

Title: Connecting ideas

Educational level: 3º- 4º ESO

Curricular areas: English

Timing: Any term



Summary

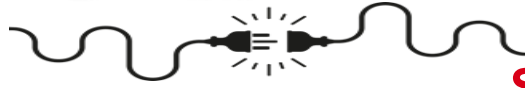
Divide students into seven groups and work as you can see in this [presentation](#)



Aims

Help students to identify and use connectors in their writing by recognizing patterns and using cards.

Key competencies to develop: Linguistic Communication Competence, learning to Learn Competence, Social and Civic Competences, Sense of Initiative and Entrepreneurship and Cultural Awareness and Expression



Steps to follow



1. Work connectors and their categories. Let students get familiar with the cards and their colours.
2. Divide students into 7 groups. Start giving each group one colour cards of connectors. Wait two minutes for them to analyse them and say "NEXT" so all the groups should change their cards. Repeat this seven times until all the groups have studied each category of connectors. First session
3. Each group is given a felt tip (there will be same colours as categories of connectors). Then an example text is given to each group and in two minutes again they should circle all the connectors with same category colour as the felt tip, when time is over, they will pass to their right the felt tip and they will get another colour from their left to repeat the sequence until it is finished with the seven colours. Second session
4. Now a gap text will be given to each group to be filled in with its corrects connectors, stablishing rotative turns of three minutes of felt tips again until they finish their whole gap text. Next, they write down the pattern. Second session also (third if it is needed).
5. In groups, they produce in paper a text from the beginning using connectors. Third session (fourth if it is needed).



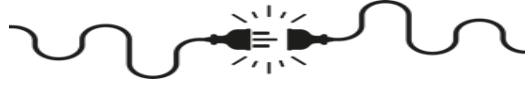
Suggestions

Adapt the activity to the sessions you feel better with. It could be a great idea to work it with a language assistant.





Unplugged Activity



Resources

- **Human:** Teacher
- **Material:** Connector cards, felt tips, example texts, gap texts, pen and paper.



Space: Classroom

Type of activity: Unplugged activity



Believe it or not	To begin with	Finally	Moreover	Therefore	As a result
First of all	Initially	Furthermore	In addition	For example	For instance
All the outset	Then	However	on the other hand	Such as	In conclusion
Next	After that	Nevertheless	Because	To sum up	All in all

Unplugged Activity

Text 1

_____, I want to tell you about my trip to the mountains. _____, we hiked to the top of a beautiful peak. _____, we had a picnic by a lake. _____, we returned home tired but happy. _____ the scenery was breathtaking. _____, the weather was a bit cold. _____ of the cold, we had to wear warm clothes. _____, I wore a thick jacket. _____, it was an unforgettable experience

Unplugged Activity

Connecting Ideas

Unplugged Activity

Text 2 KEY

To begin with, I want to share my experience of visiting a science museum. Next, we explored the interactive exhibits. After that, we attended a fascinating workshop on robotics. Finally, we watched a 3D movie about space exploration. Moreover, the museum had a great cafe. However, it was quite crowded. Because of the crowd, we had to wait in line for some exhibits. For example, the planetarium show was very popular. In conclusion, it was an educational and fun day. Believe it or not, I learned a lot about science.

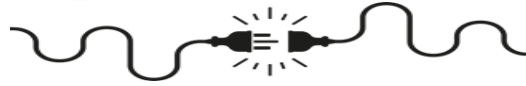


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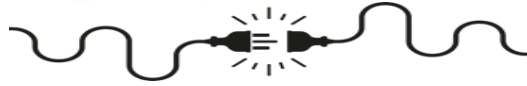
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Assessment

Assessment Criteria	4 Excellent	3 Very good	2 Satisfactory	1 Needs improvement
Use of Connectors	Rich variety of connectors and properly used along the text	Several connectors correctly used. Little mistakes.	Some connectors used with occasional mistakes.	Few connectors used and frequent mistakes.
Text Coherence	The text is very coherent and fluent, with well-connected ideas.	The text is coherent and fluent, with some weak connections.	The text is generally coherent, but with some disconnected parts.	The text lacks coherence and ideas are not well connected.
Creativity and Originality	Shows a high level of creativity and originality in writing.	Shows creativity and originality, but with some common areas.	Shows some creativity, but is mostly common.	Lacks creativity and originality.
Grammar and Spelling	No grammatical or spelling errors.	Few grammatical and spelling errors.	Some grammatical and spelling errors.	Many grammatical and spelling errors.



Computational Thinking

Logic (prediction and analysis): thinking to make predictions, solve problems and make decisions based on available information.

Algorithms (steps and rules): is a step-by-step process that solves a problem or completes a task.

Decomposition (breaking down into smaller parts): breaking down problems into smaller and more manageable parts, which are easier to understand and solve.

Patterns (recognise and use similarities): recognising similarities or patterns in problems or data, which means come up with solutions quickly and effectively.

Abstraction (delete unnecessary details): simplifying things in a problem hiding unnecessary details or aspects to focus on those which are relevant and essential.



More information

Cards



Gap texts



Example texts



Presentation

