

ESTANCIA PROFESIONAL EN EL EXTRANJERO

**5 AL 16 DE NOVIEMBRE
ST GEORGE CHURCH OF ENGLAND
BATTERSEA, LONDON
MARINA ÁLVAREZ ÁLVAREZ**

- Mi nombre es Marina Álvarez y soy maestra en el CEIP Villalpando de Segovia. Durante el mes de noviembre tuve la oportunidad de visitar un centro en Londres , St George school Church of England, pionero en el uso de un método de lecto-escritura llamado “TALK FOR WRITING”.
- Con esta presentación pretendo explicar brevemente en qué consiste el método “TALK FOR WRITING”, pues, desde mi punto de vista, fomenta la expresión oral y mejora la expresión escrita de los alumnos. También compartir el sistema de corrección que utilizaban en todo el centro y por último un par de actividades que observé y me parecieron relevantes para su uso diario en el aula.

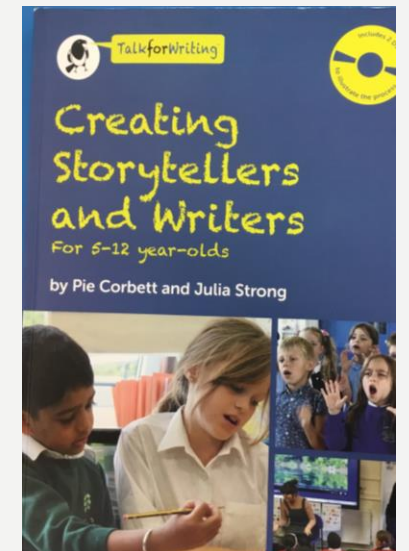
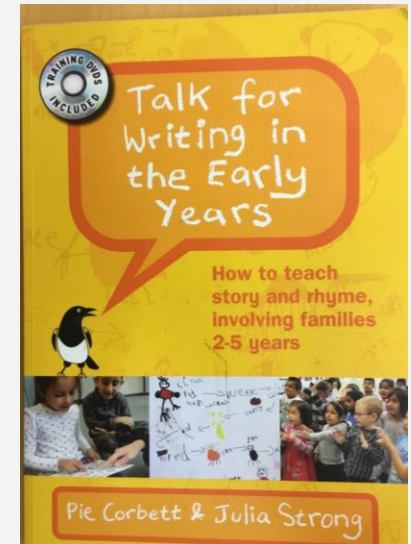
TALK FOR WRITING

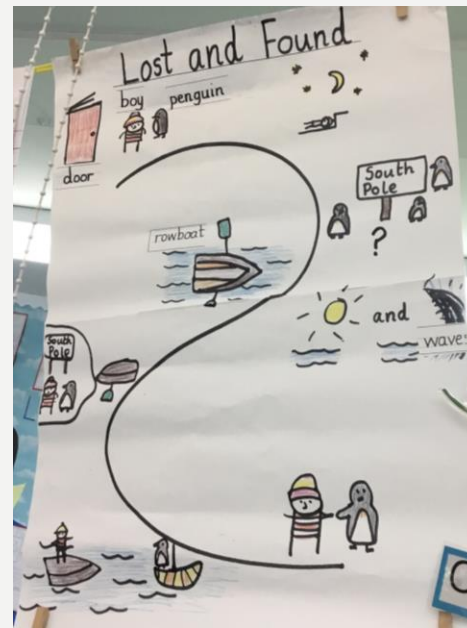
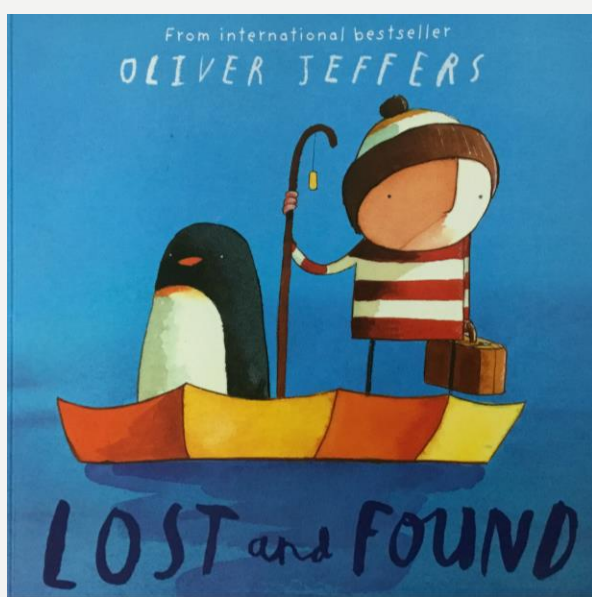
- Es un método de lecto-escritura creado por Pie Corbett y Julia Strong.
- Este método permite a los alumnos, imitar oralmente el lenguaje necesario antes de leer, analizar y finalmente escribir su propia versión de un texto.
- Este proceso tiene tres etapas: fase de imitación, fase de innovación y fase de escritura independiente.

Imitación

Innovación

Escritura
independiente





FASE DE IMITACIÓN

Para empezar, se establece un contexto con el que enganchar a los alumnos al tema que vas a querer tratar. Yo observé que lo realizaban a través de un cuento, el cual iba a ser el hilo conductor de la historia y se enlazaría con otras asignaturas. Durante las siguientes sesiones harían un mapa de la historia (story map) y asociarían acciones a la historia para recordarla. De esta manera, los alumnos escuchan la historia, la repiten y se divierten antes de escribirla.



Once there was a boy. One day he found a penguin at his door. The penguin looked sad and the boy thought it must be lost.

That night, the boy couldn't sleep for disappointment. He wanted to help the penguin but he didn't know how.

The next morning he found out that penguins live in the South Pole. How could he get there?

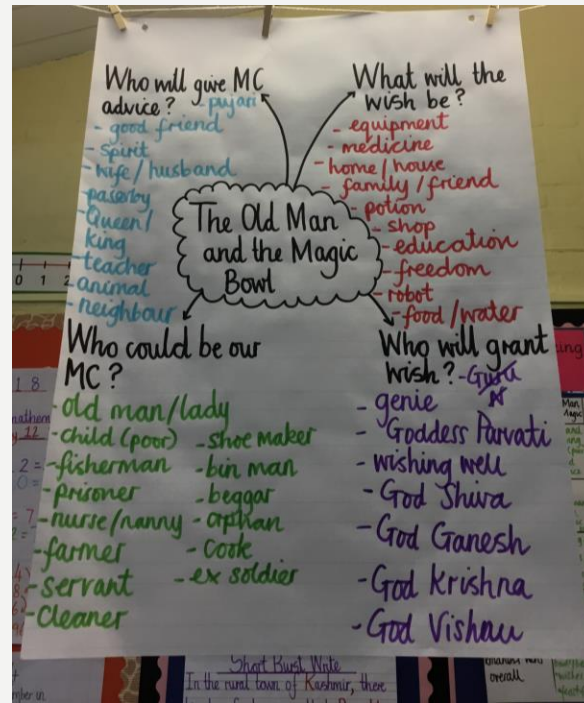
The boy packed a scarf, a hat and some gloves. Together they pushed his rowboat out to sea.

They rowed for many days and nights. They floated through good weather and bad. The waves were as high as mountains. At last they came to the South Pole.

Suddenly the penguin looked sadder than ever. At that moment, the boy realised the penguin wasn't lost. He was just lonely.

In the end, the boy and the penguin went home together, talking of wonderful things all the way.

Feature	Example	Grammar
Make MC poor, needs something to fill	Lived in a hut, no money to buy food	show not tell
MC really wants/needs something	money, food	commas in a list
Share wish with others.	Wife	" " proper noun
Someone to grant the wish	Parvati	" " proper noun
In a miserable setting	Lives in a small village - small hut	adjectives, adverbs, powerful verbs
Make us like the MC.	Shares his good fortune - invites the King, cares for his wife.	character description
Kindness and forgiveness wins overall.	He wished for a feast to share everyone	" " speech
Evil or unkind character causes problems for MC.	Prime Minister The King	" " speech



Adjectives	Nouns	Verb
beady as hawk yellow as the sun velvet eyelashes	Eyes	glistening glimmering shiny as diamonds or silver
as sharp as a knife rotten smelly breath razor sharp	Teeth	clenches jaw growling eat you in a blink of an eye drool
long, mighty whip like spiky sharp as a dagger	Tail	smash sweep lash / thrash whack whip slash
scales as red as blood	Body	

5th November 2018

Reading as a Reader: The Old Man and the Magic Bowl

- In what way were the best of the old man and his wife? Give reasons for your answer. He had no money to buy food and he and his wife began to starve. Also the man was very poor.
- He accepted with them running down his cheeks. What does this mean? Tick one. The King was flattened to be excited. The King found it happy meaning to be excited. The King was of joyful when excited. The King was upset when excited. The King was of joyful when excited.
- Look at the paragraph beginning 'The next day...'. Find and copy the phrase that tells you that the King is an unkind person. What did this tell you about the King's character? The King took the bowl for himself and so the old man and his wife were left to starve once more.
- When they arrived at the hut, they had the shock of their lives. Use your own words to describe what the shock was. They had the shock of their lives because they had so much money and the man was living in a hut.

Thursday 8th November 2018

Wishing Tale Toolkit

The Old Man and the Magic Bowl

One day King had an old man who had been blind for a long time. He had a magic bowl that could give wishes. A poor man found the bowl and he wished for a feast to share with everyone. The king was of joyful when excited. The king was of joyful when excited.

Before the old man could enter the temple, the king's soldiers caught him. The king's soldiers caught him. The king's soldiers caught him.

The old man asked to share his good fortune with others so he decided to make the king and his courtiers for dinner. The king took the bowl for himself and so the old man and his wife were left to starve once more.

The next day when they arrived at the hut, they had the shock of their lives because they had so much money. The king took the bowl for himself and so the old man and his wife were left to starve once more.

Upon hearing of this, Parvati gave the old man a rat. Instructed him to ask it for food wherever he was hungry and to ask the King for dinner again.

When the King returned, the old man used the rat to wish for food but instead it started to beat the King and all of his guests.

"Return the bowl and the beating will stop," explained the old man.

The king returned the bowl and the beating stopped. The old man used the bowl and the rat and wished for a feast to share with everyone.

to MC.

- Make MC poor needs something to fill.
- MC really wants/needs something.
- Share wish with others.
- Someone to grant the wish.
- In a miserable setting lives in a small village.
- Makes us like the MC.
- Kindness wins overall.
- Evil or unkind character causes problems for MC.
- A character that gives advice.

FASE DE IMITACIÓN

Una vez el lenguaje del texto está interiorizado se realizan actividades de lectura y relacionadas con las características necesarias para escribir el texto independiente. Los maestros utilizaban una tabla con la estructura del texto y las características de cada párrafo. Además les mostraban un ejemplo, de esa manera era más sencillo para los alumnos entenderla.

Las actividades En esta fase se hacían en gran grupo, los alumnos hablaban sobre lo que escribirían en cada párrafo. De esta manera internalizaban la estructura del texto.

FASE DE INNOVACIÓN

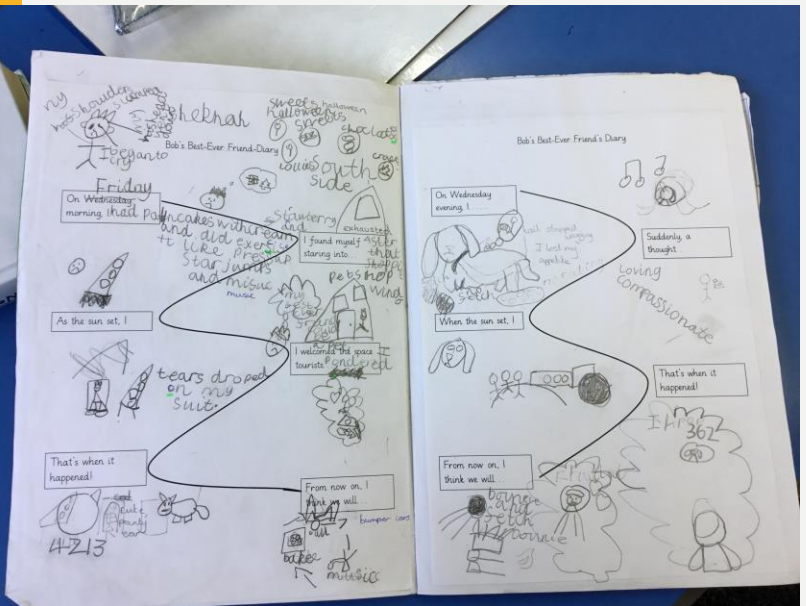
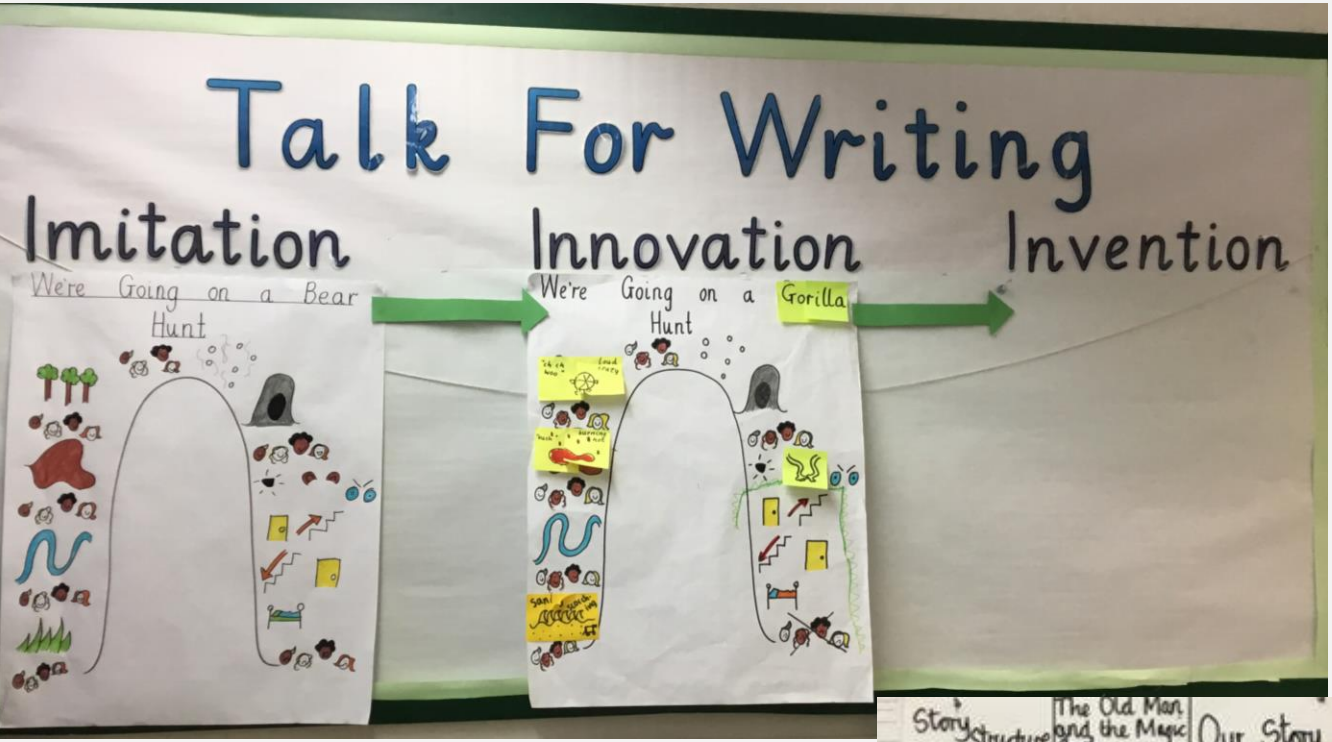
Durante esta fase, lo alumnos empiezan a innovar sobre el patrón del texto.

En los cursos inferiores se modificaban los "story map", creaban una versión nueva de la historia y la compartían de manera oral. En cursos superiores se les enseñaban palabras de vocabulario y estructuras gramaticales importantes que luego deberían incluir en su historia.

Lo más importante de esta fase es que, los alumnos realizan una escritura común aportando ideas oralmente y plasmándolo en un papel, lo cual ayuda a escribir posteriormente la suya propia.

Se puede utilizar una tabla para mostrarles cómo se estructura para crear una historia. De esta manera, permitimos a los alumnos ver cómo se puede innovar partiendo de un texto modelo utilizando tus propias palabras.

Al final de la fase de innovación los alumnos cuentan con ideas propias que les ayudarán a generar su texto final.



Story Structure	The Old Man and the Magic Bean	Our Story
main character wants something badly	- old man and wife starving - no money for good food - poor friend gives advice	old lady → Kashmir husband - stiff/sick puyari → old lady advice → God Shiva
main character overcomes difficulty	- explain misfortune - gives old man's misfortune - given magic bean	LL. → old lady explains sense upset → God Shiva bring him health
main character faces difficulty again	- writes king for dinner - king arrives at hut - king takes bad old man stories	LL. → husband → evil son → falls sick/unconscious
main character gets what they want	- Paves old man a ride - King invited to dinner again - Return boy - beats him	
kindness wins overall	- King returned home/beating up - wishes for feast - feast for everyone	

Superstar Handwriting

Wednesday 25th September

Success Checker	Child	Teacher
I can use capital letters and full stops correctly	✓	✓
I can follow my story map	✓	✓
I can magax words from the story	✓	✓
I can create my own character and use interesting adjectives to describe them	✓	✓
I can add interesting detail about what happens in each setting	✓	✓
I can read my work out loud to check it makes sense	✓	✓

Lilly and her smile
Once upon a time there was a little girl called Lilly. One sunny morning, she woke up feeling miserable. She had lost her smile. She fell out of bed and set off to find it. First, Lilly went down stairs to watch her favourite show but she couldn't find her smile. Then, she went outside and went on her trampoline but she couldn't find her smile.

This week's superstar handwriting is by

Ava

FASE DE ESCRITURA INDEPENDIENTE

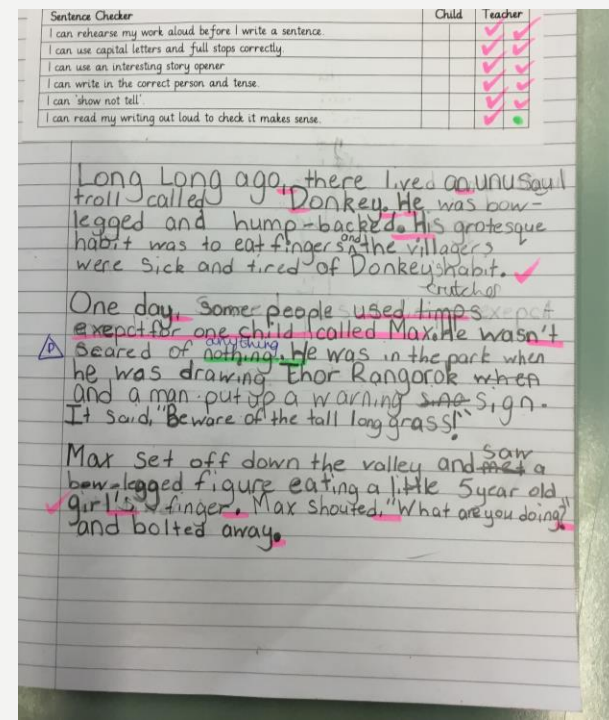
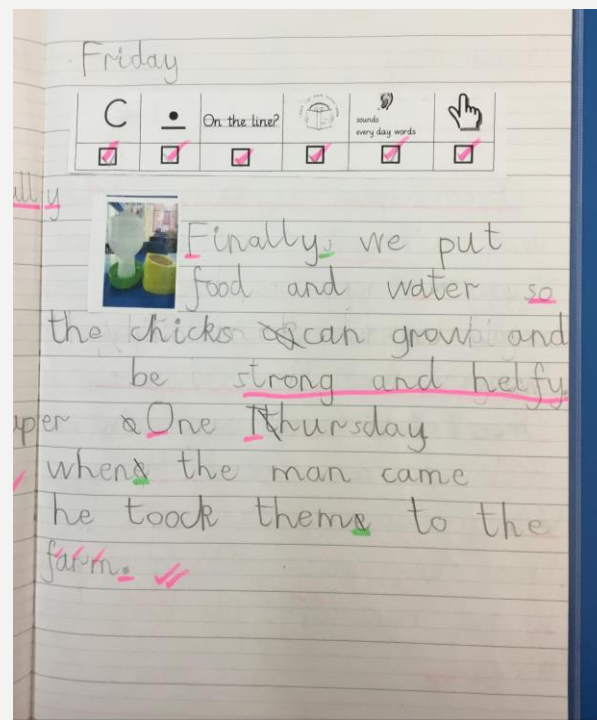
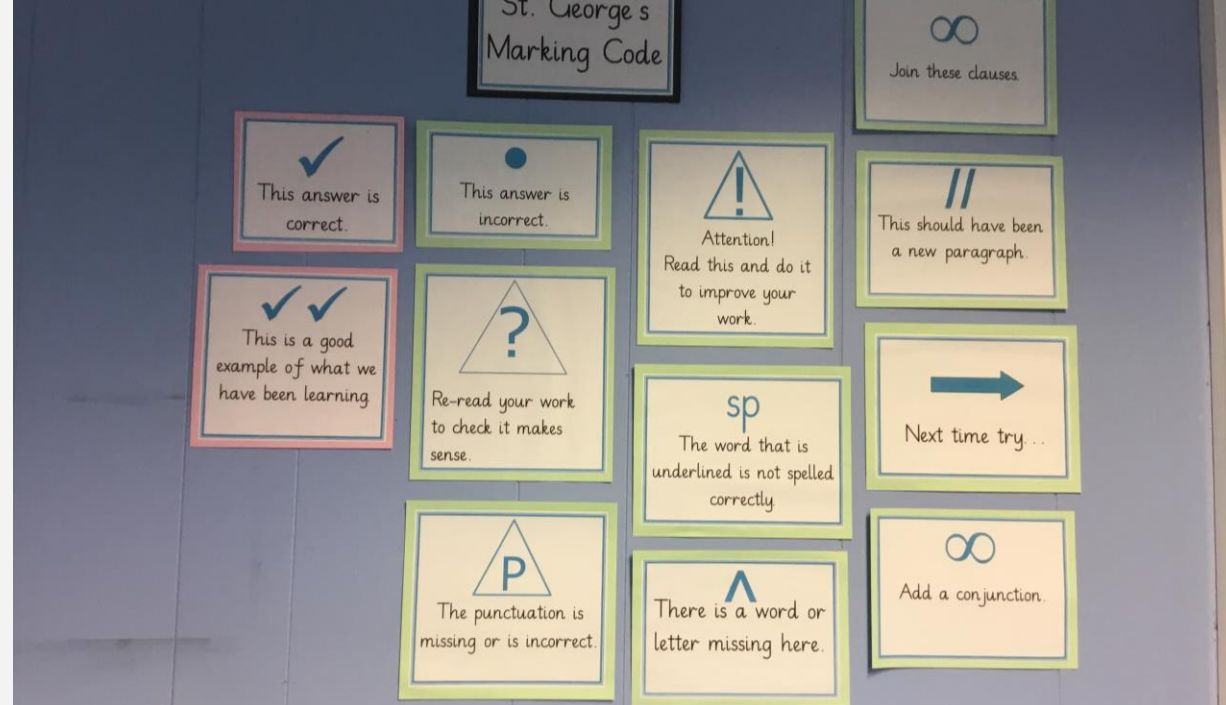
En la fase de escritura independiente, el maestro tiene la oportunidad de evaluar el trabajo del alumno y adaptar la planificación de futuros textos dependiendo del trabajo que puedan hacer.

En la parte superior de sus cuadernos tenían una rúbrica de evaluación con las características, aspectos gramaticales y ortográficos que debía tener el texto que estaban a punto de escribir.

Al finalizar el trabajo escrito, este se expone ante los compañeros y se eligen los mejores para que el resto los vea.

SISTEMA DE CORRECCIÓN PARA TODO EL CENTRO

- Todas las actividades escritas se corregían de la misma manera en todos los niveles.
- Se utilizaban los colores rosa y verde. Rosa significa que estaba bien. Verde que tenían que modificar algo. Dependiendo del signo que usaran tenían que escribir una palabra, añadir una conjunción, revirar la ortografía, puntuación...



OTRAS ACTIVIDADES RELEVANTES

- Tabla de objetivos que se pretende conseguir con la actividad. Donde los alumnos tenían siempre visible lo que se esperaba de ellos
- Actividades sencillas para comenzar el día. Solían ser de repaso y las realizaban en su cuaderno.

