

Modern Greek

Stage 1

ROUTINES

Key concepts: (RECITING) A PRAYER OR A POEM - GREETINGS – DATE – WEATHER – SEASONS – CARDS

Βασικές έννοιες: (Απαγγέλλοντας) μια ΠΡΟΣΕΥΧΗ ή ένα ΠΟΙΗΜΑ - ΧΑΙΡΕΤΙΣΜΟΙ - ΗΜΕΡΟΜΗΝΙΑ – ΚΑΙΡΟΣ – ΕΠΟΧΕΣ – ΚΑΡΤΕΣ (οι κάρτες μπορεί να έχουν χρώματα, εικόνες, λέξεις, μέρος από μια ιστορία, το λεξιλόγιο που χτίζεται μέσα στο Term ή μέρος μιας ολόκληρης αφίσας σαν ruzzle. Μπορούν να χρησιμοποιηθούν για διάφορους λόγους κατά τη διάρκεια του μαθήματος και πάντα στο τέλος για την τελική δραστηριότητα)

Unit Overview	Duration
<p>Students learning Modern Greek as a second or foreign language.</p> <p>Students will engage in hands-on and engaging activities focusing on seasons, days of the week, month of the year and time. In the beginning and the end of the lesson, they will recite a prayer or a poem.</p> <p>Students with prior learning and/or experience</p> <p>Students will engage in hands-on and engaging activities focusing on seasons, days of the week, month of the year and time and use their knowledge to independently write sentences</p> <p>(like the date on the board, Greetings...) and model reading (and pointing to the words of the poem to guide the class to read).</p>	Throughout the year

Learning Intention	Success Criteria
<p>Students are learning:</p> <ul style="list-style-type: none"> ✓ PRAYERS AND POEMS ✓ About GREETINGS – DATE – WEATHER – SEASONS – ADJECTIVES ✓ Γράμματα της αλφαβήτου , φωνήεντα και σύμφωνα ✓ Δίψηφα φωνήεντα και σύμφωνα αι,οι,ει,οι,ου,υι, μπ,ντ,γκ,γγ,ντ,τα,τζ ✓ Δίφθογγοι άι, αϊ, όι, οϊ, αη, οη ✓ Συνδυασμοί αυ, ευ 	<p>Students will be successful when they:</p> <ul style="list-style-type: none"> ✓ Recite independently. ✓ Identify, name, and use the days of the weeks correctly when speaking and writing (μικρές αναφορές πχ τι ήταν χτες, τι θα είναι αύριο κλπ) ✓ Identify the name and order of the months and make comparisons between class birthdays using the months of year ✓ Identify the season ✓ Make connections between the season in Australia and the season in Greece ✓ Identify the type of weather for the season using specific vocabulary for each season ✓ Read the time to the hour and half hour (μικρές αναφορές πχ τι ώρα είναι τώρα, τι ώρα θα κάνουμε διάλειμμα κλπ) ✓ Describe a card using learnt vocabulary

Outcomes	Content	Teaching, learning and assessment
<p>Modern Greek K-10</p> <p>› LMG1-1C participates in classroom interactions and play-based learning activities in Modern Greek</p> <p>› LMG1-2C identifies key words and information in simple texts</p> <p>› LMG1-3C responds to texts using a range of supports</p> <p>› LMG1-4C composes texts in Modern Greek using rehearsed language</p> <p>› LMG1-5U recognises and reproduces the sounds of Modern Greek</p> <p>› LMG1-6U recognises basic Modern Greek writing conventions</p> <p>› LMG1-7U recognises Modern Greek</p>	<ul style="list-style-type: none"> - understanding that there are various greetings used throughout the day and night, - matching and/or labelling the day of the week, month, and season on a chart - identifying and reproducing Modern Greek sounds - interacting by responding to questions, using culturally appropriate expressions - respond to texts using key words or phrases in English or Modern Greek - responding to shared reading of cards (that are relevant to each other and make a story) - responding to questions about the cards [or picture cards to put in sequence to recreate a story] <p>-engaging with simple rhymes and composing texts using repetitive/ rehearsed language and/or gestures</p> <ul style="list-style-type: none"> - responding to and following class instructions and directions through actions, gestures or verbal responses - familiarising themselves with different Modern Greek sounds by participating in alphabet songs - comparing the sounds of the Modern Greek alphabet with the English alphabet, - learning the rhythm of Modern Greek through songs or rhymes, - recognising that the Modern Greek language is phonetic and that each sound is represented by an individual letter 	<ul style="list-style-type: none"> - Ξεκινάμε με μια προσευχή ή ποίημα, π.χ. <p>https://220502.wixsite.com/pray/page_2</p> <p>https://www.youtube.com/watch?v=OT4roWRt8bU</p> <p>ποίηση «πρωινό άστρο» του Ρίτσου: Καλέ Θεούλη,....</p> <p>Euterpe: Ο χορός των μπιζελιών (mmb.org.gr)</p> <p>τραγούδι - τους κανόνες τηρώ – παιχνοδοτράγουδο κανόνων</p> <p>https://www.kinderella.gr/pechnidotragoudo-kanonon/</p> <p>https://www.kinderella.gr/wp-content/uploads/2015/08/%CE%A0%CE%B1%CE%B9%CF%87%CE%BD%CE%B9%CE%B4%CE%BF%CF%84%CF%81%CE%AC%CE%B3%CE%BF%CF%85%CE%B4%CE%BF-%CE%BA%CE%B1%CE%BD%CF%8C%CE%BD%CF%89%CE%BD.pdf/</p> <ul style="list-style-type: none"> - Ακολουθούν χαιρετισμοί - Ημερομηνία στον πίνακα, στο φορητό ταμπλό- τρίπτυχο... - Εποχή - Καιρός <p>- Μοίρασμα καρτών</p>

<p>language patterns in statements, questions and commands</p> <p>› LMG1-8U recognises features of familiar texts</p> <p>› LMG1-9U recognises similarities and differences in communication across cultures</p>		
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Resources

From:

<http://taniamanesi-kourou.blogspot.com/search?q=%CE%A1%CE%AF%CF%84%CF%83%CE%BF%CF%82> δείγμα ποιήματα

<http://www.diapolis.auth.gr/index.php/ekp-yliko/2013-11-07-09-06-25/2013-11-07-09-07-11> διαπολιτισμική εκπαίδευση (αφίσες, βιβλία...)

[Δραστηριότητες, παιδαγωγικό και εποπτικό υλικό για το Νηπιαγωγείο & το Δημοτικό: Παρουσίαση 10 δραστηριοτήτων στο Microsoft Sway για το φθινόπωρο \(για τη σύγχρονη τηλεκπαίδευση στο Νηπιαγωγείο\) \(taniamanesi-kourou.blogspot.com\)](#)

Οργανώνοντας τις ρουτίνες της τάξης σε ένα τρίπτυχο:

- http://taniamanesi-kourou.blogspot.com/2015/08/blog-post_8.html
- http://taksiasterati.blogspot.com/2013/09/blog-post_23.html#.YHK54ej7SBR

<https://drive.google.com/file/d/0B4fVgv56LAA1RW1vUnVXSTBBQU0/view> / διακόσμηση τάξης – εποπτικό υλικό

<https://taksiasterati.blogspot.com/2017/11/blog-post.html#.YHK64uj7SBR> / συλλαβές

<https://www.pi.ac.cy/pi/files/epimorfosi/entaxi/paixnidia.pdf> / παιχνίδια επιτραπέζια !

<https://blogs.sch.gr/epapadi/> - Ευγενία Παπαδημητρίου !

<https://www.slideshare.net/epapadi/httpsblogsschgrsfairastideutera-httpblogsschrgoma-httpblogsschgrepapadi-178778834> - σημεία στίξης

<https://www.slideshare.net/epapadi/httpblogsschrgoma-httpblogsschgrepapadi-100883741> - μικρές καρτέλες ανάγνωσης

<https://ilektra.weebly.com/pirho974taueta-alphanu940gammanuomegasigmaeta.html> ωραία συλλογή από καρτέλες

καιρικά φαινόμενα <https://www.slideshare.net/epapadi/httpblogsschrgoma-httpblogsschgrepapadi-86243935>

ολική μέθοδο ανάγνωσης και γραφής

<https://www.slideshare.net/epapadi/httpblogsschgrepapadi-79418481>

παιχνίδι αλφαβήτας <https://www.slideshare.net/epapadi/httpblogsschgrepapadi-72804315>

Κάρτες χρονικής ακολουθίας δραστηριοτήτων | Time and sequence cards of class activities

Υλικό - Κάρτες - Αιτίες – Αποτέλεσμα http://eidikidiapaidagogisi.blogspot.com/2019/07/blog-post_15.html

ΧΡΩΜΑΤΑ ΠΟΛΑΑΑΑ <https://www.staellinika.com/learner/structure/node/24>

ΚΙ ΟΤΑΝ ΔΕΝ ΔΟΥΛΕΥΟΥΝ ΟΙ ΣΥΝΔΕΣΜΟΙ, ΑΝΤΙΓΡΑΦΟΥΜΕ ΤΟΝ ΤΙΤΛΟ ΤΟΥ ΣΥΝΕΣΜΟΥ ΚΑΙ ΤΟΝ ΒΑΖΟΥΜΕ ΣΤΗΝ ΑΝΑΖΗΤΗΣΗ ΚΑΙ ΤΙΣ ΠΙΟ ΠΟΛΛΕΣ ΦΟΡΕΣ ΒΓΖΑΙΝΕΙ

<https://museduc.gr/el/%CE%B5%CE%BA%CF%80%CE%B1%CE%B9%CE%B4%CE%B5%CF%85%CF%84%CE%B9%CE%BA%CE%B1-%CF%85%CE%BB%CE%B9%CE%BA%CE%B1/%CF%83%CF%87%CE%BF%CE%BB%CE%B9%CE%BA%CE%B1-%CE%B2%CE%B9%CE%B2%CE%BB%CE%B9%CE%B1/%CE%B2%CE%B9%CE%B2%CE%BB%CE%AF%CE%B1-%CE%B3%CE%B9%CE%B1-%CF%84%CE%BF-%CE%B4%CE%B7%CE%BC%CE%BF%CF%84%CE%B9%CE%BA%CF%8C/%CE%B2%CE%B9%CE%B2%CE%BB%CE%AF%CE%B1-%CE%B3%CE%BB%CF%8E%CF%83%CF%83%CE%B1%CF%82/%CF%85%CE%BB%CE%B9%CE%BA%CE%B1>

<https://museduc.gr/el/%CE%B5%CE%BA%CF%80%CE%B1%CE%B9%CE%B4%CE%B5%CF%85%CF%84%CE%B9%CE%BA%CE%B1-%CF%85%CE%BB%CE%B9%CE%BA%CE%B1/%CF%83%CF%87%CE%BF%CE%BB%CE%B9%CE%BA%CE%B1-%CE%B2%CE%B9%CE%B2%CE%BB%CE%B9%CE%B1/%CE%B2%CE%B9%CE%B2%CE%BB%CE%AF%CE%B1-%CE%B3%CE%B9%CE%B1-%CF%84%CE%BF-%CE%B4%CE%B7%CE%BC%CE%BF%CF%84%CE%B9%CE%BA%CF%8C/%CE%B2%CE%B9%CE%B2%CE%BB%CE%AF%CE%B1-%CE%B3%CE%BB%CF%8E%CF%83%CF%83%CE%B1%CF%82/%CF%85%CE%BB%CE%B9%CE%BA%CE%B1>

<https://museduc.gr/el/%CE%B5%CE%BA%CF%80%CE%B1%CE%B9%CE%B4%CE%B5%CF%85%CF%84%CE%B9%CE%BA%CE%B1-%CF%85%CE%BB%CE%B9%CE%BA%CE%B1/%CF%83%CF%87%CE%BF%CE%BB%CE%B9%CE%BA%CE%B1-%CE%B2%CE%B9%CE%B2%CE%BB%CE%B9%CE%B1/%CE%B2%CE%B9%CE%B2%CE%BB%CE%AF%CE%B1-%CE%B3%CE%B9%CE%B1-%CF%84%CE%BF-%CE%B4%CE%B7%CE%BC%CE%BF%CF%84%CE%B9%CE%BA%CF%8C/%CE%B2%CE%B9%CE%B2%CE%BB%CE%AF%CE%B1-%CE%B3%CE%BB%CF%8E%CF%83%CF%83%CE%B1%CF%82/%CF%85%CE%BB%CE%B9%CE%BA%CE%B1>

<https://museduc.gr/el/%CE%B5%CE%BA%CF%80%CE%B1%CE%B9%CE%B4%CE%B5%CF%85%CF%84%CE%B9%CE%BA%CE%B1-%CF%85%CE%BB%CE%B9%CE%BA%CE%B1/%CF%83%CF%87%CE%BF%CE%BB%CE%B9%CE%BA%CE%B1-%CE%B2%CE%B9%CE%B2%CE%BB%CE%B9%CE%B1/%CE%B2%CE%B9%CE%B2%CE%BB%CE%AF%CE%B1-%CE%B3%CE%B9%CE%B1-%CF%84%CE%BF-%CE%B4%CE%B7%CE%BC%CE%BF%CF%84%CE%B9%CE%BA%CF%8C/%CE%B2%CE%B9%CE%B2%CE%BB%CE%AF%CE%B1-%CE%B3%CE%BB%CF%8E%CF%83%CF%83%CE%B1%CF%82/%CF%85%CE%BB%CE%B9%CE%BA%CE%B1>

<https://museduc.gr/el/%CE%B5%CE%BA%CF%80%CE%B1%CE%B9%CE%B4%CE%B5%CF%85%CF%84%CE%B9%CE%BA%CE%B1-%CF%85%CE%BB%CE%B9%CE%BA%CE%B1/%CF%83%CF%87%CE%BF%CE%BB%CE%B9%CE%BA%CE%B1-%CE%B2%CE%B9%CE%B2%CE%BB%CE%B9%CE%B1/%CE%B2%CE%B9%CE%B2%CE%BB%CE%AF%CE%B1-%CE%B3%CE%B9%CE%B1-%CF%84%CE%BF-%CE%B4%CE%B7%CE%BC%CE%BF%CF%84%CE%B9%CE%BA%CF%8C/%CE%B2%CE%B9%CE%B2%CE%BB%CE%AF%CE%B1-%CE%B3%CE%BB%CF%8E%CF%83%CF%83%CE%B1%CF%82/%CF%85%CE%BB%CE%B9%CE%BA%CE%B1>

<https://kastaniotis.com/book/978-960-03-5746-2> - παιχνίδια για παιδιά προσχολικής ηλικίας, όλο το βιβλίο online

https://issuu.com/kastaniotis_editions/docs/paixnidia_gia_paidia_prosxolikis_ilikias/2

<https://www.openbook.gr/ekpaideytiko-yliko-gia-mathites-sto-fasma-tou-aytismou/> Αυτισμός

<https://www.openbook.gr/proforikos-logos/> ωραίες κάρτες για τη 'ρουτίνα μας'

<http://prosvasimo.iep.edu.gr/el/> για παιδιά με ειδικές ανάγκες. Πολύ καλές γραμματοσειρές

<http://prosvasimo.iep.edu.gr/el/gia-mathites-me-metria-kai-elafria-nohtikh-kathysterhsh/to-spiti-mou-kai-to-sxoleio-mou>

Evaluation

- Teacher reflection on Unit

To what level did students achieve the learning outcomes?

How effective were the activities in helping students to understand key concepts and achieve the learning outcomes?

Did teaching strategies and activities facilitate high levels of student engagement? Why/why not?

How could the unit be improved to enhance student engagement and learning?

Was there sufficient time for all activities/learning intentions?

Were students able to demonstrate achievement of the outcomes?

Were the activities/tasks engaging and effective?

Were the resources relevant and stimulating?

Were students interested in the learning?

What worked well? What did not work well?

What would I change for next time?

- Student self-assessment (Use success criteria as a check list)