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| **Title**: **From the diary of Cleopatra..** | **Subject**: **Italian** / **History** |
| **Age: 10** | **Teacher’s name: Augello Concetta** **Cottone Nuccia** | **Country: ITALY** |
| Objectives | Students will develop:* Text comprehension
* Creative and critical thinking
* Ability to give answers
* Ability to make inferences from the text

Students will utilize:* information from the discussion with the teachers
* information from the text
* Information from pictures/videos

Students will practice:* Reading digital books
* Using a digital platform
* The use of the PC

Students will identify:* The use of the Internet for information, communication and research
* The key words useful for the text comprehension
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| Materials and equipment | * Interactive whiteboard
* Desktop PCs
* Digital books
* Digital test
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| **Procedure** |
| Directions | **Step 1: Warm up:*** The two teachers show pictures or videos about the pollution of the river Tiber (Tevere) and invite the students to observe and talk about it with a short exchange of opinions
* **Step 2:**
* The text comprehension begins by showing the title of the text that the students will read; then the teacher asks them to make suppositions about the content of the text (brainstorming activity)
* Step 3
* Using the IWB the students will read aloud a short part of the text and then with their own computer silently read the text to reinforce the conprehension
* **Step 4:**
* At the end of the reading the students will do a digital test and will see the individual score achieved: the percentages of correct answers.
* The class will see a chart and a ranking and they will comment on it in order to have feedback
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| Evaluation | **Digital test*** The percentage of correct answers and the ranking will help students to come to a realistic self-assessment

**Teacher's observations of student preparedness.****The teachers will observe if: (following behaviour)*** The children are enthusiastic and interested in this type of work
* Hub Scuola is a digital platform, it can be used in all subjects. It is also very useful as an instrument for inclusion. Lessons become more interesting, engaging and interactive.
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