situation. In this process, the relevance and impact of different options is assessed, and the order of importance is determined in order to focus efforts and resources effectively.

Making generalisations. Making generalisations is a cognitive process that involves extrapolating or extending conclusions, patterns or characteristics observed in a particular set of cases to a broader category or to similar situations. In this process, the individual identifies similarities or regularities in observations and applies them to a larger population or diverse contexts, with the aim of gaining a more encompassing or predictive perspective.

Thinking routines

Thinking routines, according to the Visible Thinking approach of Harvard University's Project Zero, are systematic and structured thinking strategies and patterns that are used for the purpose of promoting and developing critical and reflective thinking skills in students. These routines are designed to help students improve their ability to observe, analyse, interpret, and connect ideas, thereby fostering a deeper and more meaningful understanding of the content and topics being addressed in the classroom (Ritchhart *et al.*, 2014).

Thinking routines provide a cognitive framework that guides students in exploring and analysing diverse perspectives, formulating fundamental questions, identifying patterns, and building connections between different concepts. By following these routines consistently, students acquire a mental

structure that enables them to organise and approach knowledge in a more systematic and effective way.

The Visible Thinking approach also aims at making students' thinking visible and facilitating metacognition, i.e., reflection on their own thinking and learning. By using the thinking routines, students can express their ideas, reasoning and arguments in a clearer and more grounded way, which enables the teacher and their peers to better understand and evaluate the thinking process itself.

Harvard University's Project Zero has developed [several thinking routines](#) that are applied in different educational contexts and disciplines. They can be adapted to suit the specific needs and objectives of each classroom. These routines are a valuable tool for developing critical, creative, and analytical thinking skills, and for enriching students' learning process through greater understanding and visibility of their own thinking.

How can we integrate the thinking approach with other active methodologies?

Cooperative learning

Cooperative learning is an ideal methodology to promote a culture of thinking and cooperation in the class-group as it has a direct impact on the promotion of one of the cultural forces, **interaction**. Cooperation is about working together to achieve common goals. In this case, the common goals will be related to the understanding of content or subject matter, for which cooperative structures can be used together with routines or thinking movements.

Cooperative learning is the didactic use of small groups in which students work together to maximise their own learning and that of others (Johnson, Johnson & Holubec, 1999). In this sense, cooperative learning would be a methodology that especially encourages cultural forces of thinking such as interaction, environment, and language.

The essential components of cooperative learning are: (1) positive interdependence, (2) face-to-face interaction, (3) individual responsibility, (4) interpersonal or team techniques, and (5) group evaluation (Johnson *et al.*, 1999). Deep thinking and learning are fostered in the group when the teacher integrates a thinking routine with cooperative structures. A cooperative structure such as 1-2-4 can be an ideal format for a thinking routine, such as I See-I Think-I Wonder. In step 1, each of the participants performs the routine individually, in step 2 they share with another student and come to a consensus, and in step 4 the process is repeated as a group. In this way, individual reflection leads to a more complete group reflection in which the different points of view have been considered.

Gamification

By integrating game mechanics in the classroom, we can promote students' thinking in order to learn about the cognitive processes we apply when thinking, improve their thinking skills, or positively reinforce when they carry out or share their thinking.



Figure 1. Charts of the thought movements.

It is possible to gamify thinking at any educational stage and in any area of knowledge using thought movements as a starting point. At the University of Valladolid, an experience in this sense has been carried out (Pinedo, García-Martín and Rascón, 2019) in such a way that cards have been developed to promote the understanding and visibility of the movements of thought (**Figure 1**). During the classroom sessions, the teacher gives the different cards to the students when they mobilise and visualise one of the thought movements. For example, a student asks the teacher a good question and the teacher gives him/her the card entitled "Wondering and asking questions". The cards can be used to obtain points, decorations, or rewards.

Through the gamification of thinking, a culture of thinking is promoted in the classroom as a language of thinking is learnt and used, the teacher's expectations are clarified, interaction and participation are facilitated to share ideas, questions, explanations, etc. In addition, the cognitive processes carried out by the students and the effort involved in carrying them out are continuously and systematically valued and reinforced. The teacher, when

carrying out his/her explanations, can make visible and verbalise his/her own thinking movements in such a way that he/she uses a language of thought and presents himself/herself as a suitable model for his/her students by consciously carrying out these mental processes.

Game-based learning

Game-based learning is an active methodology based on the use of games to foster the acquisition of knowledge, skills, and competences in students. In this approach, the teaching and learning process is presented in a playful, interactive, and motivating way (García *et al.*, 2020). The main objective of game-based learning is to enhance student participation in the educational process, promoting their engagement and enthusiasm for learning. Through the incorporation of elements such as challenges, problem solving and exploration, it seeks to stimulate critical thinking, creativity, collaboration, and informed decision-making (Arias *et al.*, 2014).

This methodology can be used in different educational contexts, from early childhood education to more advanced levels, and even in adult education. It can also be adapted to different disciplines and areas of knowledge, facilitating the process of assimilation, and understanding of complex content through a more entertaining and meaningful approach for students (García *et al.*, 2020).

The integration of the comprehension-based approach with game-based learning is a pedagogical strategy that seeks to combine the conceptual depth and meaningful understanding of academic content with the motivation, interactivity and participation offered by educational games. This fusion aims to provide students with a more enriching and effective learning experience, allowing them to approach content in a deeper and more contextualised way

while engaging in a playful and stimulating environment (Blasco, 2018; Sani *et al.*, 2019).

To do so, it is essential to design activities and game dynamics that are aligned with the understanding objectives of the curriculum. This involves identifying the key concepts to be taught and designing game scenarios that promote the analysis, synthesis, and application of that knowledge in relevant and realistic situations.

Secondly, the role of the teacher as a guide and facilitator during the process must be considered. The teacher has the task of ensuring that the educational games connect appropriately with the curricular content and provide opportunities to reflect on concepts and make connections between different areas of knowledge. In addition, the teacher must be attentive to provide feedback and guidance when necessary to ensure that students gain a solid understanding.

In addition, it is relevant to link learning derived from games with practical applications in real life. Students should be able to transfer what they learn in the context of the game to real and meaningful situations. In this way, a deeper and more lasting understanding of the content is promoted, as students see the usefulness and relevance of what they are learning.

The integration of the comprehension-based approach with game-based learning combines the deep acquisition of knowledge and skills with the motivation and engagement provided by educational games. This synergy between both methodologies allows for a more enriching and effective educational experience, facilitating students' holistic development and their ability to apply what they learn in practical and real situations (Blasco, 2018; García *et al.*, 2020; Sani *et al.*, 2019).

Evidence from cognitive psychology supporting the effectiveness of this approach and the design of these materials

This section reviews two key principles from cognitive psychology that support the thinking-, metacognition-, and understanding-based approach: the effect of prior knowledge and cognitive load theory. Both principles provide empirical evidence on how the design of the sessions (including thinking routines, games, and active methodologies) promotes effective learning by connecting with what students already know and appropriately managing mental load during the acquisition of new knowledge.

The importance of prior knowledge in learning

One of the most robust findings in educational research is that new learning largely depends on the learner's prior knowledge. David Ausubel (1968) stated that "the most important single factor influencing learning is what the learner already knows." This means that starting from students' existing knowledge is essential for new information to be meaningful and integrated into their cognitive structure. If teachers ignore students' prior conceptions, new content may appear irrelevant or disconnected, making it harder to understand. For this reason, in the sessions presented in these materials, the initial phase always includes the activation or diagnosis of prior knowledge (e.g., through initial questions or brainstorming), ensuring a bridge is built between what students know and what they are going to learn.

A classic experiment by Bransford and Johnson (1972) demonstrated that providing prior context or cues significantly improves comprehension and recall of difficult texts: participants who were given contextual information before listening to a passage (i.e., who had certain knowledge activated) remembered much more than those who did not receive such support. In short,

when new information is connected to accessible prior knowledge, comprehension and memory improve. This occurs because prior knowledge provides a mental schema into which new information can be integrated, promoting meaningful rather than rote learning.

In addition to supporting comprehension, prior knowledge reduces the cognitive load involved in learning something new. From the perspective of schema theory in cognitive psychology, prior knowledge functions as a mental “scaffold,” allowing learners to process incoming information more efficiently and freeing up working memory resources. Studies based on cognitive load theory show that learners with more prior knowledge experience less mental effort when learning new content (Dong et al., 2020). Conversely, when students lack background knowledge, they must dedicate more cognitive resources to understanding basic concepts, which can overload their working memory. Hence the importance of “connect first, then teach”: our materials always begin each unit or activity by activating relevant prior knowledge, thus preparing students’ minds to fit new information into a familiar framework.

This practice not only enhances familiarity and motivation, but also scientifically facilitates memory integration by providing cognitive “hooks” for new content. Using prior knowledge is not merely a pedagogical recommendation—it is a principle solidly backed by cognitive science. The materials presented here apply this principle systematically by starting each instructional sequence with the diagnosis and activation of what students already know, ensuring fertile ground for new ideas to take root.

Managing cognitive load through instructional design

Learning new things involves mental effort that must be carefully managed to avoid overload. Cognitive load theory indicates that human working memory has limited capacity for processing new information (Kennedy & Romig, 2024). If learners are faced with too many complex elements at once

or distracted by irrelevant information, cognitive resources are saturated and learning breaks down. Therefore, effective instructional design must find a balance: presenting content that challenges students (productive effort) without exceeding their processing limits.

Several types of cognitive load are distinguished. First, there is intrinsic load, which refers to the inherent complexity of the material to be learned. It depends on the number of elements that must be managed simultaneously and their difficulty. For example, solving a long division involves greater intrinsic load than a simple addition, and learning a completely new concept is more complex than one related to already-known ideas. Again, we see the connection with prior knowledge: if students lack basic notions, an activity can feel overwhelming from the outset. To manage this, the materials presented here gradually increase difficulty: starting with general or simpler concepts (often supported by examples or analogies) and progressing toward more detailed or complex cases, following Ausubel's progressive differentiation. In this way, intrinsic load remains manageable while gradually expanding the student's knowledge base.

On the other hand, extraneous load refers to the unnecessary mental effort caused by poor instructional design. Our materials aim to minimize extraneous load: activities are presented clearly and concisely, using relevant visual supports and removing ornamental or distracting information. For example, when introducing a new thinking routine, we provide a simple visual map of its steps (instead of long textual explanations) and avoid complex technical terms unless they are first explained. This principle aligns with several well-established effects in research, such as the split-attention effect, which indicates that it is better to integrate text and image than to force the learner to look at them separately.

By following these guidelines, the design of the materials avoids overloading students with irrelevant elements and ensures that their mental

effort is focused on what truly matters. For instance, a classic routine like “See-Think-Wonder” first prompts students to observe a material (activating prior knowledge and attention), then reflect on it (making connections and identifying key ideas), and finally ask questions (fostering curiosity and inquiry). This structure aligns with evidence-based practices: students learn better when they actively and systematically process information rather than receiving it passively.

Moreover, these strategies foster metacognition, that is, students’ awareness of how they are thinking and learning, which allows them to self-regulate their effort. A student following a thinking routine not only understands the topic at hand but also internalizes a method for tackling problems, which strengthens cognitive autonomy. The active methodologies we incorporate—cooperative learning, game-based learning, gamification, etc.—are also justified from the perspective of cognitive load. When students actively participate—discussing in groups, handling materials, solving playful challenges—they tend to experience greater motivation and interest, emotions that support rather than hinder learning.

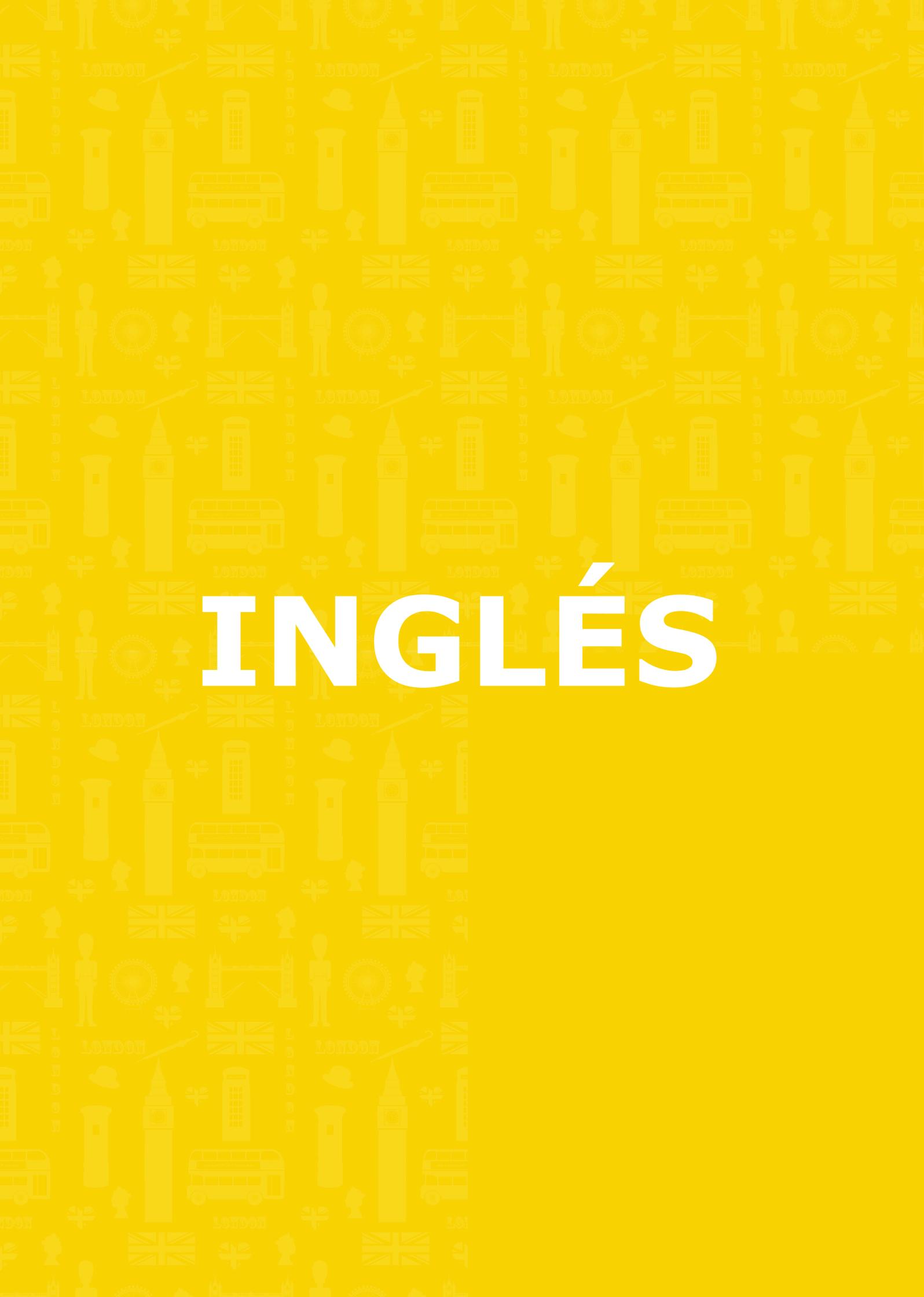
Recent studies indicate that the use of well-designed educational games or interactive environments can reduce perceived cognitive load while increasing student performance and motivation (Chang & Yang, 2023). This is because games engage students in experiences where effort feels less costly (as they are immersed and enjoy the challenge), while also offering immediate feedback and a gradual increase in difficulty (many games start easy and become more complex, in line with the principle of intrinsic load dosing). In fact, gamification—the application of game elements in educational contexts—has been shown to enhance students’ motivation and engagement, which translates into greater time and quality of effort dedicated to tasks.

A motivated student tends to persist longer and become less frustrated, which reduces the impact of extraneous load from anxiety or boredom.

However, it is essential to balance the design of these games or activities: if the playful environment is too complex or stimulus-heavy, it can backfire and generate additional extraneous load. For this reason, our educational games are designed with simple rules and clear objectives, focused on reinforcing curricular content and cognitive functions (memory, attention, strategic thinking) without adding unnecessary information.

Another central aspect of our approach is fostering students' self-regulation, which directly impacts cognitive load management. By promoting metacognition, we teach students to reflect on their thinking and monitor their understanding. A 6th-grade student who acquires these skills will know, for example, when they are not understanding something and will seek help or review a concept, rather than continuing to accumulate confusion (which would increase extraneous load). Scientific literature suggests that combining self-regulation strategies with good cognitive load management produces better outcomes: students with higher prior knowledge and lower cognitive load tend to seek help more effectively and engage more in tasks.

In our programme, cooperative dynamics and group reflection create safe environments where students can express doubts to peers or teachers in time, before the difficulty becomes overwhelming. Meanwhile, the teacher (as the facilitator of the "learning journey") continuously observes signs of overload or disconnection and adjusts the pace or level of support—by rephrasing a question, offering a hint, or breaking a complex problem into more manageable parts.



INGLÉS

WHERE DO YOU WANT TO TRAVEL?

SESSION 1

LET'S BE TOGETHER!

SESSION 2

WATCH THE WATCH!

SESSION 3

THE PAST IS BACK...

SESSION 4

**DO YOU DARE?
SPIN & SPEAK**



Session 1

Let's BE together!



Introduction

This first unit is focused on the revision of the verb **to be**. The idea is that students can become aware of what they already know, and the typical mistakes they usually make.

This session uses two thinking routines:

The first routine is **What makes you say that?** (Ritchhart et al., 2014). This routine is focused on exploring ideas in depth. As the use of the verb to be is a content that students have practiced along Primary Education, and it is, at the same time, a grammatical aspect that is still difficult for some, this thinking routine is perfect: they are going to use it to infer the rules. It is not the teacher the one who exposes the theory, but them (with the help of the teacher, if it is necessary, asking them questions that lead to focusing on important aspects or that guide their reasoning).

The second routine is **The Traffic Light** (Ritchhart et al., 2014). This routine makes students consciously evaluate their learning, aligning with the session's theoretical framework of fostering metacognition and normalizing error. They learn to identify what they have mastered (building confidence) and pinpoint what still needs work (creating a self-driven goal). It also gives the teacher valuable feedback for future lessons. By sharing reflections, it builds a supportive class culture – students see that others also have “yellow” areas, so they don't feel alone if they misunderstand something. It's the practical application of “the error as an instrument of improvement” from the curriculum.



Contents:

Describe people; Request and exchange information on everyday issues; Use of the English language in the classroom; Basic vocabulary about nationalities, colours, jobs, adjectives; Verb to be in the simple present; Yes-no questions.

Specific Competences:

Comprehension of everyday texts (Specific Competence 1.1): Students interpret the general meaning and key information in short, simple oral/written texts on familiar or personal topics.

Oral and Written Expression (Specific Competence 2.1): Students orally produce short, simple texts about everyday personal topics using basic, frequently-used structures – in this case, describing themselves and others with to be.

Interactive communication with simple Q&A (Competence 3.1): Plan and participate in short, simple interactive situations on everyday topics. (Competence 3.2): Students ask and answer simple (questions to introduce themselves or others, using basic formulas in guided situations. This is met by conversational activities practicing to be in questions (e.g. “Are you...?”).

Self-evaluation and reflection (Specific Competence 5.3): Students reflect on their learning process, recognizing progress and difficulties through guided self- and co-evaluation, and treating errors as learning opportunities. The final reflection routine reinforces this competency.

Breaking the ice (20 minutes)

To create a good classroom climate, a group dynamic is proposed.

In this first session, a dynamic of the "**icebreaker and presentation**" block is proposed, specifically the one entitled "Let's organize the group!" (**see Annex 1**, where you will find a brief explanation and the objective to achieve).

ON-ROAD SESSION

Phase 1. Warm-Up: Activating Prior Knowledge (40 minutes)

Platform 1. "Give Me Five!"

Prepare cards with the names of different categories that can be used later to describe people (nationalities, jobs, clothes, colors, feelings, physical traits, adjectives). You can use this game in different ways:



- One student of the group picks a card, and s/he has 1 minute to say five words that fit in the category named in the card. For example, if the card says "Jobs," a student might list "teacher, singer, doctor, athlete, student." If s/he struggles, allow a few extra seconds or let him/her confer with a peer (so no one feels put on the spot). This recalls key vocabulary in an engaging way.
- Each student, on a piece of paper, writes down the words s/he considers fit for the category. When the time finishes, they say the words aloud, and they can be given as many points as the words they wrote down.
- In groups (you can decide the number, depending on the students you have in the class), one student says a word, then the other, and so on. As if it was the 1,2,3 game show.
- Show the category on the board and let teams of 3 brainstorm five words together. They say "Stop!" when they're done and share their answers. This variation gives 6th graders peer support and more time to think.

Some tips you can consider...

- ★ You can **give points** according to the number of words said.
- ★ Encourage the **use of English** but accept short answers or single words in this stage. The teacher can model one round first ("Five countries: Spain, France, Japan, Brazil, Canada") to ensure understanding.
- ★ Use **simple prompts** like "Name five colors you know" or "Tell me five countries" instead of giving complex instructions.
- ★ **Praise** all contributions to build confidence early ("Great, those are jobs – good memory!"). This warm-up energizes the class, reviews basic words, and sets a friendly tone where making mistakes is okay (connecting to the idea that error is a source of learning). It also gives the teacher a quick

diagnosis of which vocabulary students remember well, and which might need to be revisited in the next phase.

Platform 2. Odd the strange word out.



Students continue practicing vocabulary to describe people. In pairs, students choose three words that are related to one topic and another that has no relation to the chosen topic (ex. Fat – thin – nice – tall). They interchange it with another group and they have to identify the word that does not belong to the group, using the thinking routine **What makes you say that?**, that is, they have to explain the reason why one word is different from the others (ex. *Fat*, *thin* and *tall* describe physical characteristics, and *nice* describes the character of a person). When they finish, they can share their corrections with all the class.

Platform 3. Revising the verb "to be".

In pairs, students are going to play Tic-Tac-Toe to practice the agreement between the verb to be and the subject.



To place the Xs or the Os, first, the student has to say one sentence that starts with the subject that appears in the square he chose. If the sentence is wrong, he cannot place the X or O, and the turn goes to the other player.

Variation: You can ask students to write down the sentences they create, so they can practice also the written version, and you can check if they are right or not.

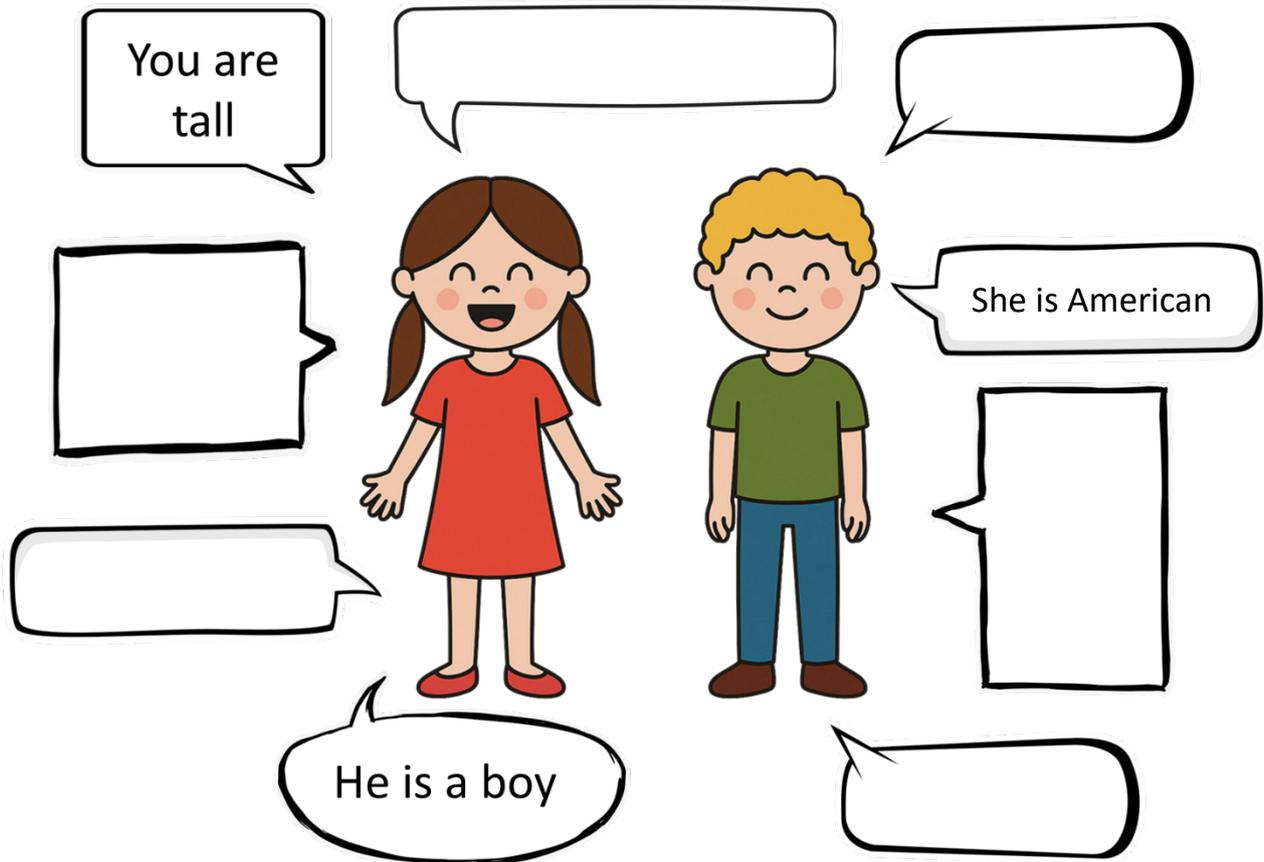
The teacher	Some of my friends	Those cars	I	He	They
My city	You	Your brother and you	My house	You	Pete and Mary
Rosalía	The dogs	I	It	The dogs	She



Platform 4. Joining vocabulary and the verb "to be".

With the vocabulary practiced orally in the previous activity, students can create posters with the template we propose you, so that they can write down simple sentences using the verb to be and the words that go with it (example: She is American, You are tall...). You can differentiate different categories of words in each bubble. These posters can be placed on the walls so that students can see them and help them remember or become familiar with the expressions.





Phase 2. Content practice: Platforms with thinking routine (40 minutes)

Platform 1. Guess the character – Using “What makes you say that?”

To engage students, start with a fun guessing activity using images of people or characters they find cool or recognizable (e.g. Messi or Carol G). One by one, display a picture (projected or large print) and ask the class a question that elicits a description that requires the use of the verb to be: “Who do you think this is?” or “What can you say about this person?”

In pairs or small groups, students discuss and come up with a few sentences about the person. For example: “He **is** a soccer player. He **is** from Argentina. She **is** a singer.” Encourage them to use **to be** for nationality, profession, or obvious traits. Young learners might focus on very basic traits (“He is old/young” or “She is pretty”) – that’s fine. The teacher circulates and gently nudges them to form complete sentences with *is/are*.

Each group reads one of the sentences they have created, so all the groups can listen to what the others have done.

Thinking routine: Justify with evidence: After groups share their guesses, the teacher asks, “**What makes you say that?**” to each group. This prompt, phrased

in kid-friendly terms (“Why do you think so?”) if needed, encourages students to give a reason for their answer. For instance, a student says, “He is from Argentina,” and the teacher follows up: “What makes you say that?” The student might respond, “Because I see an Argentinian flag in the photo,” or “Because I know Messi is Argentinian.” Another example: “She is an actress.” – “What makes you say that?” – “Because I recognize her from a movie poster.” This routine pushes them to articulate their thinking and evidence, building metacognitive skills even at a young age.

To scaffold this, the teacher can model one: e.g., “I think this character is very strong. What makes me say that? I see big muscles in the picture.”

Choose references that 6th graders will find fun and not too “babyish” – perhaps, trending YouTubers, or sports and music stars popular with preteens. You can also ask students for their favorite characters beforehand and include those. Ensure the images provide clear visual clues so students can infer something to say. Keep the descriptive language within their level: for example, nationalities (Spain/Spanish, American, British – likely taught in earlier grades), jobs (singer, football player, teacher, etc.), and basic adjectives (tall, short, young, old, funny). Avoid overly abstract traits or uncommon jobs.

This activity gets students speaking in English about familiar content. They activate the verb to be in context (“He is..., She is..., They were...”) without fear of being wrong, they’re just predicting. The routine “**What makes you say that**” invites every student to justify their ideas, thereby practicing forming sentences and thinking in English. It transforms a simple guessing game into a thinking exercise, making their reasoning visible and interactive.

Platform 2. “Who am I?” – Describing and guessing game

Now, let students use the language more freely in an interactive game that emphasizes speaking, listening, and collaboration. This stage practices the verb **to be** in the interrogative form practicing with yes-no questions. So, students can recycle the personal description vocabulary in a fun context.



Each student gets a card with the name of a famous person or fictional character that they pretend to be (see [supplementary material](#)). You can use the cards of the materials or draw your own cards (ensuring they are all people/characters the class knows well). For example, include names like Mario Bros, Ariana Grande, Messi, Moana, or even characters from their favorite book or show.

Variation: Alternatively, each student thinks of a character on their own and writes the name on an empty card.

Students will play in small groups to guess each other’s identity by asking yes/no questions with to be. A structured approach for 6th grade is to have groups of 4–5 students sit together. One student in the group goes first as the “mystery person.” Their group mates take turns asking questions like: “Are you a girl?” “Are you real (a real person)?” “Are you from a cartoon?” “Are you American?” etc. The mystery person can only answer yes or no (using short answers, e.g. “Yes, I am,” “No, I’m not”). Encourage the use of the **What makes you say that?** mindset here informally – if a student asks, “Are you from a cartoon?” the group could briefly say why they think so (“We think so because she said she’s not real”). This keeps the reasoning process active, though the main goal now is practicing Q&A fluency.



Teacher support: Provide a list of example questions on the board or a handout, since 6th graders might need inspiration for what to ask. For instance: “Are you a boy? Are you famous? Are you fictional? Are you from Spain? Are you an athlete? Are you in a band? Are you tall?” etc. Tailor these to the identities in play. Also list the short answer forms “Yes, I am / No, I’m not” as a reminder (Competency 3.1 mentions courtesy: one speaks at a time, everyone listens to the answer before the next question, etc., to ensure a respectful environment).

You can do a demonstration first, with all the class, so all the students understand the dynamics of the game and hear the type of questions, answers and reasoning they can use.

Let them play for a set time or until each group member has guessed their identity. If a student guesses correctly, great! They can then all reveal and shuffle identities or move to another round with new names if time permits so. If someone is stuck, others can give hints (“OK, here’s a hint: I am an actor”). The teacher circulates, listening and gently correcting major errors on the spot if communication breaks down.

Phase 3. To finish (10 minutes)

The use of a “traffic light” reflection routine helps students identify areas they fully understand (green), areas of partial understanding (yellow), and areas of confusion (red). In the last 5 minutes, guide 6th graders to reflect on what and how they learned, thus normalizing reflection and self-assessment (addressing Competency 5.3 on self-evaluation). Keep the reflection activity simple and visual.

Thinking Routine – The Traffic Light: Give each student a mini traffic light template. Label them together: Green = “I get it”, Yellow = “I’m not sure”, Red = “I need help”. In English or their first language (depending on their ability), students write down at least one thought in each color. For example: under Green, they might write “I can make questions with the verb to be easily” or “I learned 3 new words (blonde, Australian, actor)”; under Yellow: “I sometimes forget am/are” or “not 100% sure about using not”; under Red: “I still confuse he vs. she sometimes” or “I didn’t understand the joke someone made” – anything they feel unsure about. Encourage honesty – this is a private reflection first.

Pair or class share: If time allows, have them pair up to share one green and one yellow item with a classmate. This builds empathy as they see others have similar uncertainties, and they can give each other tips (“Oh, I wrote I’m not sure when to use are or is.” – “Me too, I sometimes mix them up with names.”). The teacher then asks for a few volunteers to share aloud. Celebrate the “greens” (e.g., if there are a lot of “I feel confident asking questions now” comments, you can praise it: “That’s fantastic!”) and address a common “red/yellow” if one stands out (“Some of you are still unsure about using *am* versus *are*. We’ll practice that more next time – don’t worry, that’s normal.”). This discussion reinforces that being aware of what you know and don’t know is a positive part of learning.

Materials

- “Give me five” cards. **(supplementary material)**
- Tic-Tac-Toe game board. **(supplementary material)**
- Headbands. **(supplementary material)**
- Laminated cards to write with a felt-tip. **(supplementary material)**
- Thinking routines **(see Annex 5)**

How to evaluate this session?

For the evaluation of the session, you can use the evaluation form that we propose in **Annex 2**.

To make the evaluation more attractive and motivating we suggest you to elaborate together with your students audiovisual pills that can be shared later on the social networks of the programme (see the explanation of this activity in the introduction to the material).



These audiovisual pills can be produced with images taken from the headlines produced by the students after the session. These images can be used to produce a video to share on the school's virtual classroom, or social networks such as TikTok, Instagram or X.

You can use the hashtag **#ExitoEducativoCyL**.

**Programa financiado por el Ministerio de Educación,
Formación Profesional y Deportes.**



TRAVEL LIST

What metacognitive and socioemotional skills will be worked on in this session?

COGNITIVE SKILLS

- COGNITIVE STRATEGIES (DESCRIBING, EXPLAINING, RELATING, QUESTIONING, EVALUATING, ETC.)
- TROUBLESHOOTING
- CREATIVITY
- CRITICAL AND ETHICAL THINKING

METACOGNITIVE SKILLS

- SELF-REFLECTION
- PLANNING AND ORGANISATION
- SELF AND TASK SUPERVISION

SOCIO-EMOTIONAL SKILLS

- SELF-REGULATION
- EMOTIONAL INTELLIGENCE
- EMPATHY
- TEAMWORK
- ETHICAL DECISION-MAKING



GIVE ME FIVE
Body parts

- | | |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. | |



GIVE ME FIVE
Shops

- | | |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. | |



GIVE ME FIVE
Colours

- | | |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. | |



GIVE ME FIVE
Numbers

- | | |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. | |



GIVE ME FIVE
Days of the week

- | | |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. | |



GIVE ME FIVE
Months

- | | |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. | |



GIVE ME FIVE
Emotions

- | | |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. | |



GIVE ME FIVE
Fruits

- | | |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. | |



GIVE ME FIVE

- | | |
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| 1. | 4. |
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| 3. | |



GIVE ME FIVE

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GIVE ME FIVE

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GIVE ME FIVE

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GIVE ME FIVE

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GIVE ME FIVE

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GIVE ME FIVE

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GIVE ME FIVE

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| 2. | 5. |
| 3. | |



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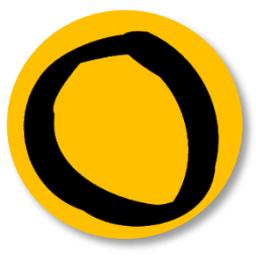
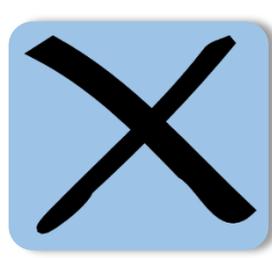
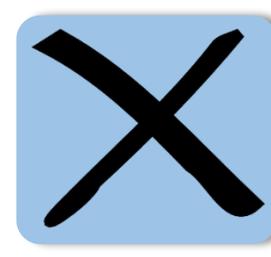
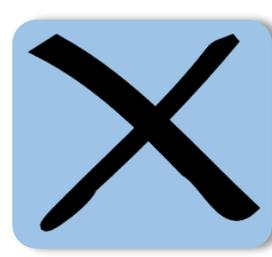
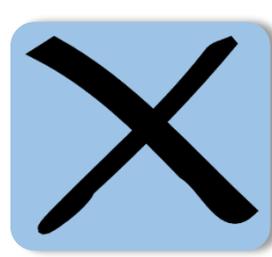
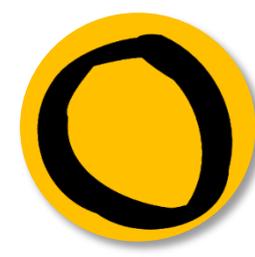
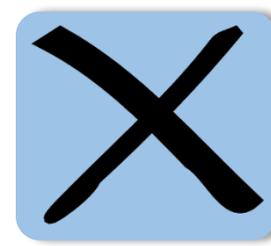
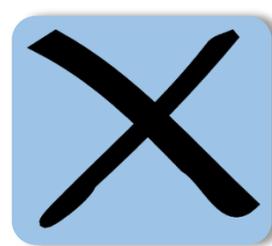
The teacher	Some of my friends	Those cars	I	He	They
My city	You	Your brother and you	My house	You	Pete and Mary
Rosalía	The dogs	I	It	The dogs	She

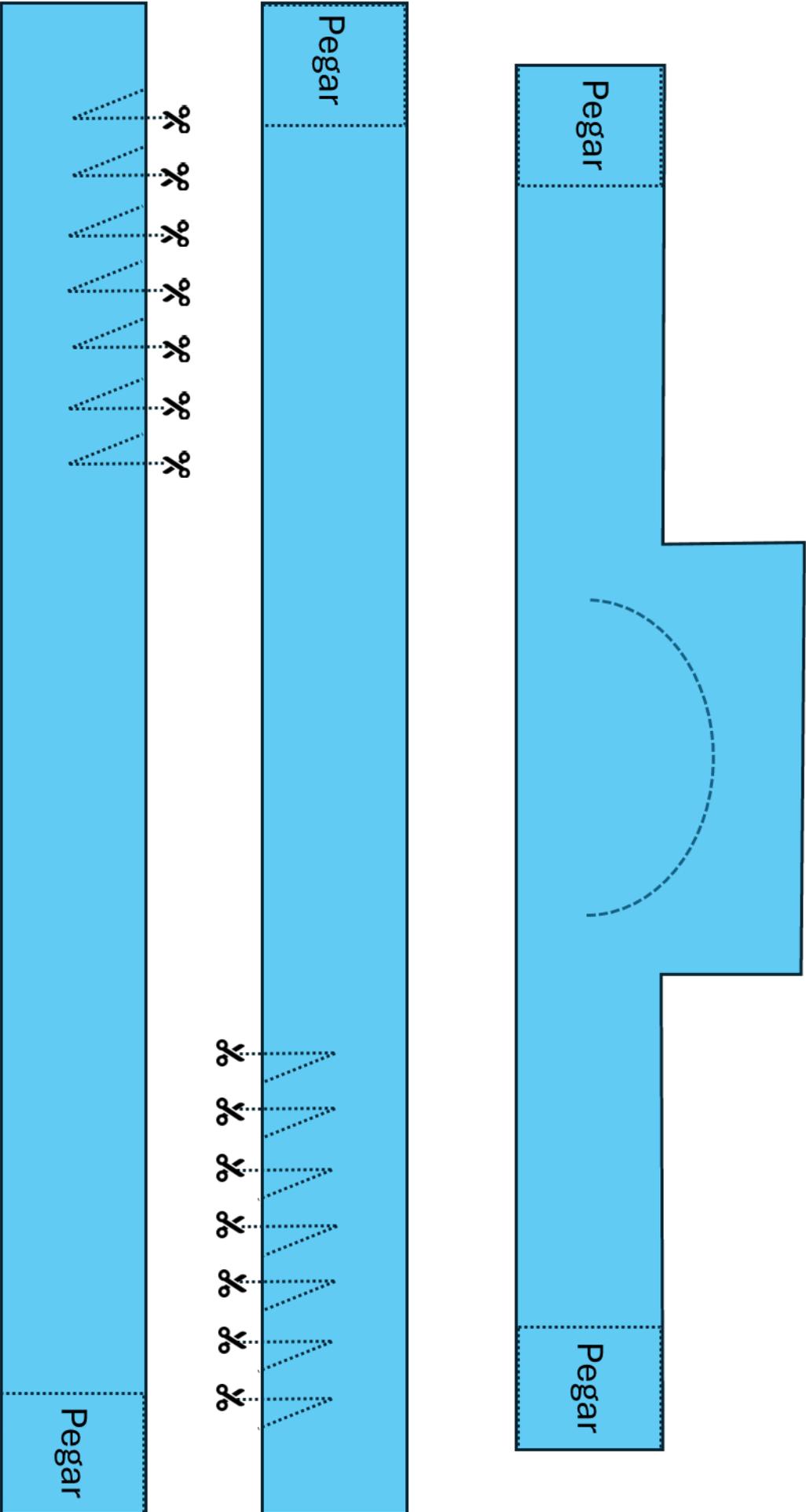


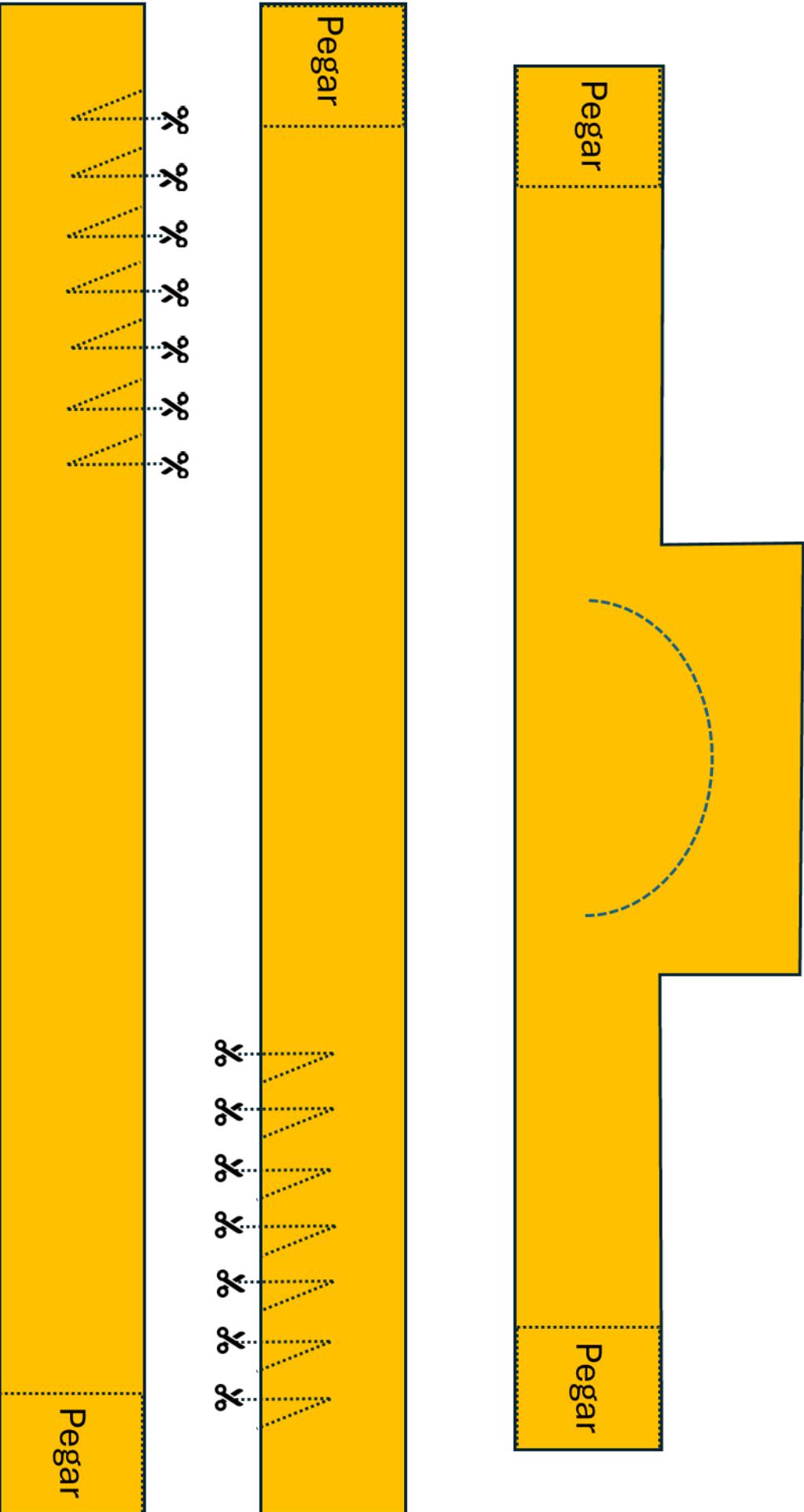


TIC TAC TOE











A GORILLA



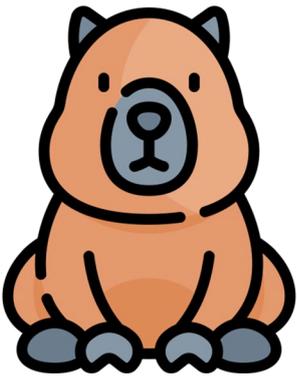
SPIDERMAN



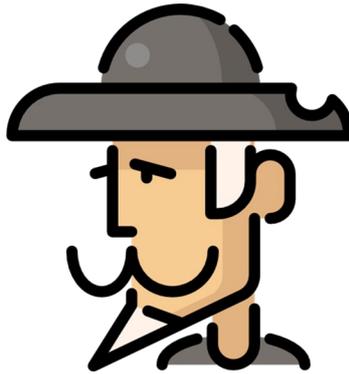
GRANDMA



A CAPYBARA



DON QUIXOTE



EL RUBIUS



CHICOTE



M. JACKSON



A BASKETBALL



WHO AM I?

MARIO



AIRPLANE PILOT



KAROL G



PICASSO



BIZARRAP



BEYONCÉ



LIONEL MESSI



A TENNIS PLAYER



FELIPE VI



WHO AM I?



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WHO AM I?



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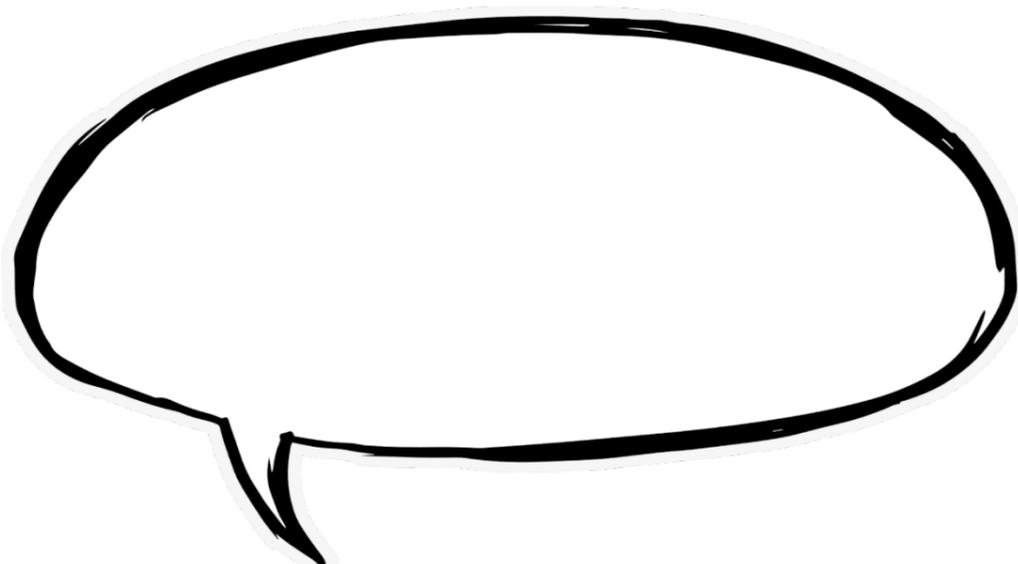
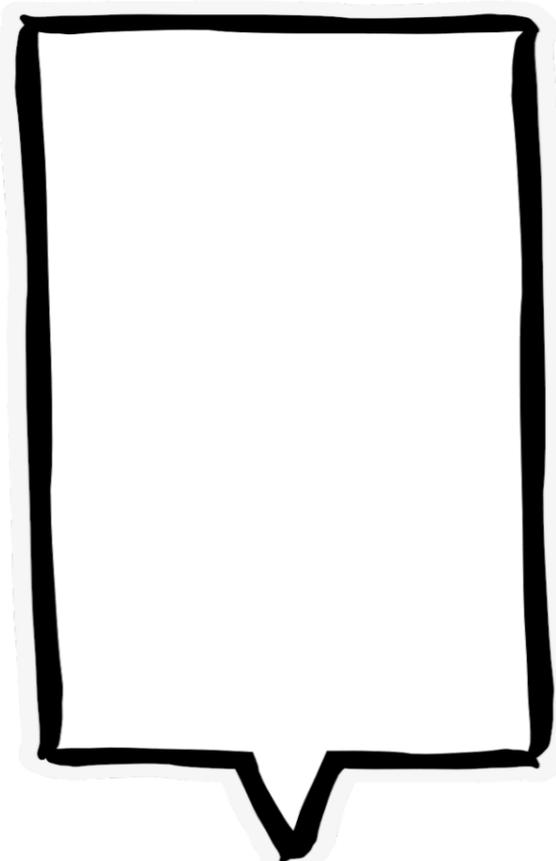
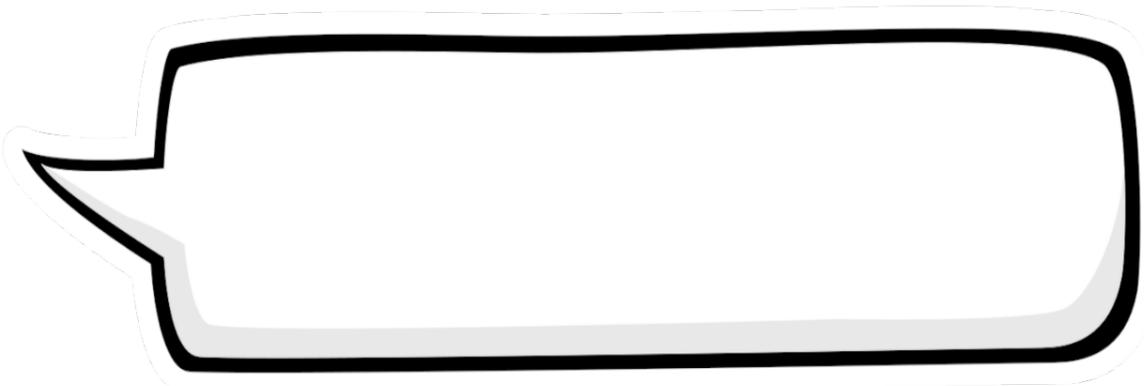
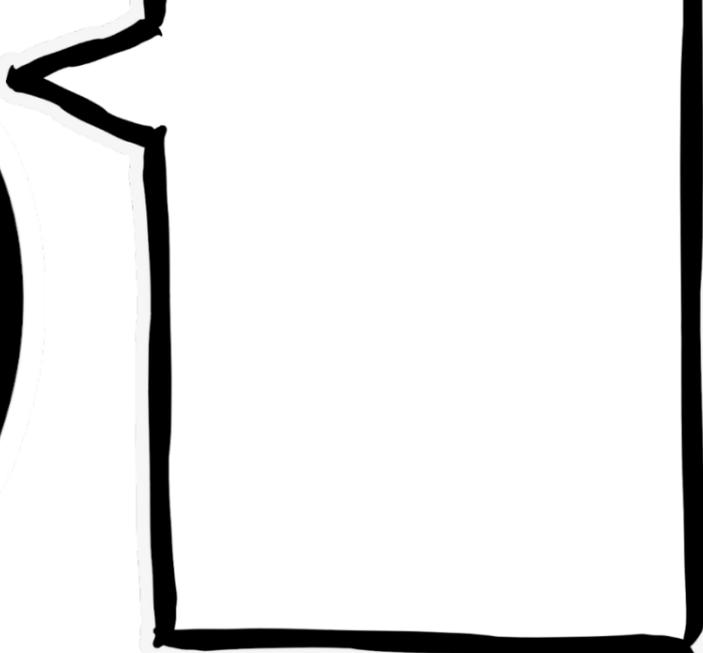
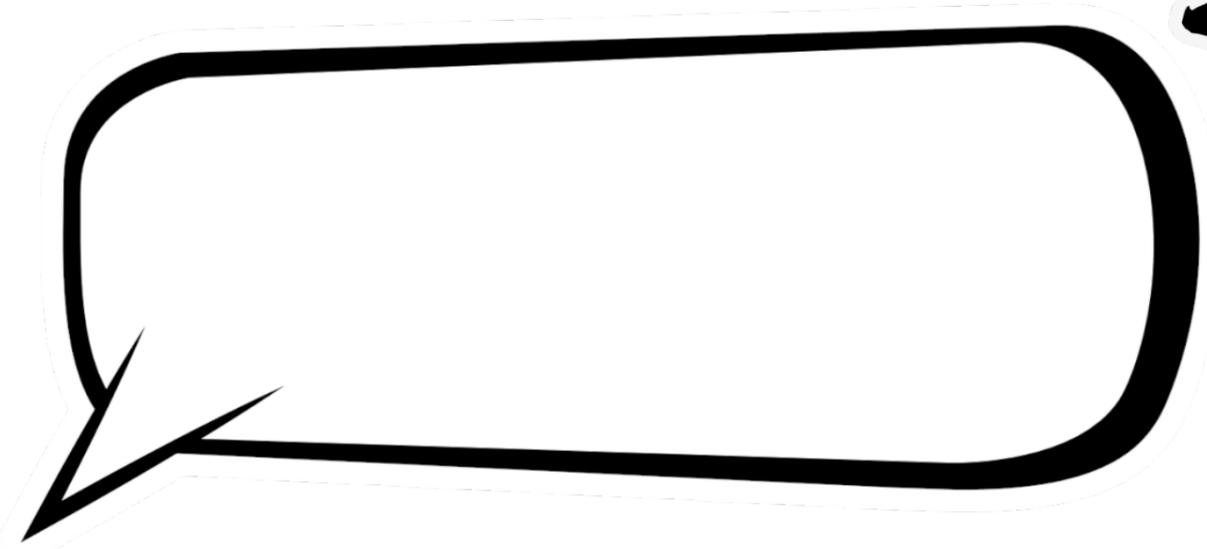
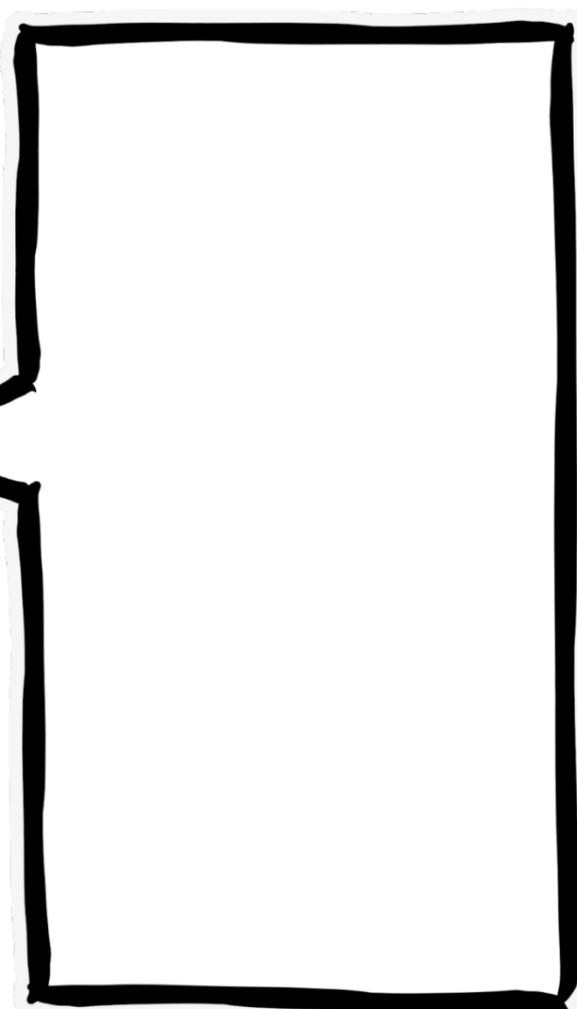
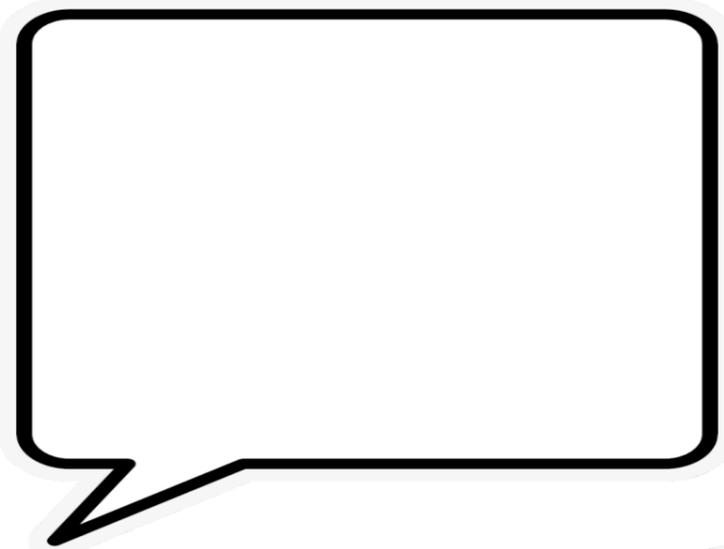
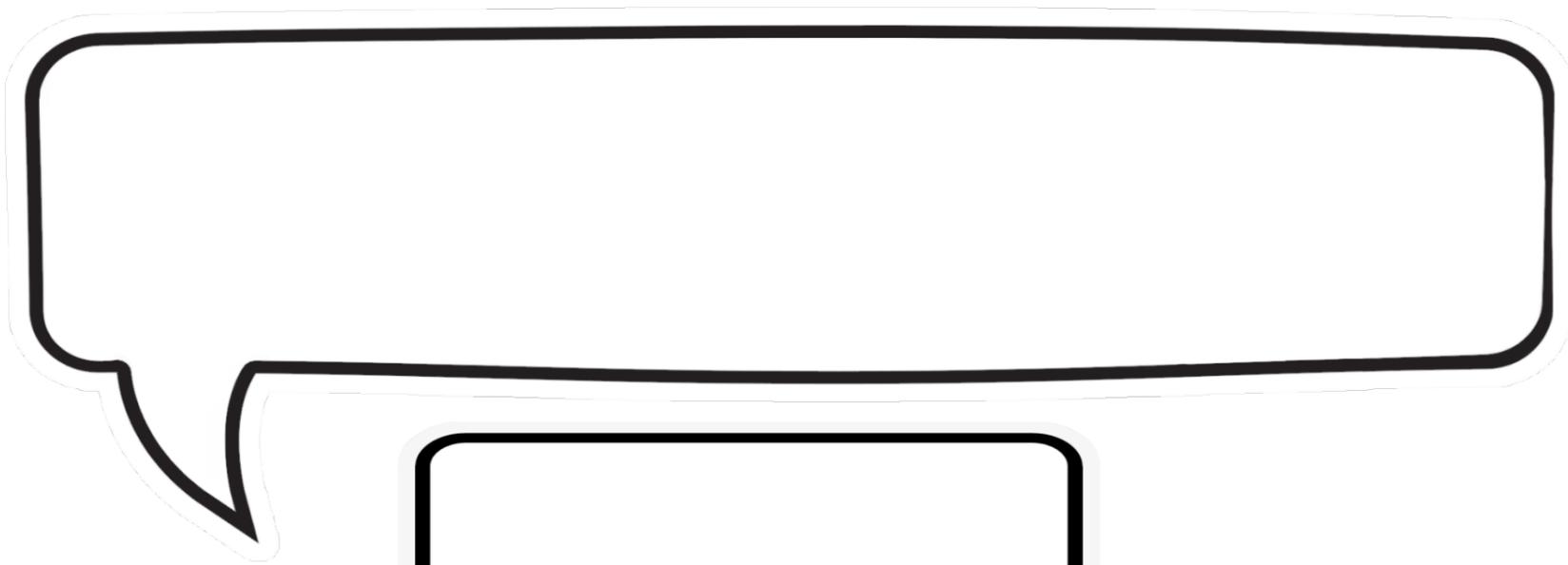
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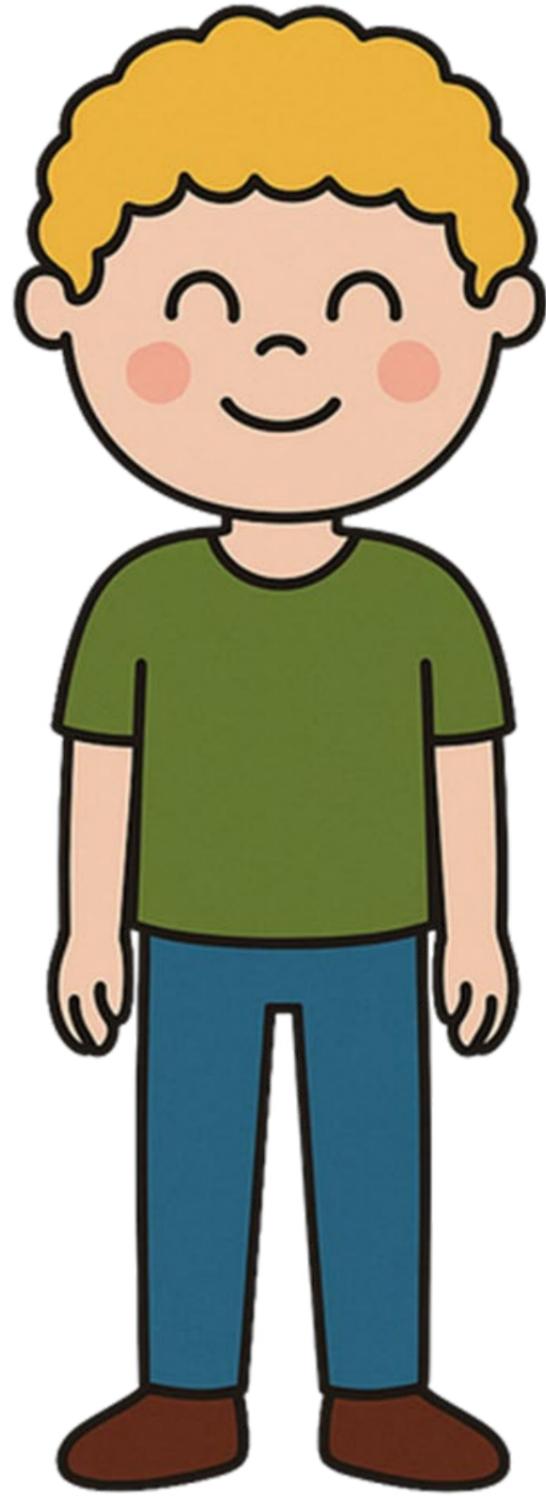
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WHO AM I?





Session 2

Watch the watch!



Introduction

This session focuses on the structure **There is/There are**, and on **Telling the time**. To do so, in some cases students, in an active way, will deduce the grammatical rules that help them create different types of sentences. The exercises are varied, trying to include all the linguistic skills. There are variants in some cases, so the teacher can choose the best options. We also propose some games to practice the content in a funnier way.

Two thinking routines are used in this session: **I see, I think, I say** (variant from *I see, I think, I wonder*), that requires analyzing some sentences to discover how each type of sentence is formed. The second thinking routine is **The traffic light** (Ritchhart et al., 2014). This routine introduces students in self-assessment, so it helps them analyze and be conscious of what they know and what is not clear yet.



Contents:

Describe people, objects, places, plants, animals, activities and routines. Expression of existence: there is, there are. Use of the simple present. Revise vocabulary about different topics. Expressing the time.

Specific Competences:

Comprehension of everyday texts (Specific Competence 1.1): Understanding the general meaning and essential information in short, simple texts on everyday topics. Example: students read or listen to brief dialogues and a routine description to extract key details (e.g. times, activities).

Oral and Written Expression (Specific Competence 2.2): Producing short, simple texts on daily matters using basic structures and vocabulary. Example: students form sentences using "There is/There are" and write times in words.

Interactive communication with simple Q&A (Specific Competence 3.2): Students ask and answer simple questions to introduce themselves or others, using basic formulas in guided situations. This is met by conversational activities practicing to be in questions (e.g. "Are you...?").

Reflection on Language (Specific Competence 5.1): Comparing basic language features across languages and reflecting on how they work. Example: through the thinking routine "I see, I think, I say," students deduce English grammar rules (e.g. when to use is vs are) and may notice differences from their L1.

Self-evaluation and reflection (Specific Competence 5.3): Students reflect on their learning process, recognizing progress and difficulties through guided self- and co-evaluation, and treating errors as learning opportunities. The final reflection routine reinforces this competency.

Breaking the ice (10 minutes)

To create a good classroom climate and intending to help students begin using English as a means of communication, ice-breaker activities are very useful. In this session we propose one of the communication dynamics, **I need toilet paper!** (see Annex 1). Each student takes as much toilet paper as they want. Then, they will have to say as many sentences about themselves as the number of toilet paper squares they have taken.



ON-ROAD SESSION

Phase 1. Using there is or there are (50 minutes):

Platform 1: There is or there are...What do you think?

Students, in pairs, analyze the following examples and, using the thinking routine **I see, I think, I say**, they have to say (and write down) the rule to make affirmative, negative and interrogative sentences using *there is* and *there are*.



You can guide them by asking the following questions: When do you use the verb form *is*? And when do you use the verb form *are*? Where is the verb *is/are* in a question? ...

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. There are some students in the classroom. 2. There are bikes in the main entrance. 3. There aren't any teachers in the classroom. 4. There aren't many birds flying today. | <ol style="list-style-type: none"> 5. Are there many people in the concert? 6. Is there a car outside your house? 7. There is a boy shouting. 8. There is a piece of cake on the table. 9. There isn't a bank in the village. 10. There isn't an interesting film at the cinema today. |
|--|--|

Trick: The teacher explains the mnemonic rule: "IS for ONE, ARE for MORE!"

What does it mean?

- Use "There is" when you're talking about ONE thing.
- Use "There are" when you're talking about TWO or MORE things.

Remind them:

- "ARE has more letters... like more things!"
- "IS is short... like just one thing!"

This little wordplay helps reinforce the rule using word length as a visual cue. Students can practice it with objects in the classroom.

Platform 2: Word detective

This activity is devoted to activating vocabulary related to everyday topics in a visual and collaborative way.



Preparation:

1. The teacher prepares a collage image or busy scene on the board. This could be:
 - A picture of a classroom, a house, a park, a city street, or a morning routine.
 - Or a mix of small images related to a single topic (e.g., "Things in a backpack," "Breakfast items", "the wardrobe", etc.) **(see supplementary material)**.
2. In pairs or small groups for 1 minute: Students observe the image and play detectives: they must find, count and write down as much as things they can name in English that they see in the picture (e.g. "There are 3 kids" or "There is a tent").
3. Sharing: When the minute finishes, each group says, "Detectives done!" Then they share their findings with the class.

Platform 3: Let's play Lynx!



Project the Lynx boardgame in the digital board **(see supplementary material)**. Give each player a picture/word from the game, and they will have to find it. When a student finds the object, s/he says, "There is a....." or "There are.....".

Variant: one student says an object that appears on the board using the expression "There is/are...", and the rest of the students must find it. Whoever finds it continues with the game.



Variant: You can also revise some prepositions asking students to say "There is/are.....next to/below/to the left-right ...". Ex. There is a T-shirt to the right of the ball.



Variant: You can plan Chinese Whispers with this board game: In groups of four, one student says a sentence in the ear of another student, and so on. The last student who hears the message has to say the sentence aloud and show where the object is (i.e. There is a necklace/there is a ball next to the pencil).



Variant: The teacher says one letter and students look for objects beginning with that letter, writing them down using the structure There is/are...



Variante: the teacher says one color and students say objects that have that color, using the structure There is/are...The last two variants can be played with a timer.



Phase 2. What time is it? (55 minutes)

The second part of the session is devoted to revising the time. There are different activities that can help students learn or revise this topic in a varied way. The teacher can explain how to say the time in English using the clock prepared for the unit (**see supplementary material**), ask the students to deduce how to tell the time using the information that appears in the clock, or even ask them what they know about telling the time. Doing this, students think about what they already know, or even try to understand, on their own, how to tell the time.

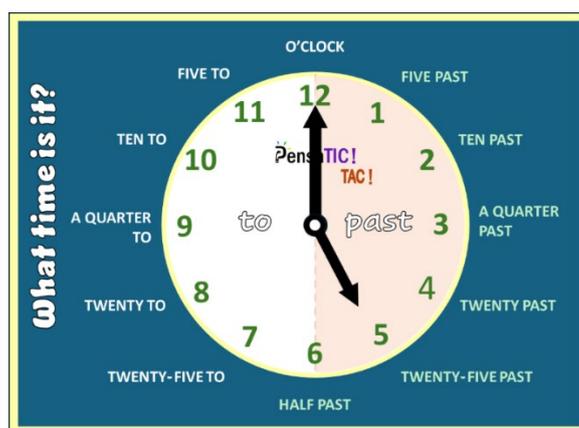
Platform 1: Look at the clock!

The teacher shows an hour on the clock and students write down the time. One student reads the answer, and the teacher continues showing a different time.



Variante: When the first student corrects it, s/he can continue showing a different hour for the rest of the students to write down.

Variante: the teacher shows one hour, and students say what they do at that time. Ex.: I have breakfast at half past seven. This activity can be played the other way round: the teacher says an activity, and the student says the time s/he usually does it. Ex. Teacher: Have dinner. Student: I have dinner at nine o'clock.



Platform 2: Check the time!

In **pairs**, students must write down the time in each watch. Then, each student is going to dictate the different times they have to their partner, so s/he can complete the empty watches.



Student A

In pairs, students must write down the time in each watch. Then, each student is going to dictate the different times they have to their partner, so s/he can complete the empty watches.



--	--	--



--	--	--



It's ten to two	It's five to five	It's twenty-five to eleven
-----------------	-------------------	----------------------------



It's a quarter past eight	It's twenty-five to one	it's twenty past nine
---------------------------	-------------------------	-----------------------

Student B

In pairs, students must write down the time in each watch. Then, each student is going to dictate the different times they have to their partner, so s/he can complete the empty watches.



--	--	--



--	--	--



It's three o'clock	It's ten past five	It's five past seven
--------------------	--------------------	----------------------



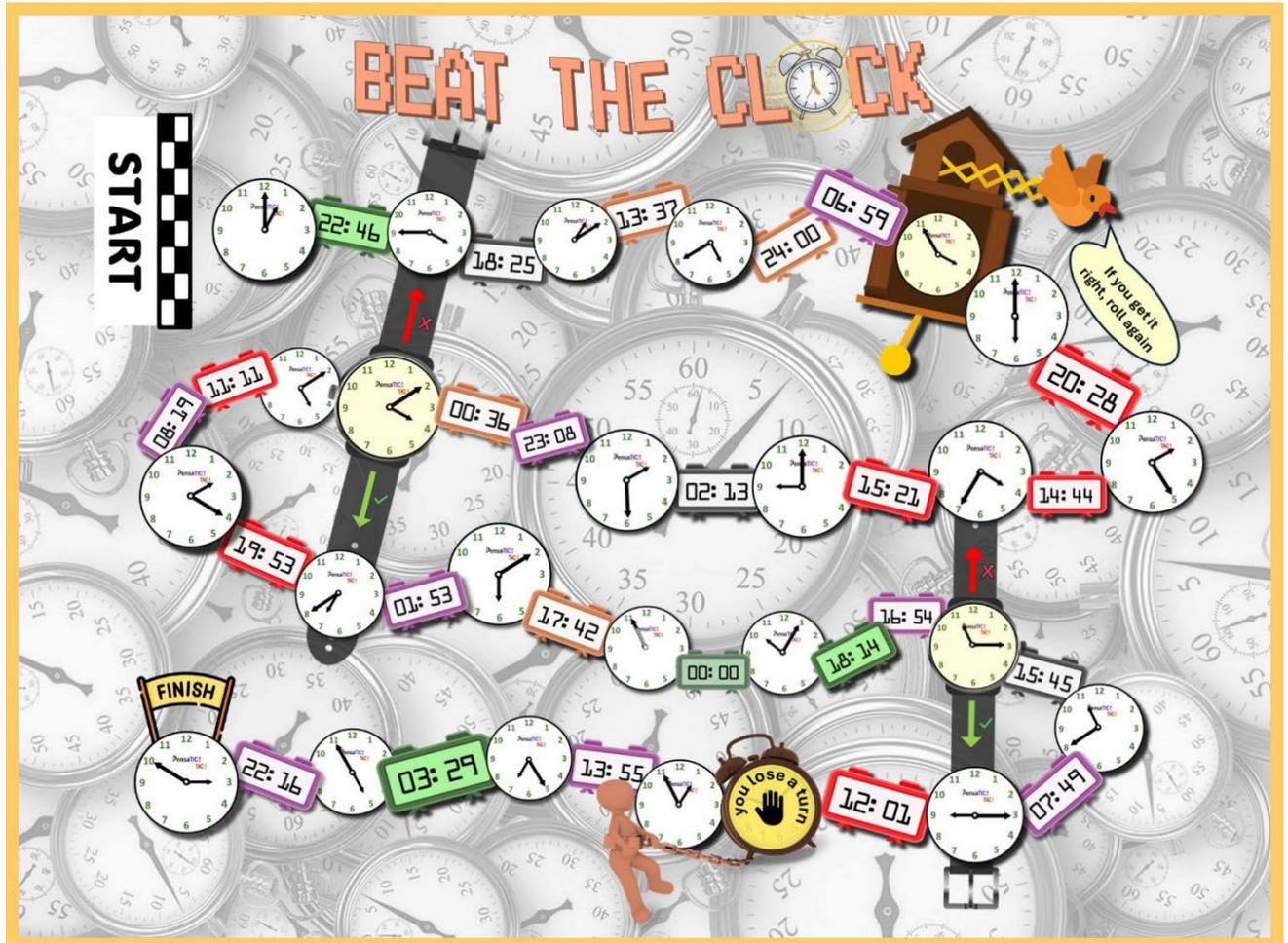
It's half past eleven	it's twenty to seven	It's quarter to two
-----------------------	----------------------	---------------------

Platform 3: Game: Beat the Clock

Instructions: Each student, in turn, throws the dice. To move the counter, the student has to say the time shown on the clock. If s/he doesn't know it, s/he can't move the counter (see supplementary material).



Variant: the student says a sentence including that time, ex. I get up at 6:59.



Phase 3. To finish (5 minutes)

Let's reflect upon our learning process!

To finish the session, students can reflect on the topic. To do so, they are going to use the thinking routine **The traffic light** (Ritchhart et al, 2014). In the green light, students write down what they know, in the yellow light, what is not clear yet, and in the red light, anything that they don't understand yet. They can share it with the rest of the class.

Materials

- Toilet paper roll
- Collage image
- The Lynx game
- A worksheet per student
- Copy of the big clock.
- Dice (it can be an online dice, as in <https://www.dado-virtual.com/>) and counters.
- Projector

How to evaluate this session?

For the evaluation of the session, you can use the evaluation form that we propose in **Annex 2**.

To make the evaluation more attractive and motivating we suggest you to elaborate together with your students audiovisual pills that can be shared later on the social networks of the programme (see the explanation of this activity in the introduction to the material).



These audiovisual pills can be produced with images taken from the headlines produced by the students after the session. These images can be used to produce a video to share on the school's virtual classroom, or social networks such as TikTok, Instagram or X.

You can use the hashtag **#ExitoEducativoCyL**.

**Programa financiado por el Ministerio de Educación,
Formación Profesional y Deportes.**





TRAVEL LIST

What metacognitive and socioemotional skills will be worked on in this session?

COGNITIVE SKILLS

- COGNITIVE STRATEGIES (DESCRIBING, EXPLAINING, RELATING, QUESTIONING, EVALUATING, ETC.)
- TROUBLESHOOTING
- CREATIVITY
- CRITICAL AND ETHICAL THINKING

METACOGNITIVE SKILLS

- SELF-REFLECTION
- PLANNING AND ORGANISATION
- SELF AND TASK SUPERVISION

SOCIO-EMOTIONAL SKILLS

- SELF-REGULATION
- EMOTIONAL INTELLIGENCE
- EMPATHY
- TEAMWORK
- ETHICAL DECISION-MAKING





Describe the picture.

Key words: students, teacher, board, desk, laptop, books, ...



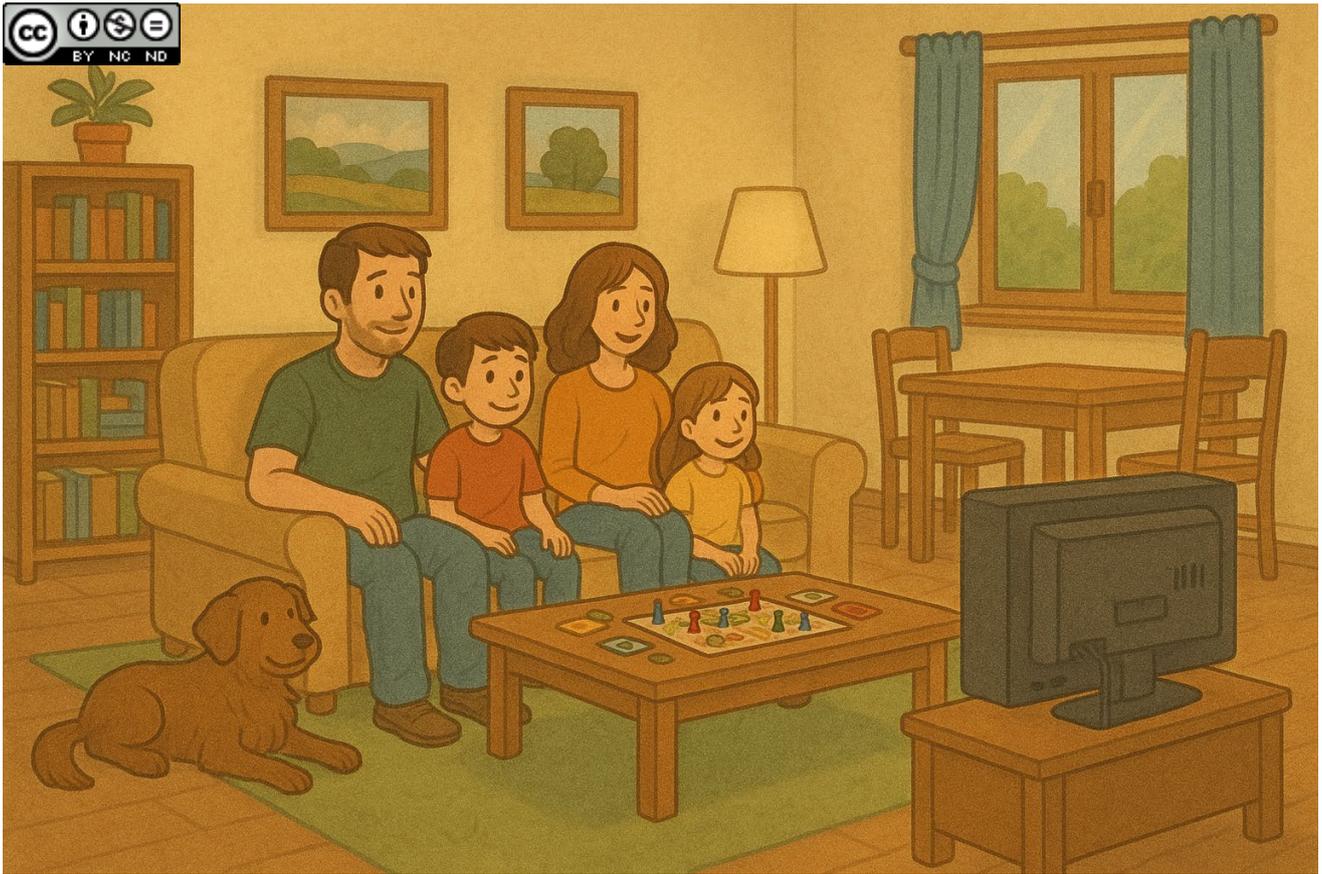
Describe the picture.

Key words: family, children, church, castle, village, ...



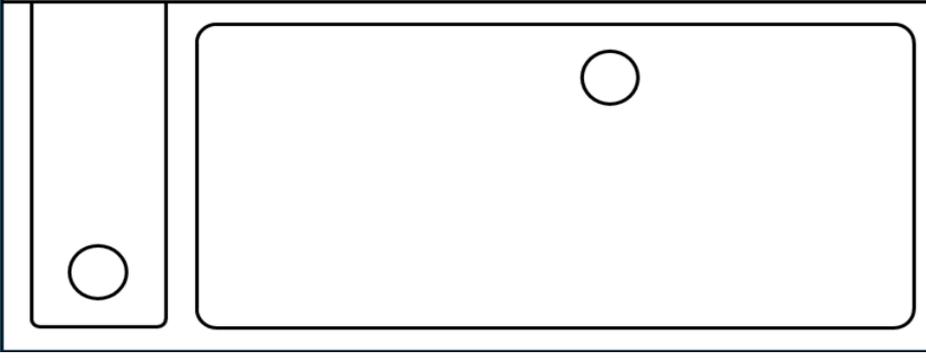
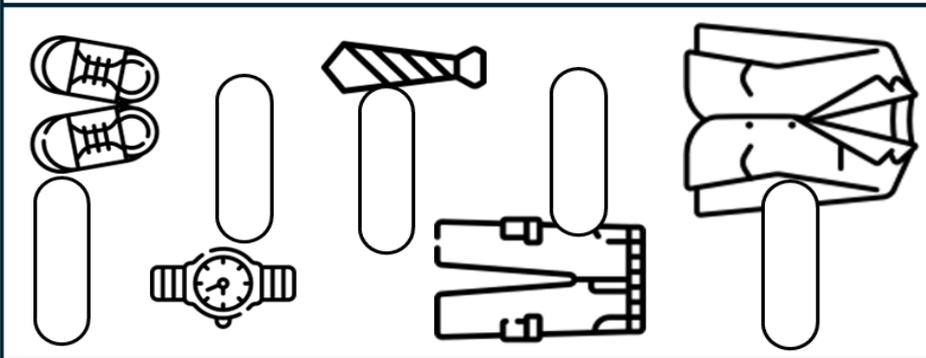
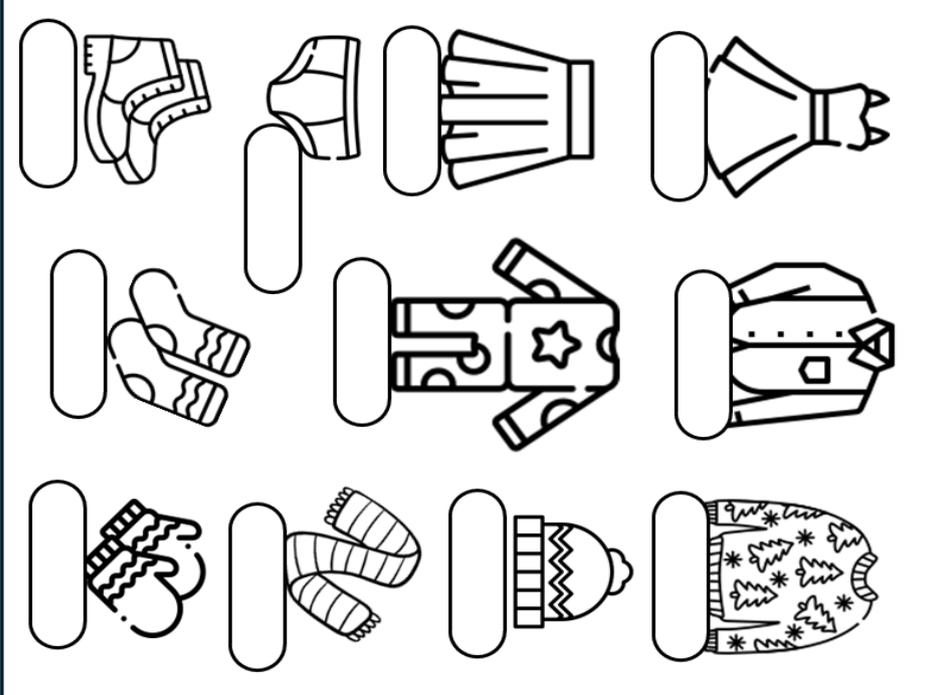
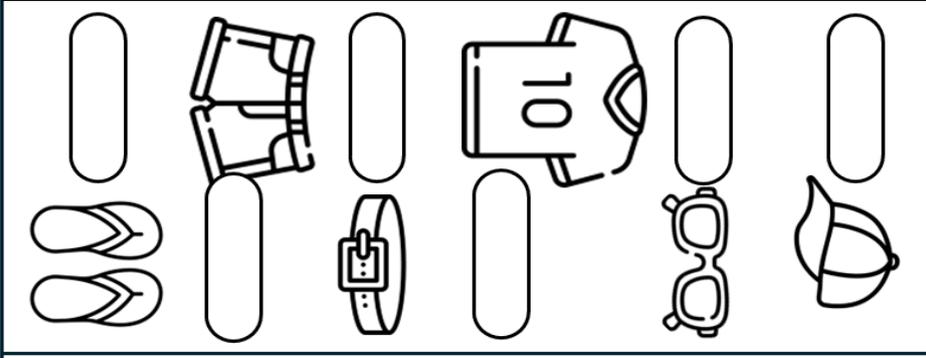
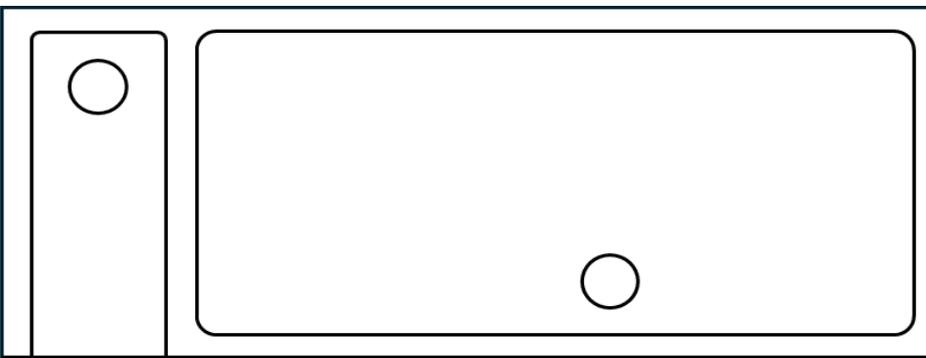
Describe the picture.

Key words: street, buildings, car, bike, bus, ...

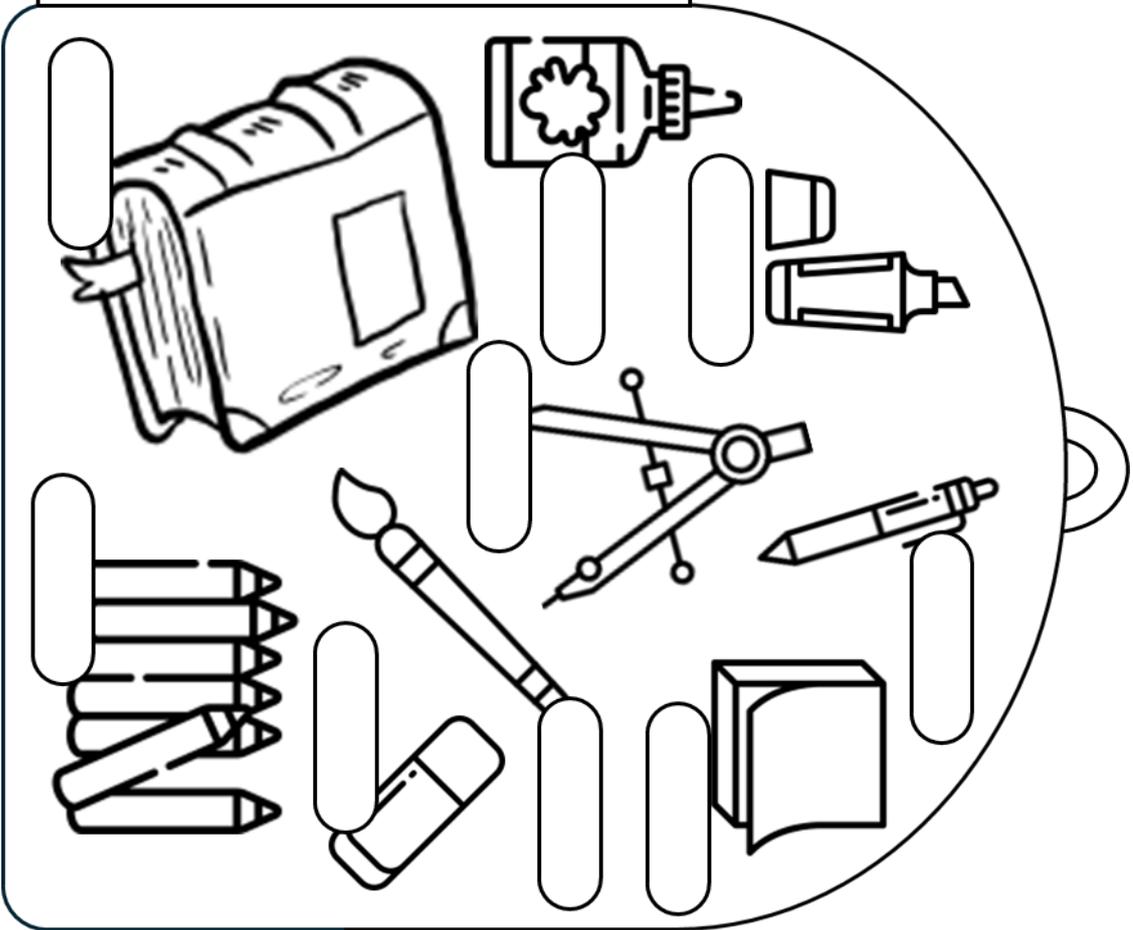
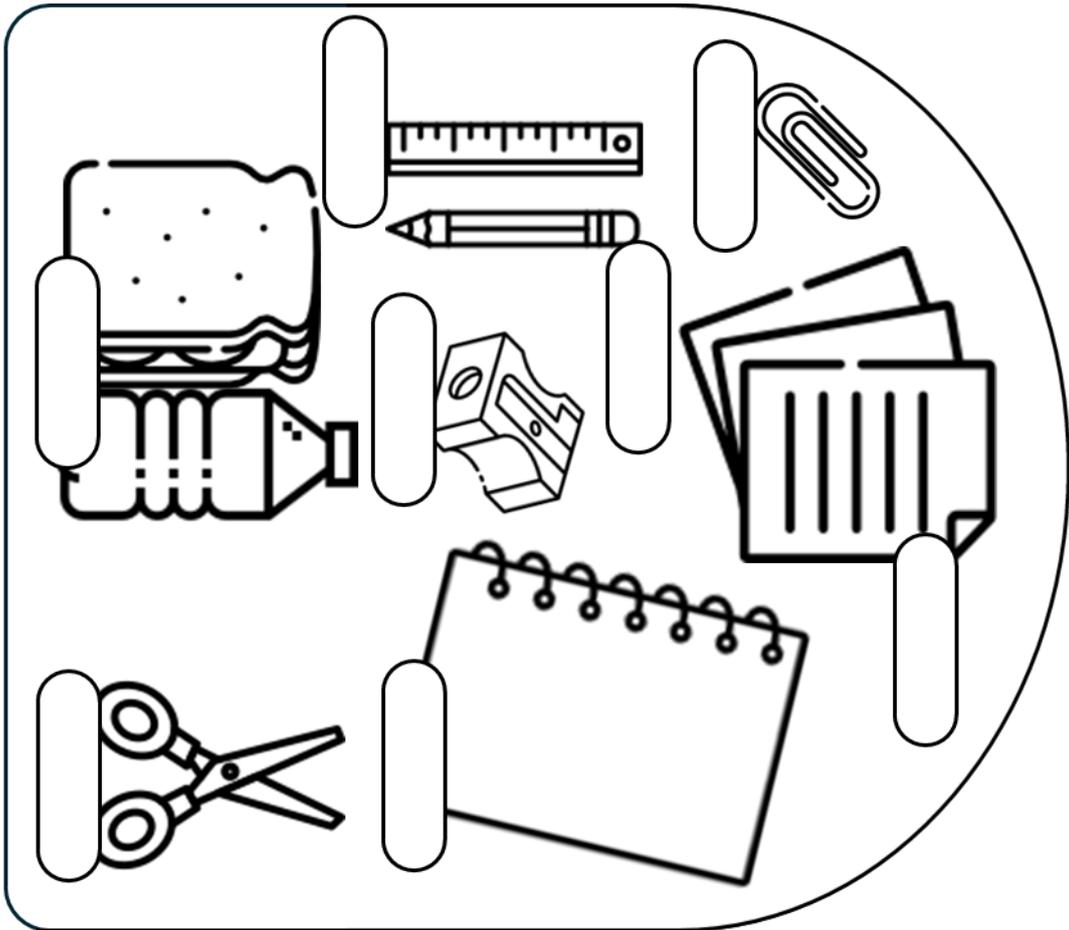


Describe the picture.

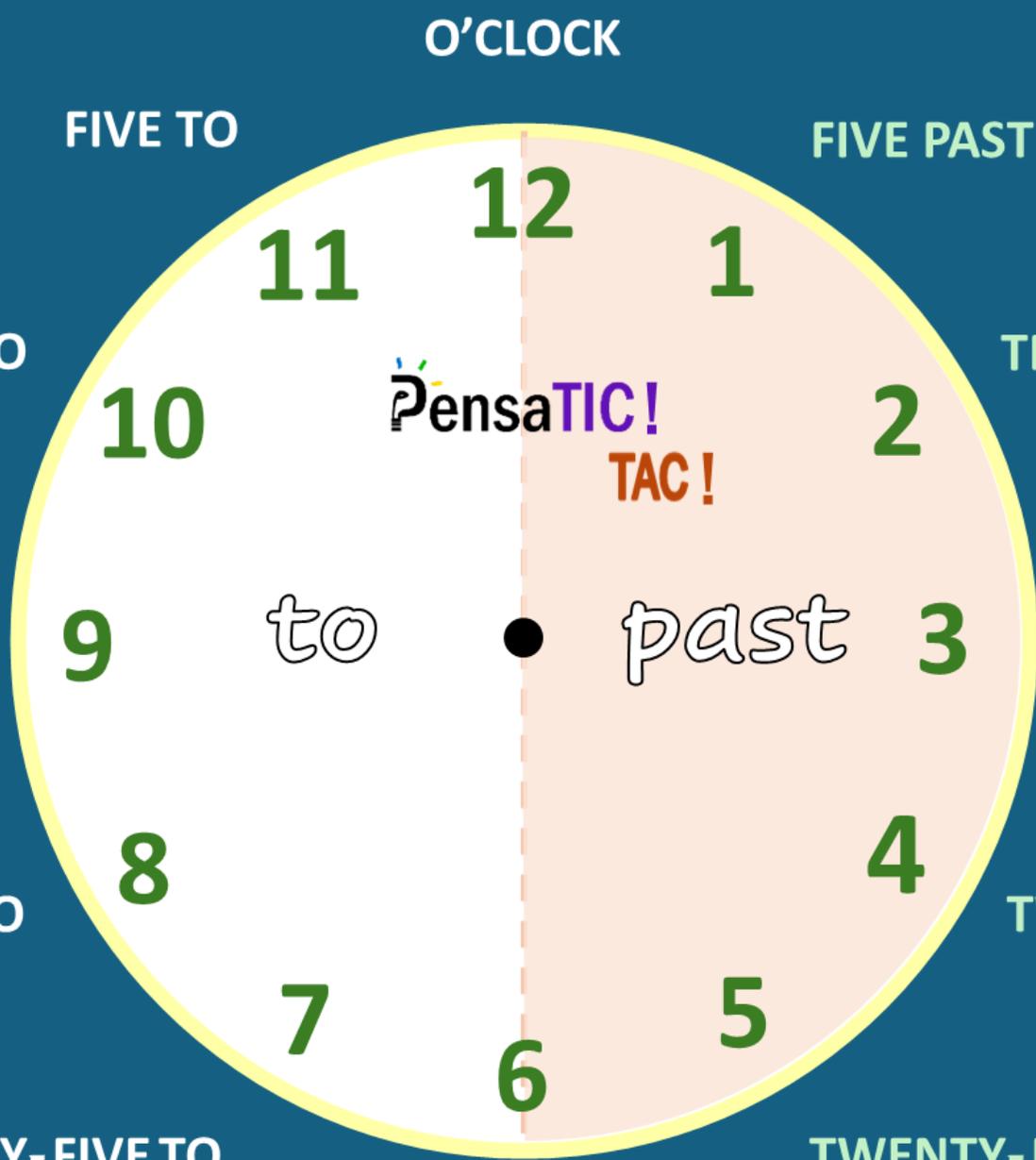
Key words: family, television, dog, lamp, window, chairs, ...



My clothes



What time is it?



O'CLOCK

FIVE TO

FIVE PAST

TEN TO

TEN PAST

A QUARTER TO

A QUARTER PAST

TWENTY TO

TWENTY PAST

TWENTY-FIVE TO

TWENTY-FIVE PAST

HALF PAST

PensaTIC!
TAC!

to

past

BEAT THE CLOCK

START



If you get it right, roll again



THE LYNX

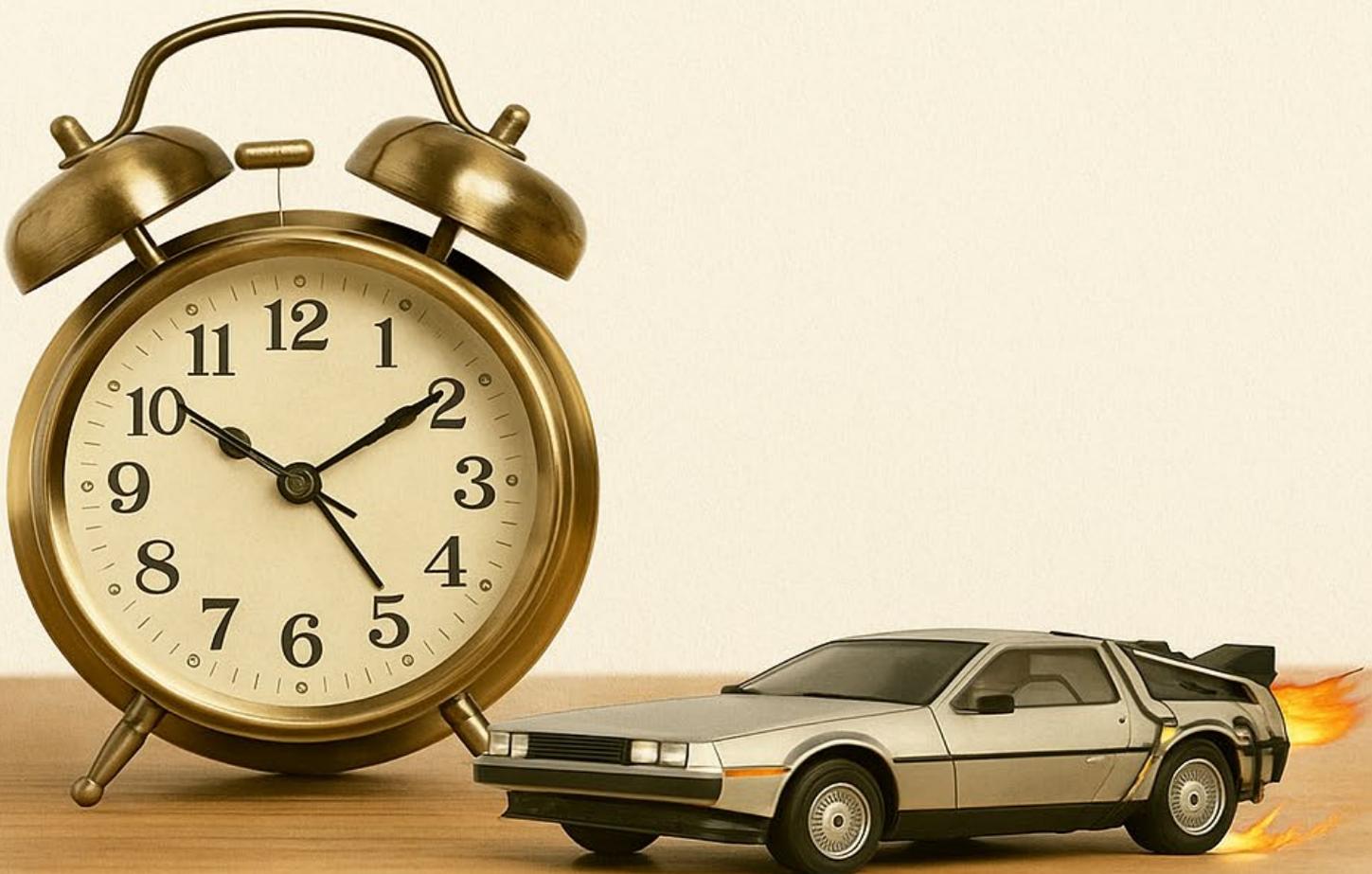


The LYNX Glossary

Animals	Clothes	Food	Actions	Objects	Body parts	Nature	People
Cat	Anorak	Beans	Cough	Backpack	Back	Fire	Baby
Cow	Belt	Bottle	Cry	Bags	Eye	Flower	Clown
Dog	Boots	Bread	Draw	Ball	Foot	Leaf	father
Duck	Coat	Butter	Eat	Bell	hand	River	King
Fish	Dress	Carrot	Eat	Box	Hand	Star	
Fox	Earrings	Cheese	Fight	Car	Mouth		
Giraffe	Gloves/mittens	Chips	Hear	Cards	Nose		
Goat	Hat	Egg	Look	Chair			
Grasshopper	Necklace	Ice	Point	Chess			
Hen	Pocket	Ice cream	Rain	Computer			
Horse	Sandals	Jam	Rain	Credit card			
Monkey	Scarf	Juice	Read	Drum			
Mosquito	Shirt	Ketchup	Sleep	Glasses			
Mouse	Shoe	Onion	Smile	Handbag			
Owl	Shorts	Pasta	Write	Key			
Penguin	Skirt	Pizza		Knife			
Pig	Socks	Potatoes		Map			
Rabbit	Sport shoes	Rice		Medal			
Rooster	Sweater	Salad		Pillow			
Sheep	Swimsuit	Sandwich		Purse			
	Tie	Soup		Stamp			
	Trousers	Steak		Submarine			
	T-shirt	Wheat		Telephone			
	Watch			Tennis racket			
				Toothbrush			
				Trumpet			

Session 3

The past is back...



Introduction

The purpose of this session is to help students learn how the **simple past** is formed, and to memorize different verbs in this tense, using them correctly in context. Special attention will be given to irregular verbs. To help students learn these verbs, the second phase of the session is devoted to learning by playing. The teacher can choose from the variety of proposals offered.



Contents:

Expression of facts: simple past. Narrate past events.

Specific Competences:

Comprehension of everyday texts (Specific Competence 1.1): Students interpret the general meaning and key information in short, simple oral/written texts on familiar or personal topics.

Oral and Written Expression (Specific Competence 2.1): Students orally produce short, simple texts about everyday personal topics using basic, frequently-used structures – in this case, describing themselves and others with to be.

Self-evaluation and reflection (Specific Competence 5.2): Use, differentiate and internalize the knowledge and strategies to improve their ability to learn a foreign language.

The thinking routines used in this session are **What makes you say that?**, **Generate-Classify-Relate** and **Headlines** (*Ritchhart et al., 2014*). The objective of the first one is that students find the similarities that irregular verbs can have, so that they can learn the verbs in an easier way. The second thinking routine is very helpful to organize the previous knowledge they already have. In the case of Headlines, it is used to reflect on the learning process and summarize in a sentence what they have learnt.

Breaking the ice

To create a good classroom climate, a group dynamic is proposed.

In this session we propose the dynamic entitled "**What are you doing?**", related to "**communication**" (see Annex 1).

ON-ROAD SESSION

Phase 1. Revisiting the past (40 minutes)

Platform 1. Whatsapp conversation!

Read this text, underline the verbs in the past form, and answer the following questions. (Part 1 questions are reading comprehension  questions, that can be done by all students. Part 2 questions are related to grammar. Depending on the level of the students, maybe not all of them will be able to answer them, but you can do them orally with all the class, as an introduction to the next activity).



Part 1: Comprehension (Answer in complete sentences)

1. Where did Luis go yesterday?

→ _____

2. What animals did Luis see at the zoo?

→ _____

3. What did the monkey do with Luis's sandwich?

→ _____

4. What did Ana do yesterday?

→ _____

5. What was Ana's story about?

→ _____

Part 2: Grammar – Irregular Past Tense

6. Write **three** irregular past tense verbs from the conversation.

→ 1. _____ 2. _____ 3. _____

7. What is the **present tense** of the verb "saw"?

→ _____

8. What is the **past tense** of the verb "go"?

→ _____

9. Which verb means "to discover or see something by chance"?

→ _____

10. Which verb means "to move quickly on foot"?

→ _____

Platform 2: Thinking routine: **Generate-Classify-Relate**

(In pairs) The teacher gives each pair of students a list of the irregular verbs (**see supplementary material**) and they have to classify them trying to find some type of repeated pattern in them (Example: -ought, change of -d into -t, etc.). Students can use the graphic organizer for this routine (**see Annex 5**) or they can do it in their notebooks.



To follow the thinking routine, students will:

- **Generate:** observe the list of irregular verbs in order to identify the different endings.
- **Classify:** create columns for each ending.
- **Relate:** write down the verbs that contain the specific ending in the corresponding column.

Phase 2. Playing with the verbs (50')

Platform 1. Listen to the verbs...

Students are going to listen to the song “Love yourself”, by Justin Bieber. There are two pre-listening activities (if the teacher considers, the first activity can be a fill-in exercise instead of a matching one. In that case, s/he can write down the words on the blackboard).



- Match the verbs with their past tense form:

Present	Past
go	made
make	gave
think	knew
take	went
know	thought
give	took

- Read the whole song and try to guess which verbal tense is the adequate one in each case.

Love yourself - Justin Bieber -

For all the times that you rained on my parade
And all the clubs you **get/got** in using my name
You think you **break/broke** my heart, oh girl, for goodness' sake
You think I **'m/was** crying on my own, well I ain't

[Refrain]

And I **don't/didn't want** to write a song
'Cause I didn't want anyone thinking I still care
I don't/didn't, but you still hit my phone up
And baby, I'll be moving on
And I **think/thought** you should be something I **don't/didn't want** to hold
back
Maybe you should **know/knew** that

[Pre-Chorus]

My mama **don't/didn't** like you and she likes everyone
And I never like to admit that I **am/was** wrong
And I've been so **catch/caught** up in my job, I **don't/didn't see** what's going
on
But now I **know/knew**, I'm better sleeping on my own

[Chorus]

'Cause if you **like/liked** the way you look that much
Oh baby, you should **go/went** and love yourself
And if you **think/thought** that I'm still holding on to something
You should go and **love/loved** yourself

But when you **tell/told** me that you hated my friends
The only problem **is/was** with you and not them
And every time you **tell/told** me my opinion **is/was** wrong
And tried to make me forget where I **come/came** from

[Refrain, Pre-Chorus & Chorus]

For all the times that you **make/made** me feel small
I **fall/fell** in love, now I **feel/felt** nothing at all
I never felt so low and I **am/was** vulnerable
Was I a fool to let you **break/broke** down my walls?

[Chorus]

Platform 2. Playing once and again.

After classifying the verbs, students are ready to do the following activities. You can choose from among all of them the one/s better for your group of students.



1. Quick sentences (5-10 minutes)

1. Divide the class into two teams and have them form two lines. Take the cards with the verbs in the past.
2. Start with the first student in each line. Show them a card and give them 10 seconds to create a sentence using the verb in the simple past tense. For example, if the card says "ate," the student might say, "Yesterday, I ate a delicious pizza." The student who says the sentence the quickest wins the round.
3. The next student in their line continues with another card.
4. The team that creates quicker grammatically correct sentences wins.



2. Past charades (10 minutes)

1. Divide the students into small groups.
2. Take the cards with the verbs in the present.
3. One student from each group will pick a verb and act out the action without speaking, while the other group members try to guess the verb in the past simple.
4. Once the verb is correctly guessed, another student takes a turn, and the game continues.

Encourage students to form full sentences in the past simple to describe the actions they acted out.

3. The **cards with the list of verbs** can be used in **other games or activities like:**

- **Memory game.** They have to find the verbs that go together.  The first player turns over one card from each group. If they match, s/he keeps the cards and can try again for another match. But if they do not match, the cards are turned over again and the other player continues playing.
- **Create a story.** Take four or five cards, and with these verbs, students have to create a story.
- **Play a board game** with the Sinuous Snake board (see **Annex 4**). Every time a player throws the dice, s/he will take a card (verb), and s/he must say the appropriate verbal form (if it is a verb in the past, s/he will say the present, and vice versa). If it is right, s/he can move the counter onwards, but if it is wrong, he won't move it (or move it backwards).

4. You can use the **Tic-Tac-Toe board game** from Session 1 to continue practicing the past. In this occasion, students create past sentences with the pronoun they choose.

5. Create **crosswords:** Using this website (<https://worksheets.theteacherscorner.net/make-your-own/crossword/>) students, in pairs, can create crosswords with the irregular past. Then, other teams can solve them. (An example is offered: <https://tinyurl.com/2cnygmf6>)

Name: _____

Irregular verbs

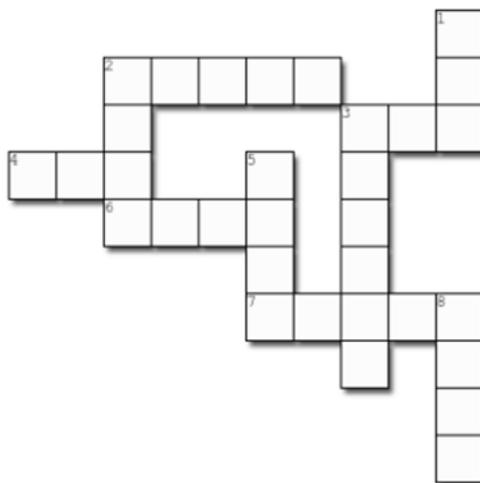
Complete the crossword puzzle below

Across

- 2. spoke
- 3. flew
- 4. could
- 6. gave
- 7. dreamt

Down

- 1. bought
- 2. sang
- 3. forgot
- 5. read
- 8. made



Created using the Crossword Maker on TheTeachersCorner.net

Phase 3. To finish (10 minutes)

Think of what you have learnt. Write a **Headline** about the session (your learning, experience, feelings...). Share it with the class. When students share their headlines, their classmates can learn from what they hear or revise something again.



Materials

- List of verbs (present-past-past perfect) in cards, so that they can be used as a memory game too (**supporting material**).
- Photocopy with the song.
- Photocopy with the crossword.
- List of verbs for students (**supporting material**).
- Thinking routine **Generate-classify-relate (Annex 5)**.
- Sinuous snake game (**supporting material**).

How to evaluate this session?

For the evaluation of the session, you can use the evaluation form that we propose in **Annex 2**.

To make the evaluation more attractive and motivating we suggest you to elaborate together with your students audiovisual pills that can be shared later on the social networks of the programme (see the explanation of this activity in the introduction to the material).



These audiovisual pills can be produced with images taken from the headlines produced by the students after the session. These images can be used to produce a video to share on the school's virtual classroom, or social networks such as TikTok, Instagram or X.

You can use the hashtag **#ExitoEducativoCyL**.

**Programa financiado por el Ministerio de Educación,
Formación Profesional y Deportes.**





TRAVEL LIST

What metacognitive and socioemotional skills will be worked on in this session?



COGNITIVE SKILLS

- COGNITIVE STRATEGIES (DESCRIBING, EXPLAINING, RELATING, QUESTIONING, EVALUATING, ETC.)
- TROUBLESHOOTING
- CREATIVITY
- CRITICAL AND ETHICAL THINKING

METACOGNITIVE SKILLS

- SELF-REFLECTION
- PLANNING AND ORGANISATION
- SELF AND TASK SUPERVISION

SOCIO-EMOTIONAL SKILLS

- SELF-REGULATION
- EMOTIONAL INTELLIGENCE
- EMPATHY
- TEAMWORK
- ETHICAL DECISION-MAKING



50 Verbos irregulares en inglés

INFINITIVO

be
begin
break
bring
build
burn
buy
can
catch
choose
come
cost
cut
do
dream
drink
drive
eat
fall
feel
fight
fly
forget
get
give
go
have
hear
know
learn
leave
lose
make
must
pay
put
read
run
say
see
show
sing
sleep
speak
spend
take
teach
think
understand
win

PASADO SIMPLE

was
began
broke
brought
built
burnt
bought
could
caught
chose
came
cost
cut
did
dreamt
drank
drove
ate
fell
felt
fought
flew
forgot
got
gave
went
had
heard
knew
learnt
left
lost
made
had to
paid
put
read
ran
said
saw
showed
sang
slept
spoke
spent
took
taught
thought
understood
won

PARTICIPIO

been
begun
broken
brought
built
burnt
bought
been able to
caught
chosen
come
cost
cut
done
dreamt
drunk
driven
eaten
fallen
felt
fought
flown
forgotten
got
given
gone
had
heard
known
learnt
left
lost
made
had to
paid
put
read
run
said
seen
shown
sung
slept
spoken
spent
taken
taught
thought
understood
won

TRADUCCIÓN

ser/estar
empezar
romper
traer, llevar
construir
quemar
comprar
poder
coger
elegir
venir
costar
cortar
hacer
soñar
beber
conducir
comer
caer (se)
sentir (se)
luchar
volar
olvidar
obtener
dar
ir (se)
tener/haber
oír
saber
aprender
dejar
perder
hacer/fabricar
tener que
pagar
poner
leer
correr
decir
ver
enseñar/mostrar
cantar
dormir
hablar
gastar
tomar
enseñar/educar
pensar
entender
ganar

be

learn

caught

sang

begin

leave

chose

slept

break

lose

came

spoke

bring

make

did

spent

build

must

dreamt

took

burn

pay

drank

taught

buy

put

drove

thought

can

read

ate

understood

catch

run

fell

won

choose

say

felt

been

come

see

fought

begun

cost

show

flew

broken

cut

sing

forgot

been able to

do

sleep

got

chosen

dream

speak

gave

done

drink

spend

went

drunk

drive

take

had

driven

eat

teach

heard

eaten

fall

think

knew

fallen

feel

understand

learnt

flown

fight

win

left

forgotten

fly

was

lost

given

forget

began

made

gone

get

broke

had to

known

give

brought

paid

seen

go

built

ran

shown

have

burnt

said

sung

hear

bought

saw

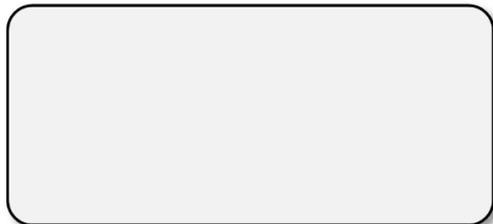
spoken

know

could

showed

taken



Session 4

Do you dare? Spin & Speak



ON-ROAD SESSION

Phase 1. Play the game (70 minutes).

Instructions

This is a **team-based game** designed to be played in **groups of 4-5 students** when working with large classes, or in **pairs** when the group is smaller. Before starting the activity, the groups or pairs must be formed. Each group or pair must **choose a team name** that represents or identifies them. In addition, they must **assign a specific role** to each team member: **spokesperson, secretary, timekeeper, and task manager**.

To decide the playing order, the teacher gives a quick **instruction** (e.g., "*Touch an object that starts with the letter T*"). The first team to touch such an object and say its name aloud (e.g., "*Table!*") takes the first turn to spin the **Challenge Wheel**. The remaining groups will follow in **clockwise order**, or in the order previously determined by the teacher.

The first team spins the **Challenge Wheel** ([see supplementary materials](#)) to determine the **challenge category** they must face: **Spelling / Vocabulary / Grammar / Written Expression / Oral Expression / Literature**. Each category has an associated **deck of cards**, identified by a specific **colour**, containing different tasks. After the wheel indicates the category, the teacher reads aloud the first card in that deck. **All groups face the same challenge under the same conditions**, unless they have **special cards** that provide them with certain advantages. Some challenges may have a **fixed time limit**, while others are resolved when the **first team to provide a valid answer** wins the round.

Variation:

The teacher may incorporate multimedia elements, such as recording a short podcast for oral expression challenges. This adds variety to the activity and engages students in the use of different skills while boosting motivation.



Variation:

If the teacher wishes to reinforce specific content areas, the game may focus on a single category (e.g., Grammar), using only the challenges from that deck.



Phase 2. To finish (20 minutes)

We close the session by developing the thinking skill **The Metacognition Ladder (Annex 5)**. This skill will be completed as a group and the same



organizer can be used each time the game is played, allowing students to keep adding everything they learn when playing The Literary Roulette.

Roulette

Challenge Types: Spelling / Vocabulary / Grammar / Written Expression/ Oral Expression / Literature.

Special Advantages: When a team **earns an advantage** by spinning the wheel, they may **keep it** and decide **when to use it** in later rounds. The available advantages are:

- **Double Points:** This advantage may be used after the team has spun the wheel and knows which challenge they must face. If they successfully complete the challenge, they will earn double points.
- **Hint:** This advantage allows the team to ask the teacher for a hint, or search for the answer themselves using online resources. The teacher will specify if the hint must come from them or if digital tools are allowed.
- **Switch Outcome Joker:** After a challenge has been completed but before the final verdict is announced (e.g., before showing evaluation paddles), the team holding this joker may switch their result with that of another team. This allows them to take over the solution they consider the best.
- **Change the Challenge:** After spinning the wheel and before revealing the card, the team may use this advantage to change the assigned category and choose any other category they prefer.

Blank Challenge Cards

There are blank cards included in the session materials for each challenge type. These allow both the teacher and students to design new challenges and expand the game with creative, customized tasks.

Challenges evaluation

The **evaluation process is designed to promote collaborative reflection and peer assessment**. Once the allotted time for completing the challenge has ended, all teams present their proposed solutions. The other teams are then given a few minutes to discuss and prepare their verdict.

When the decision time is over, the teacher will prompt the teams by saying:
"Teams, present your verdict!"

At this moment, all teams raise their evaluation paddles ([see supplementary materials](#)) to vote collectively on the quality of the proposed solution.

Variation: The teacher may award extra points for creativity, presentation, and effort. This encourages students to go beyond the minimum requirements and promotes originality and personal engagement in every task. 

Variation: To increase the level of the challenge, the teacher may choose to introduce penalty points for incorrect or incomplete responses. This variation requires students to weigh their responses carefully and it adds an extra layer of strategy to the game. 

Game Levels System

To foster long-term engagement, the game can include a level-up system, allowing teams to progress through levels as they accumulate points across multiple sessions throughout the school year.

A visible leaderboard (e.g., on a large wall poster or continuous paper roll) can display: Team names in the first column and progression levels for each of the six challenge categories. The teacher sets the point thresholds required to move up levels, depending on the frequency of game sessions. Points are recorded in each category box to make team progress visible to all. Extra points for creativity, presentation, and effort can also be tracked here.

In the **supplementary materials**, you will find:

- Printable achievement badges to reward teams as they advance through the levels.
- A sample points table to help set up the leaderboard.

Materials

- A **wheel** divided into sections, each representing a challenge category: *Spelling, Vocabulary, Grammar, Written Expression, Oral Expression* (including special advantage spaces).
- **Challenge card** decks, including special cards and achievement cards.
- **Blank cards** for creating new challenges.
- Task **cards** or instruction sheets for each type of challenge.
- **Paper** and **pencils** for writing-based tasks.
- A **timer** to manage response or task completion time.
- A **points board** to record each team's progress.
- **Verdict paddles** for peer evaluation (included in the supplementary materials).

How to evaluate this session?

For the evaluation of the session, you can use the evaluation form that we propose in **Annex 2**.

To make the evaluation more attractive and motivating we suggest you to elaborate together with your students audiovisual pills that can be shared later on the social networks of the programme (see the explanation of this activity in the introduction to the material).



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TRAVEL LIST

What metacognitive and socioemotional skills will be worked on in this session?

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- SELF-REGULATION
- EMOTIONAL INTELLIGENCE
- EMPATHY
- TEAMWORK
- ETHICAL DECISION-MAKING

Game Levels System

Levels in SPELLING

1. Beginner Level: Guardians of the Letters

This level is for those who are just beginning to venture into the world of spelling, learning to care for each letter. The “Guardians of the Letters” are brave explorers, they protect the meaning of words and sentences, making sure every letter is in its proper place to maintain clarity in the message.

2. Intermediate Level: Archers of spelling and stress

Students are skillful in basic spelling rules and now face greater challenges, such as the correct use of stress. The “Archers of spelling” are precise and clever, able to aim accurately at the stressed syllable of words, demonstrating their growing expertise in mastering spelling.

3. Advanced Level: Wizards of Spelling

Masters of written language, these students have perfected their skills, becoming true wizards of written language. The “Wizards of Words” wield their power over letters and accentuation, conjuring perfect spelling and enchanting with their correct use of language. This level celebrates spelling excellence and mastery of the complexities of the language.

Levels in VOCABULARY

1. Beginner Level: Word Explorers

Adventurers taking their first steps into the jungle of vocabulary. Equipped with curiosity and enthusiasm, these brave learners begin their journey by discovering new words, expanding their linguistic horizons, and preparing for the surprises the language has in store.

2. Intermediate Level: Language Cartographers

Now mapping vocabulary, these skilled navigators no longer just explore—they also begin connecting words with their meanings, synonyms, antonyms, and uses in various contexts, thus sketching out the contours of the rich linguistic landscape.

3. Advanced Level: Masters of the Dictionary

At the peak of their journey, students transform into “Masters of the Dictionary”—vocabulary experts who not only know a wide range of words but also use them with precision and creativity in their communication. These language scholars have conquered the heights of vocabulary, skillfully and elegantly wielding their arsenal of words in both writing and speech.

Levels in GRAMMAR

1. Beginner Level: Sentence Architects

The beginning of the grammatical journey, learning to build solid and coherent sentences. Like architects, their task is to lay the foundation of language, making sure each word is in the correct place, so the sentence structure is clear.

2. Intermediate Level: Sculptors of Syntax

They no longer just build but begin to shape sentences. These skilled language artists shape each phrase with precision, paying close attention to grammar rules, so their creations flow naturally and elegantly.

3. Advanced Level: Morphology Wizards

Grammar sorcerers, they master the deepest secrets of language. These wizards conjure grammar easily, transforming words and structures to craft powerful expressions and communicate complex ideas with mastery. Their knowledge allows them to manipulate language at will, creating impactful messages that captivate their audience.

Levels in LITERATURE

1. Beginner Level: Narrative Navigators

Brave explorers setting sail across the vast ocean of literature. Armed with passion and curiosity, they begin their journey by discovering fascinating stories, learning to navigate through different genres, and recognizing the basic plots that form the essence of great literary works.

2. Intermediate Level: Metaphor Detectives

These readers discover hidden mysteries within the pages of their favorite books. These perceptive investigators not only enjoy stories for their surface value but also seek deeper meanings, symbols, and themes, developing a richer understanding of literature.

3. Advanced Level: World Architects

Creative writers who not only understand what they read but are also capable of creating their own texts. Armed with a pen (or keyboard), these writers build stories, characters, and entire worlds, inspired by their readings.

Levels in ORAL EXPRESSION

1. Beginner Level: Echoes of Voices

New speakers learning to speak without fear. At this level, students learn to overcome stage fright, articulate their words clearly, and use an appropriate tone and volume. Like echoes starting to resonate, these students are taking their first steps toward effective communication.

2. Intermediate Level: Bold Storytellers

Confident narrators: they have gained confidence and now explore different ways of telling stories, presenting arguments, and expressing opinions. They can capture and hold their audience's attention, using gestures, facial expressions, and variations in tone of voice to engage their audience.

3. Advanced Level: Masters of Eloquence

They communicate ideas clearly and convincingly and also captivate their audience with their charisma and storytelling skills. These students can debate, persuade, inform, and entertain with great mastery, using spoken language effectively and creatively.

Levels in WRITTEN EXPRESSION

1. Beginner Level: Ink Sprouts

Emerging writers who are learning to express their ideas clearly and organize their sentences and paragraphs. Like small sprouts beginning to grow, these young writers are developing the roots of their writing skills.

2. Intermediate Level: Word Crafters

They begin to use language with more skill. They not only write clearly but also begin to experiment with style, voice, and literary devices. They add a personal and creative touch to their work. Word Crafters are those who build worlds with words.

3. Advanced Level: Story Masters

Experts in written expression, capable of creating complex stories, persuasive arguments, and captivating texts. They have perfected the art of writing, showing not only technical skill but also a deep understanding of the emotional and communicative power of words.

TYPES OF CHALLENGES

Spelling

- **Letter hunt:** Players must find and correct spelling mistakes in a word, sentence, or short paragraph. The first team to solve the challenge correctly and explain why they are spelling mistakes scores 1 point.
 - **The spelling duel:** Each team selects a “duelist” to face off in head-to-head spelling battles. Players take turns spelling words correctly; the first to make a mistake loses the duel, and the winner scores 1 point for their team. If there is an odd number of teams in a round, a trio will compete instead of a pair. Words must be spelled from start to finish — or backwards if the card includes the “reverse” symbol. 
 - **Say it right race:** In this challenge, players receive a list of five words. One of them does not share the same stressed syllable as the others. Teams must identify the odd one out and pronounce all five words correctly. The first team to solve the challenge and pronounce all words clearly and accurately scores 1 point.
 - **Ghost letter:** Players receive a card with three words. In each word, there is a letter that is written but not pronounced. Teams must identify the silent letter in each word. All teams that solve the challenge correctly score 1 point.
 - **Dynamic dictation:** Players listen to a short text read aloud by the teacher. They work cooperatively using the “Round Robin” or “Pass the Page” strategy: each team member writes one sentence or part of the text and then passes the paper to the next.  At the end, teams have a few minutes to review and correct the spelling cooperatively. The text may include orthographically challenging words. Teams that submit a fully correct version score 1 point.
-

Vocabulary:

- **Opposite attack:** Each team receives a card with a list of words. They must find a correct antonym for each word. The first team to complete the list correctly scores 1 point (Spelling and meaning must be accurate).
 - **Word builder:** Each team receives a card with one long word. Using only the letters from that word (repeating allowed only if the original has duplicates), they must create as many correct English words as possible in 2 minutes. Only real, correctly spelled words are accepted. The team with the most valid words earns 1 point.
 - **Word rally:** Each team receives a card with a group of separate words. They must combine two of them to form at least one correct compound word (spelled as one word or hyphenated if appropriate). All teams that give a valid answer score 1 point. Bonus point for finding more than one correct compound.
 - **The word detective:** Each team receives a definition and a list of 6–8 words. They must find the one word that matches the definition correctly. The first team to solve the challenge accurately earns 1 point. Optional: justify why it is the correct choice.
 - **Give me more...:** each team receives a word, and they have to make a list of words that belong to the same semantic field. They have a minute to do it. The team with the most valid words earns 1 point.
 - **I see:** Each team receives a picture card. They have 1 minute to list as many words as they can that appear in the picture. Only words that are clearly visible and spelled correctly count. The team with the most valid words earns 1 point.
-

Grammar:

- **Grammar detective:** Each team receives a sentence that contains one or more grammatical errors (verb tense, subject-verb agreement, article use, prepositions, word order, etc.). They must identify the error(s) and correct the sentence properly. The team that corrects the sentence accurately and in the shortest time earns 1 point.
 - **The grammar architect:** Each team receives a set of keywords provided by the teacher or by the different teams (e.g. *she, never, eat, broccoli*). They must construct a grammatically correct and meaningful sentence that includes all the words. The sentence can be affirmative, negative, or interrogative. Award 1 point to the team that constructs a correct sentence in the shortest time.
 - **Verbal Clues:** Each card contains a list of clues (a verb and a verb tense), for example, to go- present simple. The teacher reads all the clues aloud. Each team's spokesperson must say a sentence that contains the verb in the verbal tense required. The team that gives the correct answer in the shortest time earns 1 point. Correct grammar and meaning are required.
 - **Brainstorming:** Each group is asked to write down 2 verbs, 2 nouns, and 2 adjectives in a slip of paper. That paper is then passed to the group next to them, which must create a sentence using at least three of the provided words. The team that writes a correct sentence in the shortest time earns 1 point.
 - **Odd one out:** each team receives a list of 5 words. All of them belong to the same grammatical category, except for one. Teams have to say which word is the odd one and why. The team that answers correctly and fastest wins 1 point.
-

Literature:

- **Riddle me this!** Each team receives one card with one riddle, and they have to solve it. The first team to solve the riddle earns 1 point.
 - **Tongue twister:** Each team receives one card with one tongue twister. All the members have to say it, and they choose who will say it in front of the other teams. The team that says it better earns 1 point.
Variation: All teams that read it correctly score 1 point. Bonus point for speed.
 - **Proverb Puzzle Race:** Each card says an English proverb. Each team selects a card and completes the following visible thinking routine for each:
 - What do you think it means?
 - Can you think of a situation in real life where this applies?
 - Is there a similar saying in Spanish?All teams that give a valid answer score 1 point.
-

Written expression:

- **Chef for a day:** Write a simple recipe (around 150 words) based on a dish they know (it can even be invented). Teams that submit a well-written recipe score 1 point. Bonus point for creativity.
 - **Mad micro-story:** Write an ultra-short story (150 words) following the instruction given in the card. The team that writes the micro-story including all the words in the shortest time will earn 1 point.
 - **Let's define!** Students are given an invented word, and they have to create a definition and mention the type of word it is (noun, adjective...). All teams that create a definition receive 1 point. Bonus point for creativity.
 - **We're poets!** Each team writes a word (better if it is an adjective) for each of the letters of the name of the person mentioned in the card, trying to describe him/her (example: JOE: Jolly Original Elegant). All teams that complete the letters receive 1 point. Bonus point if it is true.
 - **Writing guidelines:** Students are given a guideline they need to follow to create a sentence. All teams that create a correct sentence receive 1 point.
 - **Forbidden words:** Each team receives a topic and a list of forbidden words. They must write a short description (4–6 sentences, one per student) without using any of the forbidden words. If the team completes the task with correct grammar and without using the forbidden words, they score 1 point. Bonus point for originality or use of advanced vocabulary.
 - **I have a question:** Each team is given a card, and they have to create a question to the answer (the underlined part). All teams that create a correct question receive 1 point. Bonus point if they can create more questions for that answer.
-

Oral expression:

- **Follow the Leader!!** The card contains instructions (e.g., “Touch your head with your right hand”) that the team members must carry out correctly. The team that correctly follows all the instructions wins 1 point.
 - **3 Things About Me:** Each card presents a topic about which every person in the group must give three examples related to themselves (e.g., Music: each student names three songs or three music genres they like). The team that provides a correct personal description with all three items earns 1 point.
 - **Mime and say:** Each card presents an action or set of actions, one student mimes it and the rest say what he/she is doing.
-

GUARDIANS OF THE LETTERS



★ ★ ★

The "Guardians of the letters" are brave explorers who protect the meaning of words and sentences, ensuring that every letter is in its rightful place to preserve the clarity of the message.

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WORD EXPLORERS



★ ★ ★

They are the adventurers taking their first steps into the dense and unfamiliar jungle of vocabulary. Armed with curiosity and enthusiasm, these brave explorers begin their journey by discovering new words, expanding their linguistic horizons, and preparing for the surprises the language has in store.

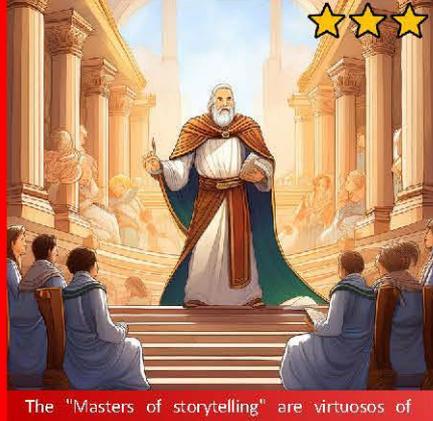
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MASTERS OF STORYTELLING



★ ★ ★

The "Masters of storytelling" are virtuosos of written expression, capable of weaving complex stories, persuasive arguments, and dazzling texts. They have perfected the art of writing, demonstrating not only technical skill but also a deep understanding of the emotional and communicative power of words.

ACHIEVEMENT

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WORD CRAFTERS



The Word crafters are those who build worlds with words, capturing their readers' attention with originality and fluency. They write with clarity and begin to play with style, voice, and literary devices, giving their texts a personal and creative touch.

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INK SPROUTS



They are emerging writers who are beginning to leave their mark on the page, starting to express their ideas clearly and to structure sentences and paragraphs coherently. They are developing the roots of their writing skills, showing promise and potential.

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MASTERS OF ELOQUENCE



The "Masters of eloquence" are those who have perfected the art of oral expression. They not only communicate ideas clearly and convincingly but also captivate their audience with their charisma and storytelling skills.

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BOLD NARRATORS



The "Bold narrators" explore different ways of telling stories, presenting arguments, and expressing opinions. They have developed skills to capture and hold their audience's attention, using gestures, facial expressions, and variations in tone of voice to make their speeches more engaging and dynamic.

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They are speakers who are beginning to find their voice and experiment with oral expression. They have overcome stage fright and learned to articulate their words clearly and use appropriate tone and volume, taking their first steps toward effective communication.

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★ ★ ★

They are speakers who are beginning to find their voice and experiment with oral expression. They have overcome stage fright and learned to articulate their words clearly and use appropriate tone and volume, taking their first steps toward effective communication.

WORLD ARCHITECT



★ ★ ★

They are masters of literary creation and analysis who deeply understand what they read and can craft their own narrative universes. Armed with a pen (or keyboard), these creative visionaries build stories, characters, and entire worlds, inspired by the works they have studied and loved.

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METAPHOR DETECTIVE



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MORPHOLOGY WIZARD



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These wizards conjure grammar with ease, transforming words and structures to craft powerful expressions and communicate complex ideas with mastery. Their knowledge allows them to manipulate language at will, creating impactful messages that captivate their audience.

ACHIEVEMENT

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★★★★

The "Sculptors of Syntax" are skilled artists of language who carve each sentence with precision, paying close attention to grammatical rules so that their creations flow with naturalness and elegance.

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SENTENCE ARCHITECTS



★★★

Los "Arquitectos de Oraciones" están al inicio de su aventura gramatical, aprendiendo a construir oraciones sólidas y coherentes. Su tarea es colocar los cimientos del lenguaje, asegurándose de que cada palabra esté en el lugar correcto para que la estructura de la oración sea estable y clara.

SENTENCE ARCHITECTS



★★★

The "Sentence Architects" are at the beginning of their grammatical adventure, learning to build solid and coherent sentences. Their task is to lay the foundations of language, making sure each word is in the right place so that the structure of the sentence is stable and clear.

DICTIONARY MASTERS



★★★★

They are vocabulary masters who know a wide range of words and use them with precision and creativity in their communication. These language scholars have conquered the heights of vocabulary, using their arsenal of words with skill and elegance, both in writing and in speech.

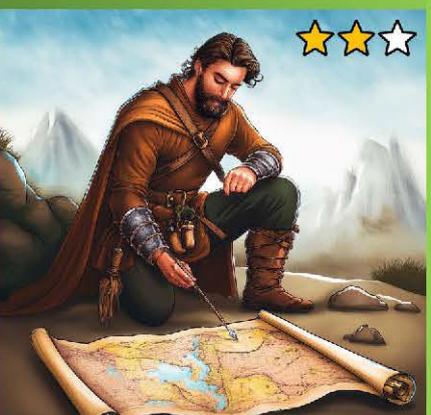
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LANGUAGE CARTOGRAPHER



★★★★

These skilled navigators no longer just explore—they also begin to chart routes, connecting words with their meanings, synonyms, antonyms, and uses in various contexts, thus sketching the contours of the rich linguistic landscape.

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ACHIEVEMENT

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ACHIEVEMENT

ACHIEVEMENT

Spelling

DYNAMIC DICTATION

1. The Lost Puppy

Lena saw a puppy in the park.
It was cold and had no tag.
She took it home and gave it food.
Later, they found the owner and gave it back.

2. The Treehouse

Jake and Mia made a treehouse.
They used wood and nails to build it.
They played games in it every day.
One night, they slept in it together.

3. The Red Paint

Sam dropped a can of red paint.
It spilled on the floor and shoes.
He got towels and cleaned it fast.
His teacher thanked him for helping.

4. The Party

Emma made a party for Lily.
She invited friends and baked cupcakes.
Everyone yelled "Surprise!" when Lily came.
Lily smiled and gave her a hug.

5. The Snow Day

It snowed a lot, so no school.
Ben and his sister made a snowman.
They gave it a nose and a scarf.
Then they drank hot cocoa inside.

6. The Homework

Ryan forgot his homework at home.
He told the teacher right away.
She said he could bring it tomorrow.
Ryan made a note to remember next time.

7. The Shell

Ava found a shell on the beach.
She thought it was magic.
She wished to come back again.
She smiled and put it in her bag.

8. The Bike

Carlos rode his bike without help.
He fell a few times at first.
Then he rode fast without falling.
His parents were happy and proud.

9. The Ghost

Ella heard a sound in the attic.
She saw a white sheet move.
It was only the wind blowing it.
She laughed and said, "It's a ghost!"

10. The Volcano

Liam made a volcano for school.
He used baking soda and vinegar.
The red foam went up fast.
The teacher said, "Great job!"

11: An unexpected guest

During dinner, we heard a noise on the door.
When we opened it, there was a big dog!
He was friendly but very dirty and hungry.
We gave him food, and he was very happy.
Later, we found his owner and returned him home.

Text 12: A visit to the museum

Our class visited the Natural History Museum in Madrid.
We saw fossils, dinosaur skeletons, and ancient tools.
The guide explained how early humans lived and survived.
I wrote notes in my notebook during the visit.
It was very interesting and funny.

Text 13: The invention challenge

In science class, we had to invent something useful.
My group designed a desk with wheels.
We used recycled materials like cardboard and plastic bottles.
Then, we presented our invention to the whole class.
Everyone clapped and asked interesting questions.

Literature:

RIDDLE ME THIS!

Riddle:	I'm tall when I'm young and I'm short when I'm old. What am I?
Solution:	A candle.
Riddle:	I'm your uncle's brother, but I'm not your uncle. Who am I?
Solution:	Your father.
Riddle:	Take off my skin and I won't cry, but I'm sure you will. What am I?
Solution:	The onion.
Riddle:	The beginning of eternity, the end of time and space, the beginning of every end and the end of every place.
Solution:	Letter E.
Riddle:	There was a green house, inside the green house there was a white house, inside the white house there was a red house, inside the red house there were lots of babies.
Solution:	The watermelon.
Riddle:	They are famous, come out only at night, but nobody asks them for an autograph.
Solution:	The stars.
Riddle:	What belongs to you but others use it more than you do?
Solution:	Your name.
Riddle:	What building has the most stories?
Solution:	The library.
Riddle:	What gets wet when drying?
Solution:	The towel.
Riddle:	What goes up and doesn't come back?
Solution:	Your age.
Riddle:	What has a face and two hands, but no arms or legs?
Solution:	A clock.
Riddle:	What has a neck but no head?
Solution:	A bottle.

Riddle: What has no voice, but can still tell you a story?

Solution: A book.

Riddle: What is the difference between here and there?

Solution: Letter T.

Riddle: What jumps when it walks and sits when it stands?

Solution: A kangaroo.

Riddle: What kind of mail can a mouse send?

Solution: An email.

Riddle: What must be broken before you can use it?

Solution: An egg.

Riddle: What occurs once in every minute, twice in every moment and never in a thousand years?

Solution: Letter M.

Riddle: Which fruit is spelt like a colour?

Solution: The orange.

Riddle: Which letter is a part of the body?

Solution: The letter I (eye).

PROVERB PUZZLE RACE

Proverb: **A picture is worth a thousand words**

Translation: Una imagen vale más que mil palabras

Proverb: **Actions speak louder than words**

Translation: *Obras son amores y no buenas razones*

Proverb: **Better late than never**

Translation: *Más vale tarde que nunca*

Proverb: **Birds of a feather flock together**

Translation: *Dios los cría y ellos se juntan*

Proverb: **Don't cry over spilled milk**

Translation: A lo hecho, pecho

Proverb: **It's never too late to learn**

Translation: *Nunca es tarde para aprender*

Proverb: **It's no use crying over spilled milk**

Translation: A lo hecho, pecho." / "Ya no tiene remedio

Proverb: **Look before you leap**

Translation: Antes de actuar, piensa

Proverb: **Many hands make light work**

Translation: Cuantos más, mejor/ La unión hace la fuerza

Proverb: **Out of sight, out of mind**

Translation: *Ojos que no ven, corazón que no siente.*

Proverb: **Practice makes perfect**

Translation: *La práctica hace al maestro*

Proverb: **The early bird catches the worm**

Translation: *Al que madruga, Dios lo ayuda*

Proverb: **When in Rome, do as the Romans do**

Translation: *A donde fueres, haz lo que vieres*

Proverb: **Where there's a will, there's a way**

Translation: *Querer es poder*

Proverb: **You can't have your cake and eat it too**

Translation: No se puede estar en misa y repicando

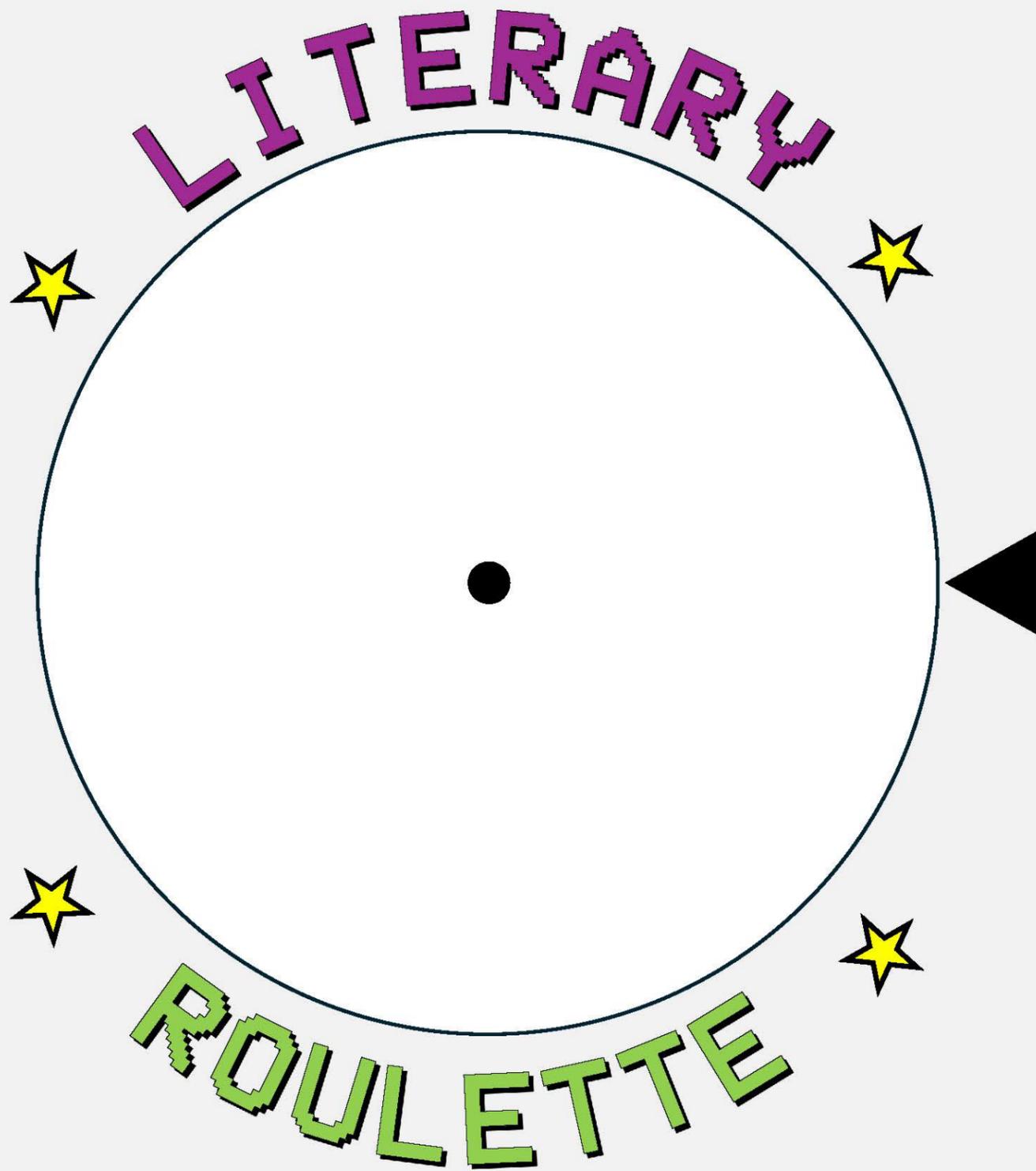
Proverb: **You reap what you sow**

Translation: Cosechas lo que siembras



1		25
2		24
3		23
4		22
5		21
6		20
7		19
8		18
9		17
10		16
11		15
12	13	14

**Green Team
HITS**

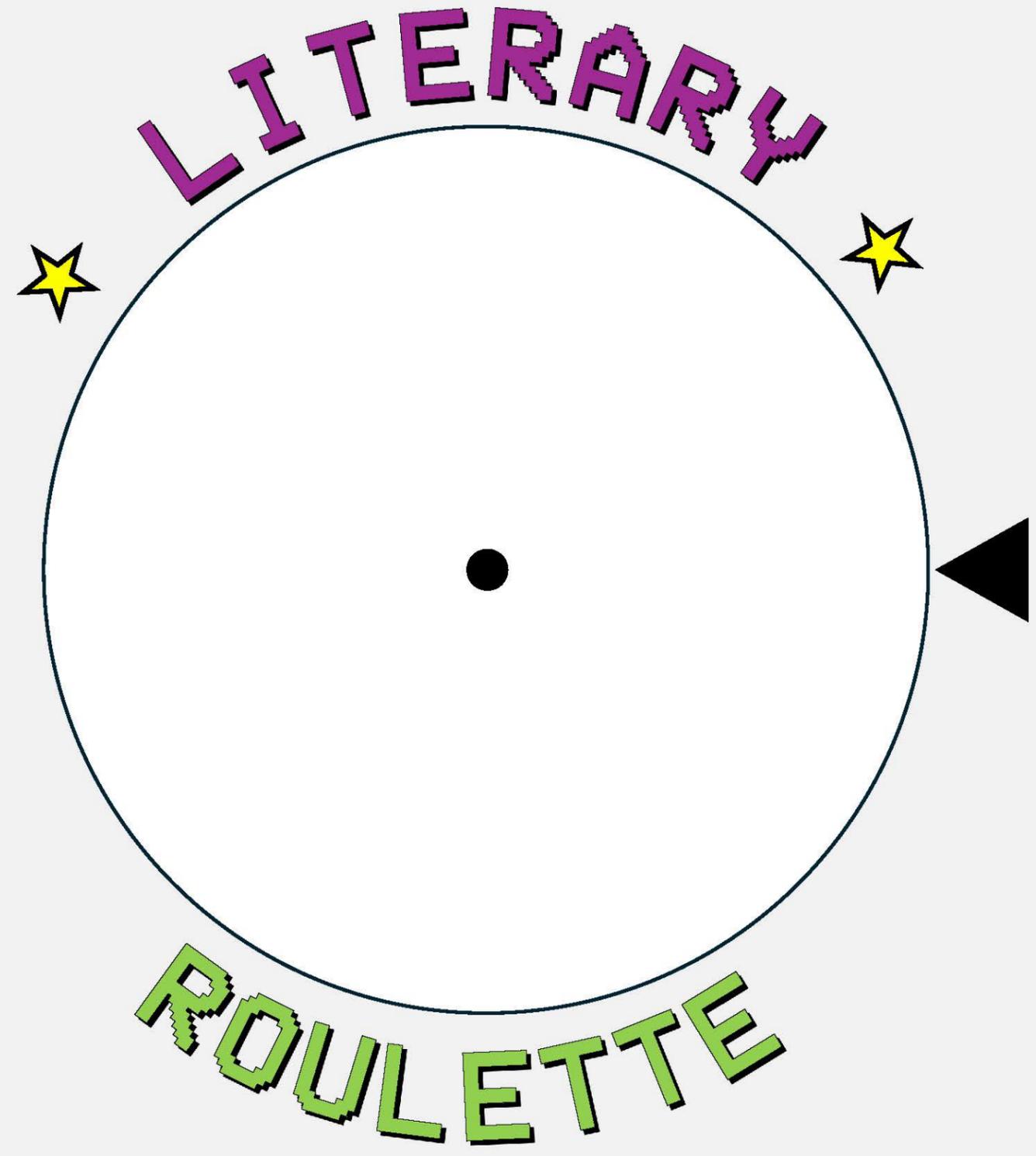


**Red Team
HITS**

14	13	12
15		11
16		10
17		9
18		8
19		7
20		6
21		5
22		4
23		3
24		2
25		1

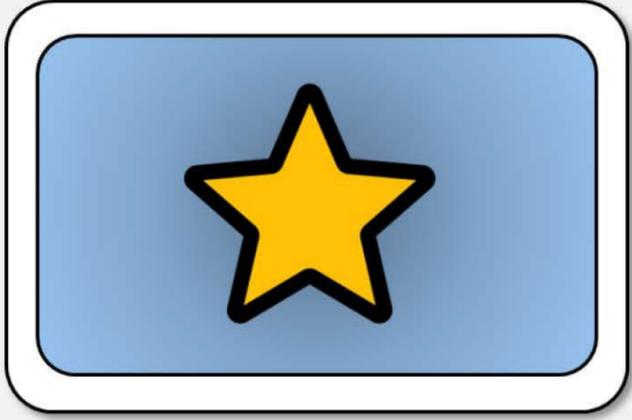
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5		21
6		20
7		19
8		18
9		17
10		16
11		15
12	13	14

**Yellow Team
HITS**



**Blue Team
HITS**

12	13	14
11		15
10		16
9		17
8		18
7		19
6		20
5		21
4		22
3		23
2		24
1		25



GRAMMAR

SPELLING

VOCABULARY

**WRITTEN
EXPRESSION**

**ORAL
EXPRESSION**

LITERATURE

Discards



CHANGE THE CHALLENGE

HINT

YOU MUST CHOOSE ONE OPTION:

1. ASK YOUR TEACHER FOR A HINT.
2. 60 SECONDS TO SEARCH FOR INFORMATION ON THE INTERNET.

DOUBLE POINTS

YOU MUST USE THIS CARD AFTER YOU KNOW THE CHALLENGE COLOUR AND BEFORE YOU PICK UP THE CHALLENGE CARD.

JOKER

BEFORE THE TEACHER'S VERDICT, YOU CAN USE THIS CARD TO SWAP YOUR ANSWER WITH ANOTHER GROUP.

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ACHIEVEMENT TABLE

Once the game is over, count all the hit cards in your deck and fill in the table. For each successful card in a challenge, count one point and cross out a square. Each star scored adds one level.

	LI	OEx	GR	SP	VO	WEx
Lv. 1	★	★	★	★	★	★
Lv. 2	★	★	★	★	★	★
Lv. 3	★	★	★	★	★	★

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Lv. 1	★	★	★	★	★	★
Lv. 2	★	★	★	★	★	★
Lv. 3	★	★	★	★	★	★



GRAMMAR DETECTIVE

"He hace two brothers."

GRAMMAR DETECTIVE

Don't like pizza

GRAMMAR DETECTIVE

I have 10 years

GRAMMAR DETECTIVE

"I am go to the park."

GRAMMAR DETECTIVE

Yesterday I go to the zoo

GRAMMAR DETECTIVE

She live in Madrid

GRAMMAR DETECTIVE

"She can swim."

GRAMMAR DETECTIVE

My father is doctor

GRAMMAR DETECTIVE

He don't plays football

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GRAMMAR DETECTIVE

The cat is in the table

GRAMMAR DETECTIVE

I no have homework

GRAMMAR DETECTIVE

He eat yesterday pizza

GRAMMAR DETECTIVE

I like very much chocolate

GRAMMAR DETECTIVE

We was happy

GRAMMAR DETECTIVE

There is three apples

GRAMMAR DETECTIVE

I can singing

GRAMMAR DETECTIVE

She is more taller than me

GRAMMAR DETECTIVE

You is my friend

GRAMMAR

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GRAMMAR DETECTIVE

She's name is Anna

GRAMMAR DETECTIVE

You can help me?

GRAMMAR DETECTIVE

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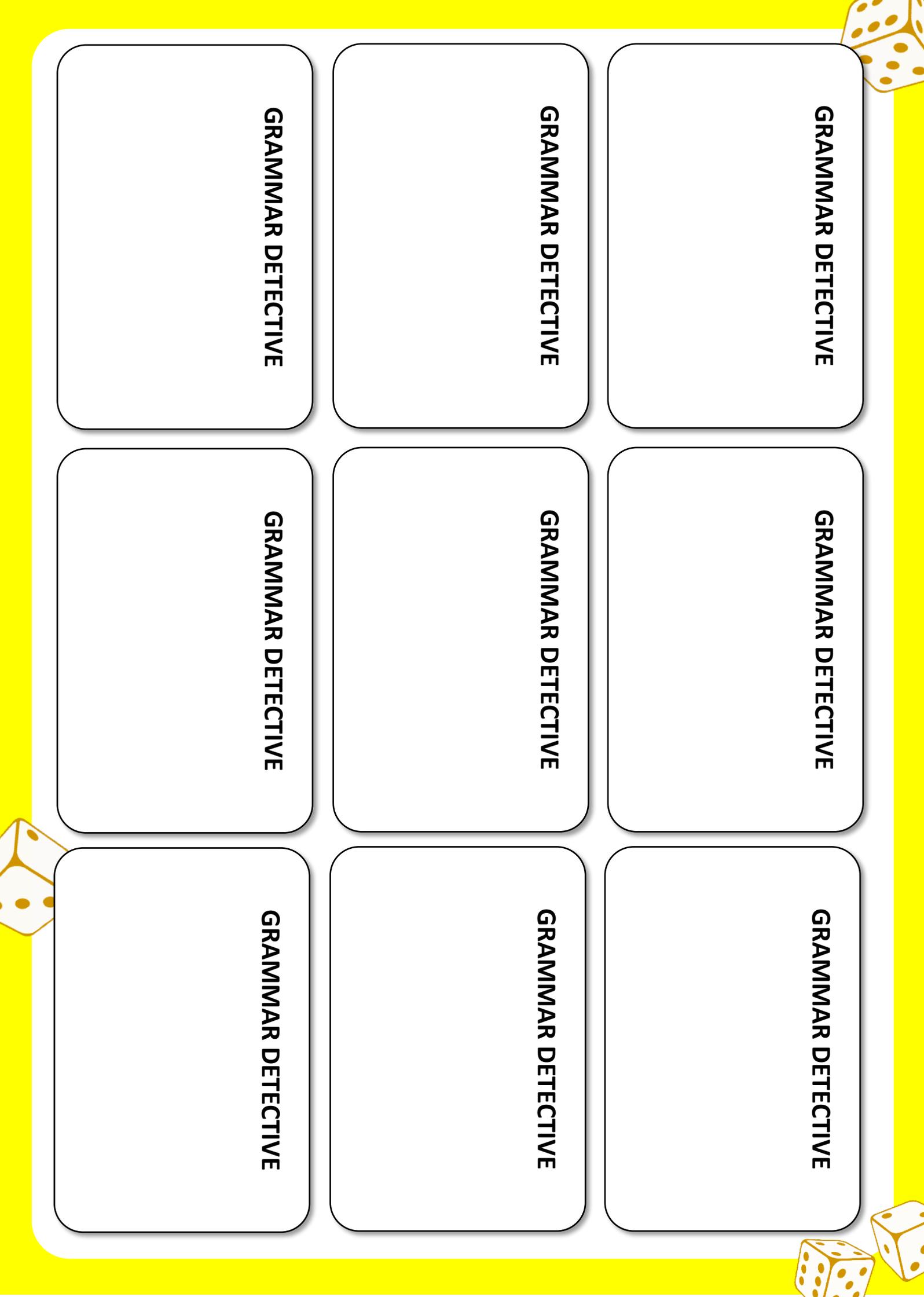
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GRAMMAR DETECTIVE

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THE GRAMMAR ARCHITECT

KEY WORDS: They, not,
play, football

THE GRAMMAR ARCHITECT

KEY WORDS: We, eat,
pizza, now

THE GRAMMAR ARCHITECT

KEY WORDS: My parents,
Not, Speak, English

THE GRAMMAR ARCHITECT

KEY WORDS: You, go, to
school, yesterday

THE GRAMMAR ARCHITECT

KEY WORDS: She, Be,
Happy, Yesterday

THE GRAMMAR ARCHITECT

KEY WORDS: You, Be, 12
years old, ?

THE GRAMMAR ARCHITECT

KEY WORDS: He, not,
have, a sister

THE GRAMMAR ARCHITECT

KEY WORDS: Your
brother, Play, The guitar,
?

THE GRAMMAR ARCHITECT

KEY WORDS: He, Watch,
TV, Every day

GRA

GRA

GRA

GRA

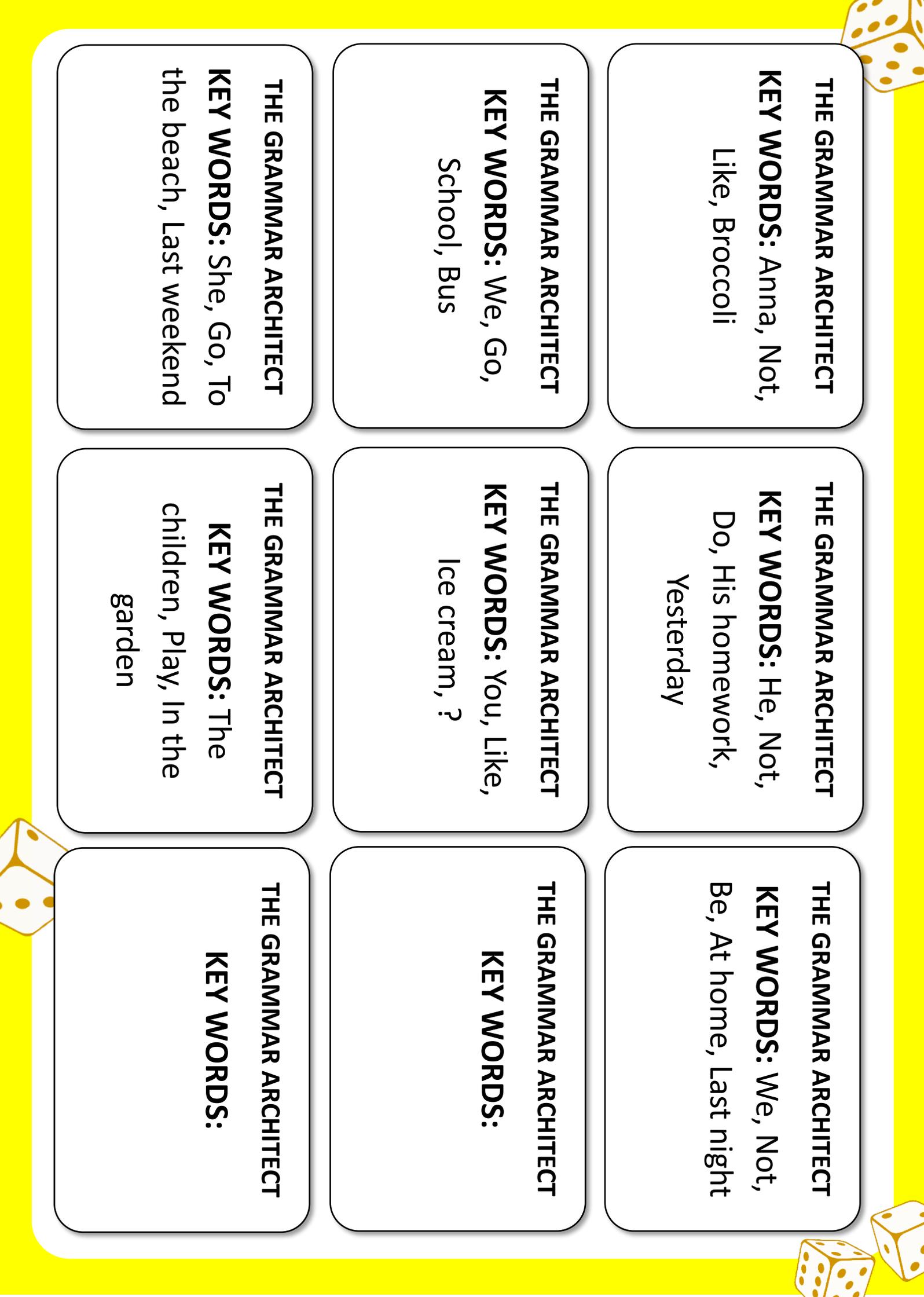
GRA

GRA

GRA

GRA

GRA



THE GRAMMAR ARCHITECT

KEY WORDS: Anna, Not,

Like, Broccoli

THE GRAMMAR ARCHITECT

KEY WORDS: He, Not,

Do, His homework,

Yesterday

THE GRAMMAR ARCHITECT

KEY WORDS: We, Not,

Be, At home, Last night

THE GRAMMAR ARCHITECT

KEY WORDS: We, Go,

School, Bus

THE GRAMMAR ARCHITECT

KEY WORDS: You, Like,

Ice cream, ?

THE GRAMMAR ARCHITECT

KEY WORDS:

THE GRAMMAR ARCHITECT

KEY WORDS: She, Go, To

the beach, Last weekend

THE GRAMMAR ARCHITECT

KEY WORDS: The

children, Play, In the

garden

THE GRAMMAR ARCHITECT

KEY WORDS:

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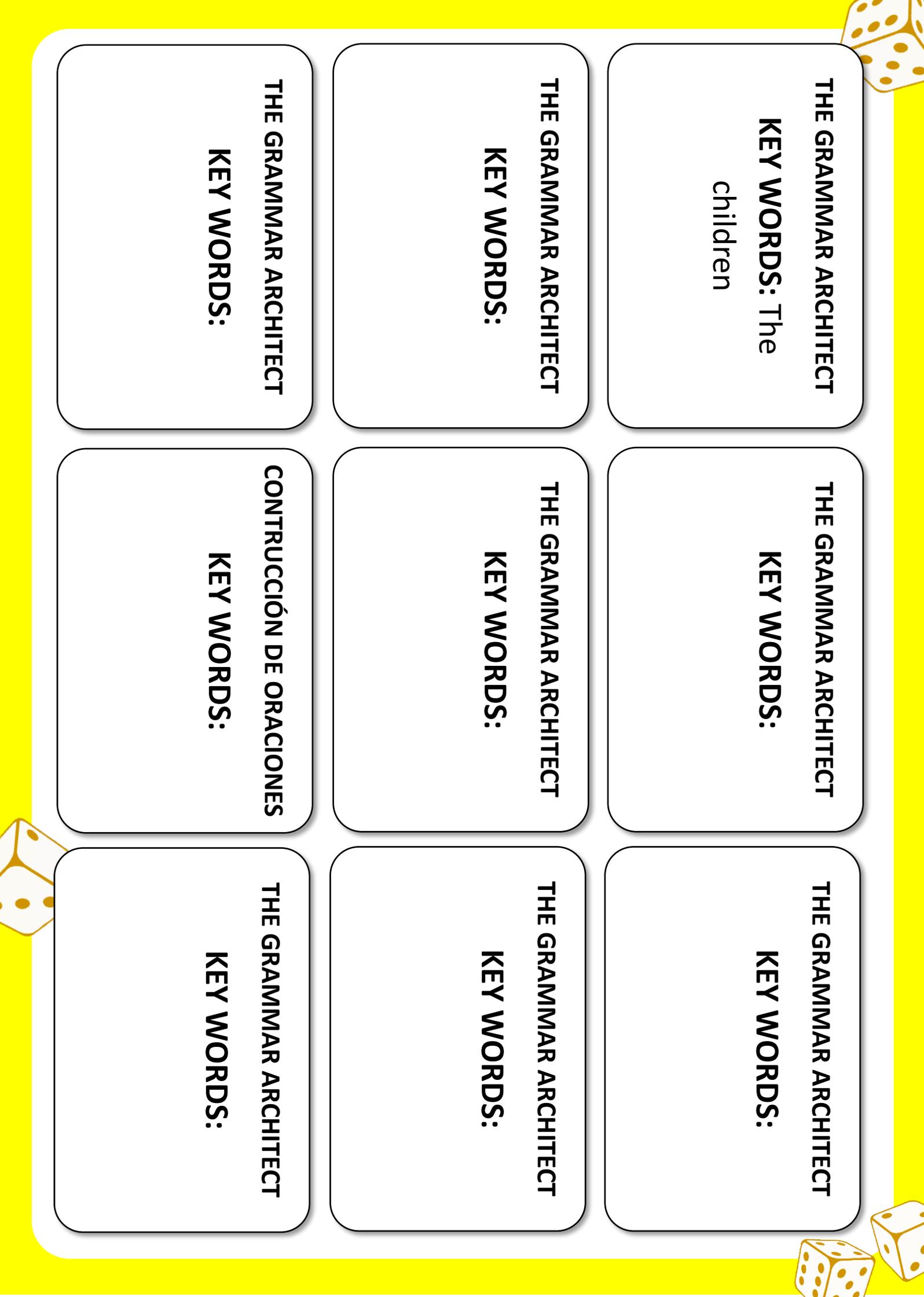
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THE GRAMMAR ARCHITECT

KEY WORDS: The
children

THE GRAMMAR ARCHITECT

KEY WORDS:

CONTRUCCIÓN DE ORACIONES

KEY WORDS:

THE GRAMMAR ARCHITECT

KEY WORDS:

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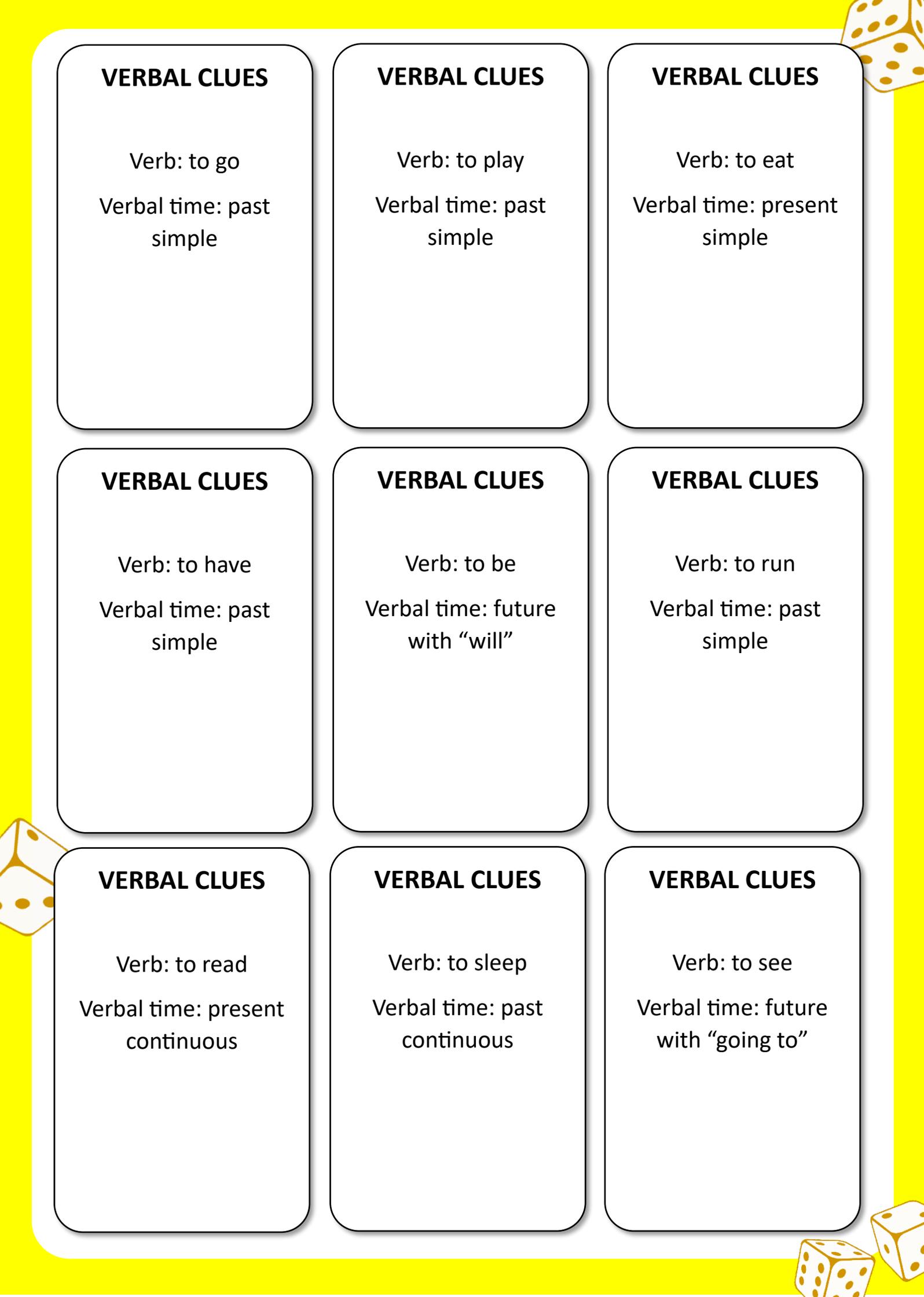
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VERBAL CLUES

Verb: to go
Verbal time: past
simple

VERBAL CLUES

Verb: to play
Verbal time: past
simple

VERBAL CLUES

Verb: to eat
Verbal time: present
simple

VERBAL CLUES

Verb: to have
Verbal time: past
simple

VERBAL CLUES

Verb: to be
Verbal time: future
with "will"

VERBAL CLUES

Verb: to run
Verbal time: past
simple

VERBAL CLUES

Verb: to read
Verbal time: present
continuous

VERBAL CLUES

Verb: to sleep
Verbal time: past
continuous

VERBAL CLUES

Verb: to see
Verbal time: future
with "going to"

GRAMMAR

GRAMMAR

GRAMMAR

GRAMMAR

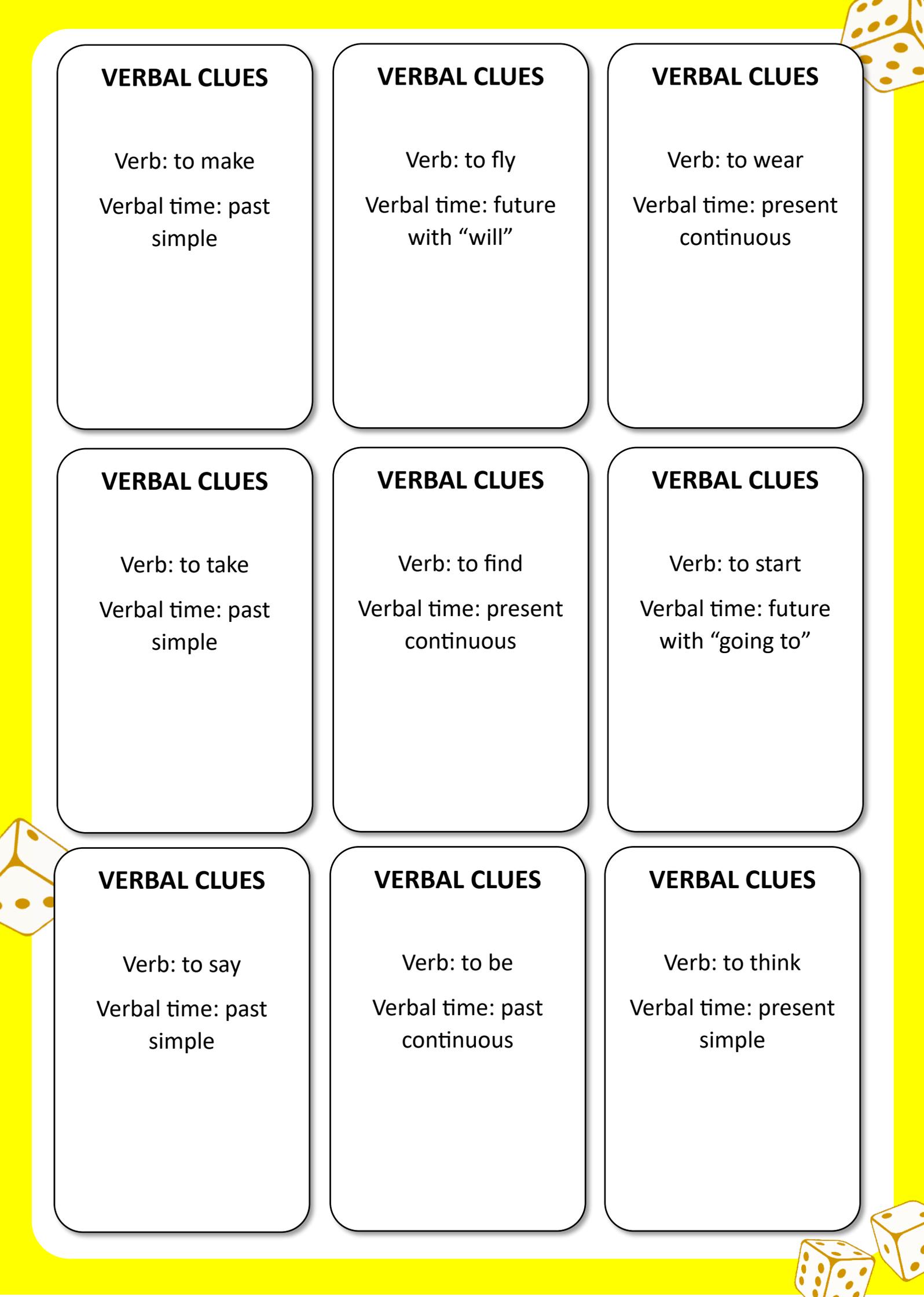
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VERBAL CLUES

Verb: to make
Verbal time: past
simple

VERBAL CLUES

Verb: to fly
Verbal time: future
with "will"

VERBAL CLUES

Verb: to wear
Verbal time: present
continuous

VERBAL CLUES

Verb: to take
Verbal time: past
simple

VERBAL CLUES

Verb: to find
Verbal time: present
continuous

VERBAL CLUES

Verb: to start
Verbal time: future
with "going to"

VERBAL CLUES

Verb: to say
Verbal time: past
simple

VERBAL CLUES

Verb: to be
Verbal time: past
continuous

VERBAL CLUES

Verb: to think
Verbal time: present
simple

GRAMMAR

GRAMMAR

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GRAMMAR

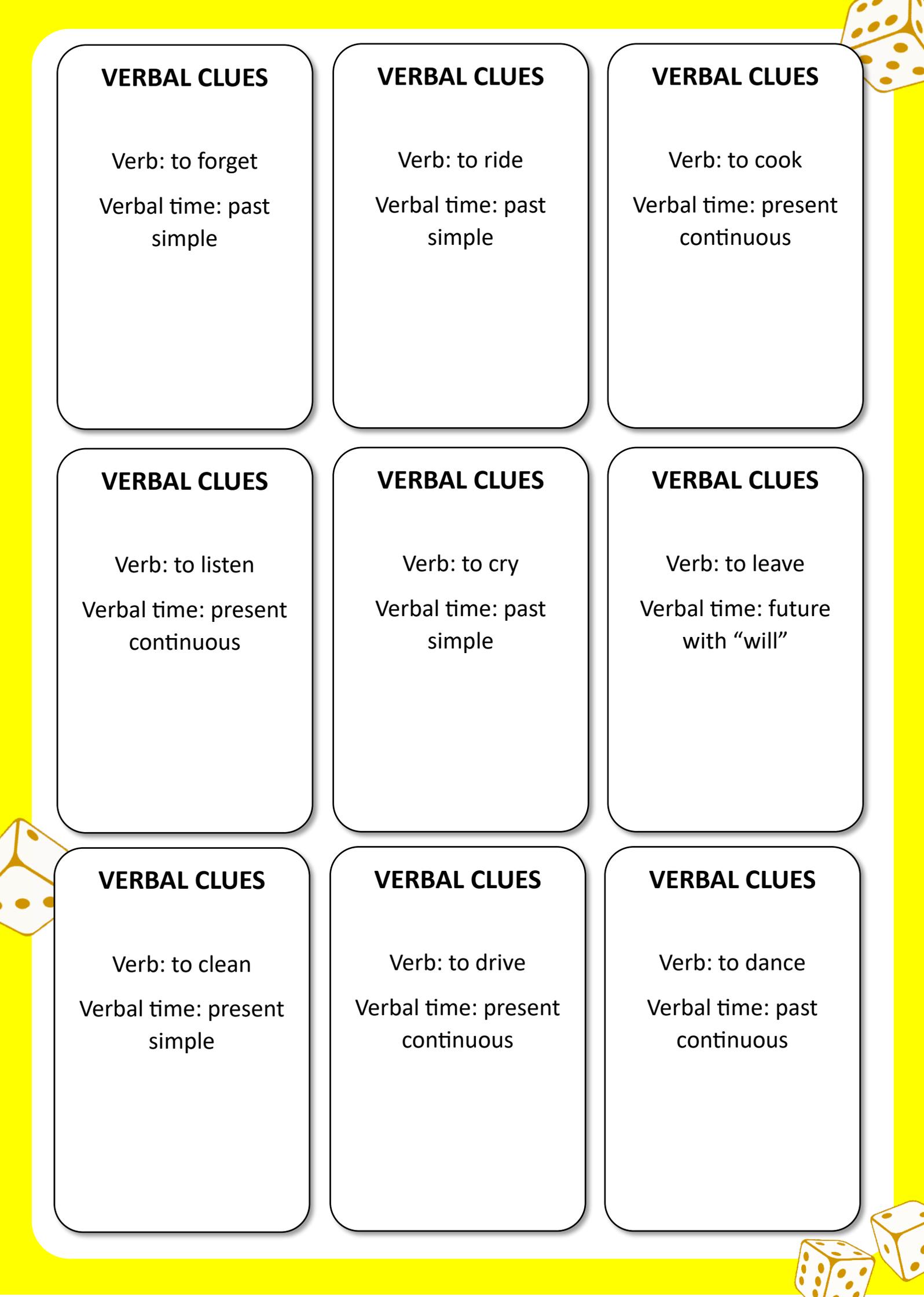
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VERBAL CLUES

Verb: to forget
Verbal time: past
simple

VERBAL CLUES

Verb: to ride
Verbal time: past
simple

VERBAL CLUES

Verb: to cook
Verbal time: present
continuous

VERBAL CLUES

Verb: to listen
Verbal time: present
continuous

VERBAL CLUES

Verb: to cry
Verbal time: past
simple

VERBAL CLUES

Verb: to leave
Verbal time: future
with "will"

VERBAL CLUES

Verb: to clean
Verbal time: present
simple

VERBAL CLUES

Verb: to drive
Verbal time: present
continuous

VERBAL CLUES

Verb: to dance
Verbal time: past
continuous

GRAMMAR

GRAMMAR

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VERBAL CLUES

Verb: to do

Verbal time: present
simple

VERBAL CLUES

Verb: to write

Verbal time: present
continuous

VERBAL CLUES

Verb: to speak

Verbal time: past
simple

VERBAL CLUES

Verb: to buy

Verbal time: present
continuous

VERBAL CLUES

Verb: to drink

Verbal time: past
simple

VERBAL CLUES

Verb: to eat

Verbal time: future
with "going to"

VERBAL CLUES

Verb: to know

Verbal time: present
simple

VERBAL CLUES

Verb: to swim

Verbal time: past
continuous

VERBAL CLUES

Verb: to be

Verbal time: present
continuous

GRAMMAR

GRAMMAR

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GRAMMAR

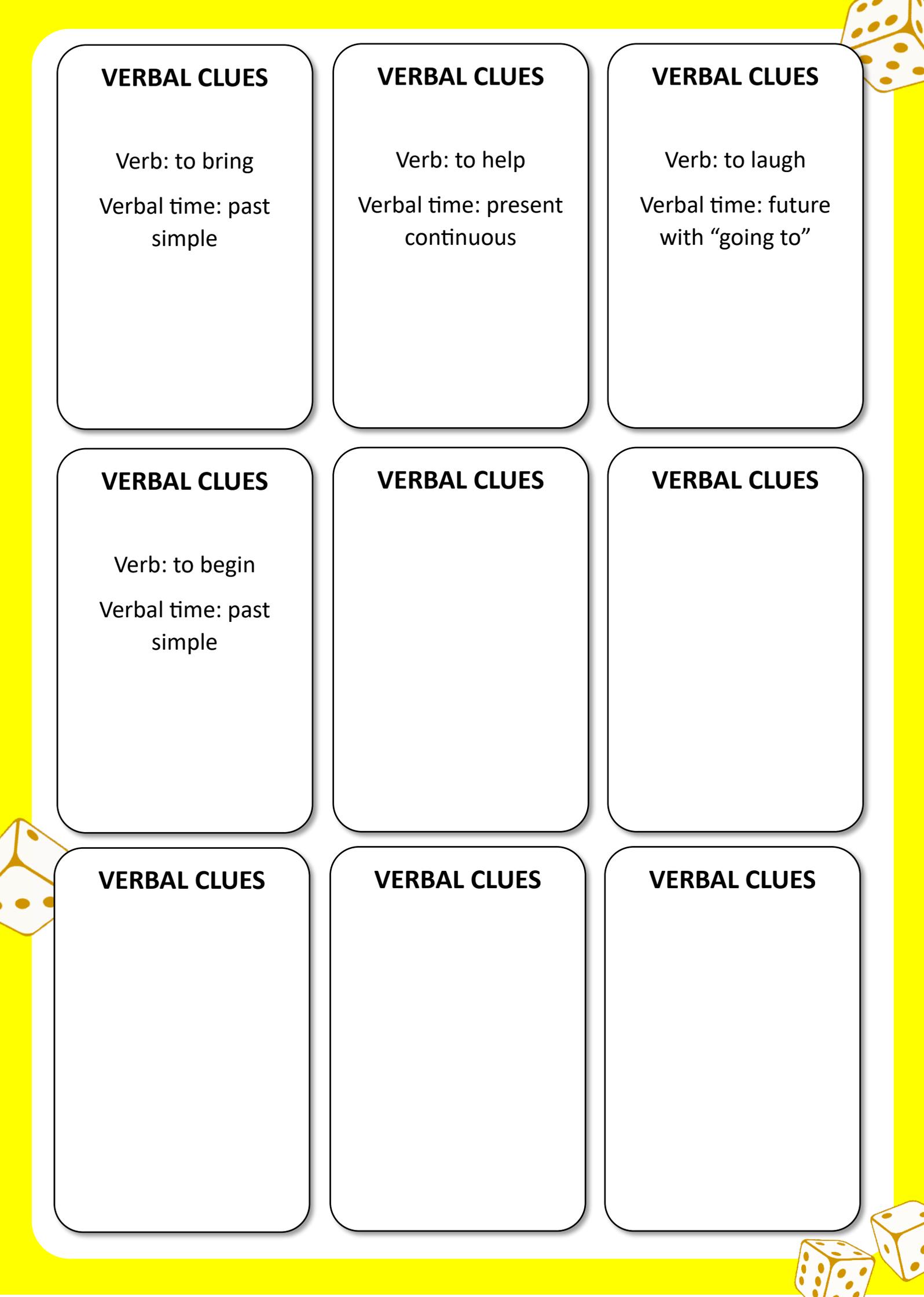
GRAMMAR

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VERBAL CLUES

Verb: to bring
Verbal time: past
simple

VERBAL CLUES

Verb: to help
Verbal time: present
continuous

VERBAL CLUES

Verb: to laugh
Verbal time: future
with "going to"

VERBAL CLUES

Verb: to begin
Verbal time: past
simple

VERBAL CLUES

VERBAL CLUES

VERBAL CLUES

VERBAL CLUES

VERBAL CLUES

GRAMMAR

GRAMMAR

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GRAMMAR

GRAMMAR

ODD ONE OUT

"Blue, Yellow,
Red, Cat, Green"

ODD ONE OUT

"Quickly, Slowly,
Happily, Fast,
Strong"

ODD ONE OUT

"Run, Swim,
Happy, Jump"

ODD ONE OUT

"Has, Eats, Goes,
Is, Apple"

ODD ONE OUT

"Before, After,
Lunch , Behind"

ODD ONE OUT

"Teacher,
Student,
Elephant, Clever,
Nurse"

ODD ONE OUT

"In, On, Under,
Beautiful"

ODD ONE OUT

"Run, Nice,
Jump, Fly"

ODD ONE OUT

"And, But, Dog,
Because"

GRAMMAR

GRAMMAR

GRAMMAR

GRAMMAR

GRAMMAR

GRAMMAR

GRAMMAR

GRAMMAR

GRAMMAR



ODD ONE OUT

"Sing, Dance,
Music, Eat"

ODD ONE OUT

"She, We, My,
They "

ODD ONE OUT

"Sad, Tired, Run,
Beautiful"

ODD ONE OUT

"Book, Pen,
Table, Draw "

ODD ONE OUT

"Who, Cat ,
What, Where"

ODD ONE OUT

"Never, Always,
Quickly,
Yesterday"



ODD ONE OUT

" Very, Can, Will,
Should"

ODD ONE OUT

"First, Second,
Tall, Third"

ODD ONE OUT

"Big, Because,
Small, Green"



GRAMMAR

GRAMMAR

GRAMMAR

GRAMMAR

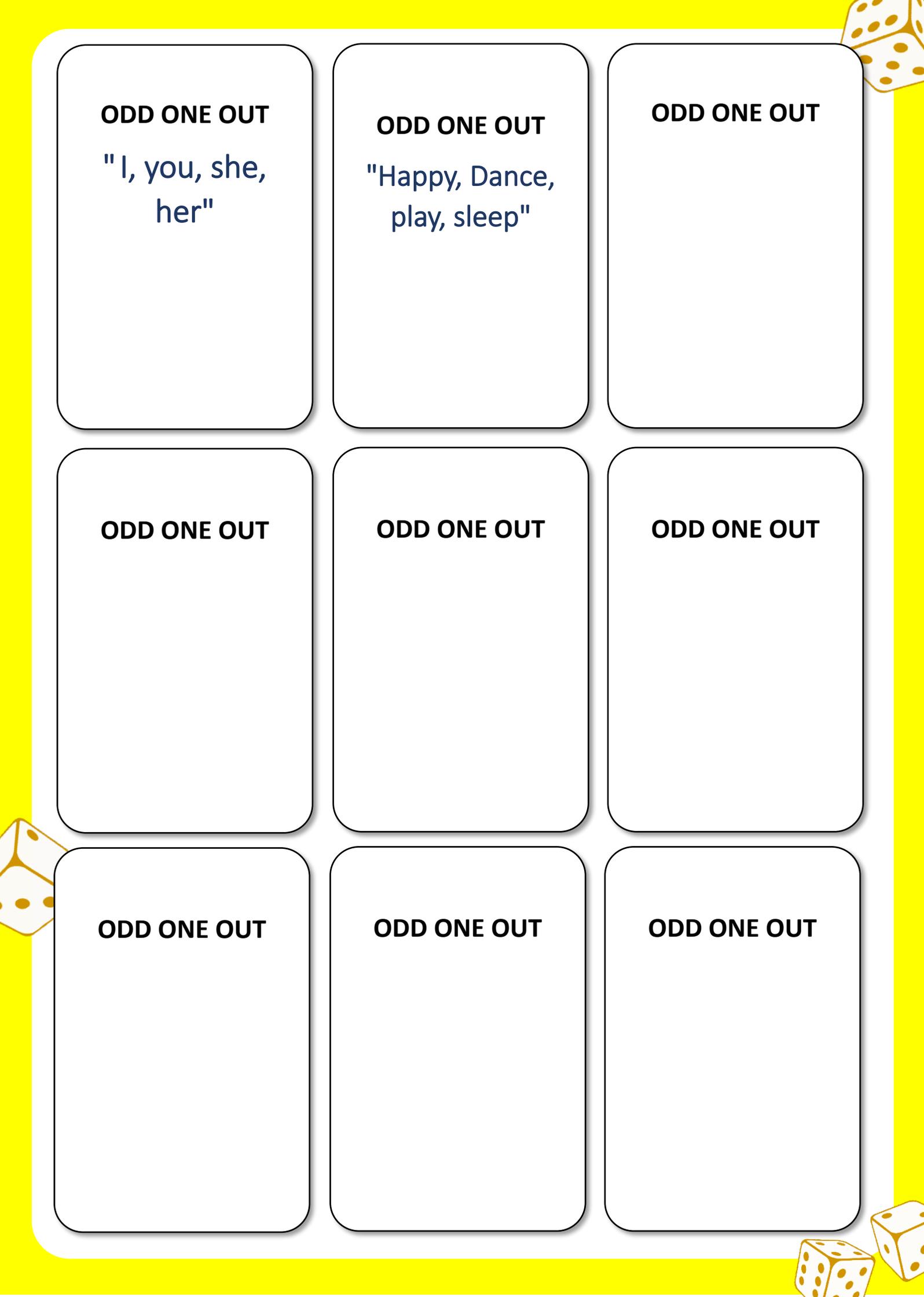
GRAMMAR

GRAMMAR

GRAMMAR

GRAMMAR

GRAMMAR



ODD ONE OUT

"I, you, she,
her"

ODD ONE OUT

"Happy, Dance,
play, sleep"

ODD ONE OUT

GRAMMAR

GRAMMAR

GRAMMAR

GRAMMAR

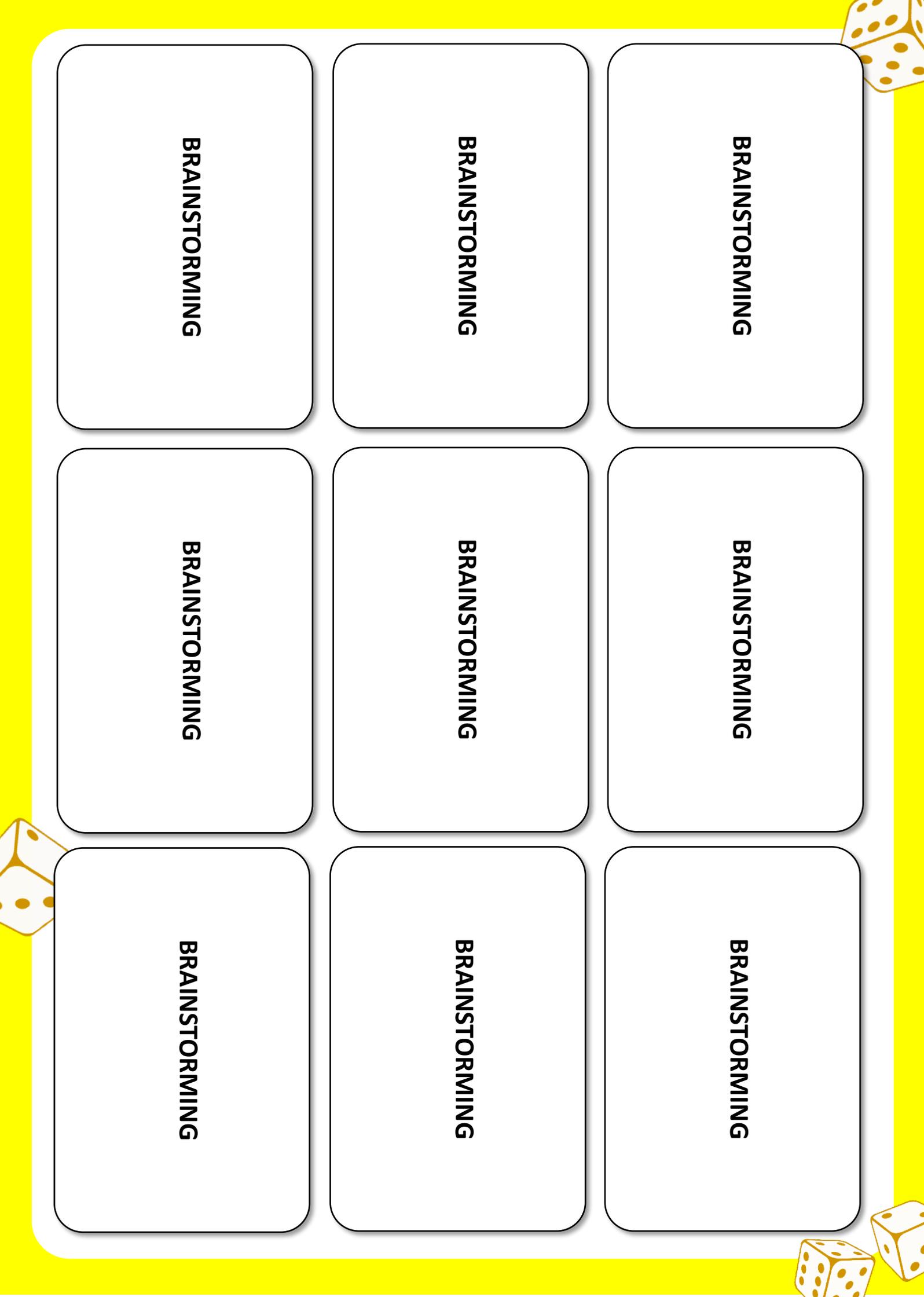
GRAMMAR

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GRAMMAR



BRAINSTORMING

BRAINSTORMING

BRAINSTORMING

BRAINSTORMING

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BRAINSTORMING

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BRAINSTORMING

BRAINSTORMING

GRAMMAR

GRAMMAR

GRAMMAR

GRAMMAR

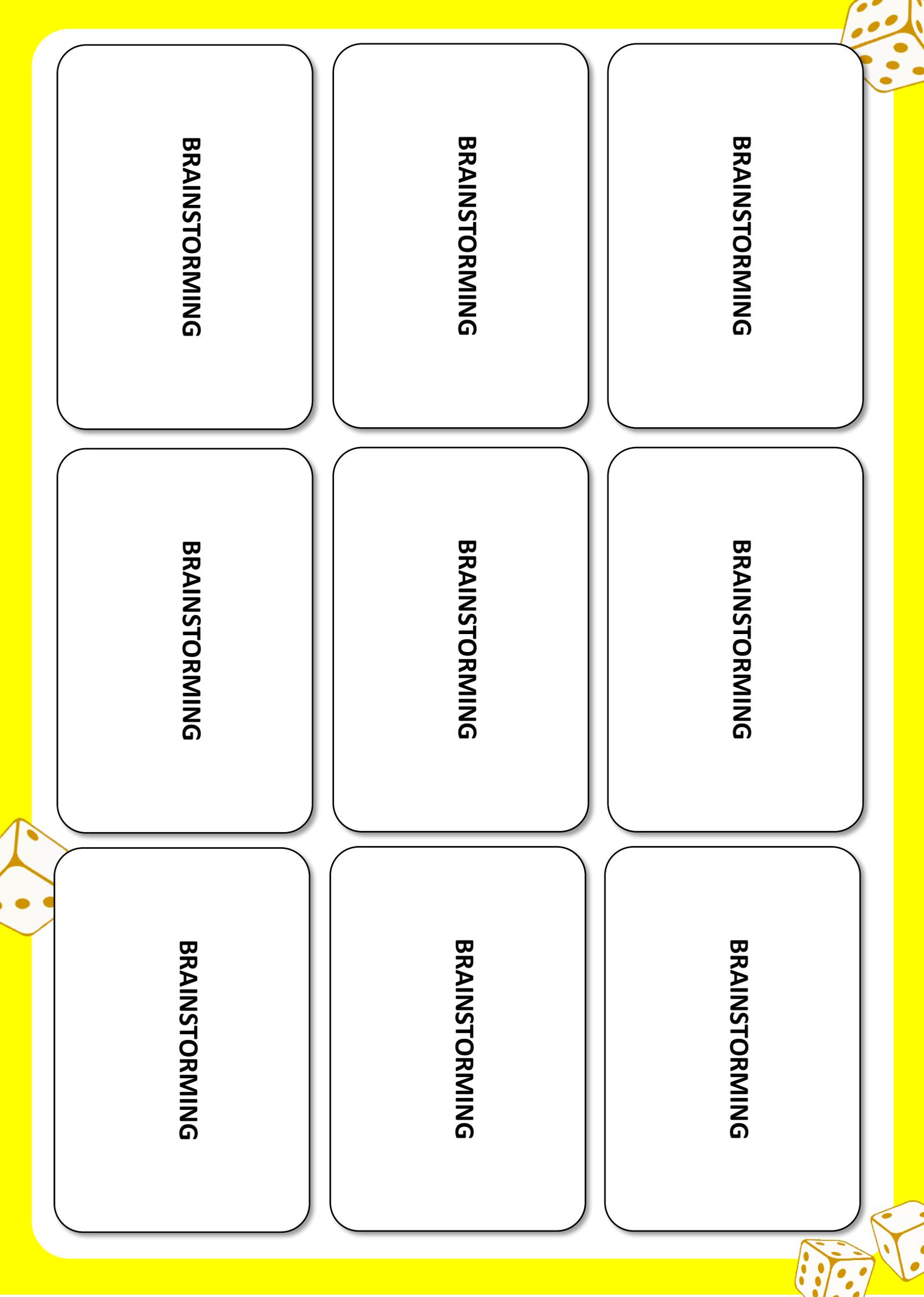
GRAMMAR

GRAMMAR

GRAMMAR

GRAMMAR

GRAMMAR



BRAINSTORMING

BRAINSTORMING

BRAINSTORMING

BRAINSTORMING

BRAINSTORMING

BRAINSTORMING

BRAINSTORMING

BRAINSTORMING

BRAINSTORMING

GRAMMAR

GRAMMAR

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GRAMMAR

GRAMMAR

GRAMMAR



RIDDLE ME THIS

What has no voice, but can still tell
you a story?

RIDDLE ME THIS

What must be broken before
you can use it?

RIDDLE ME THIS

The beginning of eternity, the end
of time and space, the
beginning of every end and the
end of every place.

RIDDLE ME THIS

What has a face and two hands,
but no arms or legs?

RIDDLE ME THIS

What goes up and doesn't
come back?

RIDDLE ME THIS

What building has the most
stories?

RIDDLE ME THIS

What has a neck but no
head?

RIDDLE ME THIS

What belongs to you,
but others use it more
than you do?

RIDDLE ME THIS

Which letter is a part of
the body?

LITERATURE LITERATURE LITERATURE

LITERATURE LITERATURE LITERATURE

LITERATURE LITERATURE LITERATURE



RIDDLE ME THIS

I'm tall when I'm young and I'm short when I'm old.

What am I?

RIDDLE ME THIS

Which fruit is spelt like a colour?

RIDDLE ME THIS

I'm your uncle's brother, but I'm not your uncle. Who am I?

RIDDLE ME THIS

What kind of mail can a mouse send?

RIDDLE ME THIS

What is the difference between here and there?

RIDDLE ME THIS

There was a green house, inside the green house there was a white house, inside the white house there was a red house, inside the red house there were lots of babies.

RIDDLE ME THIS

Take off my skin and I won't cry, but I'm sure you will.

What am I?

RIDDLE ME THIS

They are famous, come out only at night, but nobody asks them for an autograph.

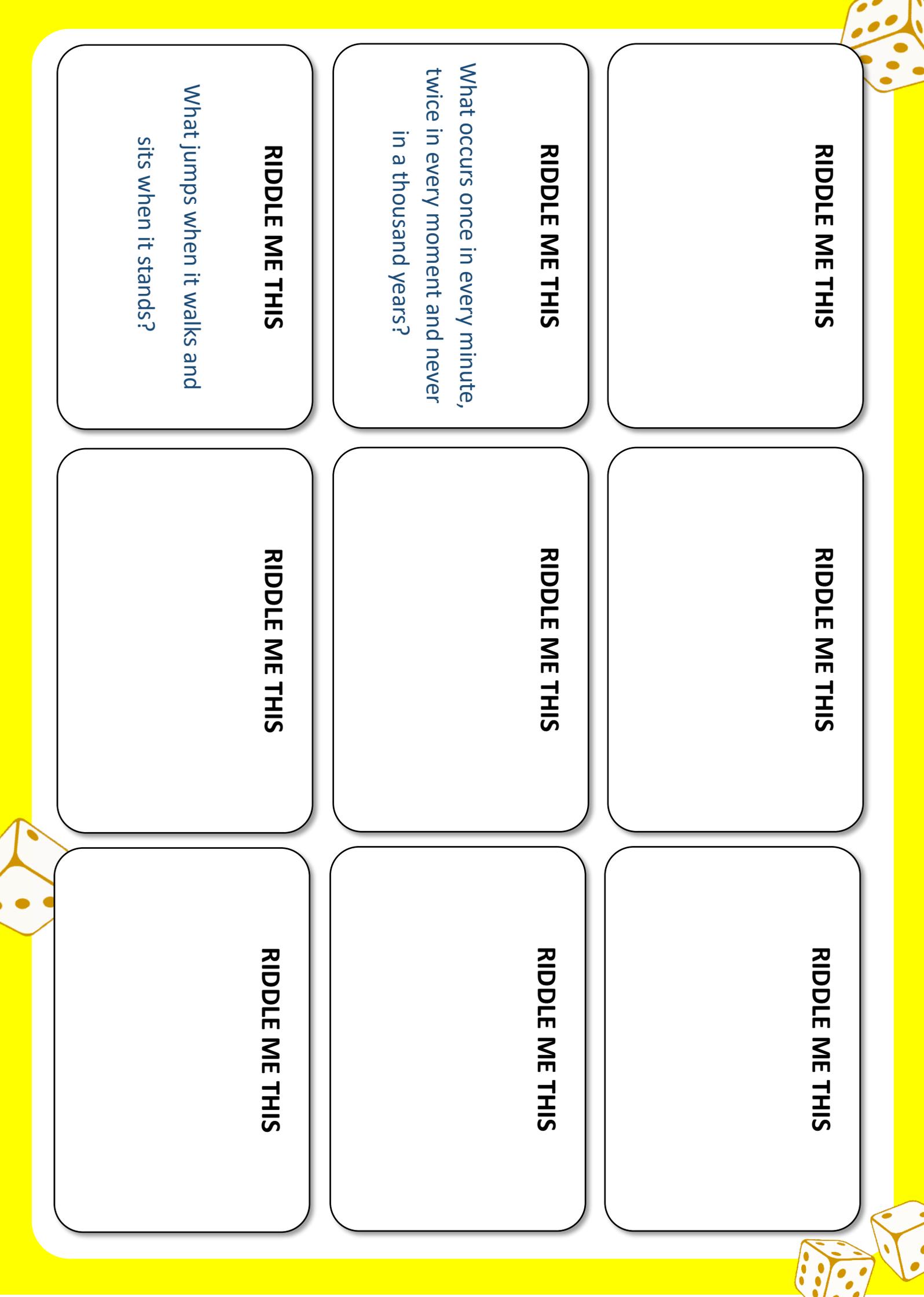
RIDDLE ME THIS

What gets wet when drying?

LITERATURE LITERATURE LITERATURE

LITERATURE LITERATURE LITERATURE

LITERATURE LITERATURE LITERATURE



RIDDLE ME THIS

What occurs once in every minute,
twice in every moment and never
in a thousand years?

RIDDLE ME THIS

RIDDLE ME THIS

RIDDLE ME THIS

What jumps when it walks and
sits when it stands?

LITERATURE LITERATURE LITERATURE

LITERATURE LITERATURE LITERATURE

LITERATURE LITERATURE LITERATURE



TONGUE TWISTERS

A big black bug bit a big
black dog on his big black
nose.

TONGUE TWISTERS

How can a clam cram in a
clean cream can?

TONGUE TWISTERS

Chef chopped cheese
chunks cheerfully.

TONGUE TWISTERS

Kitty caught the kitten
in the kitchen.

TONGUE TWISTERS

Four fine fresh fish
for you.

TONGUE TWISTERS

Nine nice night nurses
nursing nicely.

TONGUE TWISTERS

Green glass globes
glow greenly.

TONGUE TWISTERS

Chef chopped cheese
chunks cheerfully.

TONGUE TWISTERS

Red leather yellow
leather

LITERATURE LITERATURE LITERATURE

LITERATURE LITERATURE LITERATURE

LITERATURE LITERATURE LITERATURE



TONGUE TWISTERS

Red lorry, yellow
lorry.

TONGUE TWISTERS

Not these things here,
but those things there.

TONGUE TWISTERS

I can think of six thin
things, but I can think of
six thick things too.

TONGUE TWISTERS

Eleven owls licked eleven,
little, liquorice lollipops.

TONGUE TWISTERS

Give papa a cup of proper
coffee in a copper
coffee cup.

TONGUE TWISTERS

She sells sea shells by
the sea shore.

TONGUE TWISTERS

Fresh fried fish, fish fresh
fried, fried fish fresh, fish
fried fresh.

TONGUE TWISTERS

If two witches were
watching two watches,
which witch would watch
which watch?

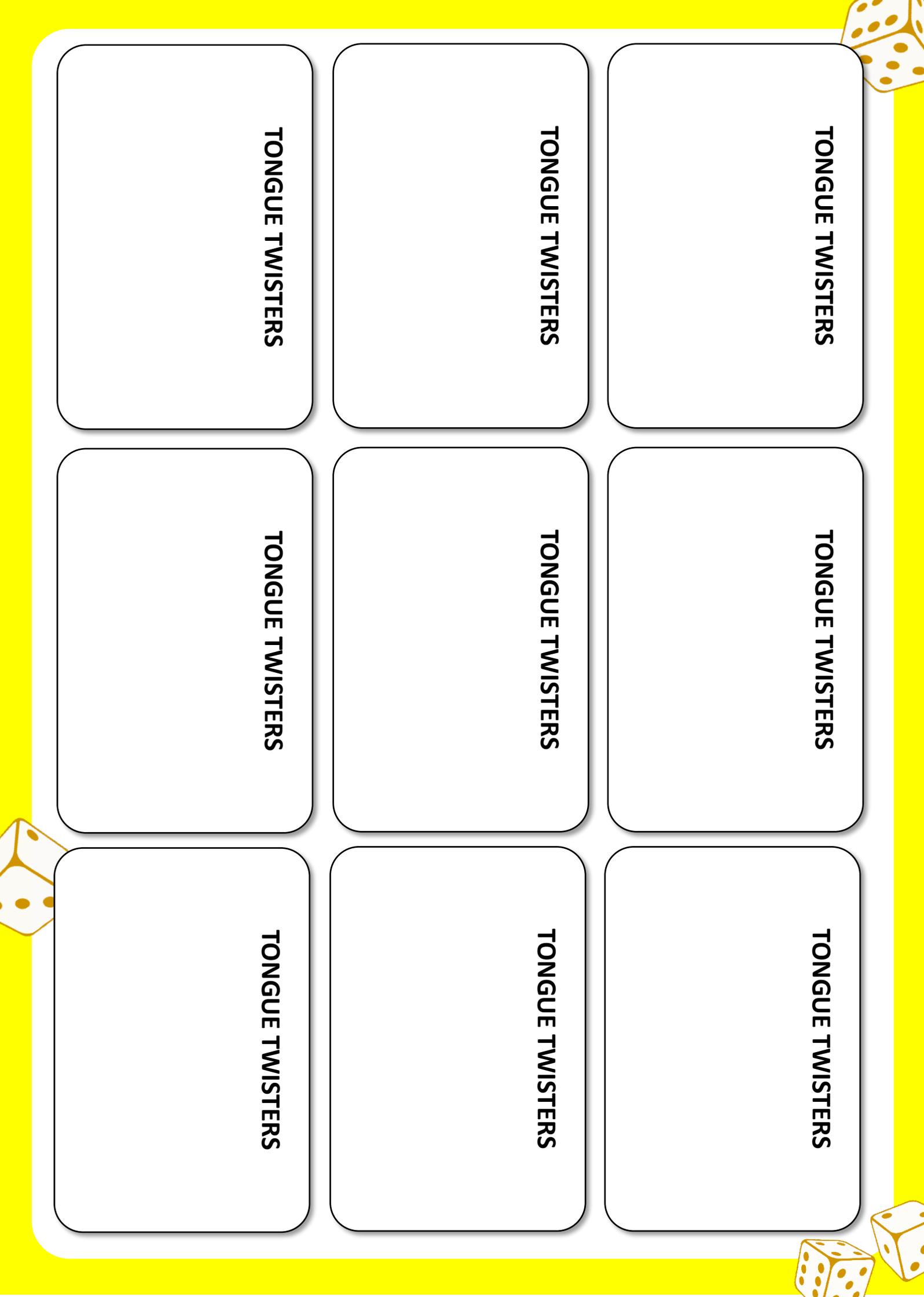
TONGUE TWISTERS

How much wood would a
woodchuck chuck if a
woodchuck could chuck
wood.

LITERATURE LITERATURE LITERATURE

LITERATURE LITERATURE LITERATURE

LITERATURE LITERATURE LITERATURE



TONGUE TWISTERS

LITERATURE LITERATURE LITERATURE

LITERATURE LITERATURE LITERATURE

LITERATURE LITERATURE LITERATURE



PROVERB PUZZLE RACE

"The early bird catches the worm."

PROVERB PUZZLE RACE

"When in Rome, do as the Romans do."

PROVERB PUZZLE RACE

"Out of sight, out of mind."

PROVERB PUZZLE RACE

"Better late than never."

PROVERB PUZZLE RACE

"Birds of a feather flock together."

PROVERB PUZZLE RACE

"It's never too late to learn."

PROVERB PUZZLE RACE

Actions speak louder than words."

PROVERB PUZZLE RACE

"You can't have your cake and eat it too."

PROVERB PUZZLE RACE

"Where there's a will, there's a way."

LITERATURE LITERATURE LITERATURE

LITERATURE LITERATURE LITERATURE

LITERATURE LITERATURE LITERATURE



PROVERB PUZZLE RACE

"Practice makes perfect."

PROVERB PUZZLE RACE

Many hands make light work.

PROVERB PUZZLE RACE

Don't cry over spilled milk.

PROVERB PUZZLE RACE

It's no use crying over spilled milk.

PROVERB PUZZLE RACE

"Look before you leap."

PROVERB PUZZLE RACE

A picture is worth a thousand words.

PROVERB PUZZLE RACE

You reap what you sow.

PROVERB PUZZLE RACE

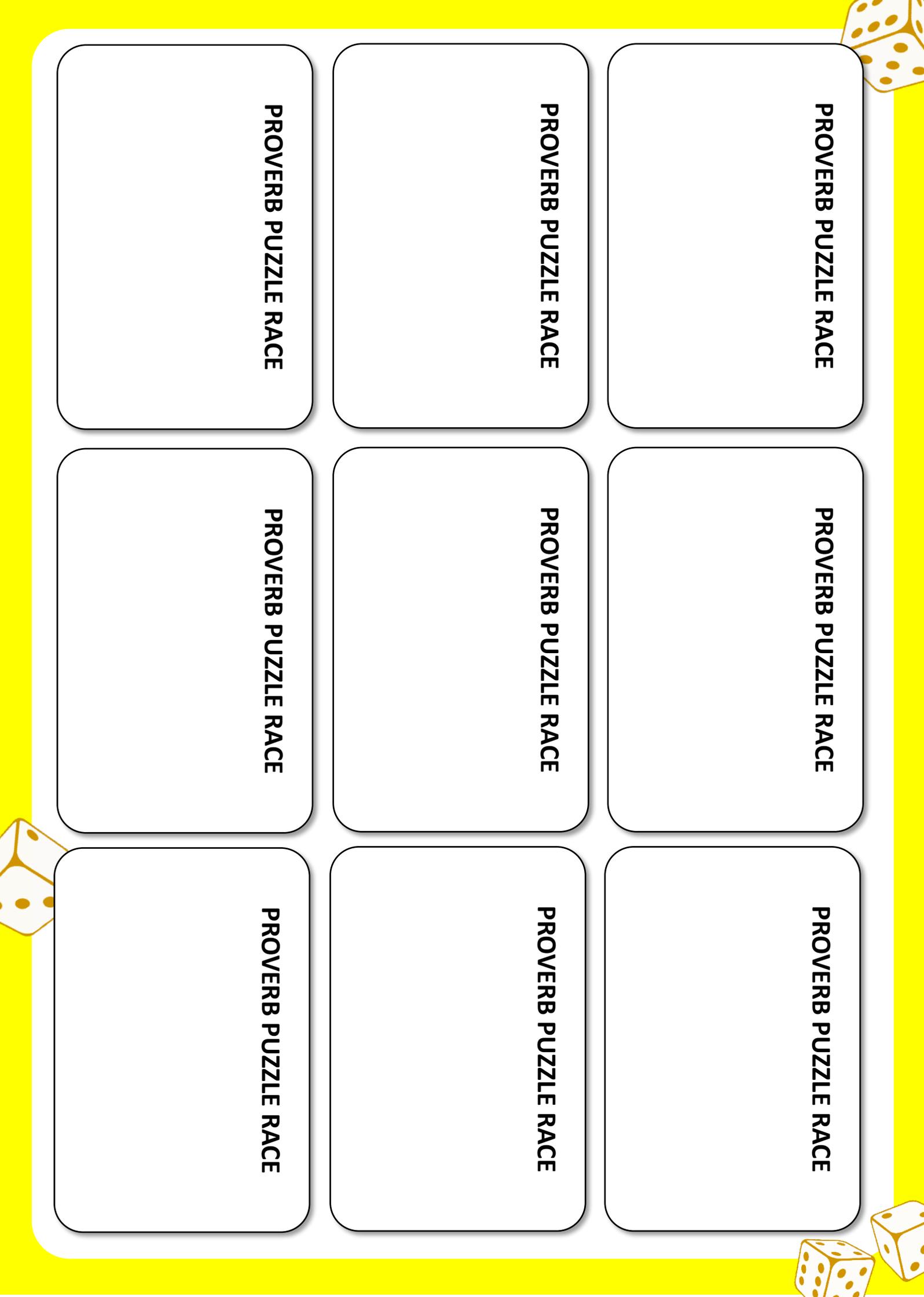
"You can't have your cake and eat it too."

PROVERB PUZZLE RACE

LITERATURE LITERATURE LITERATURE

LITERATURE LITERATURE LITERATURE

LITERATURE LITERATURE LITERATURE



PROVERB PUZZLE RACE

LITERATURE LITERATURE LITERATURE

LITERATURE LITERATURE LITERATURE

LITERATURE LITERATURE LITERATURE



FOLLOW THE LEADER

Touch your left foot with
your right hand.

FOLLOW THE LEADER

Walk three steps towards
the teacher.

FOLLOW THE LEADER

Open and close your eyes
four times.

FOLLOW THE LEADER

Stand up and sit down
slowly.

FOLLOW THE LEADER

Jump 3 times.

FOLLOW THE LEADER

Laugh in a nervous way.

FOLLOW THE LEADER

Put a rubber in your right
pocket.

FOLLOW THE LEADER

Raise your left hand, then
raise your right hand and
wave.

FOLLOW THE LEADER

Whisper "Good Morning"
to the person on the left.

**ORAL
EXPRESSION**



FOLLOW THE LEADER

Stand on your right foot
for five seconds.

FOLLOW THE LEADER

Pat your head while rubbing
your tummy.

FOLLOW THE LEADER

Spin around like a dizzy
robot!

FOLLOW THE LEADER

Look angrily at the person
next to you.

FOLLOW THE LEADER

Sit down like your chair is
made of jelly!

FOLLOW THE LEADER

Pretend you're stuck in
honey—move slowly!

FOLLOW THE LEADER

Walk 3 steps backwards.

FOLLOW THE LEADER

Clap your hands like you're
waking up a sleepy
elephant!

FOLLOW THE LEADER

Wave like a queen with
spaghetti arms!

**ORAL
EXPRESSION**



FOLLOW THE LEADER

Tiptoe like a cat sneaking up
on a mouse!

FOLLOW THE LEADER

FOLLOW THE LEADER

FOLLOW THE LEADER

Open a big imaginary
present and scream
"WOW!"

**ORAL
EXPRESSION**



3 THINGS ABOUT ME

Music

3 THINGS ABOUT ME

Hobbies

3 THINGS ABOUT ME

Sports you
like

3 THINGS ABOUT ME

Food you like

3 THINGS ABOUT ME

Favourite
subject

3 THINGS ABOUT ME

Sports you
don't like

3 THINGS ABOUT ME

Food you don't
like

3 THINGS ABOUT ME

Countries you
want to visit

3 THINGS ABOUT ME

Your best
friend

**ORAL
EXPRESSION**



3 THINGS ABOUT ME

Your
teacher

3 THINGS ABOUT ME

Dogs

3 THINGS ABOUT ME

Africa

3 THINGS ABOUT ME

Yourself

3 THINGS ABOUT ME

Your
city

3 THINGS ABOUT ME

Aliens

3 THINGS ABOUT ME

A
superhero

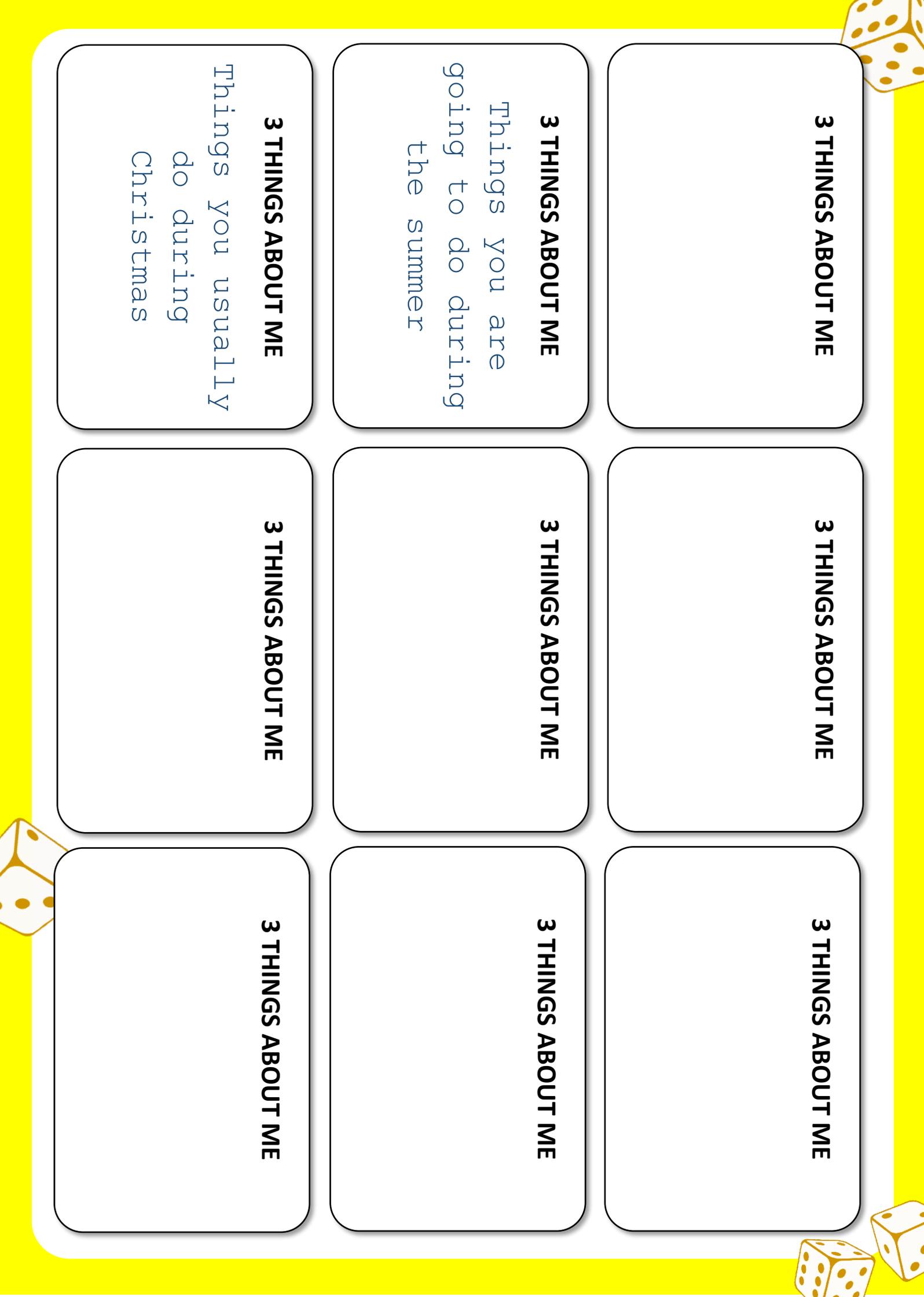
3 THINGS ABOUT ME

Pizza

3 THINGS ABOUT ME

United
States

**ORAL
EXPRESSION**



3 THINGS ABOUT ME

3 THINGS ABOUT ME

Things you are
going to do during
the summer

3 THINGS ABOUT ME

Things you usually
do during
Christmas

3 THINGS ABOUT ME

**ORAL
EXPRESSION**



MIME AND SAY

**Taking a shower and suddenly
the water going cold.**

MIME AND SAY

Cooking.

MIME AND SAY

Taking pictures.

MIME AND SAY

Washing dishes

MIME AND SAY

**Driving a car very quickly,
but suddenly you
have to stop.**

MIME AND SAY

Painting.

MIME AND SAY

Ironing a shirt

MIME AND SAY

**Fishing a very heavy
fish.**

MIME AND SAY

**You are eating an ice
cream that is melting really
quickly.**

**ORAL
EXPRESSION**



MIME AND SAY

Getting caught in a windstorm
while holding an umbrella

MIME AND SAY

Changing the nappy to a baby

MIME AND SAY

Pulling a giant piece of
chewing gum that stretches
forever

MIME AND SAY

You are eating a large bowl of
spaghetti

MIME AND SAY

Catching an invisible butterfly
and putting it in a jar

MIME AND SAY

Painting a rainbow in the sky

MIME AND SAY

You are combing your hair, but
it is very windy

MIME AND SAY

Walking on the moon in slow
motion

MIME AND SAY

Turning into a robot (with stiff,
jerky movements)

**ORAL
EXPRESSION**



MIME AND SAY

MIME AND SAY

MIME AND SAY

MIME AND SAY

Opening a mysterious treasure chest and reacting to what's inside

MIME AND SAY

MIME AND SAY

MIME AND SAY

Communicating with a creature who doesn't speak your language

MIME AND SAY

MIME AND SAY

**ORAL
EXPRESSION**

LETTER HUNT

"She has recieve a letter from her aunt."

LETTER HUNT

" The giraf was eating leaves."

LETTER HUNT

" My favourit subject is English."

LETTER HUNT

" I will wach TV after lunch."

LETTER HUNT

"It was a beautifull day."

LETTER HUNT

" We studyed for the exam yesterday."

LETTER HUNT

" The boy is very noizy."

LETTER HUNT

" They went to the library."

LETTER HUNT

" There was alot of food."

SPELLING

SPELLING

SPELLING

SPELLING

SPELLING

SPELLING

SPELLING

SPELLING

SPELLING

LETTER HUNT

" He is the fastest
runer in the school."

LETTER HUNT

" I don't like brocoli."

LETTER HUNT

" The sky is greay
today."

LETTER HUNT

" I go to shcool every
day."

LETTER HUNT

" It's to cold to go
outside."

LETTER HUNT

" She likes chicken
nuggets."

LETTER HUNT

" I don't belive him."

LETTER HUNT

" I lost my umbrella."

LETTER HUNT

" There going to the
park."

SPELLING

SPELLING

SPELLING

SPELLING

SPELLING

SPELLING

SPELLING

SPELLING

SPELLING

LETTER HUNT

" Segovia has a beautiful acueduct."

LETTER HUNT

" My uncle is coming on Wensday."

LETTER HUNT



SPELLING

SPELLING

SPELLING

SPELLING

SPELLING

SPELLING

SPELLING

SPELLING

SPELLING

THE SPELLING DUEL

Word:

"Chocolate"

THE SPELLING DUEL

Word:

"Wednesday"



THE SPELLING DUEL

Word:

"Because"

THE SPELLING DUEL

Word:

"Beautiful"

THE SPELLING DUEL

Word:

"Library"



THE SPELLING DUEL

Word:

"Important"

THE SPELLING DUEL

Word:

"Friendship"

THE SPELLING DUEL

Word:

"Adventure"

THE SPELLING DUEL

Word:

"Laughing"

SPELLING

SPELLING

SPELLING

SPELLING

SPELLING

SPELLING

SPELLING

SPELLING

SPELLING

THE SPELLING DUEL

Word:

"Together"

THE SPELLING DUEL

Word:

"Yesterday"



THE SPELLING DUEL

Word:

"Homework"

THE SPELLING DUEL

Word:

"Question"

THE SPELLING DUEL

Word:

"February"

THE SPELLING DUEL

Word:

"Recycling"

THE SPELLING DUEL

Word:

"Animals"

THE SPELLING DUEL

Word:

"Character"



THE SPELLING DUEL

Word:

"Thunderstorm"

SPELLING

SPELLING

SPELLING

SPELLING

SPELLING

SPELLING

SPELLING

SPELLING

SPELLING

THE SPELLING DUEL

Word:

"Mountain"

THE SPELLING DUEL

Word:



THE SPELLING DUEL

Word:

THE SPELLING DUEL

Word:



THE SPELLING DUEL

Word:

THE SPELLING DUEL

Word:



THE SPELLING DUEL

Word:

THE SPELLING DUEL

Word:



THE SPELLING DUEL

Word:

SPELLING

SPELLING

SPELLING

SPELLING

SPELLING

SPELLING

SPELLING

SPELLING

SPELLING

SAY IT RIGHT RACE

Table
Machine
Doctor
Wishes
Person

SAY IT RIGHT RACE

Alone
About
Finish
Become
Away

SAY IT RIGHT RACE

Believe
Relax
Today
Pencil
Require

SAY IT RIGHT RACE

Table
Music
Picnic
Arrive
Window

SAY IT RIGHT RACE

Doctor
Banana
Tomato
Potato
Opponent

SAY IT RIGHT RACE

Ahead
Event
Decide
Prefer
Purpose

SAY IT RIGHT RACE

Nicely
Quickly
Slowly
Gently
Become

SAY IT RIGHT RACE

Agree
Purple
Depend
Contain
Ahead

SAY IT RIGHT RACE

Teacher
Away
Alone
Machine
Receive

SPELLING

SPELLING

SPELLING

SPELLING

SPELLING

SPELLING

SPELLING

SPELLING

SPELLING

SAY IT RIGHT RACE

Compare
Arrive
Design
English
Relax

SAY IT RIGHT RACE

Again
About
Table
Decide
Believe

SAY IT RIGHT RACE

Relax
Interest
Difficult
Beautiful
Comfortable

SAY IT RIGHT RACE

Forget
Finish
Decide
Arrive
Begin

SAY IT RIGHT RACE

Unusual
Important
Amazing
Different
Incredible

SAY IT RIGHT RACE

Relaxing
Computer
Drawing
Believing
Deciding

SAY IT RIGHT RACE

Table
Begin
Explain
Reply
Decide

SAY IT RIGHT RACE

Potato
Music
Happy
Ready
Contain

SAY IT RIGHT RACE

Contain
Melon
Happy
Ready
Window

SPELLING

SPELLING

SPELLING

SPELLING

SPELLING

SPELLING

SPELLING

SPELLING

SPELLING

SAY IT RIGHT RACE



SPELLING

SPELLING

SPELLING

SPELLING

SPELLING

SPELLING

SPELLING

SPELLING

SPELLING

GHOST LETTERS

Knee
Hour
Write

GHOST LETTERS

Island
Gnome
Knife

GHOST LETTERS

Honest
Doubt
Castle

GHOST LETTERS

Thumb
Psychology
Debt

GHOST LETTERS

Listen
Whistle
Plumber

GHOST LETTERS

Answer
Sword
Wrist

GHOST LETTERS

Autumn
Comb
Half

GHOST LETTERS

Salmon
Hour
Ghost

GHOST LETTERS

Receipt
Column
Subtle

SPELLING

SPELLING

SPELLING

SPELLING

SPELLING

SPELLING

SPELLING

SPELLING

SPELLING

GHOST LETTERS

Foreign

Design

Reign

GHOST LETTERS

Scissor

Muscle

Scene

GHOST LETTERS

Could

Would

Should

GHOST LETTERS

Fasten

Castle

Nestle

GHOST LETTERS

Kneel

Knigt

Knit

GHOST LETTERS

Doubtful

Ballet

Corps

GHOST LETTERS

Aisle

Business

Depot

GHOST LETTERS

Raspberry

Cupboard

Wednesday

GHOST LETTERS

Honour

Vehicle

What

SPELLING

SPELLING

SPELLING

SPELLING

SPELLING

SPELLING

SPELLING

SPELLING

SPELLING

GHOST LETTERS

Tomb

Bomb

Numb

GHOST LETTERS

League

Guess

Guide

GHOST LETTERS

SPELLING

SPELLING

SPELLING

SPELLING

SPELLING

SPELLING

SPELLING

SPELLING

SPELLING



**DYNAMIC
DICTATION**

**1:
"THE LOST
PUPPY"**

**DYNAMIC
DICTATION**

**2:
"THE
TREEHOUSE"**

**DYNAMIC
DICTATION**

**3:
"THE RED
PAINT"**

**DYNAMIC
DICTATION**

**4:
"THE PARTY"**

**DYNAMIC
DICTATION**

**5:
"THE SNOW
DAY"**

**DYNAMIC
DICTATION**

**6:
"THE HOME
WORK"**

**DYNAMIC
DICTATION**

**7:
"THE SHELL"**

**DYNAMIC
DICTATION**

**8:
"THE BIKE"**

**DYNAMIC
DICTATION**

**9:
"THE GHOST"**



SPELLING

SPELLING

SPELLING

SPELLING

SPELLING

SPELLING

SPELLING

SPELLING

SPELLING



**DYNAMIC
DICTATION**

**10:
"THE VOLCANO"**

**DYNAMIC
DICTATION**

**11:
"AN
UNEXPECTED
GUEST"**

**DYNAMIC
DICTATION**

**12:
"A VISIT TO THE
MUSEUM"**

**DYNAMIC
DICTATION**

**13:
"THE
INVENTION
CHALLENGE"**



SPELLING

SPELLING

SPELLING

SPELLING

SPELLING

SPELLING

SPELLING

SPELLING

SPELLING

**OPPOSITE
ATTACK!**

BIG

HAPPY

OLD

**OPPOSITE
ATTACK!**

OPEN

FAST

LIGHT

**OPPOSITE
ATTACK!**

HARD

STRONG

FULL

**OPPOSITE
ATTACK!**

EARLY

HOT

LOVE

**OPPOSITE
ATTACK!**

RICH

EASY

HAPPY

**OPPOSITE
ATTACK!**

DAY

PUSH

CLEAN

**OPPOSITE
ATTACK!**

ABOVE

NEW

BRAVE

**OPPOSITE
ATTACK!**

BEAUTIFUL

NOISY

FAST

**OPPOSITE
ATTACK!**

WET

EMPTY

LONG

VOCABULARY VOCABULARY VOCABULARY

VOCABULARY VOCABULARY VOCABULARY

VOCABULARY VOCABULARY VOCABULARY

**OPPOSITE
ATTACK!**

WIN

ARRIVE

OPEN

**OPPOSITE
ATTACK!**

UP

INSIDE

WRONG

**OPPOSITE
ATTACK!**

TALL

BORING

HARD-WORKING

**OPPOSITE
ATTACK!**

STRONG

THICK

HUNGRY

**OPPOSITE
ATTACK!**

GIVE

YOUNG

ARRIVE

**OPPOSITE
ATTACK!**

SAFE

HEALTHY

NOISY

**OPPOSITE
ATTACK!**

NEAR

TRUE

AGREE

**OPPOSITE
ATTACK!**

ALWAYS

CLEAN

LOUD

**OPPOSITE
ATTACK!**

KIND

STRONG

INTERESTING

VOCABULARY VOCABULARY VOCABULARY

VOCABULARY VOCABULARY VOCABULARY

VOCABULARY VOCABULARY VOCABULARY

**OPPOSITE
ATTACK!**

COLD

FORGET

SAFE

**OPPOSITE
ATTACK!**

POLITE

LOVE

WIN

**OPPOSITE
ATTACK!**

VOCABULARY VOCABULARY VOCABULARY

VOCABULARY VOCABULARY VOCABULARY

VOCABULARY VOCABULARY VOCABULARY



WORD BUILDER

CLASSROOM

WORD BUILDER

MOUNTAIN

WORD BUILDER

ELEPHANT

WORD BUILDER

FRIENDSHIP

WORD BUILDER

CHOCOLATE

WORD BUILDER

SUNFLOWER

WORD BUILDER

ADVENTURE

WORD BUILDER

BACKPACK

WORD BUILDER

VEGETABLE

VOCABULARY VOCABULARY VOCABULARY

VOCABULARY VOCABULARY VOCABULARY

VOCABULARY VOCABULARY VOCABULARY



WORD BUILDER

PLAYGROUND

WORD BUILDER

CAMPFIRE

WORD BUILDER

RECYCLING

WORD BUILDER

NOTEBOOK

WORD BUILDER

CALCULATOR

WORD BUILDER

SUNSHINE

WORD BUILDER

BUTTERFLY

WORD BUILDER

WATERFALL

WORD BUILDER

HAMBURGUER

VOCABULARY VOCABULARY VOCABULARY

VOCABULARY VOCABULARY VOCABULARY

VOCABULARY VOCABULARY VOCABULARY

WORD BUILDER

WORD BUILDER

STARE

WORD BUILDER

TELEPHONE

WORD BUILDER

WORD BUILDER

WORD BUILDER

WORD BUILDER

WORD BUILDER

WORD BUILDER

VOCABULARY VOCABULARY VOCABULARY

VOCABULARY VOCABULARY VOCABULARY

VOCABULARY VOCABULARY VOCABULARY



WORD RALLY

TABLE, SUN CAT, FLOWER

WORD RALLY

SNOW, SHOE, BALL, MAN

WORD RALLY

SUN, DOG, BED, ROOM

WORD RALLY

RAIN, DOOR, BOW, CAR

WORD RALLY

CAKE, MAN, PAN, EGG

WORD RALLY

NOTE, STAR, BOOK, FISH

WORD RALLY

**BRUSH, HAND, TOOTH,
PAPER**

WORD RALLY

BALL, TABLE, FOOT, HEAD

WORD RALLY

GLASS, BLACK, ROOM, BOARD

VOCABULARY VOCABULARY VOCABULARY

VOCABULARY VOCABULARY VOCABULARY

VOCABULARY VOCABULARY VOCABULARY



WORD RALLY

RING, CHAIR, EAR, MOON

WORD RALLY

HORSE, SEA, SHELL, HAND

WORD RALLY

TABLE, CHAIR, CLOCK, TIME

WORD RALLY

FIRE, TRUCK, ICE, FIGHTER

WORD RALLY

LINE, FOOT, AIR, PORT

WORD RALLY

BACK, PEN, PACK, LIGHT

WORD RALLY

STYLE, DOG, HAIR, CUT

WORD RALLY

BELL, MAT, DOOR, CAR

WORD RALLY

CHAIR, REST, ARM, DOG

VOCABULARY VOCABULARY VOCABULARY

VOCABULARY VOCABULARY VOCABULARY

VOCABULARY VOCABULARY VOCABULARY



WORD RALLY

MAN, POST, STAMP, CARD

WORD RALLY

WORD RALLY

WORD RALLY

HAND, WASH, BAG, PHONE

WORD RALLY

WORD RALLY

WORD RALLY

HOUSE, GREEN, BOARD, BLACK

WORD RALLY

WORD RALLY

VOCABULARY VOCABULARY VOCABULARY

VOCABULARY VOCABULARY VOCABULARY

VOCABULARY VOCABULARY VOCABULARY

THE WORD DETECTIVE

A place where you can
borrow books:

- a) Park
- b) School
- c) Library
- d) House
- e) Shop

THE WORD DETECTIVE

The opposite of "cold":

- a) Slow
- b) Dry
- c) Hot
- d) Warm
- e) Big

THE WORD DETECTIVE

A fruit that is long and
yellow:

- a) Apple
- b) Lemon
- c) Orange
- d) Cherry
- e) Banana

THE WORD DETECTIVE

A person who teaches
students:

- a) Doctor
- b) Nurse
- c) Dentist
- d) Teacher
- e) Baker
- f) Driver

THE WORD DETECTIVE

A large animal with a trunk:

- a) Tiger
- b) Giraffe
- c) Elephant
- d) Monkey
- e) Horse
- f) Hippo

THE WORD DETECTIVE

A piece of furniture where
you sit:

- a) Table
- b) Lamp
- c) Chair
- d) Door
- e) Fridge
- f) Mirror

THE WORD DETECTIVE

Something you use to talk
to people who are far
away:

- a) Pencil
- b) Phone
- c) TV
- d) Book
- e) Clock
- f) Board

THE WORD DETECTIVE

A person who drives a bus:

- a) Painter
- b) Baker
- c) Driver
- d) Actor
- e) Nurse
- f) Singer

THE WORD DETECTIVE

The part of the day when
the sun rises:

- a) Morning
- b) Night
- c) Afternoon
- d) Lunch
- e) Weekend
- f) Evening

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VOCABULARY VOCABULARY VOCABULARY

THE WORD DETECTIVE

A thing you use when it rains:

- a) Hat
- b) Coat
- c) Umbrella
- d) Glasses
- e) Book
- f) Scarf

THE WORD DETECTIVE

A building where you watch films:

- a) Museum
- b) Library
- c) Cinema
- d) Theatre
- e) House
- f) Shop

THE WORD DETECTIVE

A sport played with a racket and a ball:

- a) Football
- b) Basketball
- c) Tennis
- d) Baseball
- e) Hockey
- f) Rugby

THE WORD DETECTIVE

The meal people usually eat at midday:

- a) Dinner
- b) Lunch
- c) Breakfast
- d) Dessert
- e) Snack
- f) Supper

THE WORD DETECTIVE

A person who writes books:

- a) Actor
- b) Driver
- c) Author
- d) Poet
- e) Artist
- f) Speaker

THE WORD DETECTIVE

The colour of the sky on a sunny day:

- a) Green
- b) White
- c) Grey
- d) Blue
- e) Yellow
- f) Black

THE WORD DETECTIVE

An animal that barks:

- a) Cat
- b) Cow
- c) Lion
- d) Dog
- e) Duck
- f) Horse

THE WORD DETECTIVE

Something you wear on your feet:

- a) Gloves
- b) Scarf
- c) Shoes
- d) Hat
- e) Trousers
- f) Shirt

THE WORD DETECTIVE

A place where you buy food and products:

- a) Bank
- b) Supermarket
- c) Cinema
- d) School
- e) Library
- f) Hospital

VOCABULARY VOCABULARY VOCABULARY

VOCABULARY VOCABULARY VOCABULARY

VOCABULARY VOCABULARY VOCABULARY

**THE WORD
DETECTIVE**

A flying insect that makes
honey:

- a) Ant
- b) Bee
- c) Spider
- d) Butterfly
- e) Waps
- f) Fly

**THE WORD
DETECTIVE**

Something you use to tell
the time:

- a) Mirror
- b) Chair
- c) Clock
- d) Phone
- e) Pen
- f) Board

**THE WORD
DETECTIVE**

VOCABULARY VOCABULARY VOCABULARY

VOCABULARY VOCABULARY VOCABULARY

VOCABULARY VOCABULARY VOCABULARY

GIVE ME
MORE

SCHOOL

GIVE ME
MORE

WEATHER

GIVE ME
MORE

ANIMALS

GIVE ME
MORE

JOBS

GIVE ME
MORE

CLOTHES

GIVE ME
MORE

FRUITS

GIVE ME
MORE

TRANSPORT

GIVE ME
MORE

SPORTS

GIVE ME
MORE

EMOTIONS

VOCABULARY VOCABULARY VOCABULARY

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VOCABULARY VOCABULARY VOCABULARY

GIVE ME
MORE

**IN THE
GARDEN**

GIVE ME
MORE

HOBBIES

GIVE ME
MORE

**PLACES
IN A CITY**

GIVE ME
MORE

FOOD

GIVE ME
MORE

HOUSE

GIVE ME
MORE

COLOURS

GIVE ME
MORE

**BODY
PARTS**

GIVE ME
MORE

TOYS

GIVE ME
MORE

**VERBS OF
MOVEMENTS**

VOCABULARY VOCABULARY VOCABULARY

VOCABULARY VOCABULARY VOCABULARY

VOCABULARY VOCABULARY VOCABULARY

GIVE ME

MORE

**ADJECTIVES
FOR PEOPLE**

GIVE ME

MORE

FURNITURE

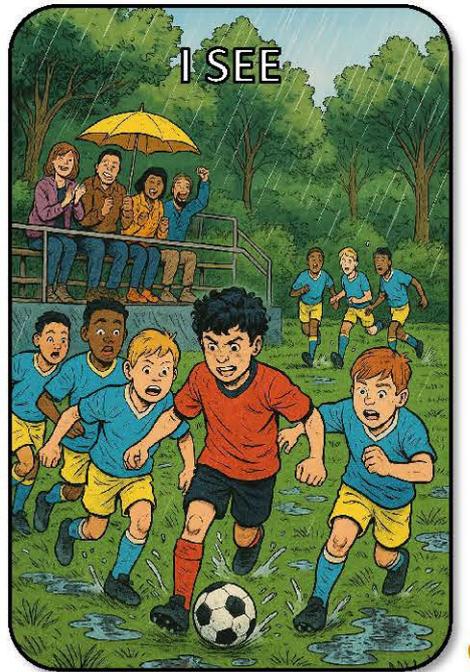
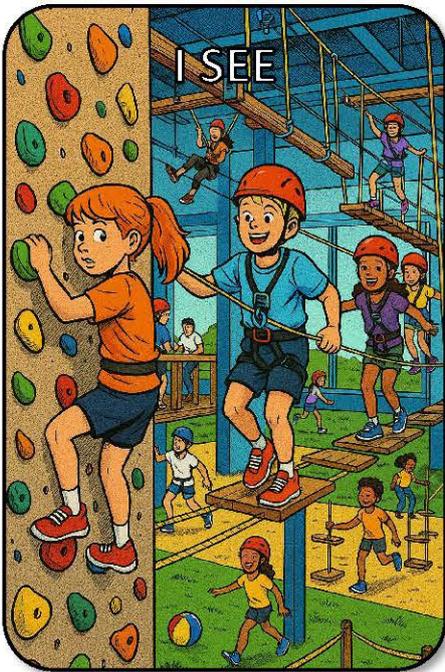
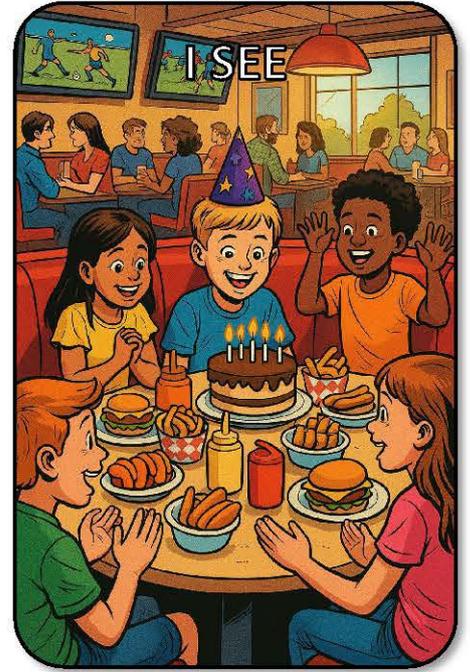
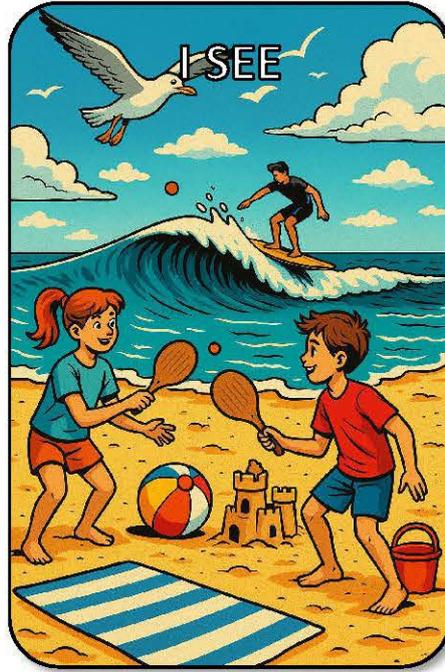
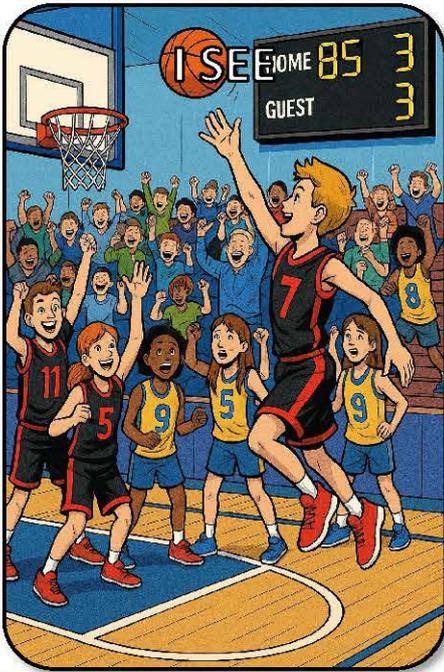
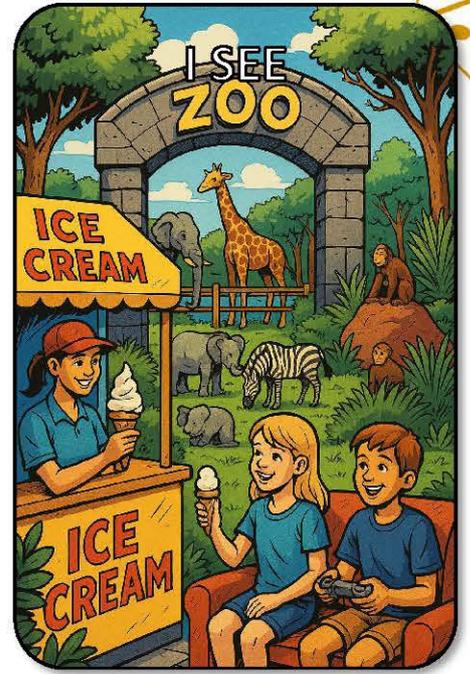
GIVE ME

MORE

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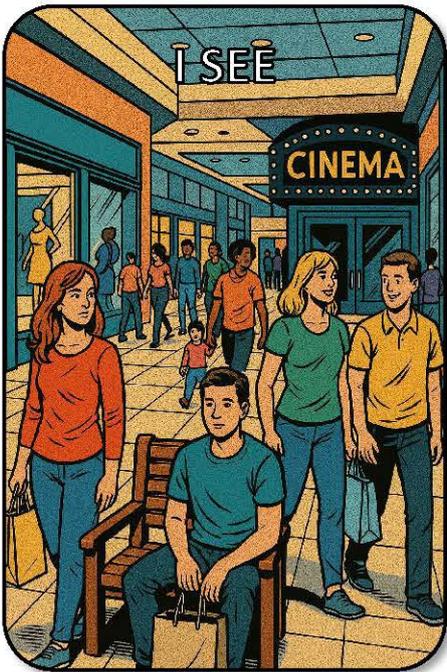
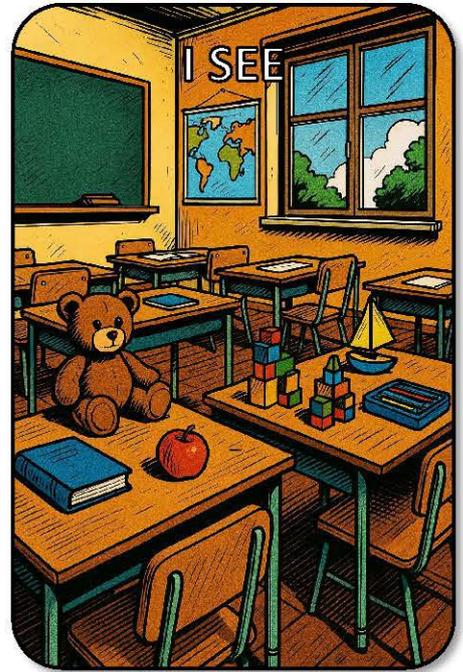
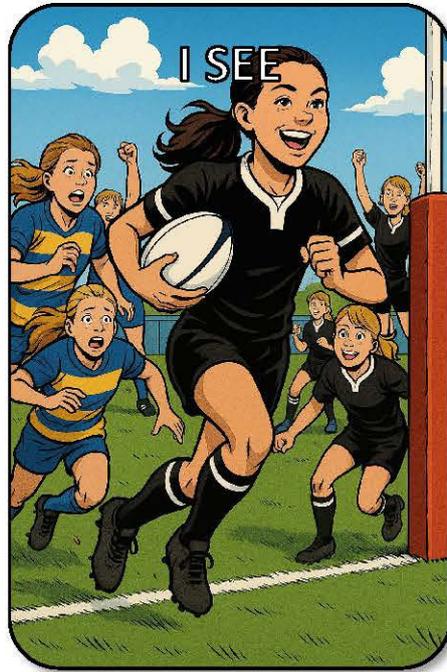
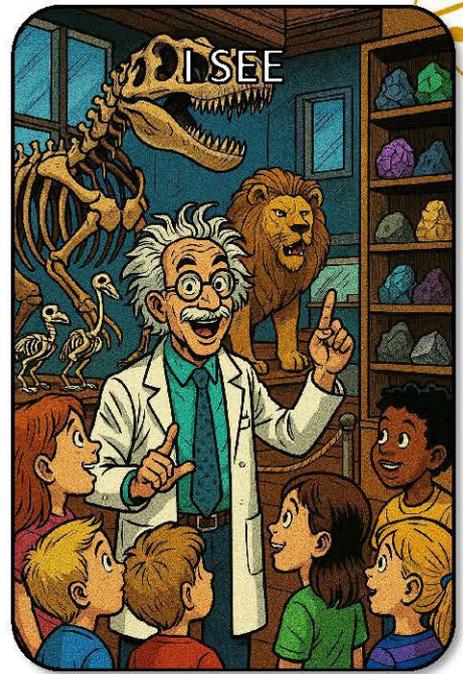
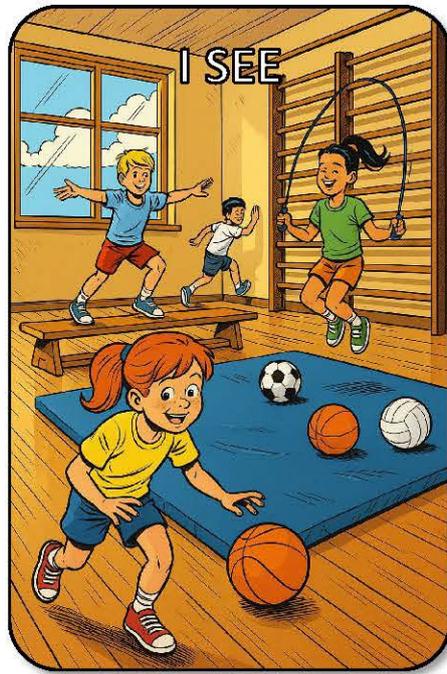
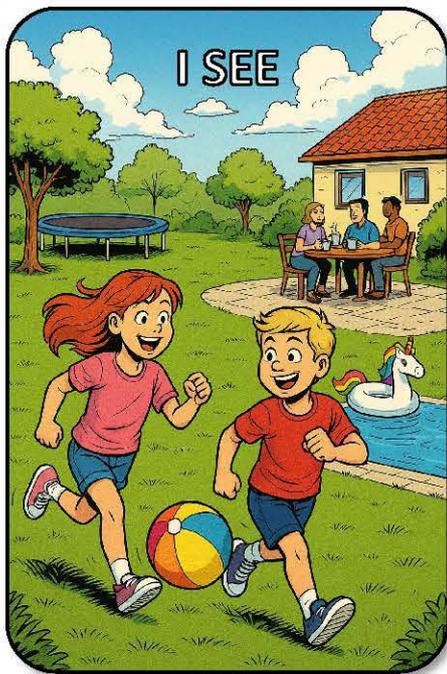
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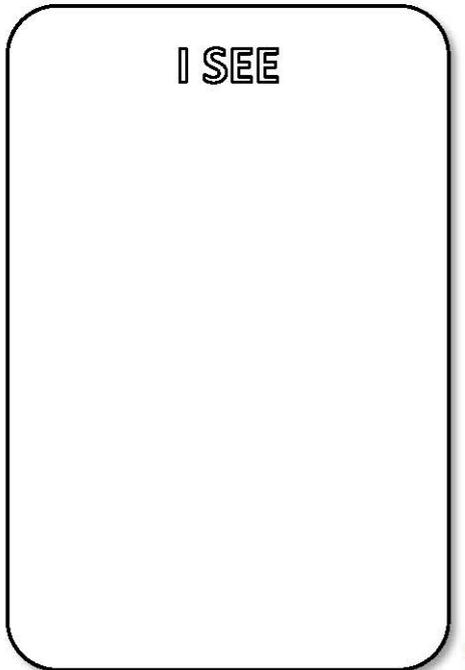
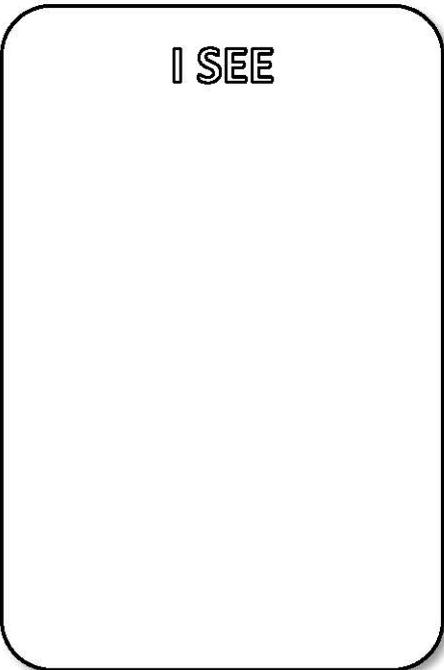
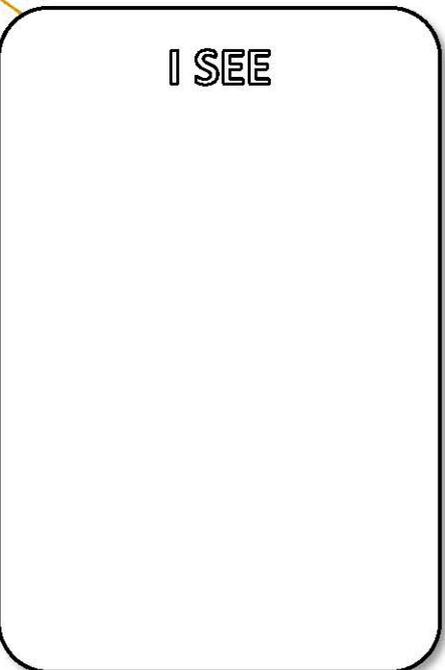
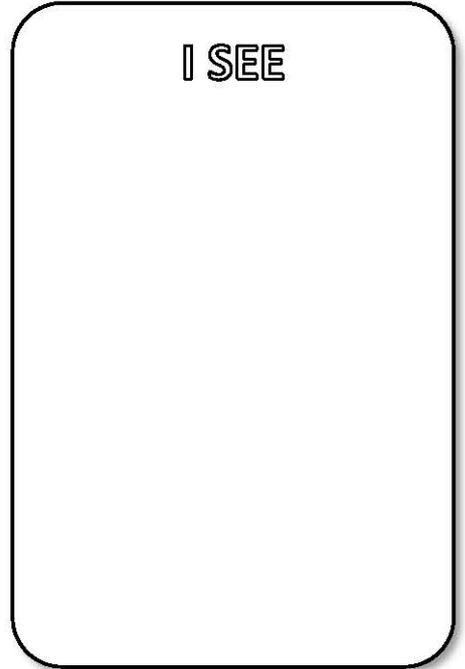
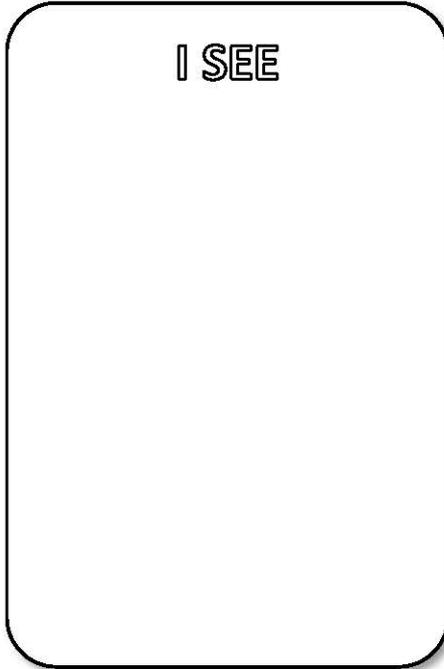
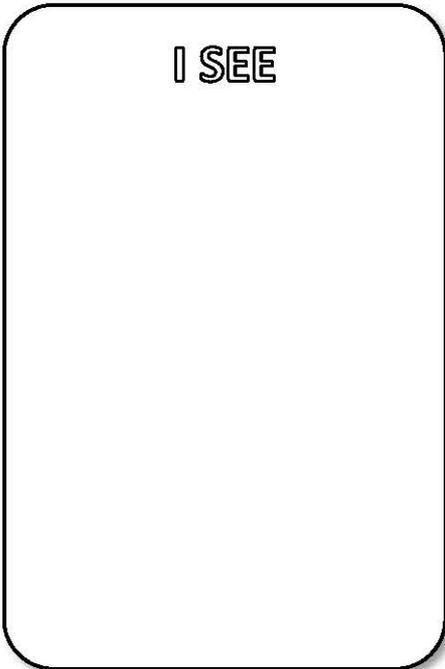
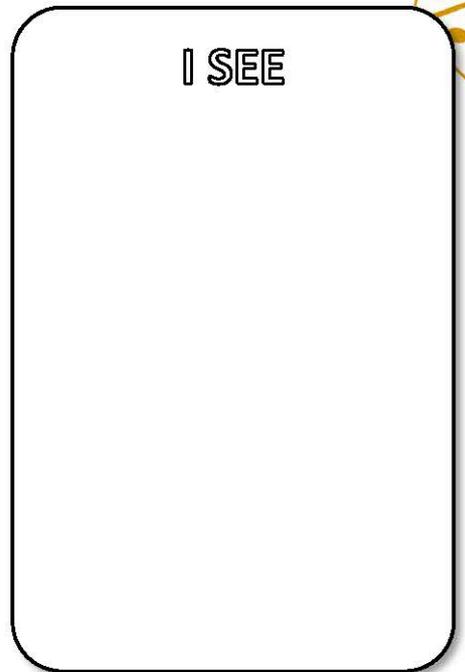
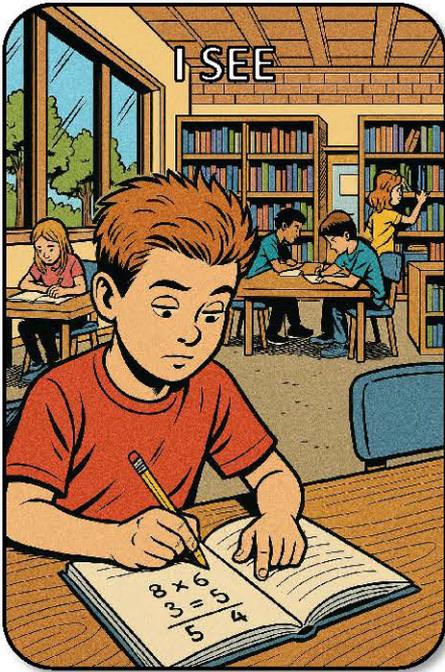
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CHEF FOR A DAY

Write a recipe for something you can eat for breakfast.

CHEF FOR A DAY

Write a recipe which includes tomato e a recipe which includes tomato.

CHEF FOR A DAY

Write a recipe with no sugar.

CHEF FOR A DAY

Write a recipe for something you can eat for dinner.

CHEF FOR A DAY

Write a recipe which includes potatoes.

CHEF FOR A DAY

Write a recipe for a picnic.

CHEF FOR A DAY

Write a recipe for something you can eat for a meal.

CHEF FOR A DAY

Write your favourite recipe.

CHEF FOR A DAY

Write a recipe for a school Lunch.

**WRITTEN
EXPRESSION**



CHEF FOR A DAY

Write a recipe for a birthday party.

CHEF FOR A DAY

Write a recipe that you can make without cooking.

CHEF FOR A DAY

Write a recipe that includes fruit.

CHEF FOR A DAY

Write a recipe for a family dinner.

CHEF FOR A DAY

Write a recipe of a sauce.

CHEF FOR A DAY

Write a recipe that you can eat with your hands.

CHEF FOR A DAY

Write a recipe for a summer day.

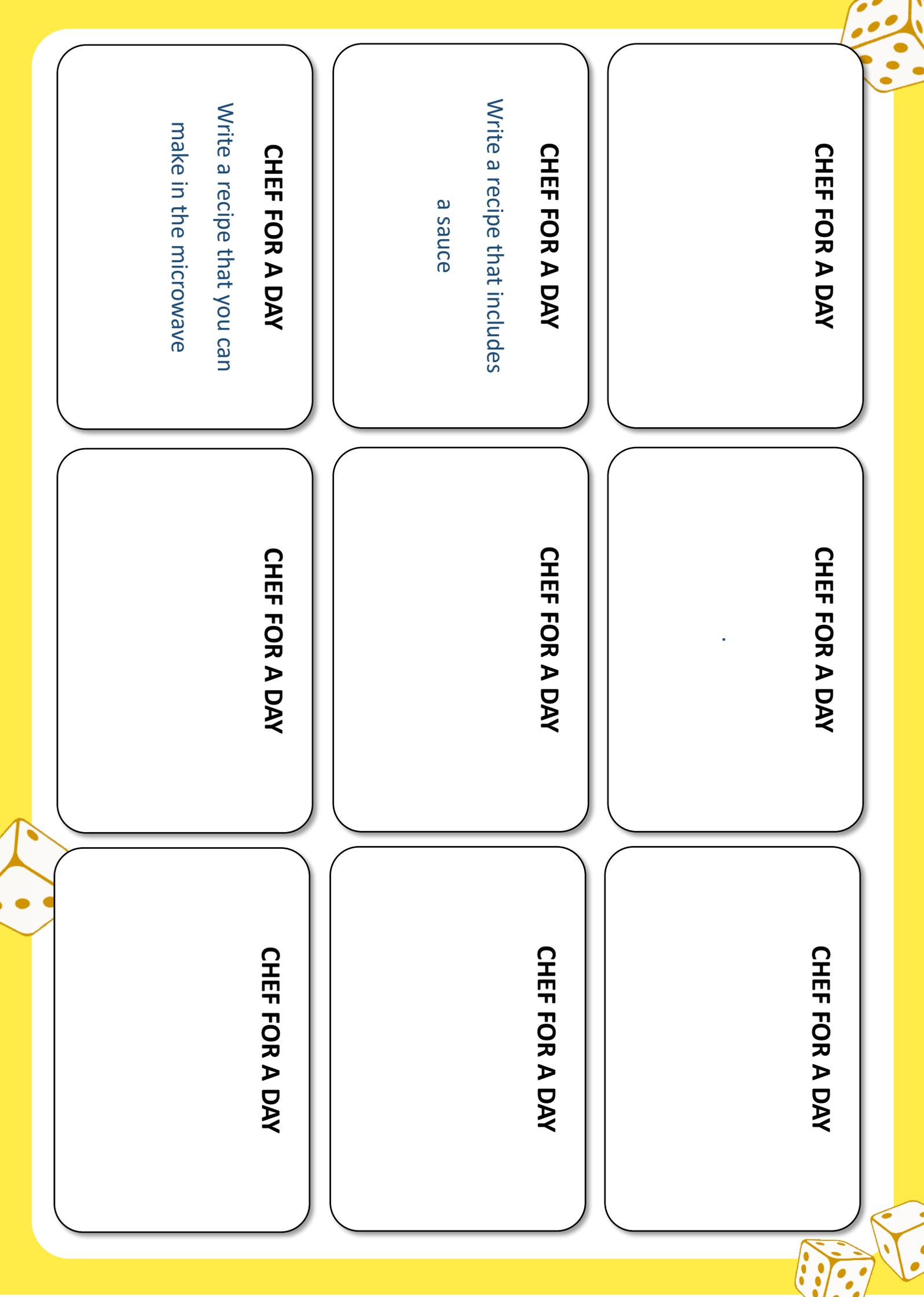
CHEF FOR A DAY

Write a recipe that uses bread.

CHEF FOR A DAY

Write a magic recipe that gives you powers.

**WRITTEN
EXPRESSION**



CHEF FOR A DAY

CHEF FOR A DAY

Write a recipe that includes
a sauce

CHEF FOR A DAY

Write a recipe that you can
make in the microwave

CHEF FOR A DAY

**WRITTEN
EXPRESSION**



MAD MICRO STORY

Write a micro-story that includes
an animal.

MAD MICRO STORY

Write a micro-story that
includes a magical object.

MAD MICRO STORY

Write a micro-story that
occurs in the nature.

MAD MICRO STORY

Write a micro-story that includes
you.

MAD MICRO STORY

Write a micro-story that
includes a transport.

MAD MICRO STORY

Write a micro-story that
occurs at home.

MAD MICRO STORY

Write a micro-story that includes
an alien..

MAD MICRO STORY

Write a micro-story that
occurs at school.

MAD MICRO STORY

Write a micro-story that
occurs in a city.

**WRITTEN
EXPRESSION**



MAD MICRO STORY

Write a micro-story that includes a plant.

MAD MICRO STORY

Write a micro-story that includes all these words:
dog, hamburger, museum, alarm, purple.

MAD MICRO STORY

Write a micro-story that includes all these words:
ghost, tent, flashlight, chocolate, midnight.

MAD MICRO STORY

Write a micro-story that includes all these words:
banana, rain, teacher, run, window.

MAD MICRO STORY

Write a micro-story that includes all these words:
witch, sandwich, rainbow, cupboard, socks

MAD MICRO STORY

Write a micro-story that includes all these words:
zebra, classroom, remote control, bottle, wind.

MAD MICRO STORY

Write a micro-story that includes all these words:
robot, library, accident, secret, lamp.

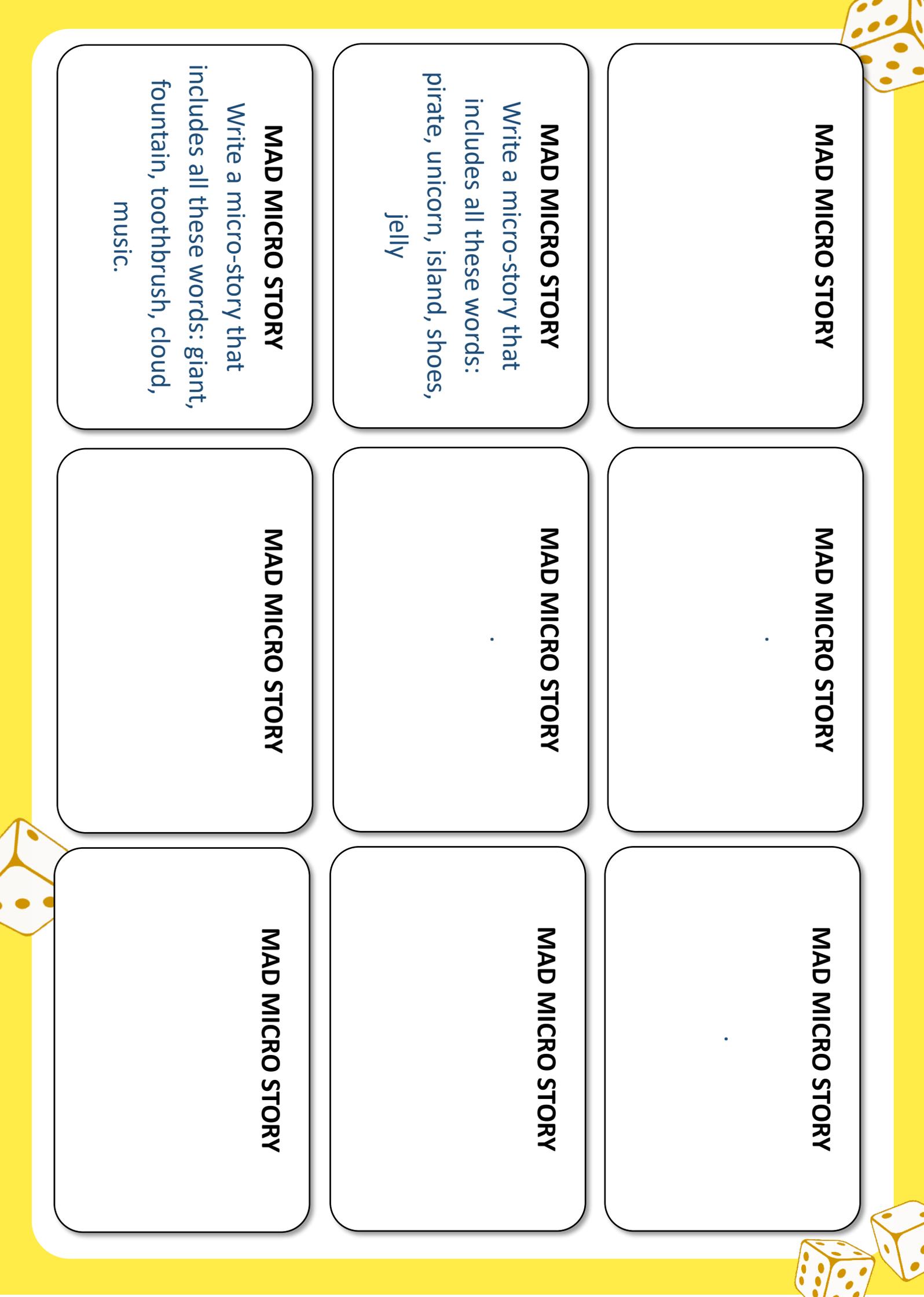
MAD MICRO STORY

Write a micro-story that includes all these words:
detective, cake, sock, phone, invisible.

MAD MICRO STORY

Write a micro-story that includes all these words:
magic, book, computer, cat, lemon.

**WRITTEN
EXPRESSION**



MAD MICRO STORY

MAD MICRO STORY

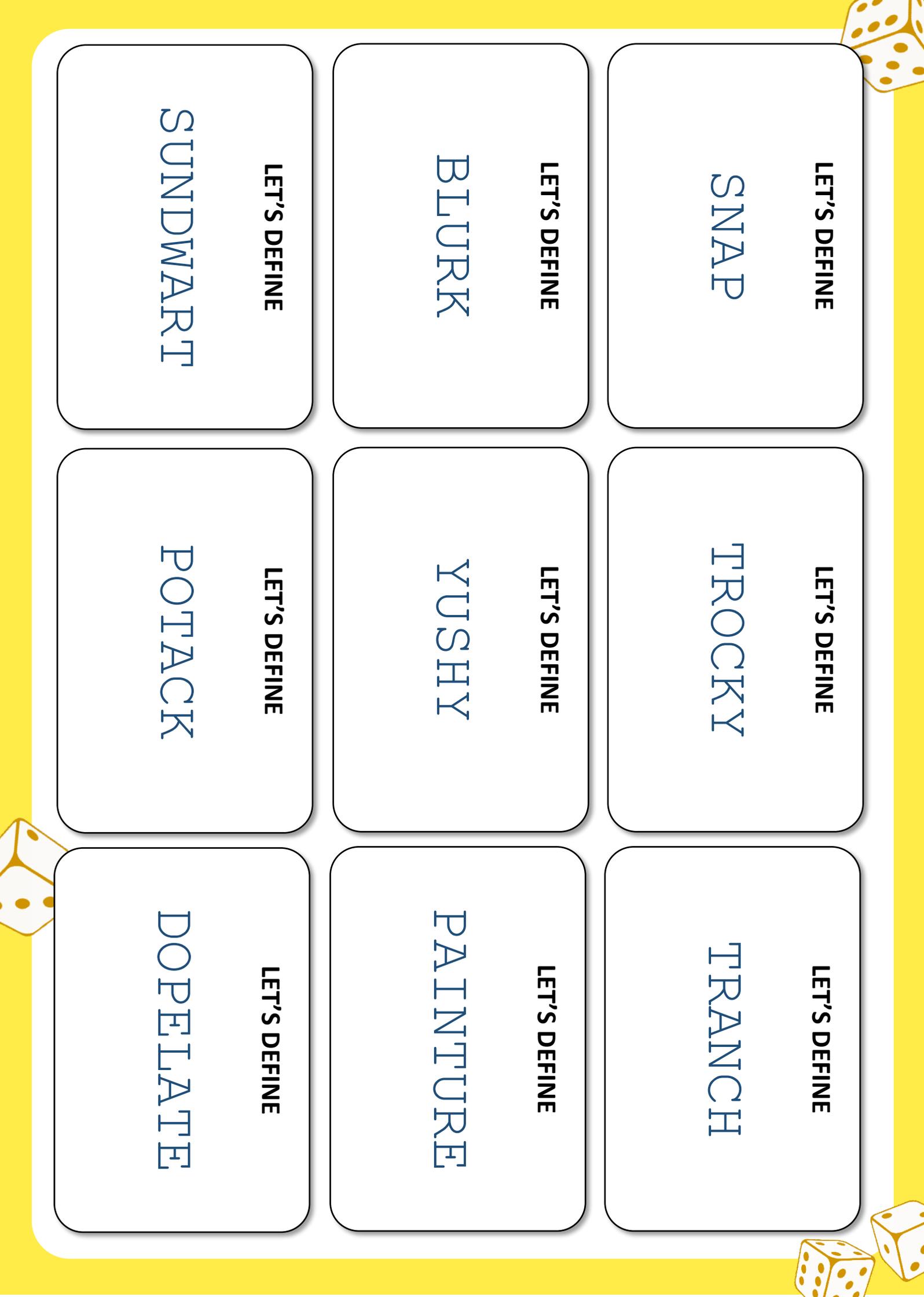
Write a micro-story that includes all these words:
pirate, unicorn, island, shoes,
jelly

MAD MICRO STORY

Write a micro-story that includes all these words: giant, fountain, toothbrush, cloud, music.

MAD MICRO STORY

**WRITTEN
EXPRESSION**



LET'S DEFINE

SNAP

LET'S DEFINE

TROCKY

LET'S DEFINE

TRANCH

LET'S DEFINE

BLURK

LET'S DEFINE

YUSHY

LET'S DEFINE

PAINTURE

LET'S DEFINE

SUNDWART

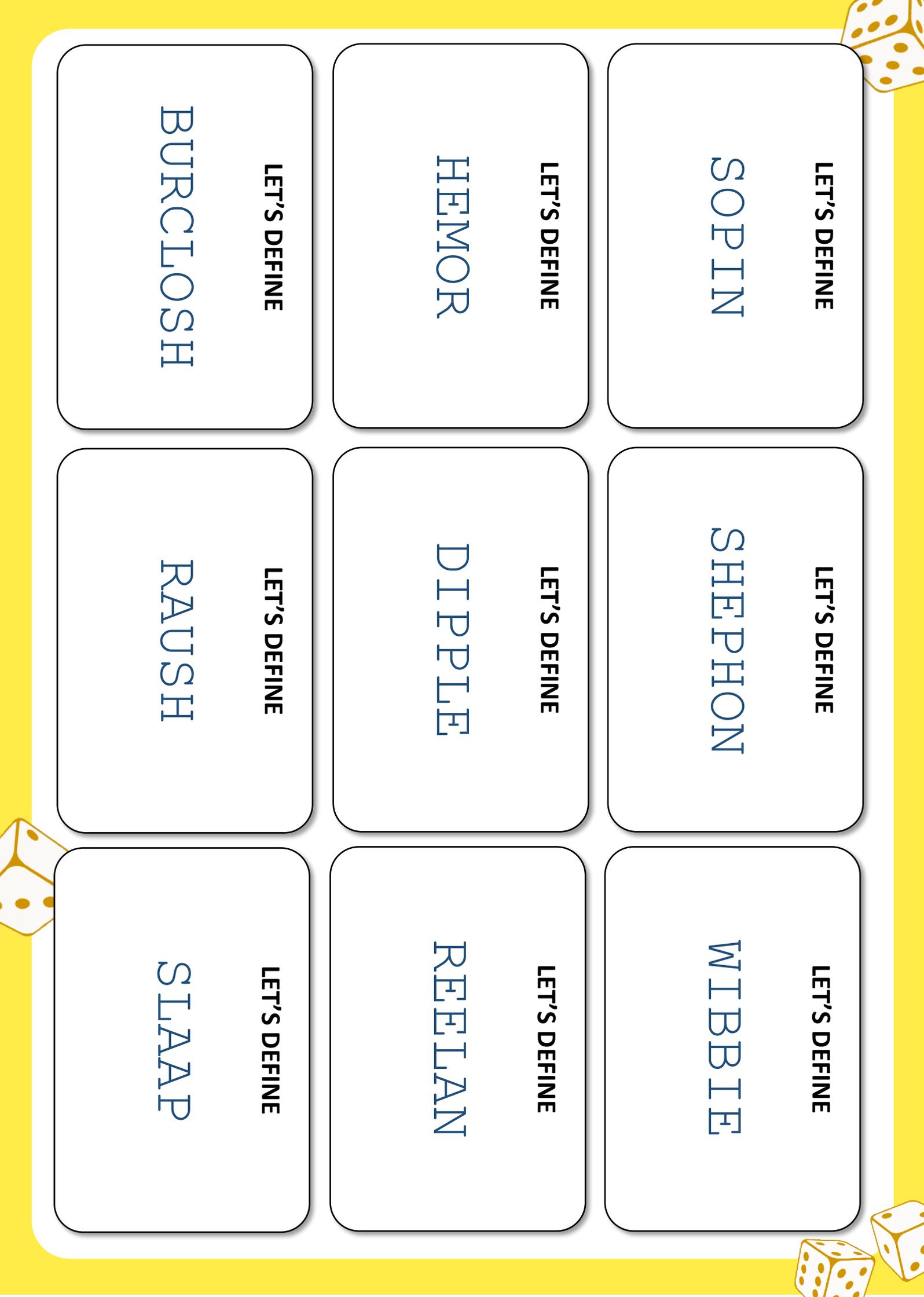
LET'S DEFINE

POTACK

LET'S DEFINE

DOPELATE

WRITTEN
EXPRESSION



LET'S DEFINE

SOPIN

LET'S DEFINE

HEMOR

LET'S DEFINE

BURCLOSH

LET'S DEFINE

SHEPHON

LET'S DEFINE

DIPPLE

LET'S DEFINE

RAUSH

LET'S DEFINE

WIBBIE

LET'S DEFINE

REELIAN

LET'S DEFINE

SLAAP

WRITTEN
EXPRESSION

LET'S DEFINE

LET'S DEFINE

GLASH

LET'S DEFINE

CHACKING

LET'S DEFINE

LET'S DEFINE

LET'S DEFINE

LET'S DEFINE

LET'S DEFINE

LET'S DEFINE

**WRITTEN
EXPRESSION**



WE ARE POETS

Write a poem with the letters
of your name.

WE ARE POETS

Write a poem with the letters
of the name of the person to
your right.

WE ARE POETS

WE ARE POETS

Write a poem with the letters
of the name of the person in
front of you.

WE ARE POETS

Write a poem with the letters
of the name of the person to
your left.

WE ARE POETS

WE ARE POETS

Write a poem with the letters
of the name of the person next
to you.

WE ARE POETS

Write a poem with the letters
of your teacher's name.

WE ARE POETS

**WRITTEN
EXPRESSION**



WRITING GUIDELINES

Write a sentence that includes the words “cat” and “plant.”

WRITING GUIDELINES

Write a sentence that includes the words “and” and “feet.”

WRITING GUIDELINES

Write a negative sentence that includes the words “blue” and “break.”

WRITING GUIDELINES

Write a sentence that includes the words “pencil” and “holidays.”

WRITING GUIDELINES

Write a negative sentence that includes the words “glasses” and “computer.”

WRITING GUIDELINES

Write a negative sentence that includes the words “orange” and “dog.”

WRITING GUIDELINES

Write a sentence that includes the words “What” and “friend.”

WRITING GUIDELINES

Write a negative sentence that includes the words “flower” and “trousers.”

WRITING GUIDELINES

Write a question that includes the words “When” and “dinner.”

**WRITTEN
EXPRESSION**



WRITING GUIDELINES

Write a question that includes
the words

“Who” and “bird.”

.

.

WRITING GUIDELINES

Write a question that includes
the words

“Where” and “ring.”

.

.

WRITING GUIDELINES

Write a question that
includes the words
“What” and “book.”

.

.

**WRITTEN
EXPRESSION**



FORBIDDEN WORDS

Topic: A day at the beach

Forbidden words: *sun, water, sand, hot.*

FORBIDDEN WORDS

Topic: A scary movie

Forbidden words: *scary, dark, monster, scream.*

FORBIDDEN WORDS

Topic: A party

Forbidden words: *cake, dance, music, friends.*

FORBIDDEN WORDS

Topic: My best friend

Forbidden words: *nice, friend, funny, play.*

FORBIDDEN WORDS

Topic: My school

Forbidden words: *teacher, classroom, school, homework.*

FORBIDDEN WORDS

Topic: My pet

Forbidden words: *cute, dog, cat, play.*

FORBIDDEN WORDS

Topic: My favorite food

Forbidden words: *delicious, eat, good, pizza.*

FORBIDDEN WORDS

Topic: The weather today

Forbidden words: *cold, hot, rain, sunny.*

FORBIDDEN WORDS

Topic: My dream house

Forbidden words: *big, house, room, garden.*

**WRITTEN
EXPRESSION**



FORBIDDEN WORDS

Topic: My weekend

Forbidden

words: *sleep, TV, play,*

go.

FORBIDDEN WORDS

Topic: A robot from the future

Forbidden words: *metal,*

machine, robot, future.

FORBIDDEN WORDS

Topic: A visit to the zoo

Forbidden words: *lion,*

animal, cage, zoo

.

FORBIDDEN WORDS

Topic: My favorite sport

Forbidden

words: *ball, run, win,*

game.

FORBIDDEN WORDS

Topic: My favorite subject

Forbidden words:

easy, fun, teacher, learn.

FORBIDDEN WORDS

Topic: A magic object

Forbidden words:

magic, power, wish,

Secret.

FORBIDDEN WORDS

Topic: A jungle adventure

Forbidden words:

trees, animals, green,

wild.

FORBIDDEN WORDS

Topic: The city where I live

Forbidden words:

buildings, cars, people,

shops.

FORBIDDEN WORDS

Topic: A sport competition

Forbidden words:

fast, win, score,

team.

**WRITTEN
EXPRESSION**



Blank rounded rectangular box for writing.

FORBIDDEN WORDS

Topic: Summer holidays

Forbidden words: *beach,*

travel, sun, hotel

Blank rounded rectangular box for writing.

FORBIDDEN WORDS

Topic: A visit to the doctor

Forbidden words: *sick,*

medicine, pain,

cold

Blank rounded rectangular box for writing.

Blank rounded rectangular box for writing.



**WRITTEN
EXPRESSION**



I HAVE A QUESTION

John is writing

a diary.

I HAVE A QUESTION

My cousins are sitting

in the kitchen.

I HAVE A QUESTION

He likes cats because

they are nice.

I HAVE A QUESTION

He walks home from

school.

I HAVE A QUESTION

Mary runs with his dog

on Sundays.

I HAVE A QUESTION

David isn't going to

school today.

I HAVE A QUESTION

My dog has a cage

in the garden.

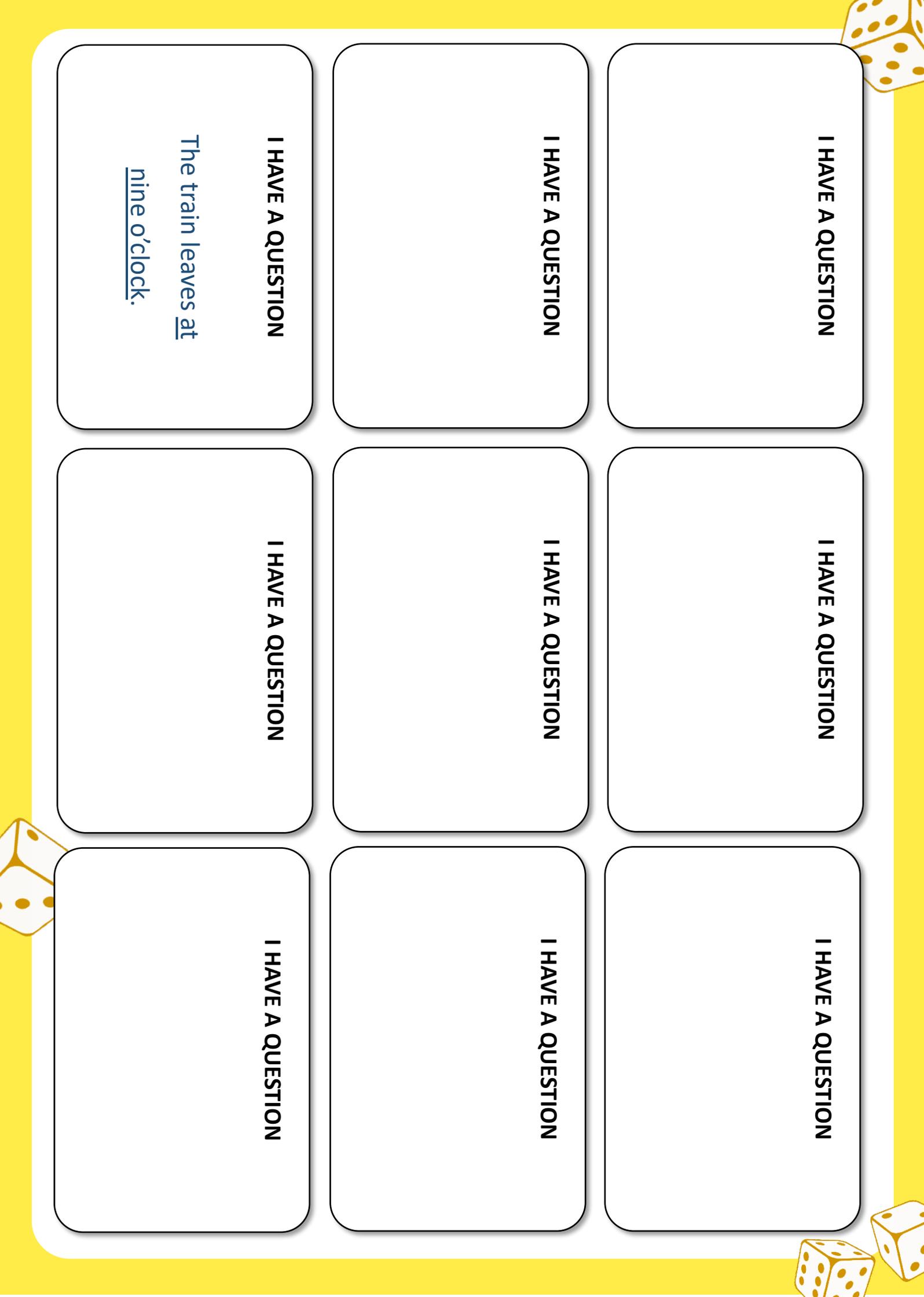
I HAVE A QUESTION

I go to work by car.

I HAVE A QUESTION

We are going to the park.

**WRITTEN
EXPRESSION**



I HAVE A QUESTION

The train leaves at
nine o'clock.

I HAVE A QUESTION

I HAVE A QUESTION

**WRITTEN
EXPRESSION**

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Annex 1 - Group dynamics

ANNEX 1. Group dynamics

An educational session can be divided into different moments or stages. The beginning is perceived as an essential stage, as it determines to a large extent the working atmosphere, a fundamental aspect for learning to take place. In a traditional format, sessions began with a theoretical introduction or presentation of the content, but the enormous potential of group dynamics as a starting point is now recognised. It highlights their capacity to generate a positive atmosphere for active participation, promoting interpersonal relationships, which would favour the motivation of the students towards learning.

The dynamics presented below are classified into five types, but they have common aspects based on the purpose for which they are proposed. They are not only intended to "break the ice", but to go further, generating a basis of group trust and mutual respect, which will facilitate open communication and exchange of ideas between colleagues. Another fundamental element is based on cooperative work. Cooperation is a necessary social skill that is enhanced in an environment that encourages it, so it goes beyond the educational purpose, being oriented towards learning for life.

In short, the presentation of these group dynamics seeks to break the monotony of the beginning of the sessions, and to capture the attention and motivation of the students from the very first moment, to make them participate in the learning process throughout the session. To this end, the ideal dynamic should be sought, in accordance with the objectives and needs of the session. The different typologies and possible dynamics are presented below.

- 1. Icebreaker and introduction exercises:** These dynamics are used to break the ice and allow group members to get to know each other. They may include activities such as introducing oneself in pairs, name games, or sharing personal information.
- 2. Cohesion dynamics:** These dynamics aim to promote group cohesion and teamwork. They include activities that foster collaboration, effective communication, and mutual trust.
- 3. Communication dynamics:** These dynamics focus on improving participants' verbal and non-verbal communication skills. They may include active listening games, body language exercises, or assertiveness practices.

- 4. Problem-solving exercises:** These exercises are designed to develop group problem-solving and decision-making skills. They may involve solving case studies, finding creative solutions, or simulating problem situations.
- 5. Trust dynamics:** These dynamics aim to strengthen trust and empathy among group members. They include mutual support activities, trust-building exercises, or sharing personal experiences.

Remember that these classifications are general, and many exercises may have elements that overlap in different categories. Choosing the right exercise will depend on the specific objectives you want to achieve with your group.

1. Ice-breaker and introduction dynamics

Title: Let's organize the group

Objectives: Foster trust and mutual understanding among students.

Materials required: No material needed.

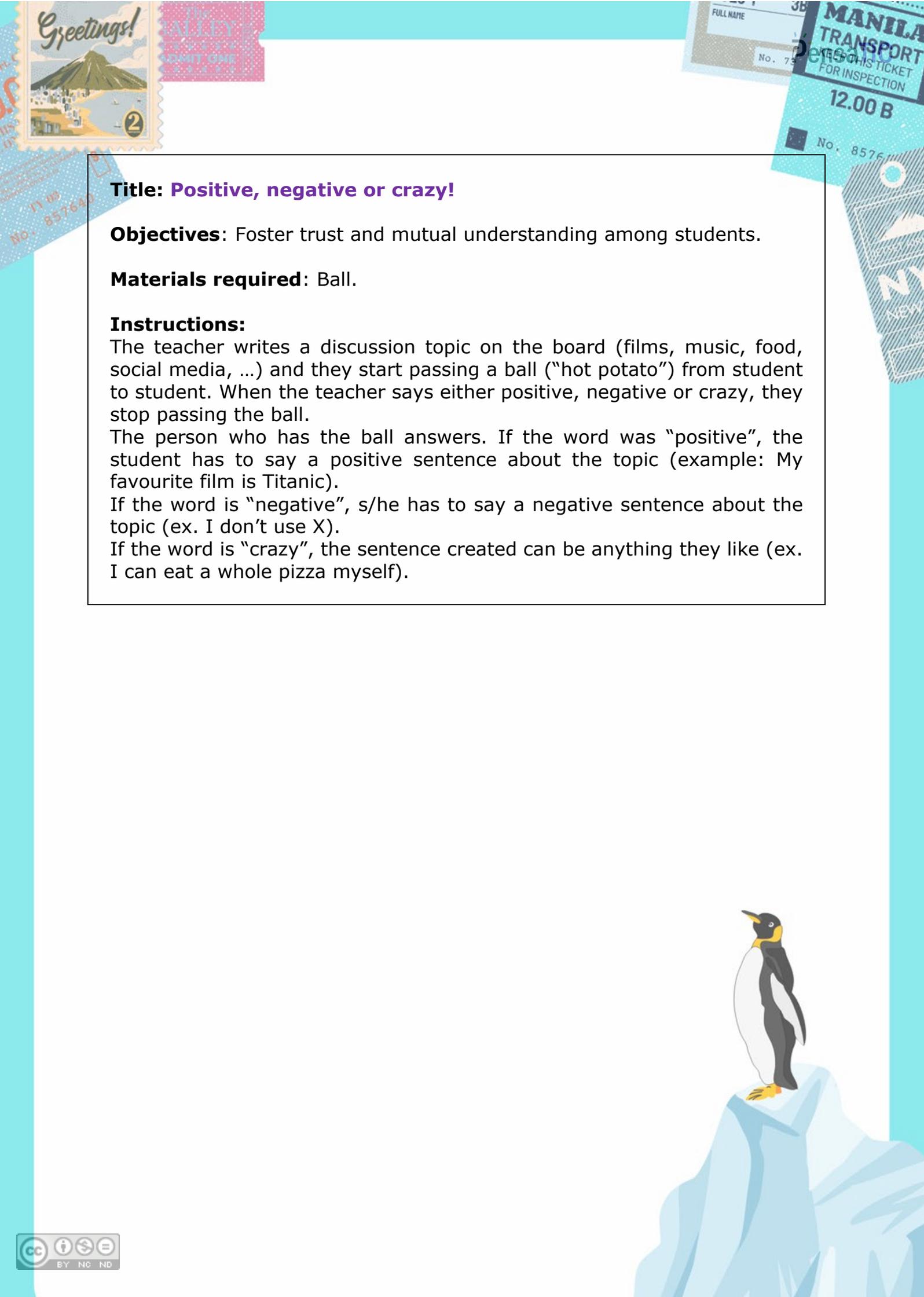
Instructions:

The teacher asks students to order themselves in a line according to the following criteria:

- In chronological order of their birthdays.
- In alphabetical order of their names.
- In order of how many siblings they have.

To do so, they will have to ask questions in English. The teacher can write them down on the blackboard or even exemplify them first. They can use sentences like: I am from Barcelona, I have three cats, and I am a basketball player.





Title: Positive, negative or crazy!

Objectives: Foster trust and mutual understanding among students.

Materials required: Ball.

Instructions:

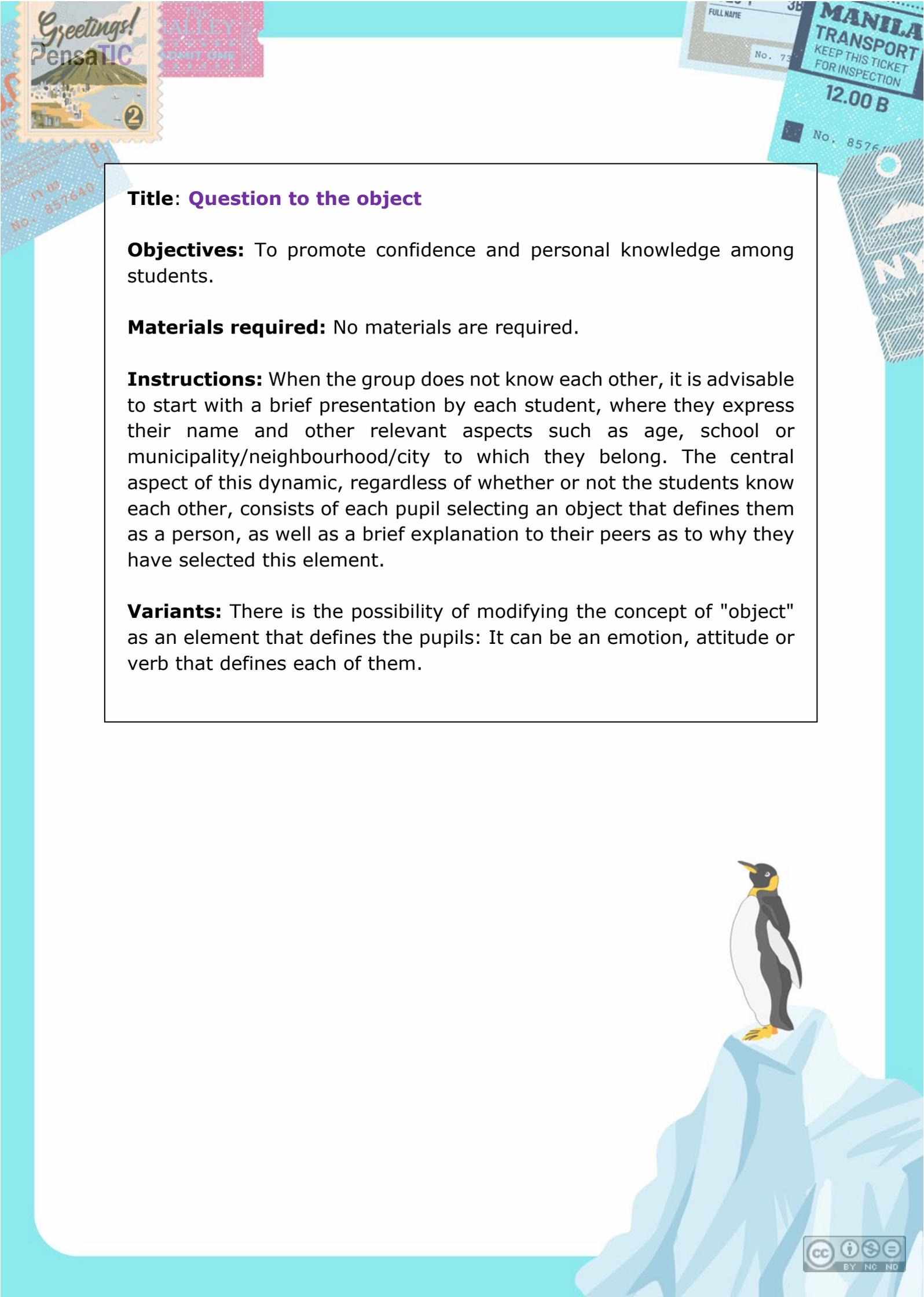
The teacher writes a discussion topic on the board (films, music, food, social media, ...) and they start passing a ball ("hot potato") from student to student. When the teacher says either positive, negative or crazy, they stop passing the ball.

The person who has the ball answers. If the word was "positive", the student has to say a positive sentence about the topic (example: My favourite film is Titanic).

If the word is "negative", s/he has to say a negative sentence about the topic (ex. I don't use X).

If the word is "crazy", the sentence created can be anything they like (ex. I can eat a whole pizza myself).





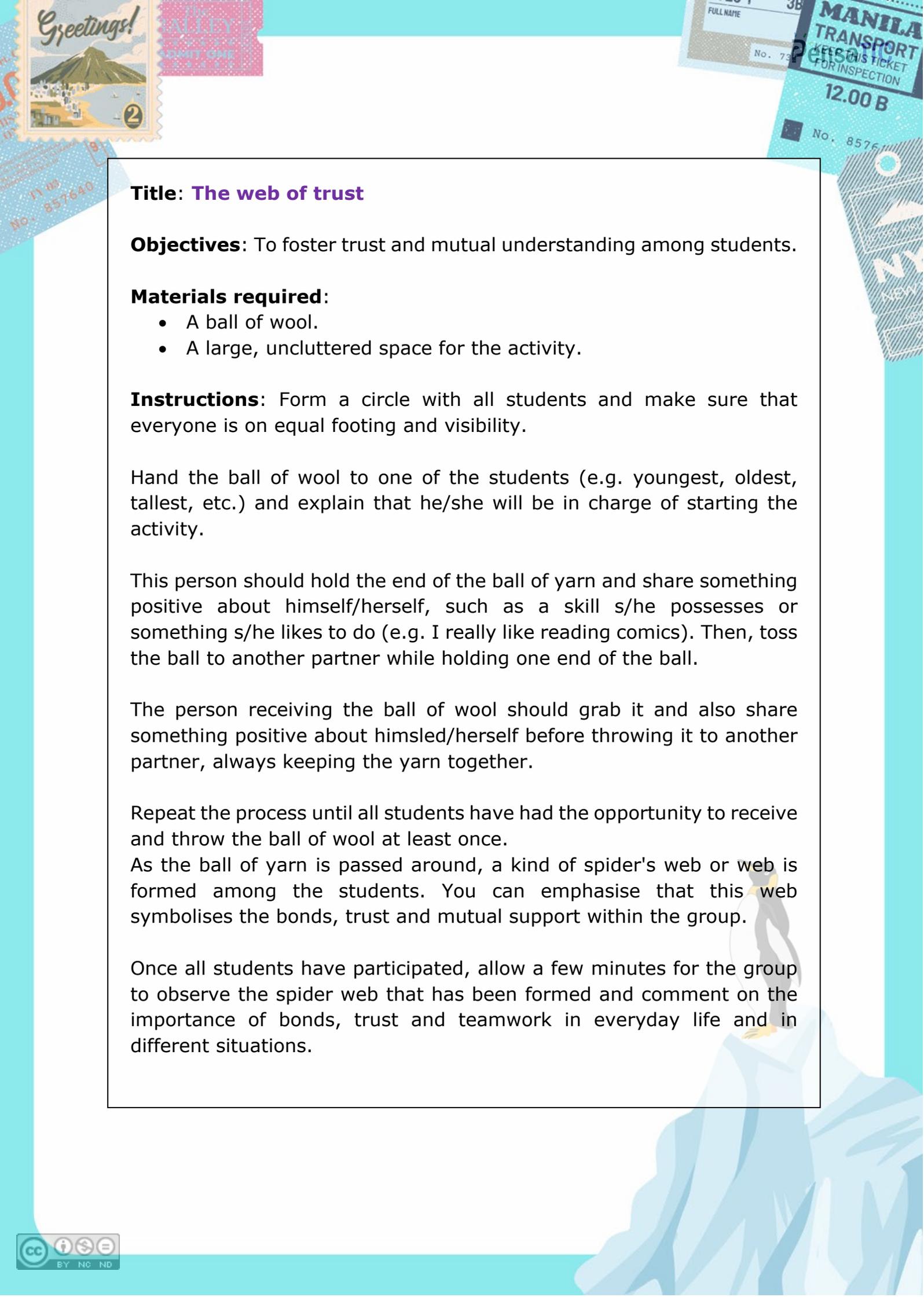
Title: Question to the object

Objectives: To promote confidence and personal knowledge among students.

Materials required: No materials are required.

Instructions: When the group does not know each other, it is advisable to start with a brief presentation by each student, where they express their name and other relevant aspects such as age, school or municipality/neighbourhood/city to which they belong. The central aspect of this dynamic, regardless of whether or not the students know each other, consists of each pupil selecting an object that defines them as a person, as well as a brief explanation to their peers as to why they have selected this element.

Variants: There is the possibility of modifying the concept of "object" as an element that defines the pupils: It can be an emotion, attitude or verb that defines each of them.



Title: The web of trust

Objectives: To foster trust and mutual understanding among students.

Materials required:

- A ball of wool.
- A large, uncluttered space for the activity.

Instructions: Form a circle with all students and make sure that everyone is on equal footing and visibility.

Hand the ball of wool to one of the students (e.g. youngest, oldest, tallest, etc.) and explain that he/she will be in charge of starting the activity.

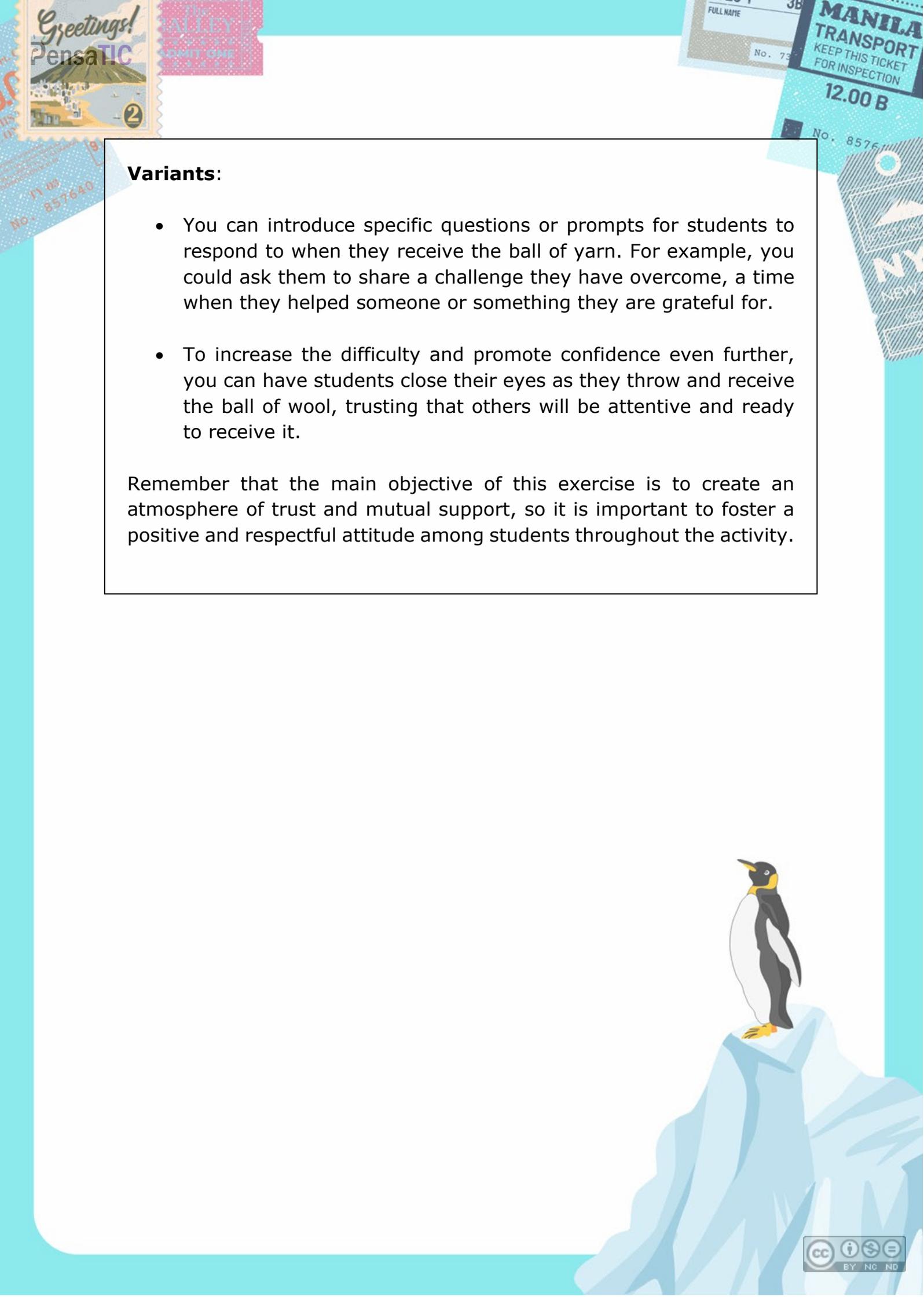
This person should hold the end of the ball of yarn and share something positive about himself/herself, such as a skill s/he possesses or something s/he likes to do (e.g. I really like reading comics). Then, toss the ball to another partner while holding one end of the ball.

The person receiving the ball of wool should grab it and also share something positive about himself/herself before throwing it to another partner, always keeping the yarn together.

Repeat the process until all students have had the opportunity to receive and throw the ball of wool at least once.

As the ball of yarn is passed around, a kind of spider's web or web is formed among the students. You can emphasise that this web symbolises the bonds, trust and mutual support within the group.

Once all students have participated, allow a few minutes for the group to observe the spider web that has been formed and comment on the importance of bonds, trust and teamwork in everyday life and in different situations.

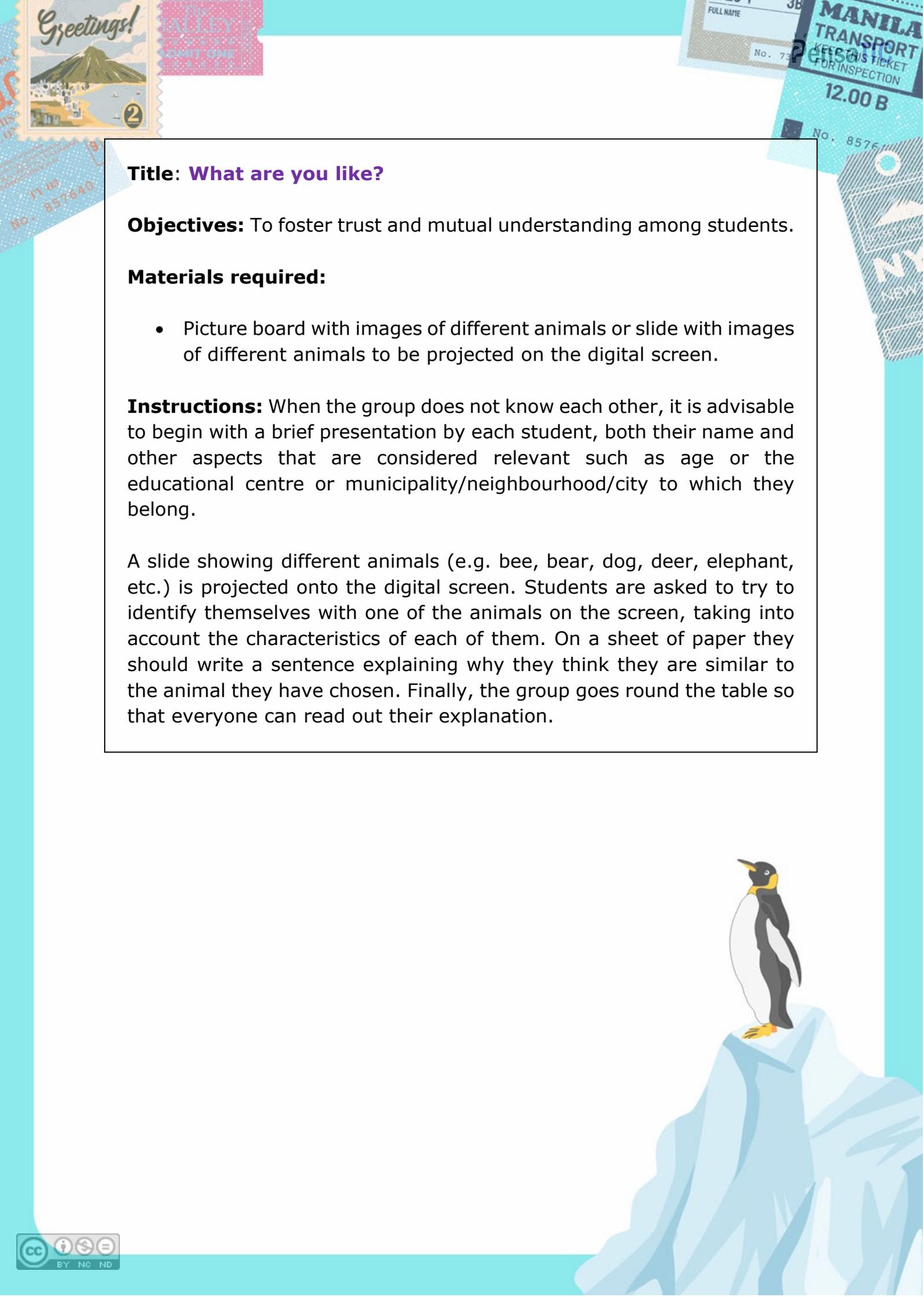
The background features several decorative elements: a 'Greetings! Pensacola' postage stamp with a value of 2, a pink 'THE ALLEY' stamp with 'LIMIT ONE', a white 'FULL NAME' and 'No. 73' ticket, a blue 'MANILA TRANSPORT' ticket with 'KEEP THIS TICKET FOR INSPECTION' and '12.00 B', and a blue 'No. 857640' ticket. A large, light blue ice formation is at the bottom right.

Variants:

- You can introduce specific questions or prompts for students to respond to when they receive the ball of yarn. For example, you could ask them to share a challenge they have overcome, a time when they helped someone or something they are grateful for.
- To increase the difficulty and promote confidence even further, you can have students close their eyes as they throw and receive the ball of wool, trusting that others will be attentive and ready to receive it.

Remember that the main objective of this exercise is to create an atmosphere of trust and mutual support, so it is important to foster a positive and respectful attitude among students throughout the activity.





Title: What are you like?

Objectives: To foster trust and mutual understanding among students.

Materials required:

- Picture board with images of different animals or slide with images of different animals to be projected on the digital screen.

Instructions: When the group does not know each other, it is advisable to begin with a brief presentation by each student, both their name and other aspects that are considered relevant such as age or the educational centre or municipality/neighbourhood/city to which they belong.

A slide showing different animals (e.g. bee, bear, dog, deer, elephant, etc.) is projected onto the digital screen. Students are asked to try to identify themselves with one of the animals on the screen, taking into account the characteristics of each of them. On a sheet of paper they should write a sentence explaining why they think they are similar to the animal they have chosen. Finally, the group goes round the table so that everyone can read out their explanation.





Title: What am I like?

Objectives: To foster mutual understanding among students.

Materials required: No materials are required.

Instructions: This is an ideal exercise to start working with a completely new group in which the students, or most of them, do not know each other. Participants are given a few minutes (2 or 3) to find an adjective that defines them and that begins with the same letter as their name. In this way they can introduce themselves, one by one, while mentioning a personal characteristic (e.g. Nervous Natalia). After these initial minutes have passed, the round of introductions begins, but they must keep in mind that before mentioning their "adjective + name", they must first repeat those that have been exposed before them, i.e. mention all the "adjective + name" already mentioned by their classmates. In order to decide who starts the presentation round, you can choose the youngest or the oldest person or any other criteria. If they are arranged in a circle, they should follow the clockwise order and pass from one to the other, paying special attention to the last presentations, as they will be the most difficult ones. In these last positions, the group can help their colleagues.

Variants:

- **Variant 1:** If a student is unable to express his or her "adjective + name", we can establish that it does not necessarily have to be an adjective that really defines us, although this is preferable. If this is still not possible, the idea of students mentioning any adjective that defines them, without the need for it to begin with the same letter as their name, can be considered valid.
- **Variant 2:** Given that the groups are sometimes too large, the activity can be quite passive and complicated to carry out due to the number of adjectives and names they have to retain in their minds. For this reason, groups of 9/10 students can be established. They will work separately and will then have to present their "adjective + name" to the rest of the classmates in order to get to know each other.

2. Group cohesion dynamics

Title: I need toilet paper!!

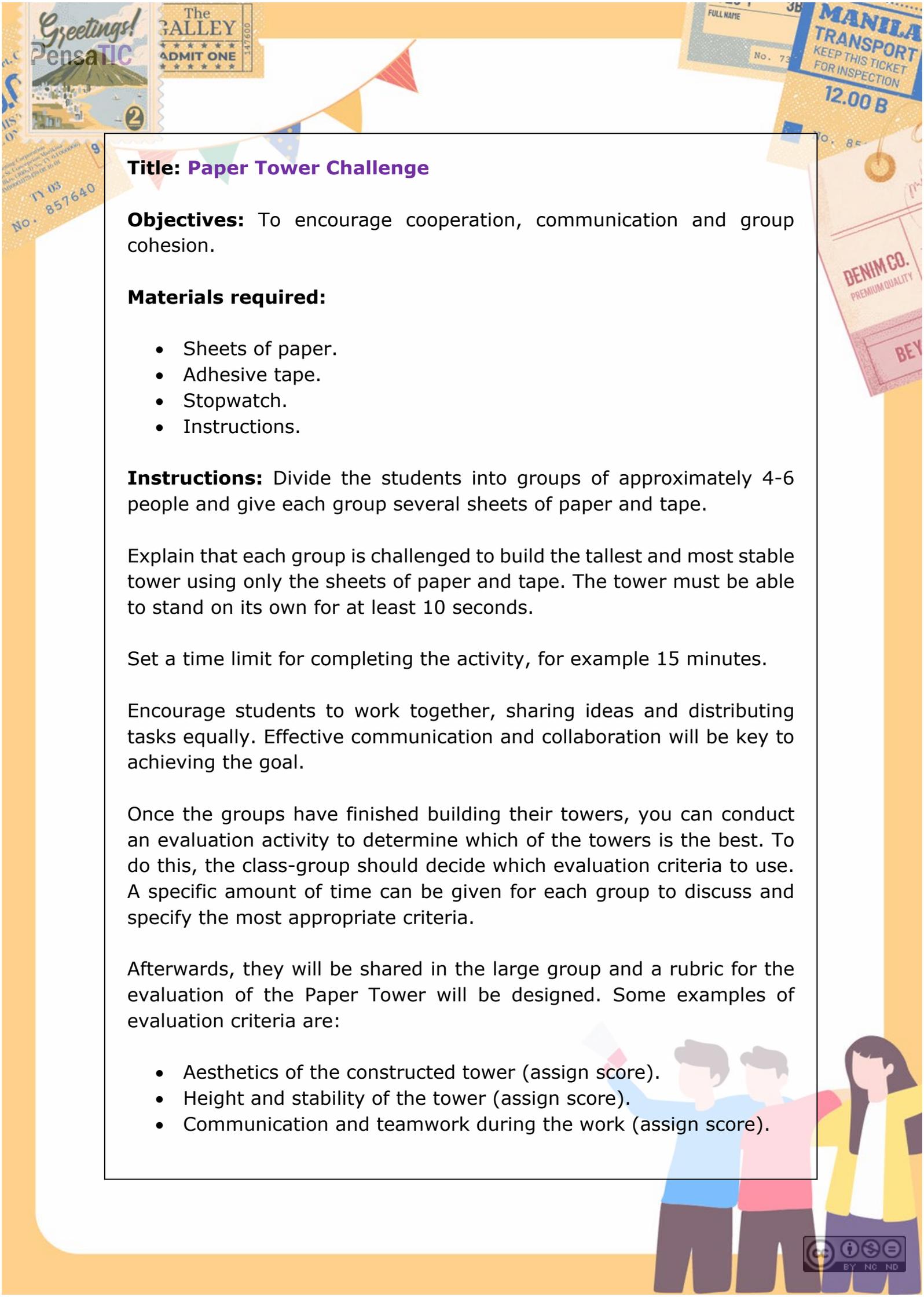
Objectives: Build mutual trust and support among teammates.

Materials required: A roll of toilet paper.

Instructions:

Pass a roll of toilet paper around the room and tell each person to take as much as they need. Then, for each square they took, they must share one fact about themselves.





Title: Paper Tower Challenge

Objectives: To encourage cooperation, communication and group cohesion.

Materials required:

- Sheets of paper.
- Adhesive tape.
- Stopwatch.
- Instructions.

Instructions: Divide the students into groups of approximately 4-6 people and give each group several sheets of paper and tape.

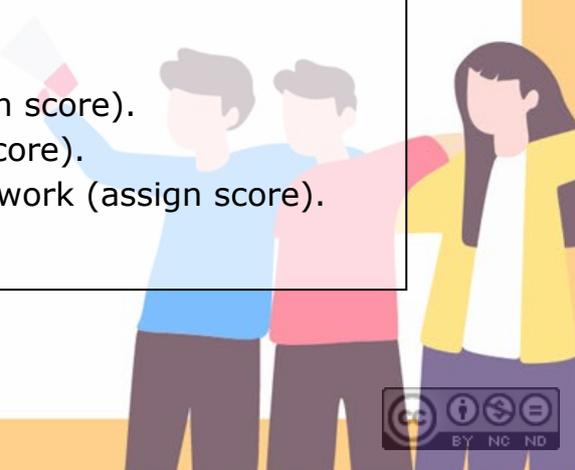
Explain that each group is challenged to build the tallest and most stable tower using only the sheets of paper and tape. The tower must be able to stand on its own for at least 10 seconds.

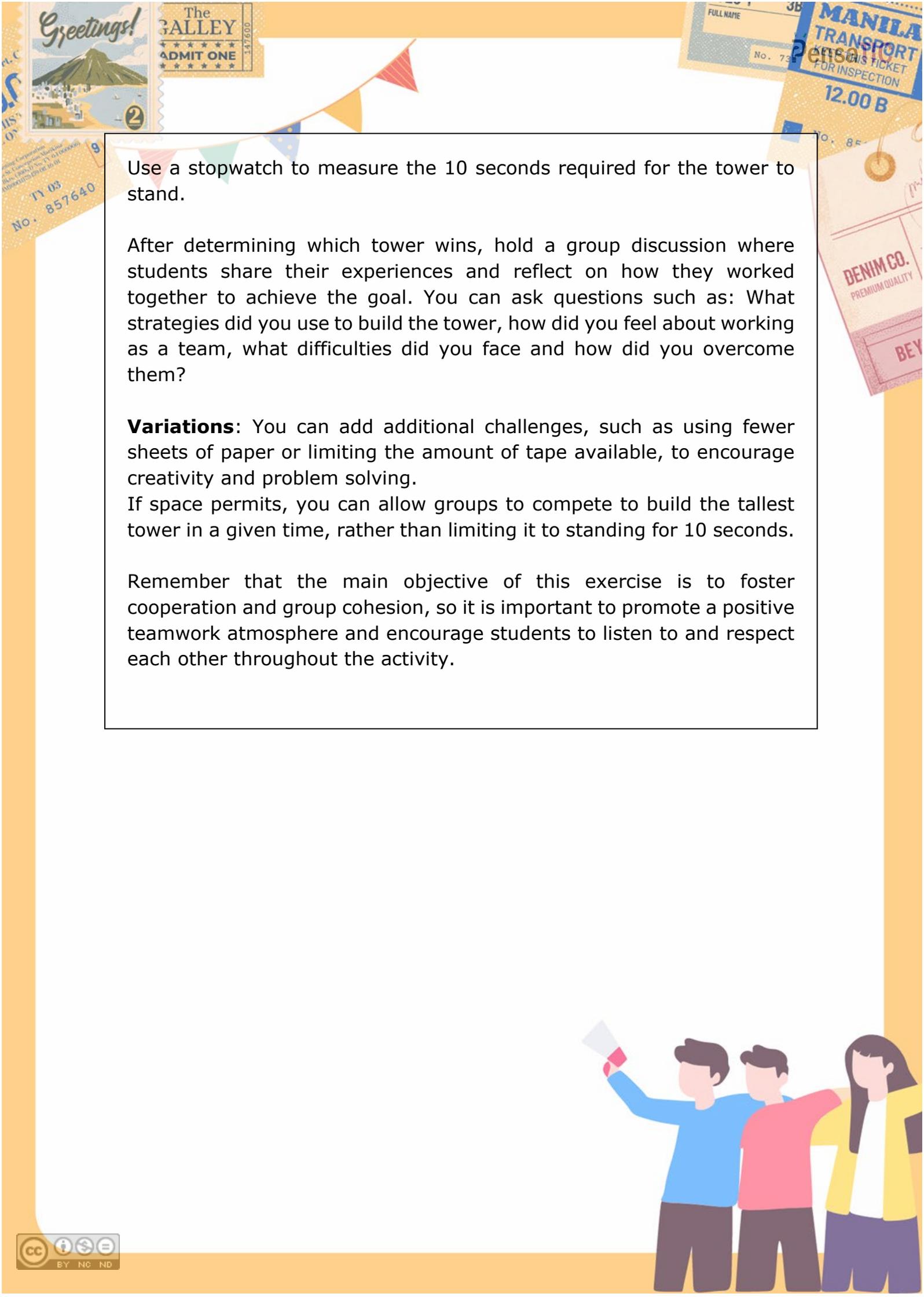
Set a time limit for completing the activity, for example 15 minutes.

Encourage students to work together, sharing ideas and distributing tasks equally. Effective communication and collaboration will be key to achieving the goal.

Once the groups have finished building their towers, you can conduct an evaluation activity to determine which of the towers is the best. To do this, the class-group should decide which evaluation criteria to use. A specific amount of time can be given for each group to discuss and specify the most appropriate criteria.

Afterwards, they will be shared in the large group and a rubric for the evaluation of the Paper Tower will be designed. Some examples of evaluation criteria are:

- Aesthetics of the constructed tower (assign score).
 - Height and stability of the tower (assign score).
 - Communication and teamwork during the work (assign score).
- 



Use a stopwatch to measure the 10 seconds required for the tower to stand.

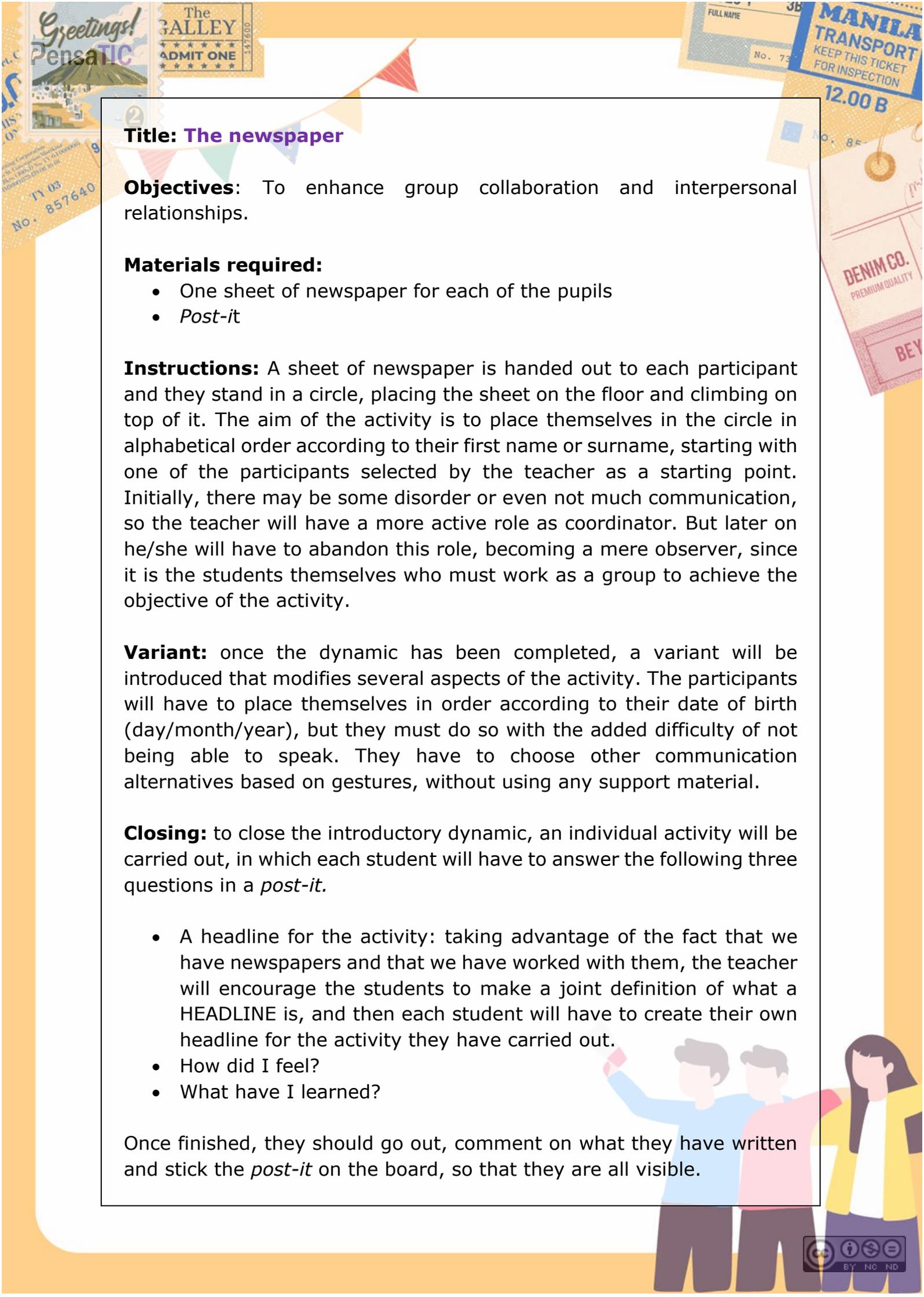
After determining which tower wins, hold a group discussion where students share their experiences and reflect on how they worked together to achieve the goal. You can ask questions such as: What strategies did you use to build the tower, how did you feel about working as a team, what difficulties did you face and how did you overcome them?

Variations: You can add additional challenges, such as using fewer sheets of paper or limiting the amount of tape available, to encourage creativity and problem solving.

If space permits, you can allow groups to compete to build the tallest tower in a given time, rather than limiting it to standing for 10 seconds.

Remember that the main objective of this exercise is to foster cooperation and group cohesion, so it is important to promote a positive teamwork atmosphere and encourage students to listen to and respect each other throughout the activity.





Title: The newspaper

Objectives: To enhance group collaboration and interpersonal relationships.

Materials required:

- One sheet of newspaper for each of the pupils
- *Post-it*

Instructions: A sheet of newspaper is handed out to each participant and they stand in a circle, placing the sheet on the floor and climbing on top of it. The aim of the activity is to place themselves in the circle in alphabetical order according to their first name or surname, starting with one of the participants selected by the teacher as a starting point. Initially, there may be some disorder or even not much communication, so the teacher will have a more active role as coordinator. But later on he/she will have to abandon this role, becoming a mere observer, since it is the students themselves who must work as a group to achieve the objective of the activity.

Variante: once the dynamic has been completed, a variant will be introduced that modifies several aspects of the activity. The participants will have to place themselves in order according to their date of birth (day/month/year), but they must do so with the added difficulty of not being able to speak. They have to choose other communication alternatives based on gestures, without using any support material.

Closing: to close the introductory dynamic, an individual activity will be carried out, in which each student will have to answer the following three questions in a *post-it*.

- A headline for the activity: taking advantage of the fact that we have newspapers and that we have worked with them, the teacher will encourage the students to make a joint definition of what a HEADLINE is, and then each student will have to create their own headline for the activity they have carried out.
- How did I feel?
- What have I learned?

Once finished, they should go out, comment on what they have written and stick the *post-it* on the board, so that they are all visible.

3. Communication dynamics

Title: What are you doing?

Objectives: Promote effective communication, active listening, and oral expression.

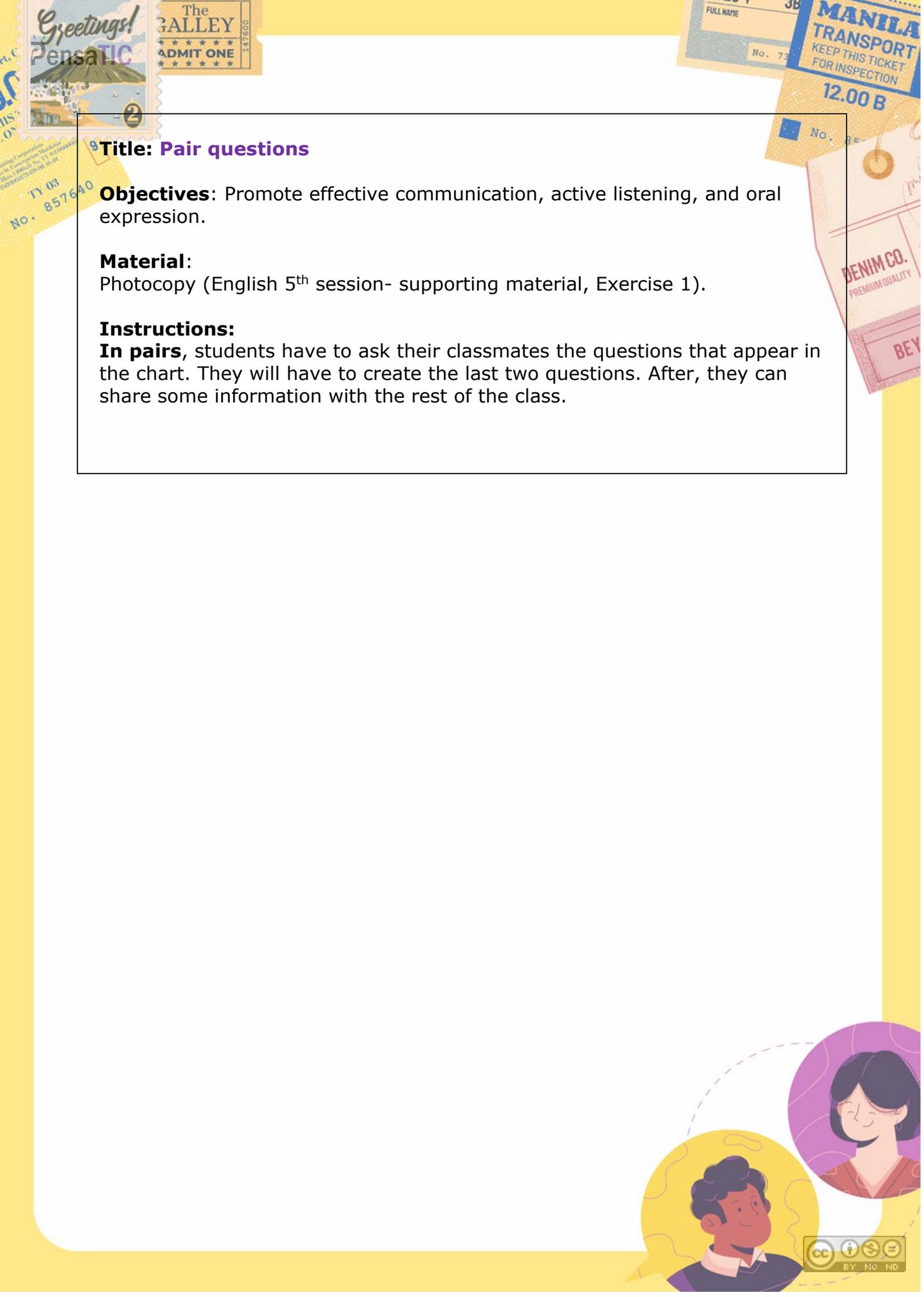
Materials required:

Cards with verbs in the past (supporting material), box/hat.

Instructions:

1. Write a variety of past tense verbs on small pieces of paper (or use the cards prepared for this session) and put them in a box or hat
2. Divide the students into two teams.
3. One student from each team will take turns coming to the front of the class and picking a verb from the box without showing it to anyone.
4. The student must then act out the verb using gestures and body language, while their team members try to guess the verb in the past tense.
5. The team that guesses it wins a point.





Title: Pair questions

Objectives: Promote effective communication, active listening, and oral expression.

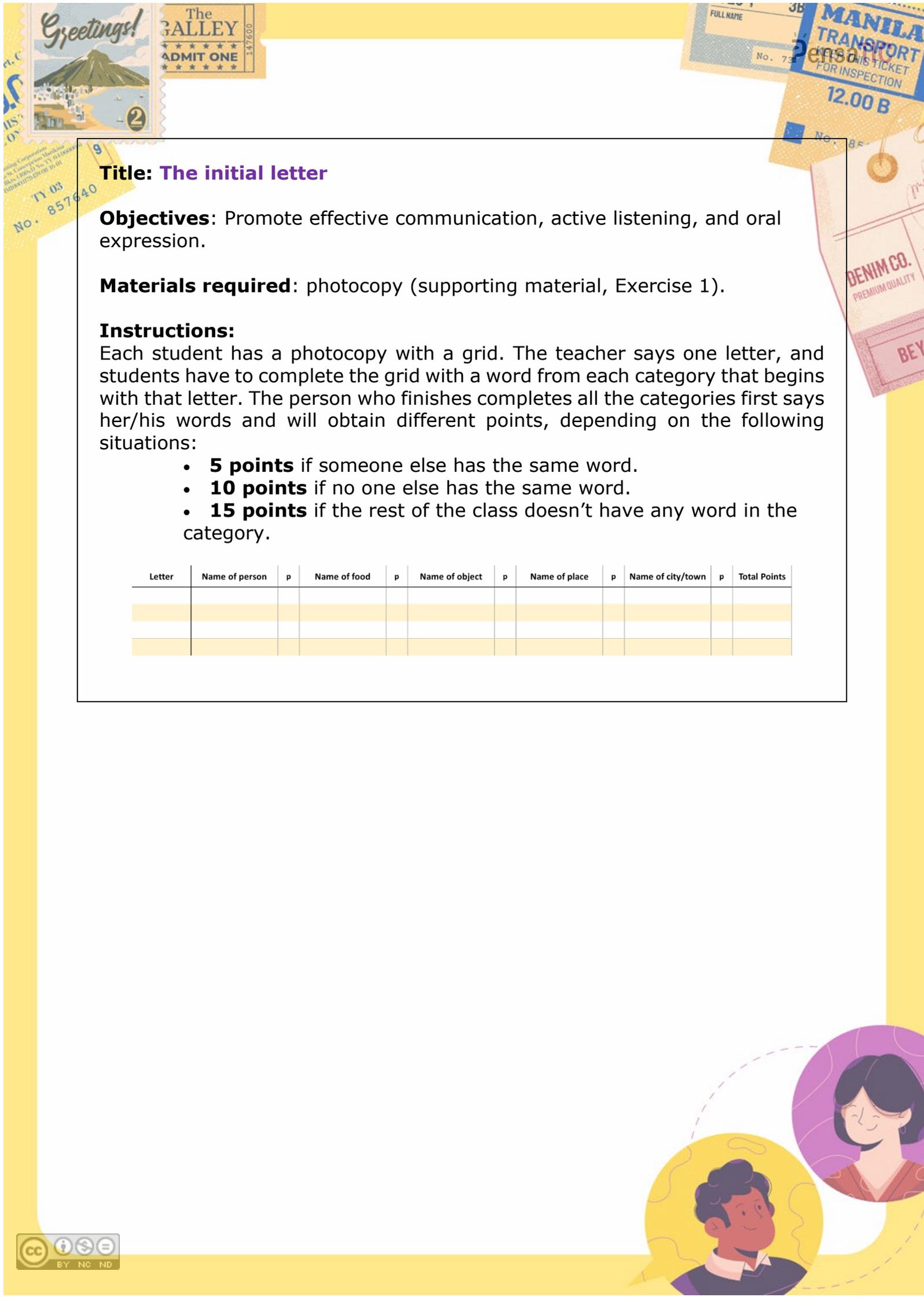
Material:

Photocopy (English 5th session- supporting material, Exercise 1).

Instructions:

In pairs, students have to ask their classmates the questions that appear in the chart. They will have to create the last two questions. After, they can share some information with the rest of the class.





Title: The initial letter

Objectives: Promote effective communication, active listening, and oral expression.

Materials required: photocopy (supporting material, Exercise 1).

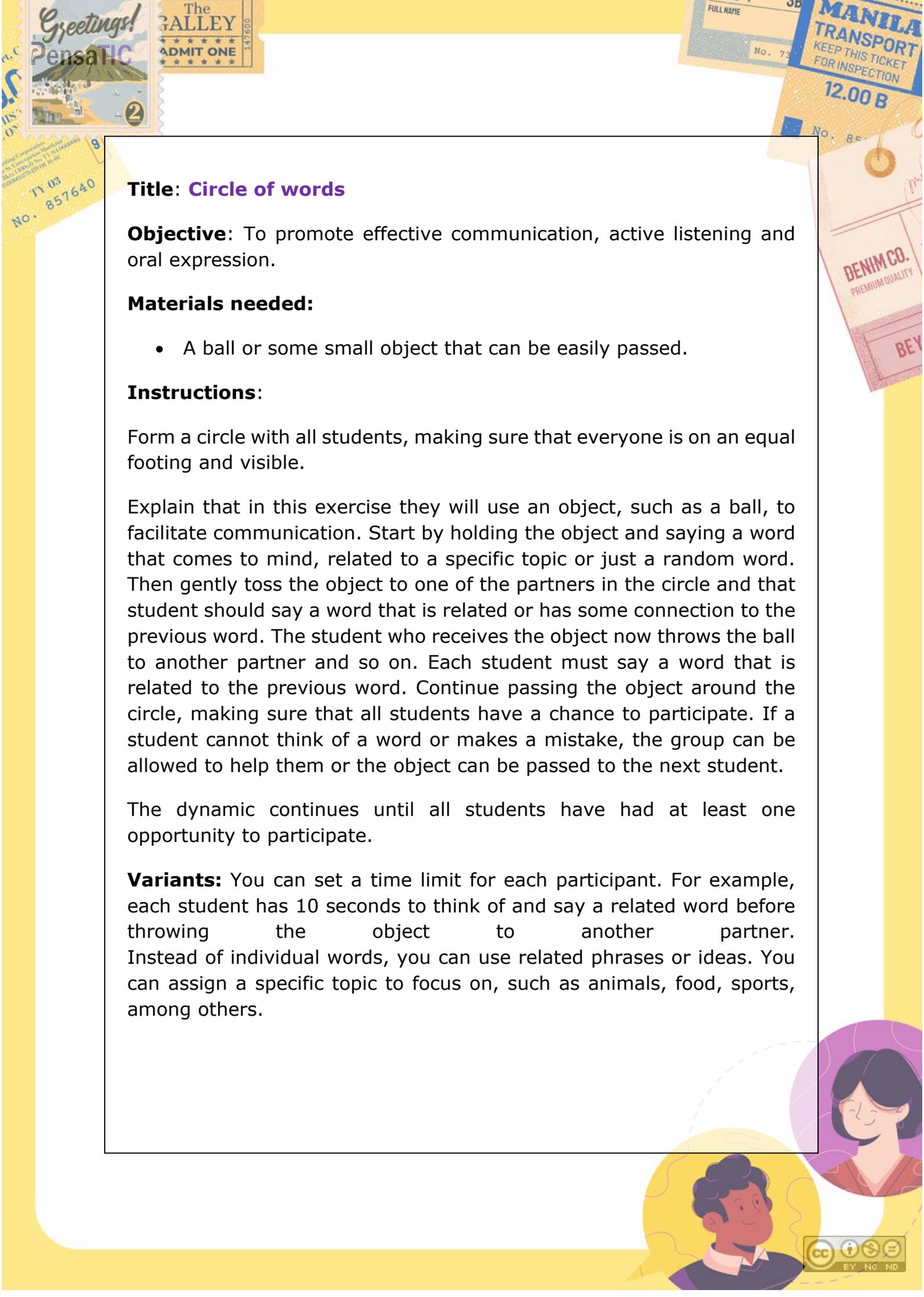
Instructions:

Each student has a photocopy with a grid. The teacher says one letter, and students have to complete the grid with a word from each category that begins with that letter. The person who finishes completes all the categories first says her/his words and will obtain different points, depending on the following situations:

- **5 points** if someone else has the same word.
- **10 points** if no one else has the same word.
- **15 points** if the rest of the class doesn't have any word in the category.

Letter	Name of person	p	Name of food	p	Name of object	p	Name of place	p	Name of city/town	p	Total Points





Title: Circle of words

Objective: To promote effective communication, active listening and oral expression.

Materials needed:

- A ball or some small object that can be easily passed.

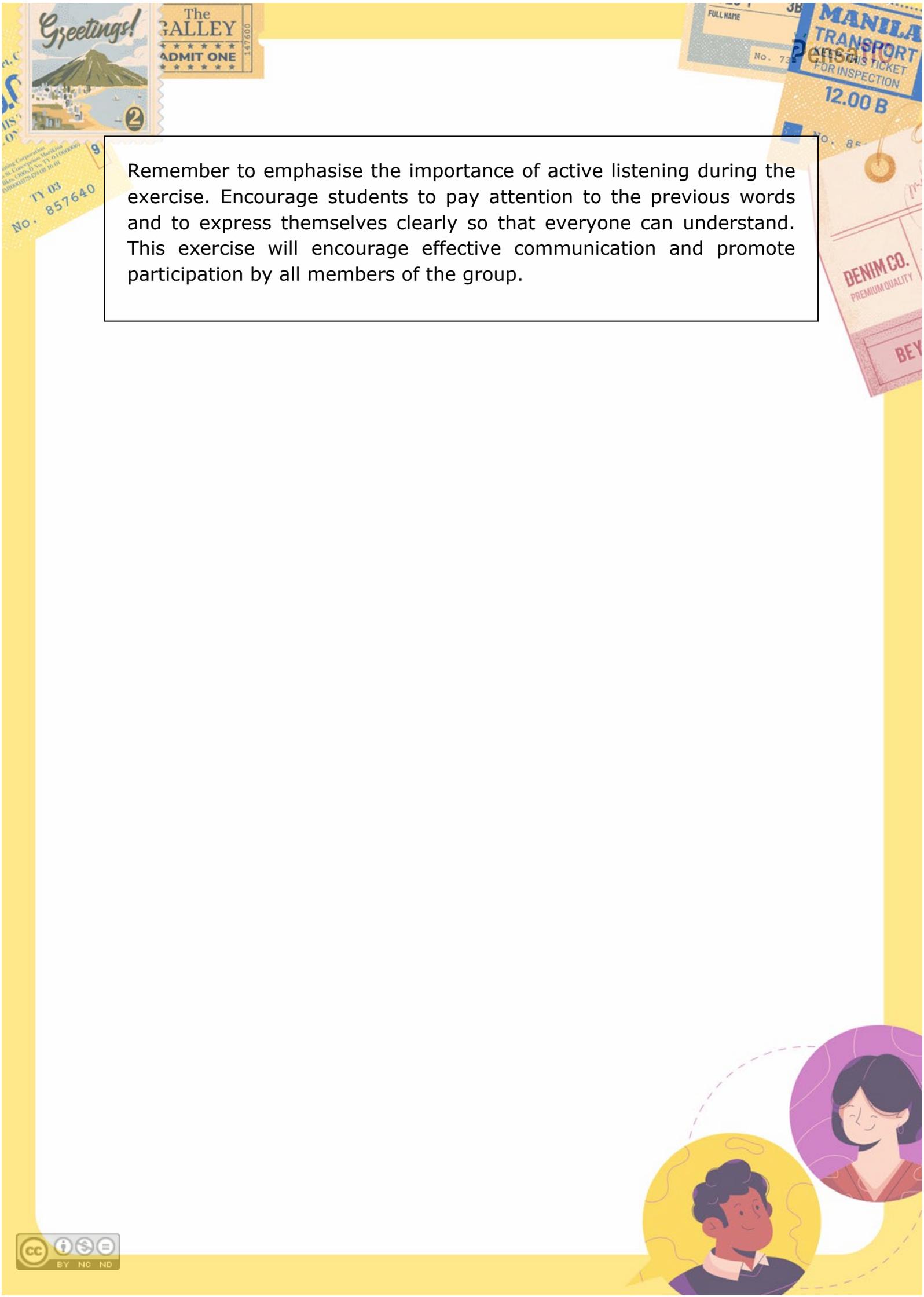
Instructions:

Form a circle with all students, making sure that everyone is on an equal footing and visible.

Explain that in this exercise they will use an object, such as a ball, to facilitate communication. Start by holding the object and saying a word that comes to mind, related to a specific topic or just a random word. Then gently toss the object to one of the partners in the circle and that student should say a word that is related or has some connection to the previous word. The student who receives the object now throws the ball to another partner and so on. Each student must say a word that is related to the previous word. Continue passing the object around the circle, making sure that all students have a chance to participate. If a student cannot think of a word or makes a mistake, the group can be allowed to help them or the object can be passed to the next student.

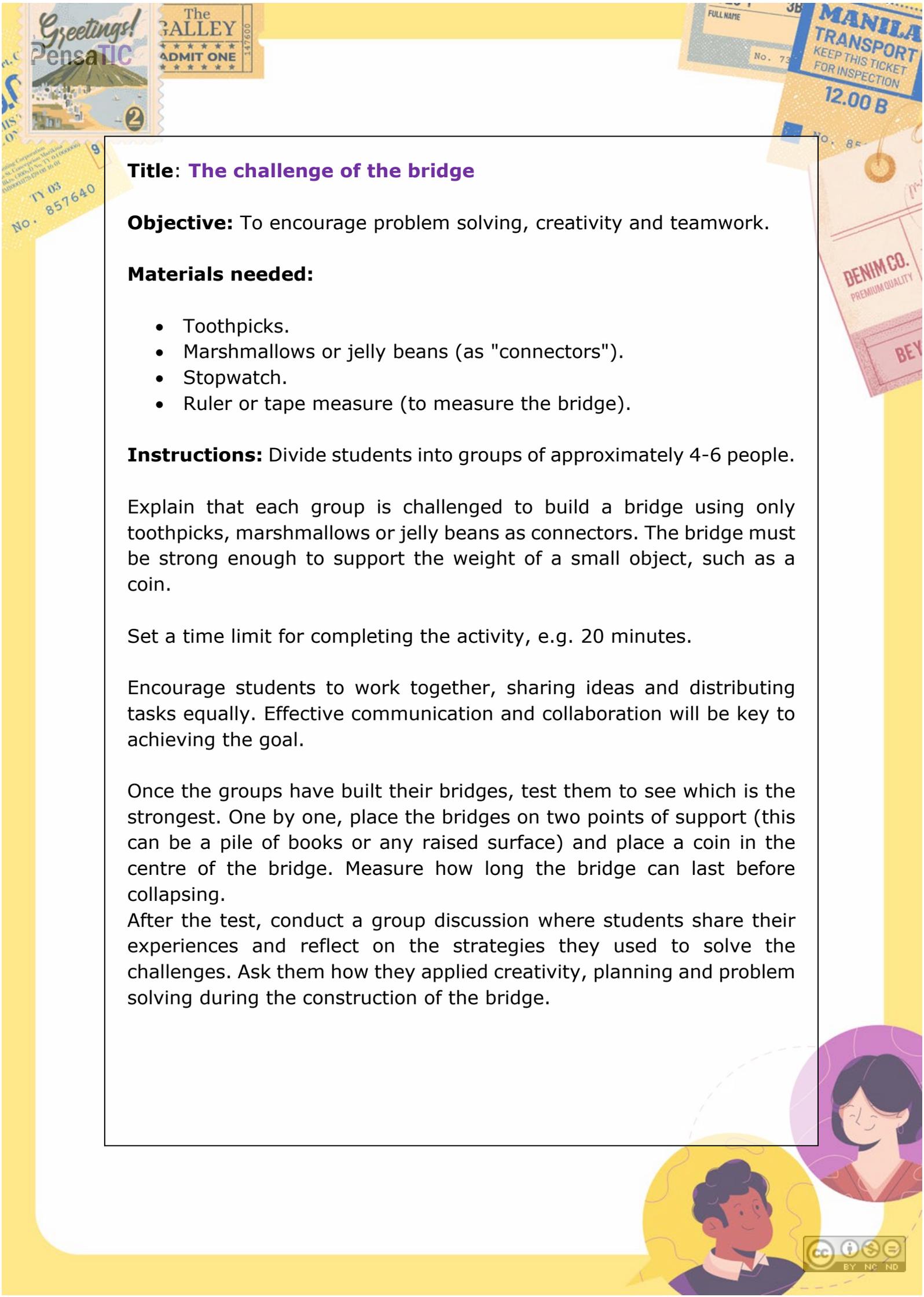
The dynamic continues until all students have had at least one opportunity to participate.

Variants: You can set a time limit for each participant. For example, each student has 10 seconds to think of and say a related word before throwing the object to another partner. Instead of individual words, you can use related phrases or ideas. You can assign a specific topic to focus on, such as animals, food, sports, among others.



Remember to emphasise the importance of active listening during the exercise. Encourage students to pay attention to the previous words and to express themselves clearly so that everyone can understand. This exercise will encourage effective communication and promote participation by all members of the group.





Title: **The challenge of the bridge**

Objective: To encourage problem solving, creativity and teamwork.

Materials needed:

- Toothpicks.
- Marshmallows or jelly beans (as "connectors").
- Stopwatch.
- Ruler or tape measure (to measure the bridge).

Instructions: Divide students into groups of approximately 4-6 people.

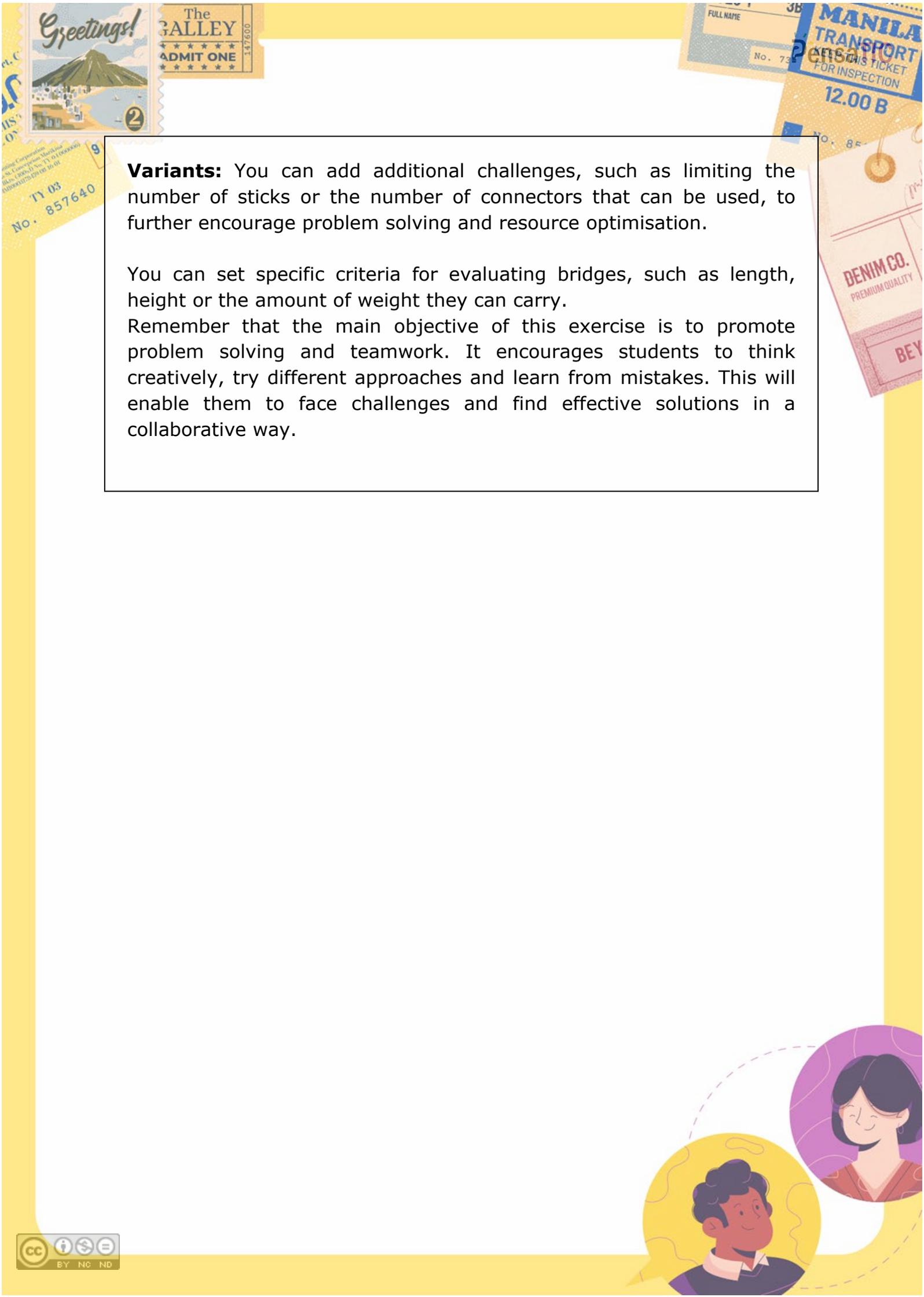
Explain that each group is challenged to build a bridge using only toothpicks, marshmallows or jelly beans as connectors. The bridge must be strong enough to support the weight of a small object, such as a coin.

Set a time limit for completing the activity, e.g. 20 minutes.

Encourage students to work together, sharing ideas and distributing tasks equally. Effective communication and collaboration will be key to achieving the goal.

Once the groups have built their bridges, test them to see which is the strongest. One by one, place the bridges on two points of support (this can be a pile of books or any raised surface) and place a coin in the centre of the bridge. Measure how long the bridge can last before collapsing.

After the test, conduct a group discussion where students share their experiences and reflect on the strategies they used to solve the challenges. Ask them how they applied creativity, planning and problem solving during the construction of the bridge.

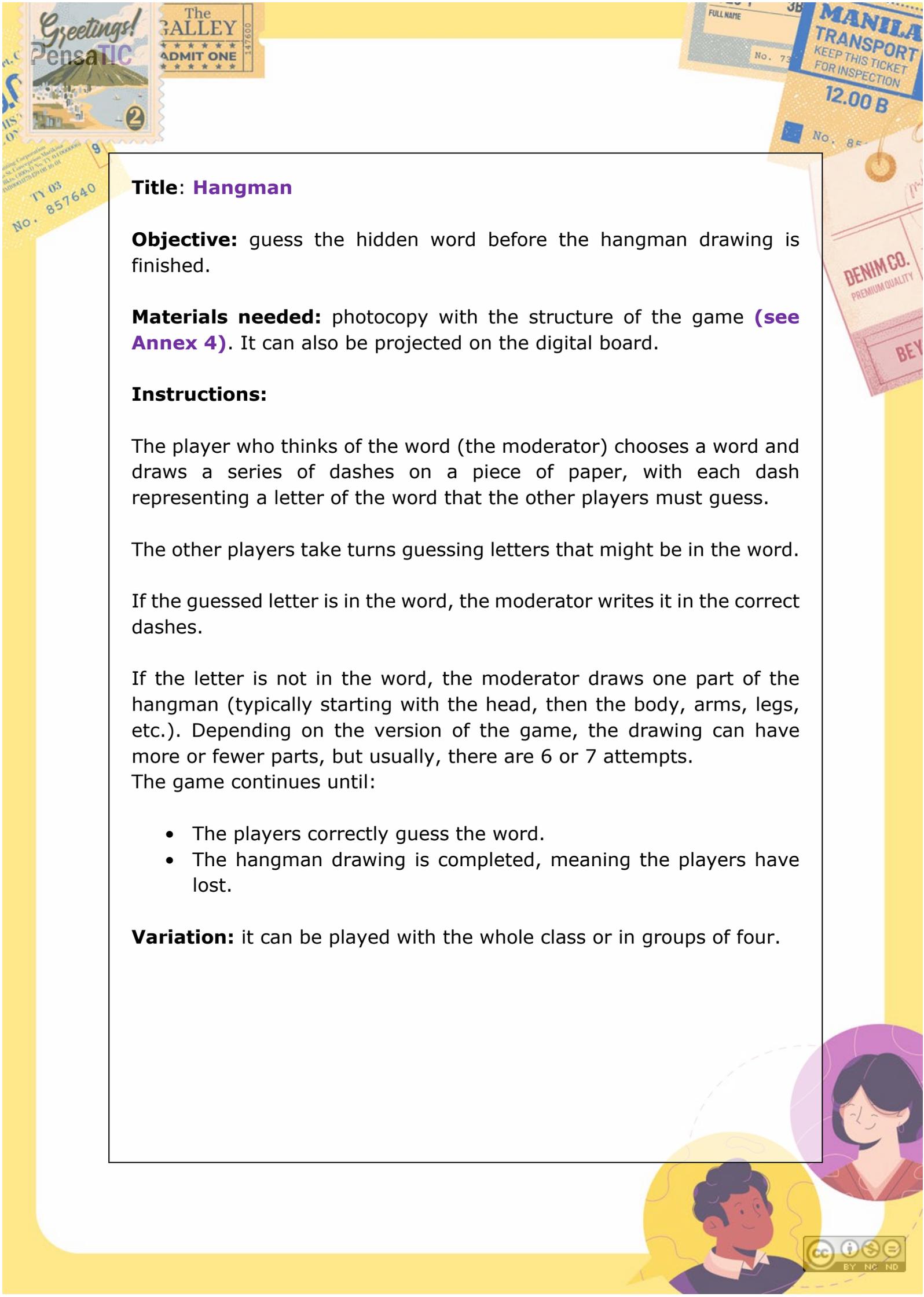


Variants: You can add additional challenges, such as limiting the number of sticks or the number of connectors that can be used, to further encourage problem solving and resource optimisation.

You can set specific criteria for evaluating bridges, such as length, height or the amount of weight they can carry.

Remember that the main objective of this exercise is to promote problem solving and teamwork. It encourages students to think creatively, try different approaches and learn from mistakes. This will enable them to face challenges and find effective solutions in a collaborative way.





Title: Hangman

Objective: guess the hidden word before the hangman drawing is finished.

Materials needed: photocopy with the structure of the game ([see Annex 4](#)). It can also be projected on the digital board.

Instructions:

The player who thinks of the word (the moderator) chooses a word and draws a series of dashes on a piece of paper, with each dash representing a letter of the word that the other players must guess.

The other players take turns guessing letters that might be in the word.

If the guessed letter is in the word, the moderator writes it in the correct dashes.

If the letter is not in the word, the moderator draws one part of the hangman (typically starting with the head, then the body, arms, legs, etc.). Depending on the version of the game, the drawing can have more or fewer parts, but usually, there are 6 or 7 attempts.

The game continues until:

- The players correctly guess the word.
- The hangman drawing is completed, meaning the players have lost.

Variation: it can be played with the whole class or in groups of four.

4. Problem-solving dynamics

Title: The challenge of the labyrinth

Objective: To encourage problem solving, decision making and effective communication.

Materials required:

- A labyrinth drawn on a large piece of paper or printed out.
- Tokens or markers to move around the maze.
- Stopwatch.

Instructions: Draw a maze on a large piece of paper or print one you find on the internet.

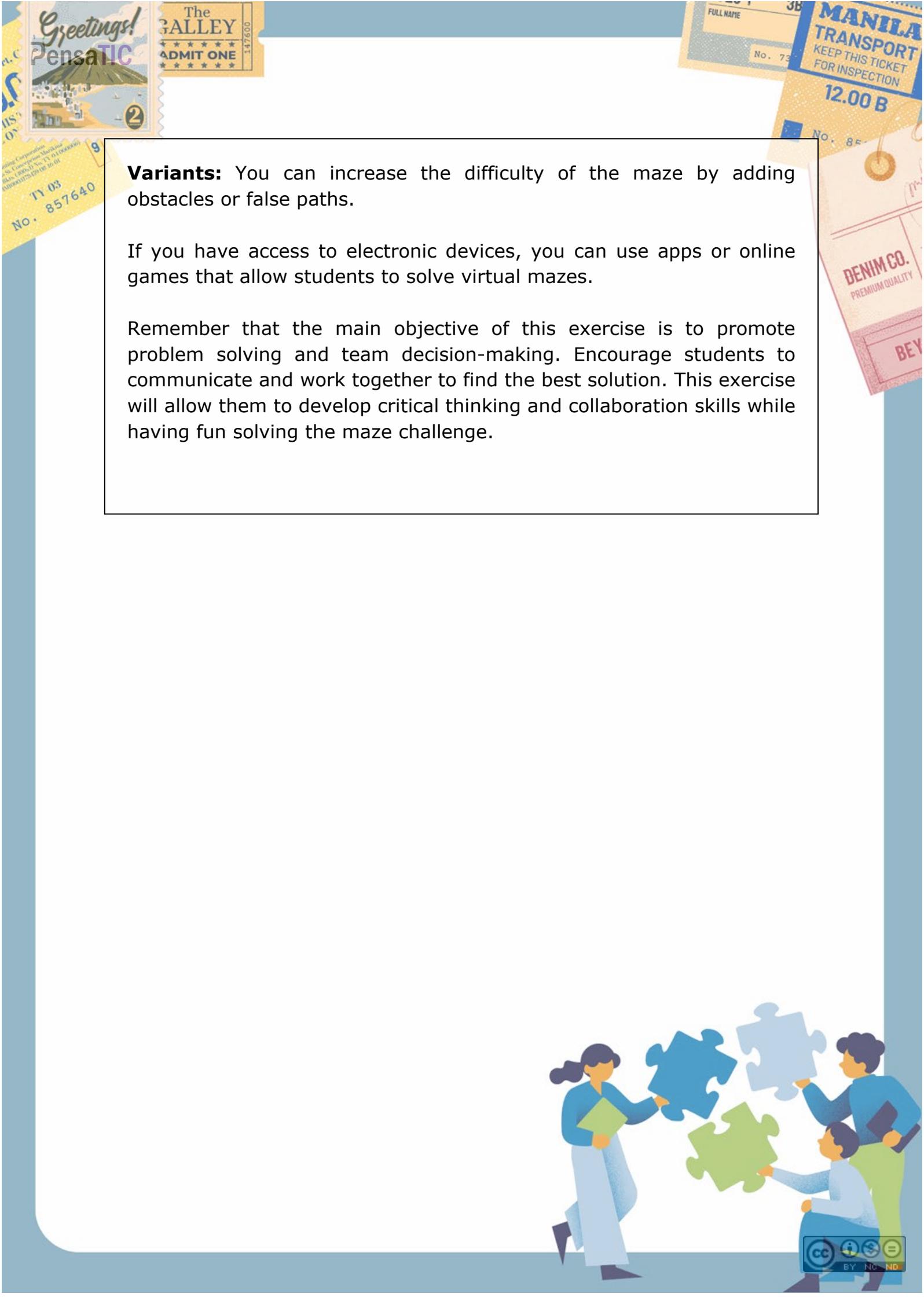
Divide the students into groups of approximately 4-6 people. Hand out a maze to each group along with tokens or markers to move through the maze. Explain that the challenge is that each group must find the quickest and most effective route out of the maze. Set a time limit for completing the challenge, e.g. 10 minutes.

Group members should work together to study the maze, discuss different strategies and make decisions about which path to follow.

When the time starts, the groups should start moving their tokens or markers around the maze, following the route they think is correct.

After each group has completed the challenge or reached the time limit, bring all students together for a group discussion. Encourage the groups to share the strategies they used, the obstacles they faced and how they solved the problems during the challenge.



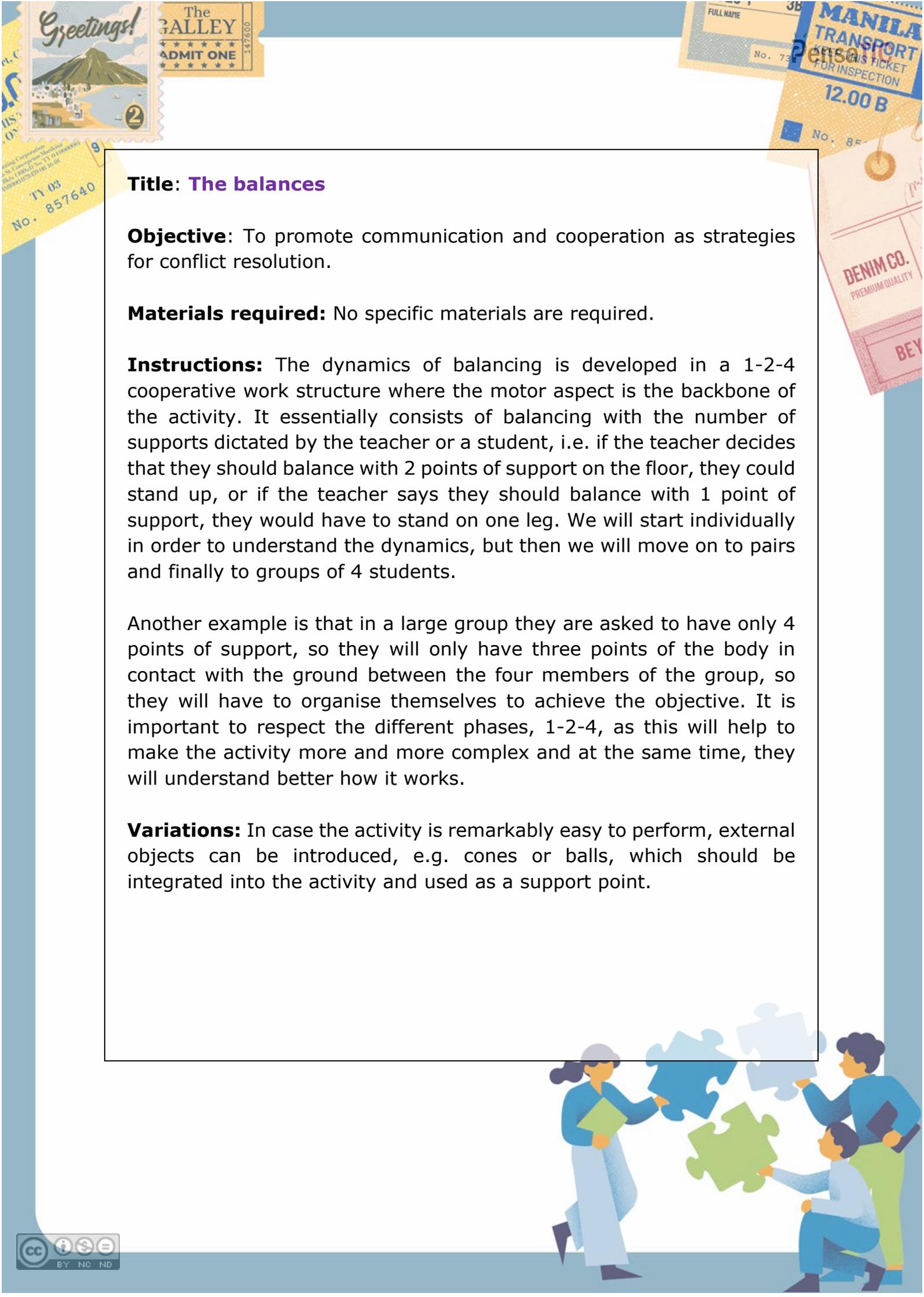


Variants: You can increase the difficulty of the maze by adding obstacles or false paths.

If you have access to electronic devices, you can use apps or online games that allow students to solve virtual mazes.

Remember that the main objective of this exercise is to promote problem solving and team decision-making. Encourage students to communicate and work together to find the best solution. This exercise will allow them to develop critical thinking and collaboration skills while having fun solving the maze challenge.





Title: **The balances**

Objective: To promote communication and cooperation as strategies for conflict resolution.

Materials required: No specific materials are required.

Instructions: The dynamics of balancing is developed in a 1-2-4 cooperative work structure where the motor aspect is the backbone of the activity. It essentially consists of balancing with the number of supports dictated by the teacher or a student, i.e. if the teacher decides that they should balance with 2 points of support on the floor, they could stand up, or if the teacher says they should balance with 1 point of support, they would have to stand on one leg. We will start individually in order to understand the dynamics, but then we will move on to pairs and finally to groups of 4 students.

Another example is that in a large group they are asked to have only 4 points of support, so they will only have three points of the body in contact with the ground between the four members of the group, so they will have to organise themselves to achieve the objective. It is important to respect the different phases, 1-2-4, as this will help to make the activity more and more complex and at the same time, they will understand better how it works.

Variations: In case the activity is remarkably easy to perform, external objects can be introduced, e.g. cones or balls, which should be integrated into the activity and used as a support point.



5. Dynamics of trust in others

Title: *The circle of help*

Objective: To foster mutual trust and support among group members.

Materials required:

- *Post-it*

Instructions: First of all, you should start by explaining to the students that you are presenting an activity that aims to promote trust between them. It is a popularly known activity, although it will have slight variations.

The class will be divided into groups of 5 and then each member of the group should go to the centre, close their eyes. The remaining group should move somewhere close to where the pupil in the centre is and form the "rescue group". Then they should give the instructions to their partner to get there and jump with their back to the group, repeating the dynamic until all the partners have experienced it.

To conclude, a group reflection process will be carried out, where each student will have to express two feelings or emotions they have felt and what their greatest fear has been.

Variations: Groupings can be modified, so that the pupil in the centre can be two or more people, but this will require that the rescue group must also increase in people, to ensure the safety of the activity.



Title: The fan of trust

Objective: To foster mutual trust and knowledge of other colleagues.

Materials required:

- Sheet of paper
- Pens

Instructions: Following a rotating sheet dynamic, the pupils will be placed in a circle and each one will write their name in large letters on their sheet.

The sheets of paper will be rotated among the partners and each one will have to write two positive things to highlight about the partner on the sheet that belongs to him/her, as well as two questions or questions that they would ask to get to know him/her better, bearing in mind that this will be anonymous.

The sheets of paper will be passed around until everyone has written on all their classmates' sheets of paper. Then each student will pick up their own paper and will answer the questions they see fit to answer. Whoever wants to can hang it up on the class corkboard so that the rest of the classmates can see the possible answers they have given.

Variations: You can introduce other questions or issues that you want to develop, such as aspects to improve as a person...etc.



Annex 3 - Visual analogy

PENSA Trip: Travel agency

PLACES YOU VISIT

Curricula contents

CURIOSITY FOR NEW THINGS

passion for learning

Where do you want to TRAVEL?

TURISTIC GUIDE

Teacher is the touristic guide

THE TYPE OF TRAVEL

Active methodologies





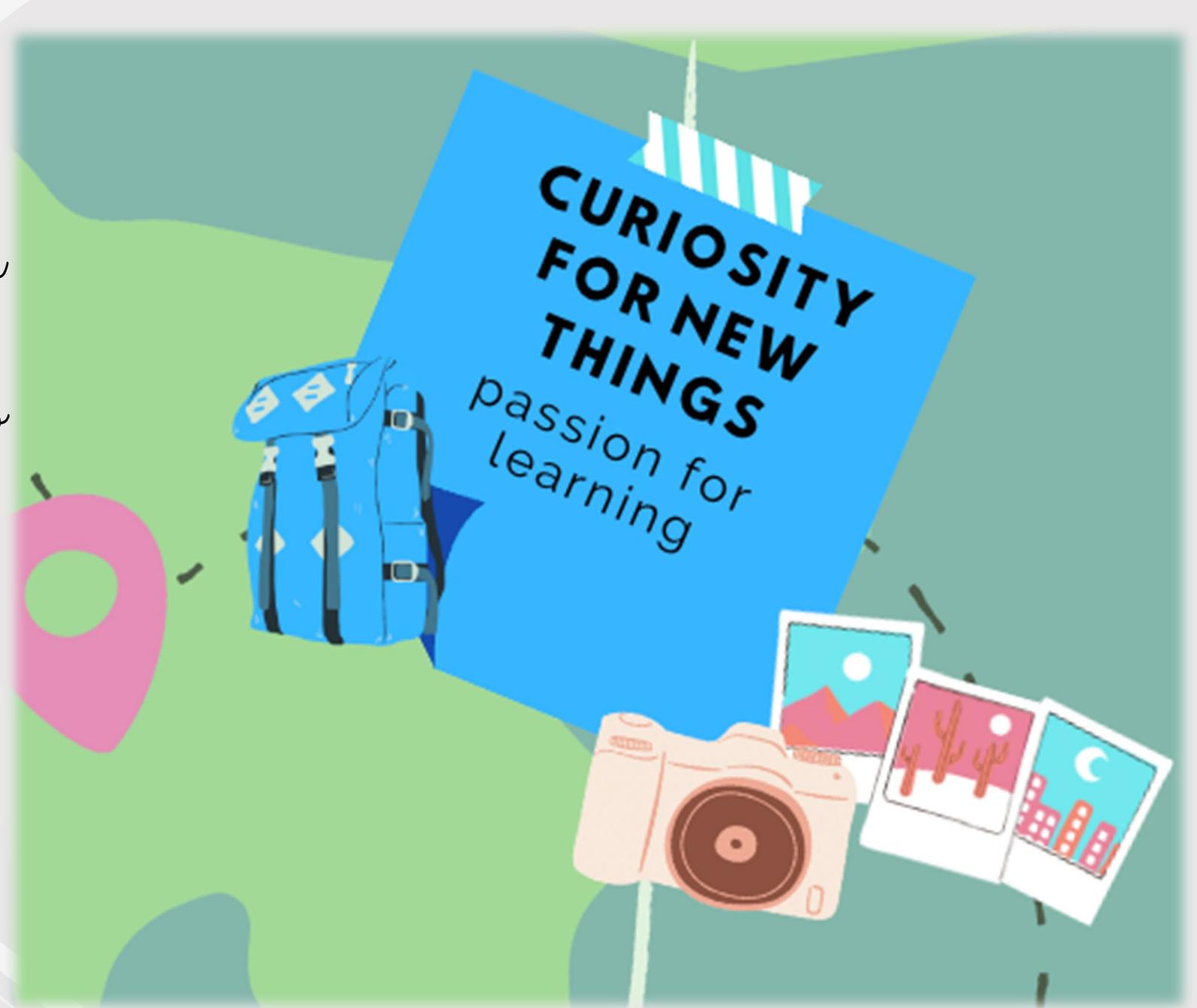
What do you
want to
learn?



The teacher accompanies the learning process



This travel will be a personal, individualised journey that seeks to respond to the curiosities of our tourists.



Annex 4 - Games

Name of the game: "Sinuous snake"

Objectives of the game:

- Practice verbs in the past.

Materials needed: Board game, dice or the roulette provided with the board game, and counters. If the teacher wants students to write down the sentences, they will need paper and a pencil.

Instructions:

1. Throw the dice.
2. The number obtained indicates the verbal tense the student will use to make a sentence.
3. If the sentence is not right, the student cannot move the counter.
4. If a student gets to a square that has the end of an arrow, s/he can move the counter to the square that contains the beginning of the arrow. The same will happen with the arrow in the opposite direction.

End of game: the student who gets to the head of the snake first wins.

Variation: This board game can be used with many different aspects of grammar, vocabulary, or pronunciation. For example, prepositions, nationalities, types of adverbs, etc. 

Variation: Depending on whether the number on the dice or the roulette is even or odd, the student must say one type of word, or another as indicated in the chart. 

ODD NUMBER	EVEN NUMBER
<i>Simple present</i> <i>There is/are</i>	Present continuous There was/were
<i>Frequency adverbs</i>	Place adverbs
<i>Vocabulary about nationalities</i>	Vocabulary about furniture
<i>Regular past form of a verb</i>	Irregular past form of a verb
...	...



TRAVEL LIST

What metacognitive and socioemotional skills will be worked on in this session?

COGNITIVE SKILLS

- COGNITIVE STRATEGIES (DESCRIBING, EXPLAINING, RELATING, QUESTIONING, EVALUATING, ETC.)
- TROUBLESHOOTING
- CREATIVITY
- CRITICAL AND ETHICAL THINKING

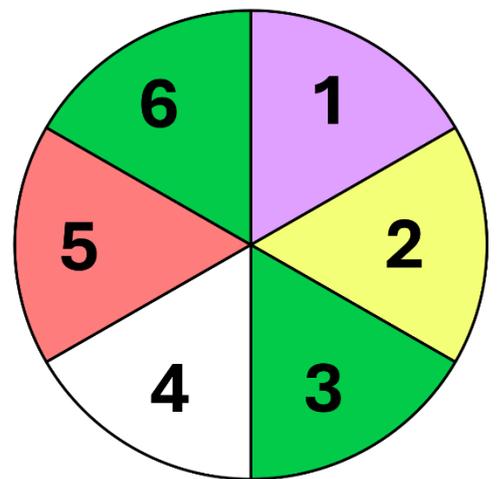
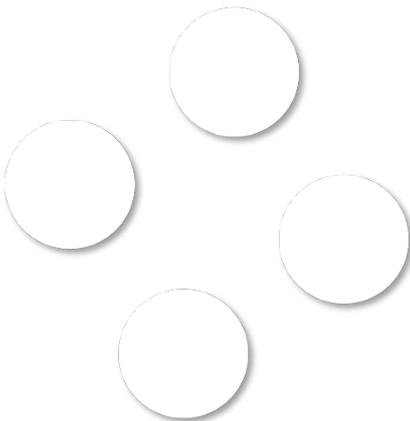
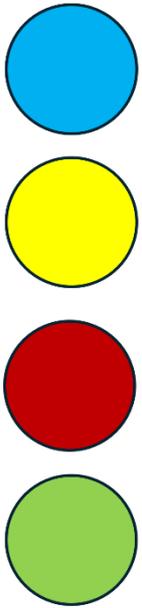
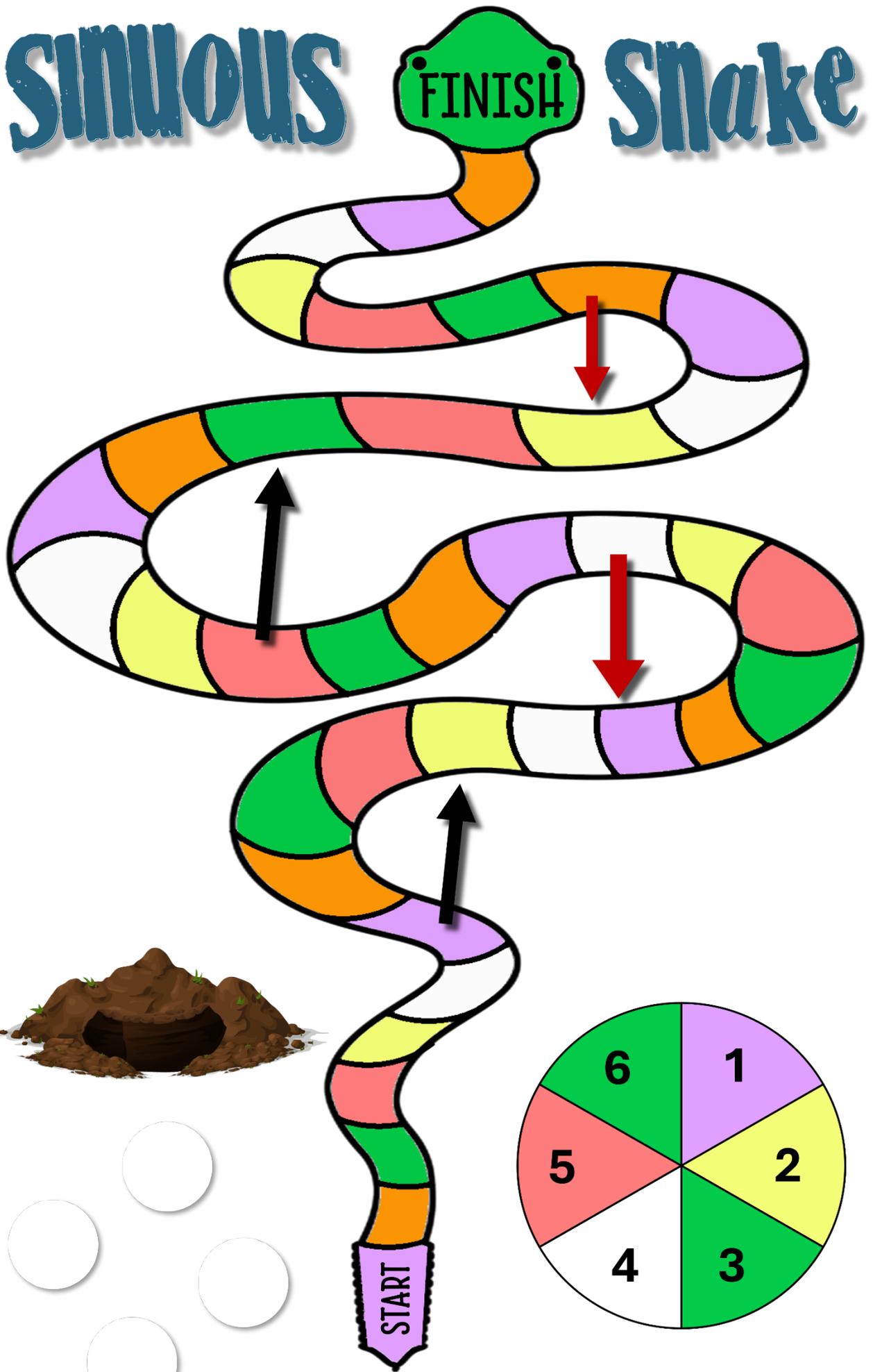
METACOGNITIVE SKILLS

- SELF-REFLECTION
- PLANNING AND ORGANISATION
- SELF AND TASK SUPERVISION

SOCIO-EMOTIONAL SKILLS

- SELF-REGULATION
- EMOTIONAL INTELLIGENCE
- EMPATHY
- TEAMWORK
- ETHICAL DECISION-MAKING

SINUOUS FINISH Snake



GRAPHIC ORGANISERS FOR THINKING ROUTINES

I SEE

What do you think you know about the topic?



I THINK

What do you think about this topic?



I WONDER

What questions do you have about this topic?



CONCEPT MAP

Generate – Classify – Relate

TOPIC: Write a title that sums up the topic I want to address

GENERATE

a list of ideas about the topic

CLASSIFY

the most important ideas

RELATE

each of the main ideas with other concepts and ideas

CONCEPT MAP

Generate – Classify – Relate

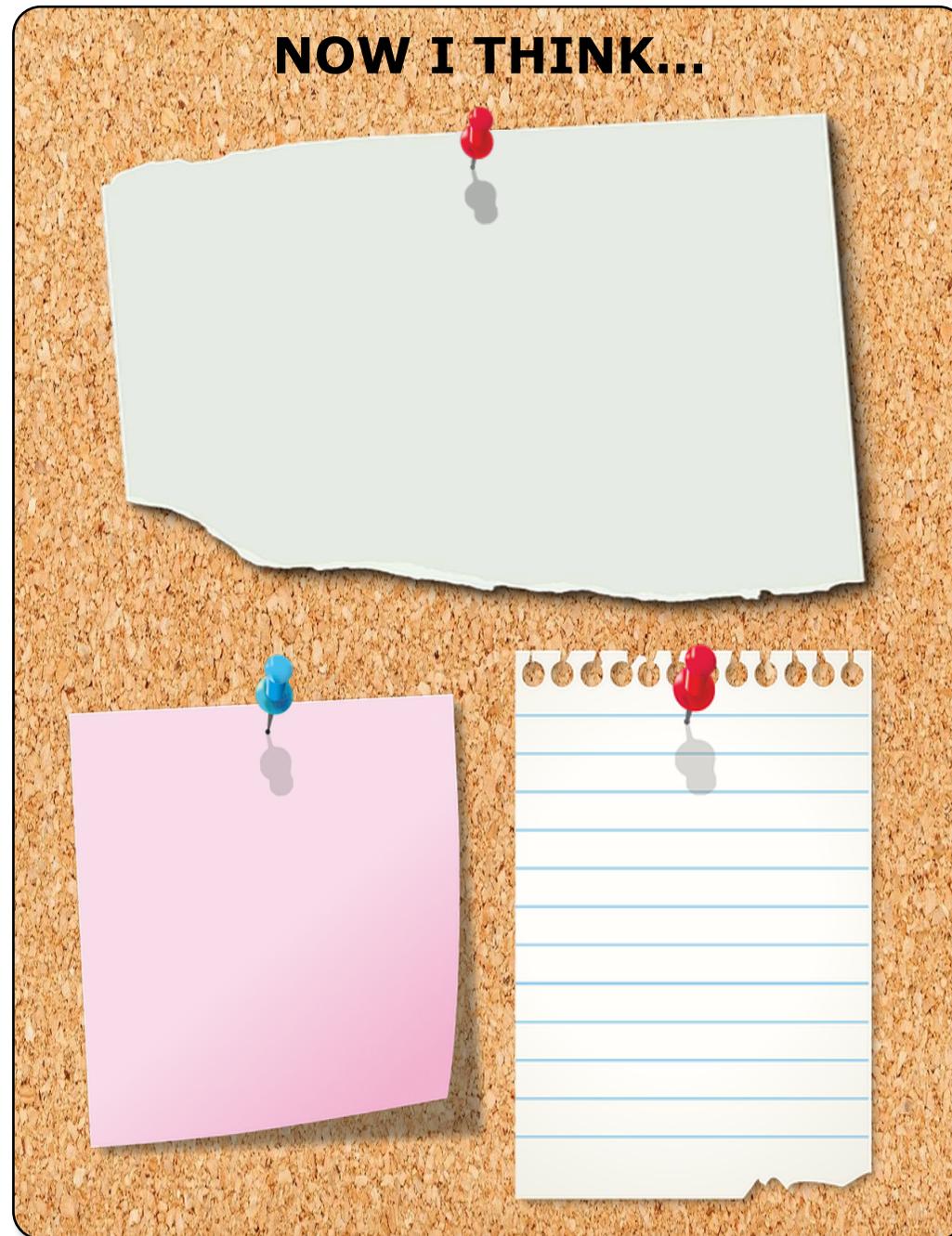
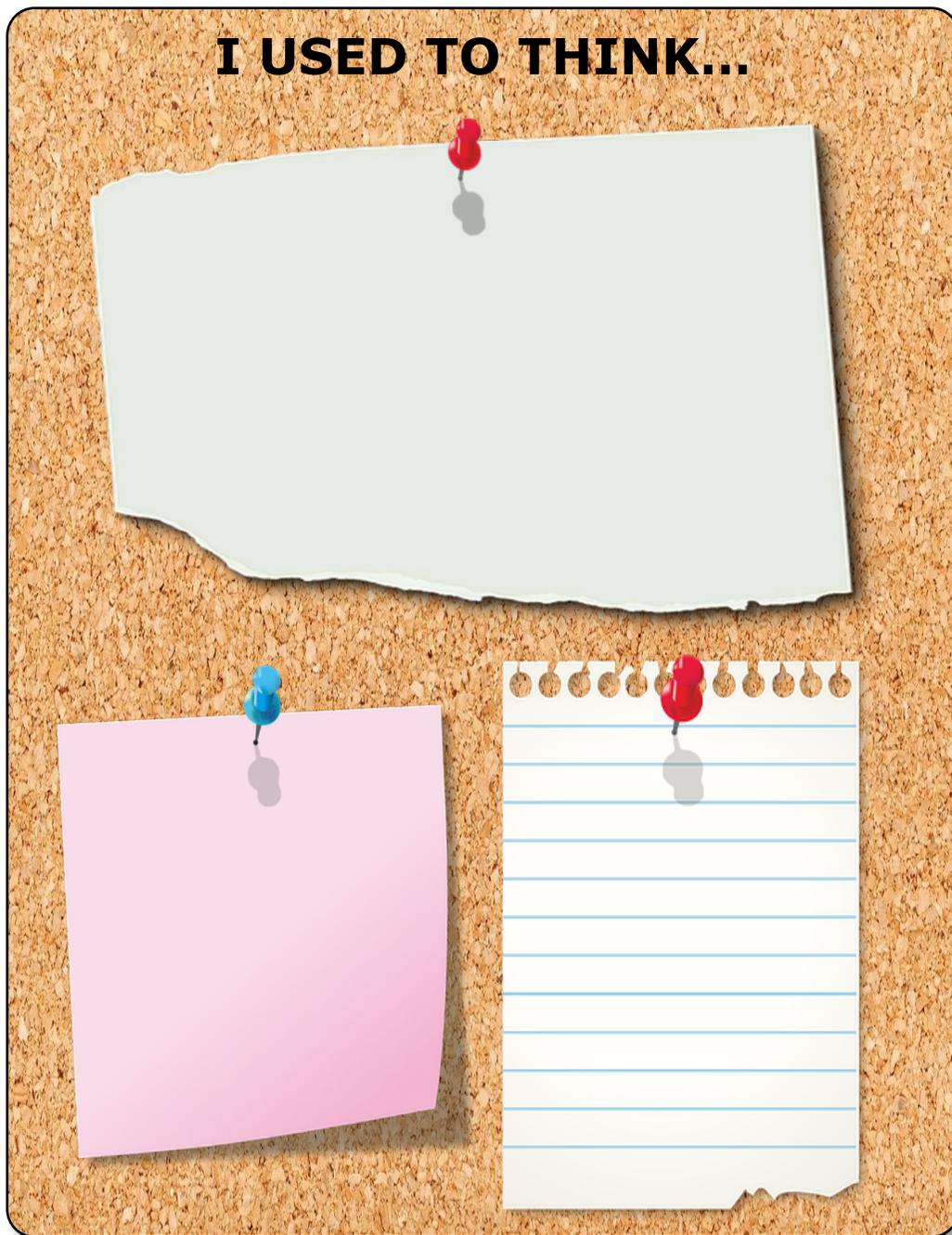
DEVELOP and organise ideas through a diagram, concept map or mind map



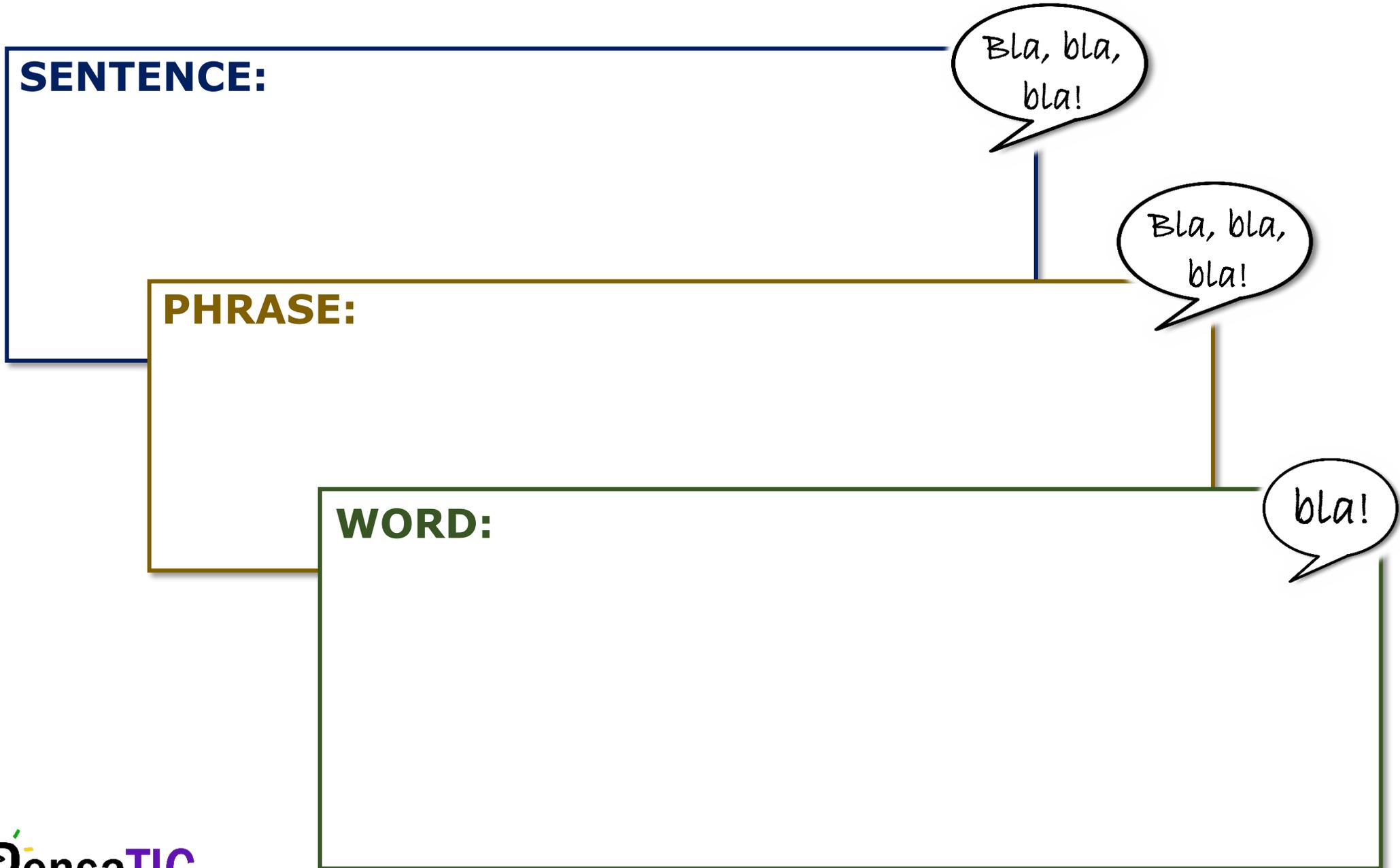
I USED TO THINK...NOW I THINK

I USED TO THINK...

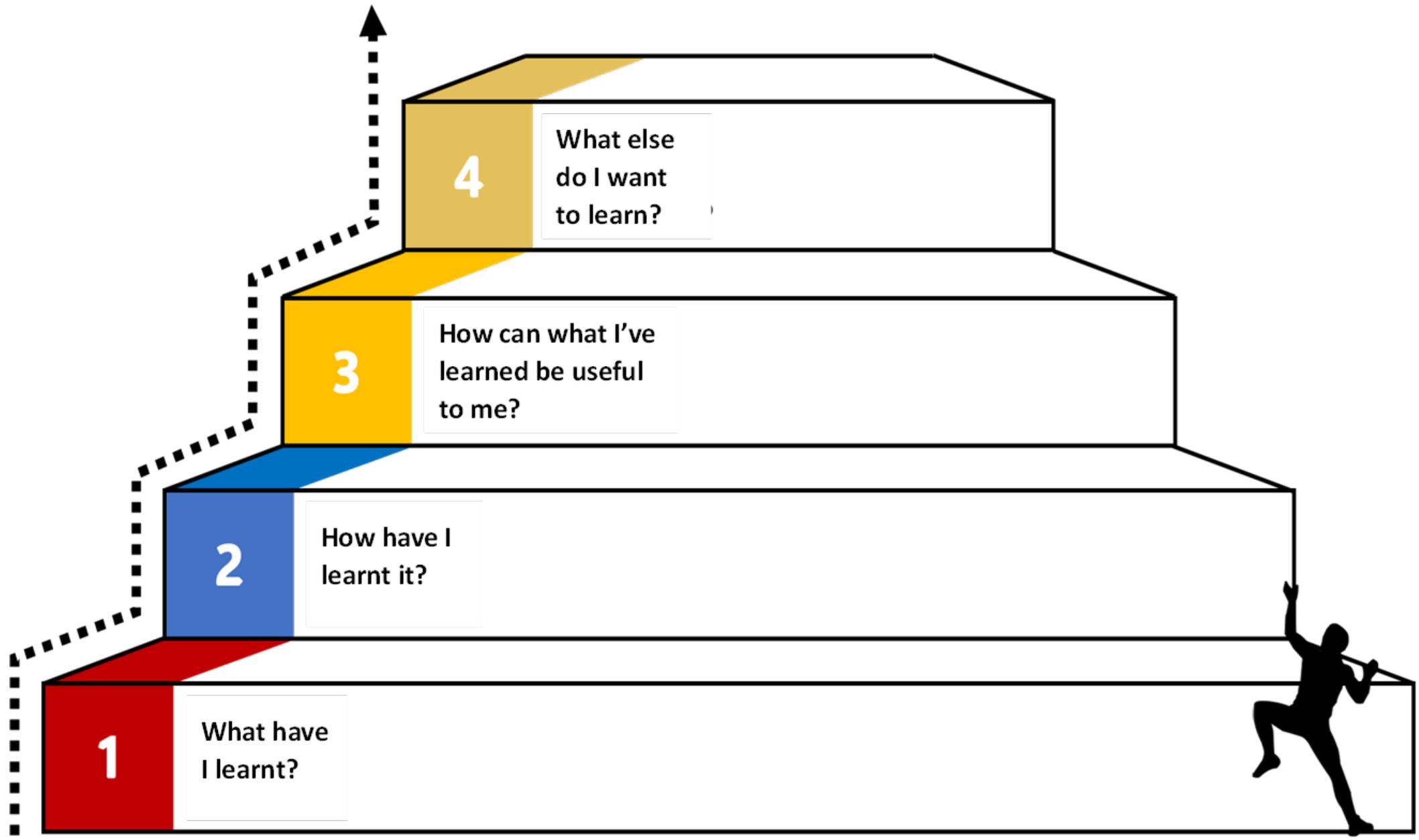
NOW I THINK...



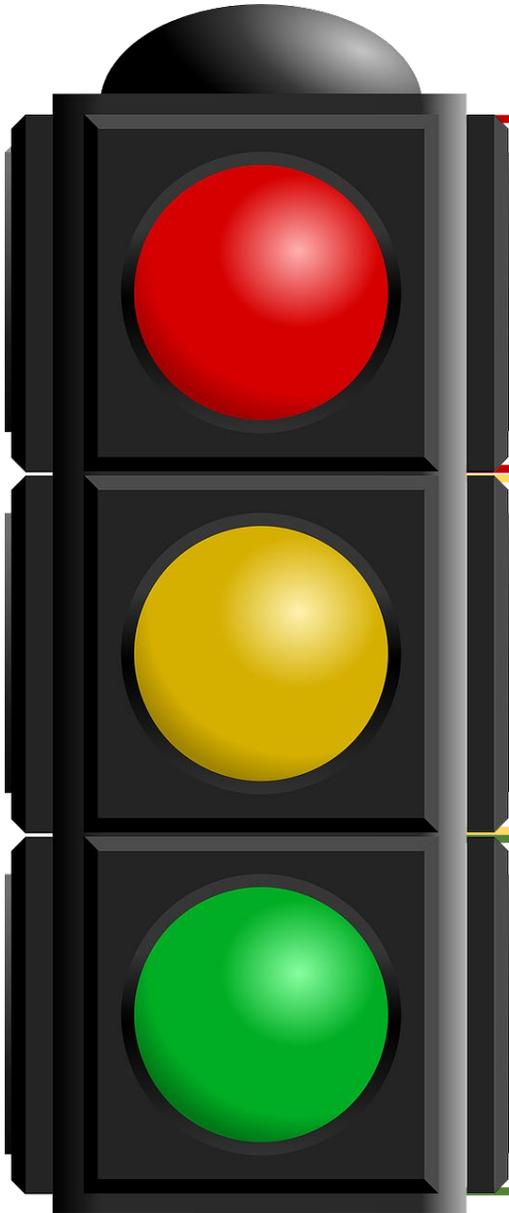
SENTENCE-PHRASE-WORD



The metacognition ladder



THE TRAFFIC LIGHT



[Empty red-bordered box for red light meaning]

RED LIGHT:
I don't know it

[Empty yellow-bordered box for yellow light meaning]

YELLOW LIGHT:
It's not clear yet

[Empty green-bordered box for green light meaning]

GREEN LIGHT:
I understand it

HEADLINES



Blank area for writing a headline, featuring a white rectangular box at the top and four horizontal lines below.

Blank area for writing a headline, featuring a white rectangular box at the top and four horizontal lines below.

COMPARE - CONTRAST

[] ———— []

How are they alike?

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]

How do they differ?

with regard to:

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] []

What similarities and differences are most significant?
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Conclusion or interpretation
|
|
|
|