

**TIPO DE ESPACIO AL QUE CORRESPONDE EL PLAN: ASIGNATURA TRONCAL**

**NOMBRE DEL ESPACIO:** Lenguas Adicionales: Inglés- Nivel 3-A2.2

Pre A1	Nivel 1 - A1	Nivel 2 - A2.1	Nivel 3 - A2.2	Nivel 4 - B1.1	Nivel 5 - B1.2
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**NOMBRE DEL PLAN:** Teamwork makes the dream work

**DURACIÓN:** 1 BIMESTRE

**INTRODUCTION:**

Hi! How are you? We are going to start learning together about TEAMWORK. This is a new journey! Here, we will learn what teamwork is and why it's important. All the explanations are easy to understand. You can learn by yourself. But if you get stuck, or you don't understand, ask your teacher! 😊

We have some challenges for you. These will help you understand teamwork. You can even practice working with others! Try to understand the ideas without looking for all the answers in a dictionary. Try to guess using the information. Then, if you want, you can check your answers. At the end of each part, there is a link. You can see the answers there. You will also find more activities and games. These will help you practice more.

Teamwork means working with other people. You share ideas and help each other. You work together to reach a goal. You learn to understand different people. You use everyone's strengths. Together, you can do more than alone. Let's learn to make good teams and do great things!

→ **TEMAS**

- *The Importance of Teamwork*
- *Teamwork in Sports*

**A lo largo de este plan aprenderás a:**

- Identificar ideas generales y específicas en textos informativos.
- Elaborar una ficha informativa (fact file) sobre un deporte, sus reglas y su historia.
- Comprender información e instrucciones sencillas sobre los aspectos positivos y negativos del trabajo en equipo.
- Expresarte de manera escrita y oral utilizando frases y oraciones simples, conectores textuales y vocabulario relacionado con los alimentos saludables y actividades buenas para tu salud.
- Relatar historias, eventos y experiencias pasadas de tu vida y la vida de los demás.
- Colaborar de manera respetuosa en actividades grupales para intercambiar ideas e información con tus compañeros/as.
- Identificar qué hiciste bien en tu presentación y en qué tenés que mejorar.
- Identificar la idea general e información específica.
- Reconocer vocabulario relacionado con deportes, sus reglas y su historia.
- Ubicar información específica apoyándote en imágenes, audio y palabras clave.
- Inferir el significado de palabras desconocidas usando imágenes y contexto.

Actividades de comprensión de textos orales y escritos, y de expresión oral y escrita, a partir de los siguientes géneros textuales:

→ **ACTIVIDADES DE COMPRENSIÓN DE TEXTOS ESCRITOS**

- Memes
- Quotes
- Fact files

→ **ACTIVIDADES DE COMPRENSIÓN ORAL Y EXPRESIÓN ORAL**

- Vídeos informativos

→ **ACTIVIDADES DE EXPRESIÓN ESCRITA Y ORAL**

- Fact files

**Producto final:**

- Elaboración y presentación de una ficha técnica sobre un deporte a elección

**Contenidos y capacidades:**

- Descripción de las reglas de diversos deportes y su evolución histórica.
- Opiniones personales y su justificación
- Descripción de un deporte a elección.
- Reflexión sobre aspectos interculturales.

**Evaluación:** se evaluará:

- Tu progreso a lo largo de todo el proceso de aprendizaje
- La tarea final como producto del trabajo de este Plan de Aprendizaje.
- El desarrollo de tu capacidad de autoevaluación y coevaluación de tus compañeros.

**⚠ IMPORTANTE ⚠**

**Al final de este plan, en el apartado “EVALUACIÓN”, encontrarás la rúbrica de coevaluación y la de autoevaluación. Te recomendamos que las mires con detenimiento antes de comenzar a trabajar. No te olvides de consultar tus dudas con tu profesor/a.**

**Extra References**

**What are Fast Finishers activities?**

These activities are designed for students who finish a task before their classmates. If you have already finished, you can choose one or all of the options to continue learning while the others complete their work.

**What does the ⚡ symbol mean in some activities?**

These activities are suggested for students who need a higher level of difficulty and a deeper approach to the learning process. If you feel ready to tackle more challenging tasks, you can choose these options to expand your knowledge.

Punto de Partida (Starting point)	Indagación (Inquiry)	Producción (Production)	Evaluación (Assessment)
2 weeks - 8 hours	3 weeks - 12 hours	2 weeks - 8 hours	1 week - 4 hours

## PUNTO DE PARTIDA

Te invitamos a comenzar este recorrido sobre el trabajo en equipo. En este apartado, comenzaremos con aquellas ideas que ya sabés sobre el trabajo en equipo partiendo de algunos videos y memes conocidos.

### RESOURCES:

- Carpeta o cuaderno del estudiante.
- [Video Friends](#)
- [Video F1](#)

#### Tip: Activating prior knowledge

Before you start the activities, think about the words you know to talk about **teamwork**.

Think about some big teams you know and what they do.

Do you remember any words in English that can help you?

Share your ideas with a classmate.



**THINK - PAIR - SHARE:** What does teamwork mean? Can you think of a great team you know? Why is it good at what they do?



**IN GROUPS:** Place the word "TEAMWORK" in the middle and brainstorm ideas to create a mind map. Share it with your class.



#### Tip: Think BEFORE YOU ANSWER

Read the questions and look at the memes.

Think about the answers you might hear.

This will help you understand your classmates better.

**TEAMWORK:** take a look at these memes:



What do you think these memes are about?

Do you think teamwork makes the dream work?  
Why?

What type of team is it? How do you know?



**Tip for comprehension:**

**Think BEFORE YOU WATCH...**

Before you start, let's activate what you already know!  
What do you know about **teamwork**?

**Predicting from images** ✓

Look at the thumbnails of the two videos.  
Do you know this scene from **FRIENDS**?  
Do you know why teamwork is important in **F1 pit stops**?

**COMPARING TEAMS**

**Skill: Identifying the main ideas** ✓

Identify the main ideas of each scene in the videos with the help of the questions.  
Connect the ideas with the topic of the plan.

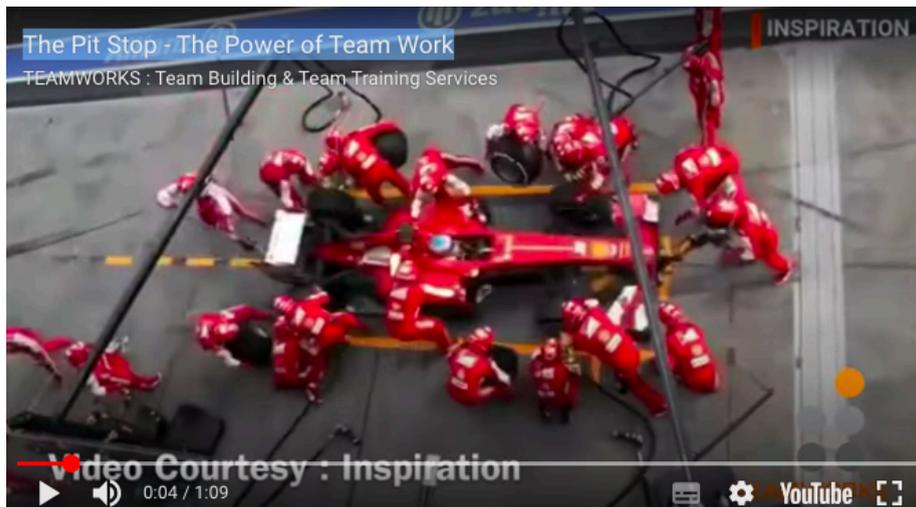
**LISTENING/WATCHING VIDEOS**

Watch this video: [Friends - Ross' New Couch PIVOT!! Scene](#)



- What do you think went wrong in this situation?
- What's everyone's role in this task?
- What would you do differently?
- What type of team is it? How do you know?

Watch the next video: [The Pit Stop - The Power of Team Work](#)



- What do you think about this team?
- What makes this team work so well?
- What type of team is it?
- How do you know?

**Skill: Identifying main ideas** ✓

Focus on understanding the main point or general message of the listening activity.

**Tip for understanding: Watching videos to get the general idea** ✓

First, watch both videos until the end.

You don't need to understand every word — just try to get the **general idea**.

If there are words you don't know, keep watching anyway.

Focus on the **positive** and **negative** aspects of each team.

**COMPARING VIDEOS**

Complete the table with information from both videos.

	Positive aspects of the Team	Negative aspects of the Team
FRIENDS - PIVOT		
THE PIT STOP		

## INDAGACIÓN

### TEAMWORK MAKES THE DREAM WORK

En esta parte del plan vamos a trabajar a fondo sobre el trabajo en equipo en relación al deporte, con un artículo sobre un equipo de basketball de mujeres. Partiendo de ese texto, continuaremos trabajando sobre la historia del basketball, para pasar luego por otros deportes, como el fútbol, el tenis, el squash y el rugby.

#### RECURSOS:

- [PRESENTATION](#)
- [VIDEO](#)
- [FOUR SPORTS](#)
- [FACT FILE](#)



Watch this [PRESENTATION](#)

Look at the pictures carefully.

*What is the connection between the title and the photos of the players in the last slide?*

#### Tip for understanding: Predicting from images

Look carefully at the images in the presentation.

What information do you think you will find?

#### ORAL WORK:

1. Describe the photos. Can you make predictions about the text? Share them with your teacher and classmates.
2. In small groups discuss the meaning of the words highlighted in the [presentation](#).

#### Skill: Identifying specific information (Reading)

Focus on finding particular details in a text to understand precise facts or answers.

#### Tip for understanding: Finding specific information and details

We recommend that you read the questions first. This helps you know what information you need. Then, read the presentations again to answer.

A very useful strategy is to underline key words in the questions and options (names, places, times, actions, quantities). After that, look in the text for the words or ideas that match each question.

**READING COMPREHENSION:**

1) After reading the text in the presentation, let's answer these questions together...

- What is the WNBA?
- How many teams are in the WNBA?
- When did the WNBA start?
- How many games do the teams play each season?
- Can you mention two teams?
- How many players are in each team?
- What team was the winner last year?

2) Get together in pairs. Read the players' quotes about teamwork (page 6 of the [presentation](#)). Choose your favourite one and explain the reason to your partner.

**Skill: Identifying specific information** ✓

Focus on finding particular details in a text to understand precise facts or answers.

**Tip for understanding: Finding specific information and details** ✓

We recommend that you read the questions first. This helps you know what information you need. Then, read the presentations again to answer.

1) Self-Work Time! **Read the text again!** Choose the best option (A, B or C). Write a tick (✓) next to it.

1. The text is

- A. a story.
- B. a poem.
- C. an informational text.

2. The text is about ...

- A. the importance of reading
- B. the importance of teamwork
- C. the importance of dreaming

3. The WNBA started...

- A. in 1976
- B. in 1986
- C. in 1996

4. The WNBA is the short form for...

- A. Women's National Baseball Association
- B. Women's National Basketball Association
- C. Women's National Badminton Association

5. According to the players....

- A. winning is the most important
- B. working together is part of playing the game
- C. having a healthy diet helps to win the championship

6. The players' dream is to

- A. work hard
- B. win the championship next year
- C. make new friends

Let's learn more about basketball and its history... (CLICK ON THE IMAGE TO WATCH THE VIDEO)



[VIDEO](#)



What do you know about basketball and its history?  
Watch the video and check your answers.

**Skill: Identifying specific information** ✓

When you listen to identify specific information, you focus on particular details such as names, numbers, places or actions. You don't need to understand everything.

**Tip for Understanding: Pause the video to find information** ✓

If you need to, you can pause the video as many times as necessary to identify the answers to the questions.

Watch the video again and say if these statements are True (T) or False (F).

- A long time ago ancient African civilizations played a sport similar to basketball. \_\_\_\_
- An English teacher invented basketball as we know it today. \_\_\_\_
- At the very beginning the baskets didn't have holes at the bottom. \_\_\_\_
- At the very beginning of the game it had a lot of rules. \_\_\_\_
- Basketball is one of the most popular sports in the world. \_\_\_\_

Get in pairs - Watch the video again and spot four differences between the sport the ancient civilizations played and the sport invented by the PE teacher. Then write them down together and share them with the class.

Four sports invented in Britain

This is a follow up activity to work on a FACT FILE about sports in the past.

Tip for Global Comprehension: Identifying the type and purpose of the text

Identifying the text type and its purpose helps you activate your prior knowledge and make predictions about what you might find in it.

Get in pairs.

**Student A** will read about FOOTBALL and TENNIS

**Student B** will read about RUGBY and SQUASH

Ask and answer the questions to each other to complete the information in the table.

Use this [link](#) to get a closer look

Skill: Identifying specific information

Focus on finding particular details in a text to understand precise facts or answers.

Tips for Reading Comprehension: Setting a reading goal

1. Read the questions in the tables below to know what information you need.
2. Underline or highlight key words in the questions so you know what to look for in each fact files.
3. Read the text and find the details that answer those questions.

What sports do you play at school?  
Which are the most popular in your country?  
Do you have a favourite?

**Four sports that were invented in Britain**

**Football**  
The modern game of football was created in the 1800s on a flat area of grass in Birmingham, England. One or two players stand on each side of a net and they have to use rackets to hit the ball. A player wins a point when the other player can't return the ball in the correct area of the court. In the 16th century, an earlier type of tennis was played indoors in a big room.

**Tennis**  
Modern football was invented in English schools in the 18th and 19th centuries. It became incredibly popular, but people in different parts of the country all played a bit differently. So, in 1863, all the football clubs met in London to finally decide the rules. They also agreed that the players could never use their hands to touch the ball. Before that, football was a very rough street game that was banned for hundreds of years!

**Rugby**  
Rugby used to be football! The story is that, in 1823, at Rugby School in England, pupils were playing football. Then, one boy called William Webb Ellis broke the rules. He picked up the ball and ran with it! The school started playing the game this way. The rules of rugby were decided by the Rugby Football Union in 1871. You have to use your hands to get the ball and throw the ball backwards.

**Squash**  
The modern game of squash was invented at Harrow School, England, in the 19th century. The school built the first squash courts. You have to hit a small ball against a wall. A player wins a point when the other player can't return the ball to the correct area of the wall. Squash was based on an earlier game called "racketts". Bored prisoners invented it in Fleet Street Prison in London.

STUDENT A	When was it invented?	Where was it invented?	How is it played?	How did people play before?
Football				
Tennis				
STUDENT B	When was it invented?	Where was it invented?	How is it played?	How did people play before?
Rugby				
Squash				

What do you think...?

**Tip: Anticipating before watching the videos** ✓

Read the questions in the next section. Think about the answers. They will help you anticipate the content of the video.

- Did you know there is a Football Academy?
- What do you think they do there?
- What do they learn in it?
- What's the timetable?
- Where do you think it is? Who is it for?

**Skill: Identifying main ideas (Listening comprehension)** ✓

When you listen to understand the main message, you don't need to know every word. Focus on familiar words and ideas to get the general meaning.

**Tip for understanding: Watching videos** ✓

Watch the video until the end. You don't need to understand every word — just try to get the general idea. If there are words you don't know, keep watching anyway.

Watch this short video to find the answer to these questions. Were you right?  
Click on the IMAGE to watch the video.



**AFTER WATCHING THE VIDEO...**

- Reflect on your guesses. Were you right about the content of the video?
- Are there sports academies in your country?
- What would you enjoy or not enjoy about studying at a sports academy?
- Use these [useful phrases](#), and if you need some help, ask your teacher.

**Skill: Identifying specific information** ✓

When you watch/listen to identify specific information, you focus on particular details such as names, numbers, places or actions. You don't need to understand everything.

**Tips for Listening Comprehension: How to answer questions** ✓

1. Read the questions and options carefully before you watch/listen. They give you clues about what you will hear. Underline or highlight key words to recognize them more easily.
2. Watch the video and try to connect the words or phrases you hear to work out the answers to the questions. Make notes with the information required.
3. Listen again and write the answers to the questions.

Let's work on the following questions ORALLY to check comprehension:

- Where do many young people in the UK play sports outside school?
- Which two British football teams have fans all over the world?
- Name two things you have to do to become a successful athlete.
- Students at the Oxford United Football and Education Academy are doing a science project. What are they studying?
- You need strong calf muscles and good lungs to be a fit footballer. Name one more physical condition you need.
- What do the students do before they start playing football?

Watch the VIDEO again but this time do this activity on your own

Mark the sentences true (T) or false (F). Correct the false sentences.

1. Millions of people watch rugby in Britain every week. \_\_\_\_
2. Students at the Oxford United Football and Education Academy have to study every day. \_\_\_\_
3. Students can't talk or listen to music in class. \_\_\_\_
4. The students have to do special exercise plans in the gym. \_\_\_\_
5. The students train inside before lunch. \_\_\_\_
6. While they're playing football, the students work with trainers to practise their football skills. \_\_\_\_

**A SPORTS FACT FILE**

Read the Fact File about HOCKEY and think about the missing topics in the fact file.

Click on the image to zoom in



Tip for Reading: Global Understanding ✓

When you read the fact file, focus on the main ideas of each topic and the general idea of the whole text. Look at the pictures, titles, and key phrases to understand what the information included in a fact file.

Sport fact file

Hockey

1

I love hockey and can play it quite well. I play **every week** with the school team. We **often** play against other schools. We're training hard so that we'll be able to play well in the next tournament. We might win this year! I also like watching hockey. I loved watching **the last Olympics**.

3

Dhyan Chand is one of the greatest hockey players of all time. He was born in India in 1905. His nickname was the Wizard, because he could control the ball with his stick like magic! He scored more than 1,000 goals in his career and helped India to win three Olympic gold medals.

2

The rules of hockey are similar to football. There are 11 players in each team and you can score points **when** you hit the ball into the goal. Players have to use hockey sticks to hit the ball. They can't touch the ball with their hands or feet.

4

The first hockey club was created in England in 1849, but **before that** the word 'hockey' was used by the English King Edward III in 1363! **Nowadays**, hockey is popular all over the world, especially in Australia, India and Pakistan.



✓ Look! TIME EXPRESSIONS

These are many different expressions to tell us *WHEN* things happen.

Look at the words in bold in the text. Add them to the correct groups.

- A point in time, e.g. today, last year, the next week, **the last Olympics**, **nowadays**
- Frequency (definite), e.g. every day, every year, \_\_\_\_\_
- Frequency (indefinite), e.g. always, sometimes, \_\_\_\_\_
- Relationship in time, e.g. after, next, already, \_\_\_\_\_
- Linkers, e.g. while, as, \_\_\_\_\_

Check your answers with your partner, and then share your answers with your TEACHER.

**INTENSIFICACIÓN**

**Independent Learning Guide - ⚡ A2**

Independent learning guide - Esta guía tiene el propósito de ayudarte a descubrir y poner en práctica estrategias para aprender inglés de manera autónoma conectándote con tus intereses,

preferencias y ayudándote a evaluar aquellos aspectos que tenés que profundizar. Podés utilizar todos los recursos que te resulten convenientes, apropiados y atractivos. Empezá a armar tu propio archivo con el recorrido. Al final del bimestre compartilo con algún compañero e intercambiá experiencias.

**Esta guía puede resultarte un poco más difícil, pero creemos que ya podés trabajar en actividades un poco más desafiantes. Cualquier duda, siempre contás con el apoyo de tus profes. ¡¡Adelante!!**

INDEPENDENT LEARNING GUIDE – ⚡ A2.2 LEVEL

**RESPECTING AND CELEBRATING DIVERSITY**

We are all different! This is what 'diversity' means. We live in communities where people have different strengths and abilities, different beliefs, are different ages and have different skin colours.

To live as a community, or to work in teams, we need to accept all people and respect and celebrate their differences.

1 Think about a good friend or a brother or sister. Write down how you're similar and how you're different.

How we're similar

---

How we're different

---

2 Do the differences make your relationship more or less interesting? Why?

3 Read the following article and put photos in the order that they appear in the article.

**Two great ways of celebrating diversity!**

**WOMAD - enjoying other cultures through music**

WOMAD is a very special festival. The letters stand for the World of Music, Arts and Dance and WOMAD shows how people around the world can communicate through music and movement. The most important part of each WOMAD festival is the music. There are concerts from groups from around the world. While you're there, you can also buy food and clothes at stalls that promote international cooperation.

WOMAD was created by the British singer and musician Peter Gabriel. He says that the festival lets people discover music and cultures that are different from theirs. In Gabriel's opinion, music brings people together and it also helps to show that racism is stupid.



### Football - for everyone!

Football began as a sport for men, but women's football is now more popular than ever. In the UK, 28.1 million people watched coverage of the Women's World Cup on TV and online in 2019. That's 47% of the UK population. Football is also providing opportunities to people with different physical disabilities.

People who cannot use their legs play 7-a-side powerchair football in electric chairs on wheels. And there is a version of football for blind people, too. The ball contains very small metal balls so the players can hear it when it is kicked. The crowd must keep quiet because the players need to hear the ball and each other. Playing and watching football can bring people of different backgrounds, skills and abilities together.

- Number the pictures in the order they appear. Share your answers with the rest of the class and your teacher.



4- Do you agree or disagree with these opinions, or are you not sure?

1 It's good to discover different music and cultures.

Agree / Disagree / Not sure

2 Music from some countries is better than others.

Agree / Disagree / Not sure

3 Racism is stupid.

Agree / Disagree / Not sure

4 Men's football is more interesting than women's.

Agree / Disagree / Not sure

5 Read the text below and match words and phrases 1-6 with the definitions in the box.

form an opinion about - in danger - interested in -

not liking a group of people who are different - share understand how they think

How to respect diversity in your daily life.

It's easy to see what makes you different from some people, but try to find things that you 1 have in common. If you do this, you won't feel 2 threatened by them. Be 3 curious about other people, ask questions and listen to them. This will help you to 4 see things from their point of view. Don't 5 judge other people by their appearance or where they're from. In other words, don't be 6 prejudiced.

6 Think and tick the answers that are true for you.

1. I try to find things in common with other people.
  - always
  - usually
  - not very often
2. I am curious about other people and like to ask them questions and listen to them.
  - always
  - usually
  - not very often
3. I try to see things from other people's point of view.
  - always
  - usually
  - not very often
4. I'm not prejudiced and I don't judge other people by their appearance or where they're from.
  - always
  - usually
  - not very often
5. I feel threatened when I'm with people who are very different to me.
  - always
  - usually
  - not very often
6. I behave towards people in the same way as I would like them to behave towards me.
  - always
  - usually
  - not very often

7 Is it easy to become friends or form a team with people who you think are very different from you? Why?

Write a short paragraph and share your thoughts with your classmates and teacher.

## PRODUCCIÓN - Your turn!

En esta etapa, vamos a diseñar una FICHA INFORMATIVA en la cual vas a incluir información sobre algún deporte que te interese o practiques, o simplemente te guste. Vas a investigar y buscar información.

**DURACIÓN ESTIMADA DE LA ETAPA: 2 semanas / 8 horas**

### Tip for Writing a Fact File

The purpose of a fact file is to give facts or information about a topic.

When you write a fact file, focus on 3 or 4 subtopics that you think are important to mention.

Make notes about the topics and then write a paragraph for each topic, using your notes. It should be short, and to the point.

Find photos or draw pictures that are connected to each topic.

### CREATE A FACT FILE

- 1) Get in groups of 3 or 4 people.
- 2) Choose an interesting sport and find facts and photos of the chosen sport.
- 3) Think about 3 or 4 subtopics to talk about. Start making notes and organizing the information under the topics. Write a paragraph for each topic.
- 4) Use time expressions and present tenses and past simple tense.
- 5) Make a first draft of your fact file with your groups.
- 6) After your teacher has given you some feedback and given drafts back, create your final version.

Remember, you can use different time expressions to refer to:

- A point in time: last year, today...
- Frequency: every day, always
- Sequence: after, next...
- Linkers: while, as...

**NOW IT'S YOUR TURN TO PRESENT YOUR WORK TO YOUR CLASS!!**

### EXIT TICKET

Let's play [TIC-TAC-TOE!](#)

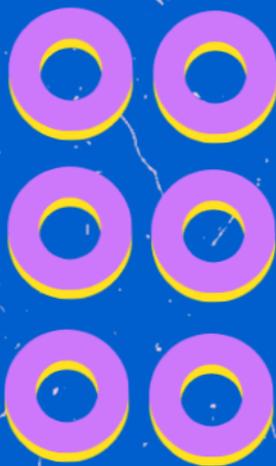
Click on the game to play as a whole class!



# EXIT TICKET- TIC TAC TOE

METACOGNITION EXERCISE

i



Mention 3 things you learnt from this project

Explain what "Teamwork" is in your own words

Mention a new piece of information/fact you've learnt about Squash, Football, Tennis or Rugby.



What caught your attention the most about WNBA?

Mention 5 items of vocabulary you learnt in this unit.

Do you prefer watching a sport or playing it? Why?



Describe your favourite sport. What makes it special?

Tell the class which activity you enjoyed the most and which one the least.

Explain the saying "Teamwork makes the dream work"?



**EVALUACIÓN**

**ORAL PRESENTATION**

Each group presents their **FACT FILE** to the class.

	<b>Good</b>	<b>Improvement Possible</b>	<b>Needs Some Improvement</b>	<b>Needs a lot of Improvement</b>
<b>Eye Contact</b>	You make good eye contact	You make eye contact with the audience most of the time.	You sometimes make eye contact with the audience.	You do not make eye contact with the audience.
<b>Language Use</b>	Good and clear use of language. Vocabulary is varied.	Language can be improved. It is mostly clear. Vocabulary is mostly varied.	Language is somewhat clear. It needs some improvement. Language is unclear and contains frequent grammatical	Language needs a lot of improvement. Vocabulary is limited.
<b>Organization</b>	Your presentation is very prepared and well organized. The information is relevant.	Your presentation is mostly prepared and well organized. The information is mostly relevant.	Your presentation is somewhat prepared and organized. The information is almost relevant.	Your presentation is not very prepared or organized. The information is not relevant.
<b>Clear Presentation</b>	Your presentation is clear and very easy to understand.	Your presentation is mostly clear and fairly easy to understand.	Your presentation is sometimes clear and quite easy to understand.	Your presentation is not clear and quite difficult to understand.
<b>Correct Information &amp; Task Achievement</b>	The structure of the type is appropriate and effective. You follow instructions correctly.	The structure of the type is mostly appropriate and effective. You follow most of the instructions correctly.	The structure of the type is somewhat appropriate and effective. You follow some of the instructions correctly.	The structure of the type is not appropriate. The information included is incorrect.

After reading the rubric, describe your presentation.

Was it clear to the rest of the class? Was the information correct? Did you make eye contact with your classmates?



**NOW IT'S YOUR TURN TO REFLECT ON THE OBJECTIVES FOR THIS UNIT!**

How well can you do now on each of them? Put a tick...	 Yes, I can!	 I'm working on it!	 I need to work harder.
I can understand nonfiction informational texts.			
I can talk about past experiences.			
I can understand information about basketball and its history, and other sports.			
I can talk about the importance of teamwork.			
I can make a fact file and write about different aspects of a sport.			
I can work in groups and share ideas with others.			