

May 2022	Weekly Plan	Methodology
<p>Monday 9th:</p> <p>IC Primary School Galvani: Via Galvani,7 20124 Milan. tel. 02 88440253 The referent of the project: Fortunata Crea cell.+39 3284219288</p> <p>Our school is in an area called Stazione Centrale. It includes two primary schools: Galvani and Casati and two middle schools: Fara and San Gregorio.</p>	 <p>WELCOME TO IC GALVANI 9:30 a.m.: Meeting IC Galvani Principal Mrs Anna La Rocca and the administrative staff.</p> <p>Visit the school laboratories:</p> <ul style="list-style-type: none"> - Informatics Lab - Special needs support classroom - Library - Gym - Courtyard - School canteen <p>Visiting classes and observation of the MATH INVALSI test (second and fifth grade)</p> <p>12:30-2:15 p.m.: LUNCH BREAK</p>  <p>2:15 pm: VISIT CASATI PRIMARY SCHOOL (it takes 15 minutes on foot from Galvani Primary school)</p> <p>Welcoming activity and visit the school labs:</p> <ul style="list-style-type: none"> - Informatic Lab - Psychomotricity Class - Library - Gym - Courtyard - Science Lab - School canteen <p>Visiting Casati Primary school students</p> <p>2:20-3:20 p.m.: CLIL activity - class 4B - Teacher: Mrs Marmi</p>	<p>INVALSI: The National Institute for the Evaluation of the Education and Training System are National standardized tests for grades 2, 5, 8, 10, and 13. For grades 8, 10 and 13 tests are computer-based. Although in Italy youngsters spend more time in school than in most other countries, schools are unable to close the gap in the social inequalities they enter with. According to international surveys, one significant reason for this is that our children are not generally as good as others when it comes to applying what they have learned. Using the same tests for everyone helps us to identify areas that need improvement. Pupils must therefore study what they have always studied, but they must also get used to using the knowledge, linking it to other knowledge, and applying it to solve new problems. Therefore, the tests are not simply a memory exercise, but one of reasoning. The tests assess some fundamental skills as all pupils must be able to understand and use a written text and express themselves in Italian, showing also mathematical knowledge to tackle problems in the real world. Finally, they must understand spoken and written English. Clearly, the results of the tests can be influenced by the background of the pupils, and the test results are also re-calculated taking the socio-economic background into consideration. Along with the test scores, the school effect tells us whether there is work to be done to improve a class or whole institution, and how much. The paper-based test lasts 75 minutes plus 10 minutes to answer the student questionnaire. Special educational needs or disabled students, have 15 minutes extra time to complete the test.</p> <p>CLIL approach to science The lesson focuses on animals and their classification. Tools: Copybook, Computer, WIB, and multimedia devices used by the English mother tongue teacher. The teacher in charge has already introduced students to the topic so the aim of this CLIL lesson is to improve their scientific knowledge and acquire more English vocabulary and functions. Whenever students need help the English mother tongue teacher uses gestures and tries to speak slowly and clearly.</p>
<p>Tuesday, 10th May</p>	<p>8: 30a.m.: CASATI PRIMARY SCHOOL- Meeting Mrs Fiumi</p>	

8:45 a.m.: Drawing lab activity– class 1B (graphic-pictorial activity)- Mrs Cadoni.

9:45 a.m.: Science activity – class 5B- Teacher: Mrs Catania (Science Lab)

10.45 a.m.: School library activity: **Philosophy 4 children** – Teacher: Mr Falcone

11:30 a.m.: English activity- Teacher: Mrs Fiumi

12:30-2:30 p.m.: **LUNCH BREAK**

2:35 p.m.: Civic education lesson - class 1 - Teacher: Mrs Tarzia

3:35p.m.: P.E. - Location: school courtyard - teacher: Mrs Croce

Description: “Philosophy 4 children”

Aim:

- improve students’ knowledge and culture and above all specific skills such as comprehension, analyses, solving problems, critical thinking.
- transform the class into a working team favouring positive social and emotional relationships.

Methodology: lessons are carried out twice a week throughout the year

with groups of 4 students each according to the following steps:

1. reading one chapter of the book
” Identità personale e sensibilità sociale”;
2. writing questions related to the reading.
3. debate;
4. evaluation.

At this stage, the teacher observes the students without interfering or interrupting the lesson.

Description:

Students have got 2-hour P.E. lessons a week; they practice P.E. activities in the gym or at the school playground.

Of course, students prefer the outdoor activity as they feel free to move and have fun.

First, students will be involved in activities aiming to develop basic motor schemes/patterns, such as: walking, running, jumping, and activities involving different parts of their bodies as well.

After that, students will be involved in planned games to improve relationships, communication, and collaboration within the group.

PRIMARY SCHOOL GALVANI

8:35/10:20 a.m.: Bortolato Analogical Method Lab – Class 1B – Teacher: Mrs Papadia

The method that has revolutionized the way of teaching in primary school in Italy Who is Camillo Bortolato: A pedagogist and teacher with over 40 year experience in primary schools. In addition to teaching, he has for many years been intensely involved in research on methodologies and teaching tools for mathematics. He is particularly interested in designing tools which make teaching easier and school less heavy going for teachers, pupils, and parents. The **Bortolato Analogical Method** appeals to children's intuition to transform learning into a joyful flight of discovery by focusing on the innate way they learn. From 2005 to today more than 1.000.000 children in Italy have used the Analogical Method and its materials.

Three main points:

1. It is **effective** right because it gets closer to children's natural way of learning, in fact they learn before they go to school.



2. It is **comprehension at a glance**: no specific and previous learning is required, but just a redesccovery of the abilities that children have within themselves.



3. It **facilitates didactics and the teacher's work** because it doesn't impose a didactics thought by adults but it relays, first of all, on the children's innate and intuitive abilities, starting from mental calculation, which is naturally congenial to them, and then it leads them towards written calculation and its logarithms.

Wednesday 11th May

10.20/ 11.20 a.m.: Pre A1 Starters Cambridge course: Teachers: F. Crea and Ferriero – class 5°B F

Pre A1 Starters is the first of three Cambridge English Qualifications designed for young learners. These tests introduce children to everyday written and spoken English and are an excellent way for them to gain confidence and improve their English. The tests are written around familiar topics and focus on the skills needed to communicate effectively in English through listening, speaking, reading, and writing.

11:20-12:20 p.m.: Italian language lesson – class 5B- Teacher: Mrs Ferriero

Description: Creative writing

Students will use writing patterns and techniques already studied to write a news article, that will be included on the first page of the class magazine.

Methodology: Cooperative Learning: the main aim is to promote collaboration and debate within small groups of students (2-3 for each group).

12:30- 1:30 p.m.: Lunch break

	<p>1:30-3:30 p.m.: Civic education interdisciplinary project – class 3A – Teacher: Ms Pavone and Ms Comberlati+support teachers: Ms Ombra and Ms Santoro (Observing special educational needs students and the use of special arrangements such as compensatory or dispersive measures)</p> <p>3:25-4:25 p.m.: P.E - School courtyard - Teacher: Ms Iannitti</p> <p>4:30- 7:30 p.m.: SIGHTSEEING IN MILAN Mrs Crea and Mrs Corsanini</p>	<p>Description: Environmental Education project: respecting nature, biodiversity, natural parks.</p> <p>From Camonica Valley to the classroom: after a brainstorming activity students will focus on the feelings and emotions related to the experience. A debate will follow, and students will settle on “eco-friendly rules” to respect. Video watching activity: Italian natural parks. Through an oral interaction and picture observation, students will be introduced to pollution issues.</p> <p>Description: Students will have their P.E. lesson in the school playground. After a muscle warm-up, a variety of motor patterns will be used and mixed (at this stage a student will be the conductor); then, to improve students’ relationships and the importance of cooperating and being a team member, students will follow relay paths. Finally, students will play a team game whose aim is to make them respect rules, accept defeat, celebrate their victory respecting their opponents.</p>
<p>Thursday, 12th May</p>	<p>PRIMARY SCHOOL GALVANI From 8:00 a.m. to 1:30pm - School trip to La Marcite</p>  <p>RAISING AWARENESS ABOUT HISTORIC AGRARIAN LANDSCAPE: A THIRTY-YEAR EXPERIENCE OF TICINO PARK.</p> <p>Paola Branduini, Politecnico di Milano With the collaboration of Fabio Carrelli, Politecnico di Milano Bicocca, Michele Bove, Francesco Magna, Francesca Trotti, Parco Lombardo Valle del Ticino</p> <p>Participatory approaches for territorial cohesion Granada, 26 November 2019</p> 	<p>La Marcite</p> <p>Aim: raising awareness about historic agrarian landscape. involving students in practical agricultural activities.</p> <p>Methodology: Jigsaw: cooperative learning technique</p> <p>This activity will take place at Lambro Park, with the collaboration of Professor Architect Paola Branduini from the Politecnico di Milano. Teachers: Mrs Iuliano Giusy and F. Crea Class: 2B</p>

	<p>CASATI PRIMARY SCHOOL</p> <p>3:p.m.: A Library project – class 4 A -</p> <p>Teacher: Mrs Gioioso Adriana</p>	
<p>Friday, 13th May</p>	<p>PRIMARY SCHOOL GALVANI:</p> <p>8:30- 10:30 a.m.: Art Lesson – Class 2 B –</p> <p>Teacher: Mrs Costantino</p> <p>Bidding farewell to the students, Principal and teaching and non-teaching staff.</p> <p>LUNCH BREAK</p> <p>2:30 pm: Italian language/Art lesson –</p> <p>Teacher: Mrs Corrado – Class 4A</p>	<p>Preparing farewell cards using paper or cardboards.</p> <p>During the afternoon the activities are based on the artist and illustrator Hervé Tullet techniques.</p> <p>Step 1. The classroom turns into a kitchen-atelier of fantasy, students wear aprons and make artistic dishes following directions that will inspire and stimulate/encourage their imagination and self-expression.</p> <p>Step 2. Drafting of a regulatory text: students will write down the stages of how to prepare their own dish of fantasy using the regulatory text structure (recipe), chronological and logical order, bulleted list, infinitive verbs, specific language.</p> <p>Writing of Dadaist Poetry:</p> <p>students have already been given a little info about Dadaism and Tristan Tzara and according to this previous knowledge they will write immediate, extravagant, and free poems using newspapers clippings.</p>