

Year 4

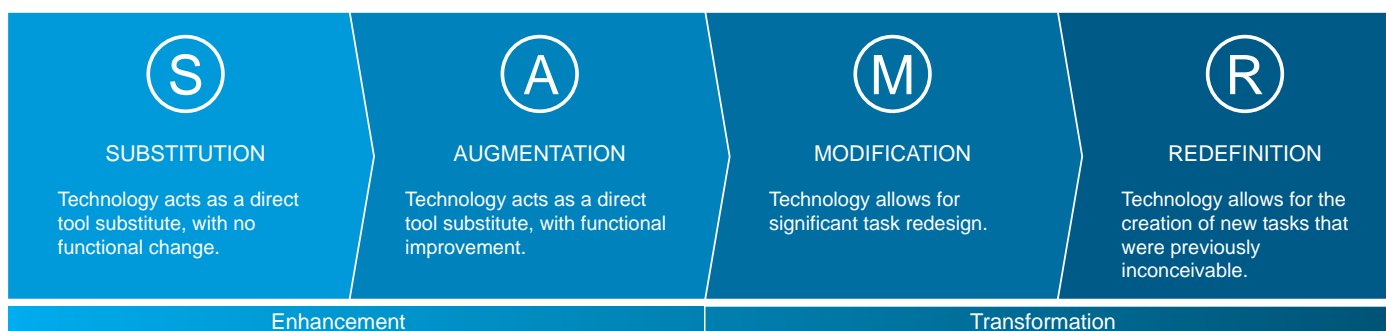


INTRODUCTION

This book has been created to help teachers in Malta and Gozo use LearnPad tablets effectively in the classroom. Our aim is for it to be a useful document that teachers can pick up and refer to often, with a wealth of ideas and resources to support schools as they begin their journey on the One Tablet Per Child project.

The teaching ideas have been planned and designed by experienced teachers. They focus on using the tablet as a tool in the classroom to facilitate learning and improve digital literacy. We believe that technology should be used in context in the classroom and should be accessible to all, so we've also included a range of suggestions for differentiating your teaching for all students.

The planned activities have been carefully chosen to foster creativity and collaboration, guiding pupils and teachers through the process of embedding technology in their approach to learning. We recognise that this process requires support and scaffolding. We've referred to the SAMR model, which explains the different levels of embedding technology in education:



Each section's cover page has teaching ideas that link to the four stages of the SAMR model. On these pages you'll also find a QR Key – scan this using your LearnPad Workbook to load a customised Lesson Profile, containing all the Apps and links you'll need for that section.

The LearnPad system is designed to make communication and feedback as easy as possible. Work can be viewed in real time by the teacher, or 'Handed In' wirelessly to ClassCloud. Teachers can send specific files or messages to students, and complete this feedback cycle – crucial for improving progress. Our ClassView technology also allows for seamless collaborative working in the classroom. Screens of all pupils' devices can be displayed simultaneously on the teacher's screen, creating a group workspace – or a single device can be shared full-screen, offering valuable prompts for discussion or peer-assessment.

We hope that this book will provide opportunities for you to open up creativity, collaboration and communication in your classroom, giving you the confidence to make the best use of these powerful tools. As education professional ourselves, we understand that a teacher's time is precious – that's why we've worked hard to make sure these lessons ideas are useful and practical. We're here to help make sure that your experience with Avantis technology is enjoyable and rewarding. Please get in touch if you have any feedback or queries.



In the following section, you'll find differentiated activity ideas linked to all the Year 4 Outcomes for Drama.

Scan the QR key to the right to launch the lesson profile on your LearnPad and explore the resources and tools we've chosen for this curriculum area.



S

SUBSTITUTION

Take photos of vignettes and order in WorkSpace to create a simple visual script.

A

AUGMENTATION

Pupils, in groups, perform and photograph a series of freeze frames – both from during a given scenario and the improvised next scenes. Add photos to Author and add captions to each, summarising the thoughts/emotions of the group at that point.

M

MODIFICATION

In pairs, script and record an interview in role with a character.






R



REDEFINITION

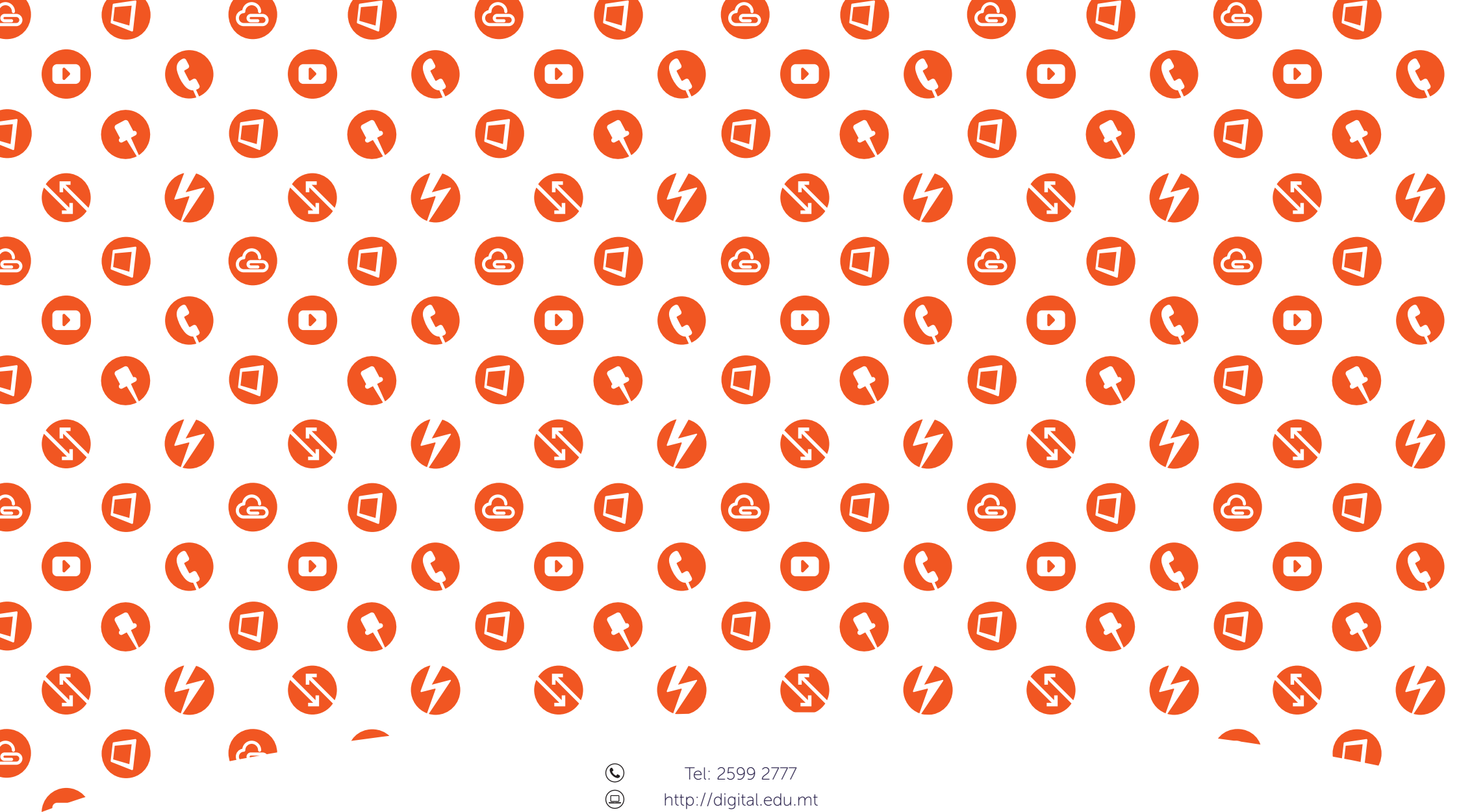
Pupils conduct interviews/ press conferences in role as a character. Interviews to be filmed using Camera tool and shared using ClassCloud. Teacher can then refer back to appropriate sections on interactive display/screen and target further questions at pupils.

Enhancement

Transformation

Outcome	Which App?	Practical Ideas for Pupils	Differentiation	
			Extra Support	Extra Challenge
I can use simple theatre conventions, such as still and moving images and improvisation to plan and depict simple scenes.	 	Take photos of vignettes and order in WorkSpace to create simple visual script.	Mixed ability groups.	
I can react to questions and dialogue, prompted by the Teacher-in-Role and in role-playing, with a partner or small group.		Pupils conduct interviews/press conferences in role as a character. Interviews to be filmed using Camera tool and shared using ClassCloud. Teacher can then refer back to appropriate sections on interactive display/screen and target further questions at pupils.	Why do you think s/he said that? How did s/he feel at that moment? How could s/he have shown that emotion using their body language?	Imagine if the response here had been (give example of response) – how would the character have reacted? Do you feel the character was being truthful here? What clues could you see in their body language?
I can explore problems in imagined situations, out of stories from real contexts and short texts, to interpret them and plan short simple scenes.		Provide pupils with a scenario/scene to interpret. Pupils, in groups, perform and photograph a series of freeze frames – both from during the given scenario and the improvised next scenes. In pairs, pupils then add the freeze frame photos to Author and add captions to each, summarising the thoughts/emotions of the group at that point.	Mixed ability pairs.	
I can identify dramatic aspects, such as conflict, turning points and characters, in well-known stories and events.		Provide pupils with images from well-known stories/events. Pupils to place into correct order then annotate the storyboard to show the dramatic aspects.	Ensure images are sourced from a story very familiar to pupils with a clear conflict and turning point.	Pupils should include annotations to show further dramatic aspects, such as mood, timing or sound.

I can explain in simple terms both in-role and out-of-role, as well as how and why, a character has reacted to a situation or problem.		In pairs, script and record an interview in role with a character.	Provide prompt questions for pupils to use to ensure the interview explains how and why.	Imagine you were this character. Would you have reacted in the same way? What would you have done differently?
I can suggest and explain, in simple terms, what elements and conventions made a performance I saw or heard successful.		Using videos (from any outcome above) handed into ClassCloud, teacher to show on class interactive display/screen. Pupils can then discuss and explain what made it successful.	What made that part successful? Was it intentional?	How could this performance be improved further? What would you change if you were to repeat this exercise?



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Operational Programme II - European Structural and Investment Funds 2014-2020

"Investing in human capital to create more opportunities
and promote the well-being of society"

Project may be considered for part-financing by the European Social Fund

Co-financing rate: 80% European Union; 20% National Funds

