

Teaching Scenario

-Popplet-

Main Goals:	recognizing significant information in texts; teaching vocabulary; outlining the structure of a brochure
Time:	2 lessons of 45 minutes
Learning Focus:	Vocabulary work (word fields); reading competence; speaking competence; media literacy
Preparation:	Purchase and setup of the application; teacher has to be familiar with the application and devices; depending on the teaching scenario, the topics for the world fields can be preselected
Technical Requirements:	One tablet/laptop per person; internet access

Recommended Application/Tool(s):

Popplet:

Popplet can be used to create mind maps, connect different ideas and structure projects. It is possible to use a free 'lite' version that only allows the creation of one popplet. The purchased version gives access to unlimited popplets. Therefore, if you do not intend to use Popplet on a more regular basis the free 'lite' version is recommended for teachers and students. The instructions are in English and easy to follow. This offers suitable authentic language input for the students. Further information can be found on the official website: <http://popplet.com>.

Year 5-6

Lesson 1:

1. Introduction:

A topic is chosen and students discuss their favorite hobby/food/sport/city... with a partner or in groups.

→ hand out worksheet 1

2. Matching task:

The first worksheet focuses on word patterns and sentence structures. It can be of help at any time during the lessons. Ask the students about information that could be added to the worksheet.

→ handing out worksheet 2

2. First steps with Popplet:

Ask the students to open the application and follow the instructions on worksheet two. The worksheet is designed as a step-by-step introduction into the application. In case students finish early, they might help their partners.

Lesson 2:

Two options:

1 a. The students choose topics individually. Then, students open the application and try to create a brochure on popplet. The research for the respective topics can be done on the internet. Worksheet 1 and 2 can be used as reference by the students.

1 b. If the teacher chooses the topics, copies of suitable texts on the topic as language support are handed out to the class by the teacher.

2. Creating a Popplet:

Students create their popplets individually or with a partner. Furthermore, students are asked whether the provided scaffolding on worksheet one and two is enough. Depending on the students' proficiency, problems are discussed in class.

3. Exchange of the topics:

Divide the class into groups and ask the students to present their popplets to each other. Furthermore, students in groups are asked to discuss whether additional information is necessary for their brochures. At the end, each group decides on their favorite popplet. The teacher monitors and uses the groupwork as an opportunity to give individual feedback.

4. Presentation of the Popplets:

In their groups the students choose the best popplet and present this popplet in front of the class. Finally, all of the popplets can be send to the teacher via email.

Note: The best popplet could be selected by the teacher or by majority vote of the entire class.

Year 7-10

Lesson 1:

1. Introduction:

The teacher brings multiple brochures or leaflets to class, which the students take a look at. The brochures serve two functions. First, to give the students further information on a specific topic. Second, to give them a model for their own brochure later on. After the teacher hands out worksheet 3, the students look at the brochures and use the gathered information to fill out the mind map (Individual work or pair work). The results are compared in groups, collected at the front (board/whiteboard) and discussed in class.

2. Practice:

Offer the students the possibility to choose from a variety of texts which cover different topics. Further, students identify the important/fundamental information of the texts. In addition, the information is compared with worksheet 3.

3. First steps:

Hand out worksheet 2 and ask them to open the application and follow the instructions. The worksheet is designed as a step-by-step introduction into the application. After finishing worksheet 2, students create their first popplet with the collected information from step 2. If some students finish early, they might help their partners.

Lesson 2:

Two options:

1 a. The students choose topics individually. Then, students open the application and try to create a brochure on popplet. The research for the respective topics can be done on the internet. Worksheet 2 and 3 can be used as reference by the students.

1 b. If the teacher chooses the topics, copies of suitable texts on the topic as language support are handed out to the class by the teacher.

2. Creating a Popplet:

Students create their popplets individually or with a partner. Furthermore, students are asked whether the provided scaffolding on worksheets two and three enough. Depending on the students' proficiency, problems are discussed in class.

3. Exchange of the stories:

Divide the class into groups and ask the students to present their popplets to each other. Furthermore, students in groups are asked to discuss whether additional information is necessary for their brochures. At the end, each group decides on their favorite popplet. The teacher monitors and uses the groupwork as an opportunity to give individual feedback.

4. Presentation of the Popplets:

In their groups, the students choose the best popplet and present this popplet in front of the class. Finally, all of the popplets can be send to the teacher via email.

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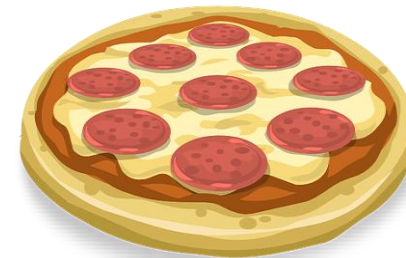
Worksheet 1: A guide to my favorite food

Fill in the blanks with the words given by chef Mario.



cheese | Pizza Hawaii | lunch | grocery
store | Mama Mia | two | margherita |
dough | pizza | tomato sauce

1. My favorite food is _____.
2. I usually eat it _____ times a week
3. My mother buys it at the _____.
4. We often eat it for _____.
5. My favorite type of pizza is _____.
6. My favorite pizza comes from a restaurant called _____.
7. When there is pineapple on pizza, it is called _____.
8. The main ingrediences are _____, _____ and _____.




Worksheet 2: How to use Popplet


Please follow the seven steps given below to become an expert!




1. Open the application

2. At the top left, there is a color button that lets you decide between 8 different colours. Please choose your favorite one. This will be your background colour.

3. Right next to it, you will find the settings button. It looks like this: 

4. If you click on this button, choose the option: 

5. Double click on the page and your first popplet will appear! Well done! Almost there!

6. At the bottom, you have four different options. You can change the color, add new text, draw, write by hand or add a picture. Don't worry, we will use all of these options now! This is what it looks like: 

First, change the color of the popple to red.

Second, add the name of your favorite food or hobby to the popplet.

Third, draw your favorite food or hobby in the popplet.

Fourth, click on the grey circle next to your popplet to add a second popplet!

Now, add a picture from your library to your new popplet.

7. Looks like you have done it. Good job! If you are finished or have any questions, just raise your hand!

Enjoy!

Worksheet 3: Creation of a brochure

Take a close look at the example brochures. What are necessities when creating a brochure? Think about the layout and possible information that you want to include.

