FACULTAD DE EDUCACIÓN DE PALENCIA

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ROUTINES IN A MULTILEVEL CLASSROOM

RUTINAS EN UN AULA MULTINIVEL

TRABAJO FIN DE GRADO

MAESTRA EN EDUCACIÓN PRIMARIA

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ABSTRACT/RESUMEN

Routines are an essential tool which allow the creation of working habits, as well as developing social skills. The context where the routines are analyzed is a classroom in which two different levels learn together, sharing the same space (years 5 and 6). The objective of this work is observing the process followed by the students when they find themselves in the situation that they have to share the classroom, the time and the teacher with other group. Routines play an important role developing a comfortable environment, promoting the acquisition of learning and the development of Multiple Intelligences.

Las rutinas son una herramienta esencial que permite la creación de hábitos de trabajo, así como el desarrollo de habilidades sociales. El contexto en el que las rutinas se analizan es una clase en la que dos niveles diferentes aprenden juntos, compartiendo el mismo espacio (5º y 6º de Educación Primaria). El objetivo de este trabajo es observar el proceso que los alumnos siguen cuando se encuentran a sí mismos en la situación de compartir un aula, el tiempo y a la misma profesora con otro grupo. Las rutinas juegan un papel muy importante en el desarrollo de un ambiente cómodo, que promueva el aprendizaje y el desarrollo de las inteligencias múltiples.

KEY WORDS / PALABRAS CLAVE

Routines, multi-level classroom, social skills, rural school, learning environment, Multiple Intelligences, Primary Education, year 5, year 6.

Rutinas, clase multi-nivel, habilidades sociales, escuela rural, entorno de aprendizaje, Inteligencias Múltiples, Educación Primaria, 5º, 6º.

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INTRODUCTION

The main objective of this TFG is investigating the process followed to achieve thinking skills through multiple intelligences using routines in a new social group. Being a tutor of a multi-level group allowed me to see the necessity of getting students used to work with each other as a group, which required the development of social skills. In other words, analysing how children develop their capacity for autonomous thinking, following a process previously designed, being influenced by the work on Multiple Intelligences (especially those which require social abilities and emotional intelligence) and an everyday work perfectly marked by routines.

The students who make up the group of this context do not even share their precedence, as they come from different villages. This is also a disadvantage, as it is well-known here that certain villages take rivalry "by nature". The thing is that a common point has to be found in order to link them as a group. The environment is not bad, but they have to share something that joins them together. And here is where the role of routines takes part.

I have chosen this project because I identified as necessary the analysis of the different routines agreed and assumed in the classroom. The norms that govern them are not as valuated as they should, as repetitive actions are responsible for the development of skills in our students that we even did not think of, going further from the objectives they were aimed at. The use of routines can develop skills, competences and intelligences in our students, helping them to adapt to the classroom times, and guiding them so as they know which point we are everyday at every moment.

In this work, we will study the relationships between the different learning theories by the time of producing autonomous thinking influenced by Multiple Intelligences. We will also go through the importance of routines in education, mainly for those students who find certain difficulties in the learning process. They will help them develop their own learning in an easier way.

In addition, we will offer the design of a plan where all the different routines used in a specific context, in order to achieve an autonomous thinking in students of a certain age. This context is the school located in the town of Astudillo, where I am currently working with students of years 5 and 6, being their tutor teacher.

The legal context in which this study is developed is the LOE (Organic Educational Law 2/2006, of 3rd of May) along with the Common European Framework of Reference for Languages in order to form a balanced standard where we support our syllabus programming along the year (not only for those subjects taught in Spanish, but also in English).

In Primary Education, we teachers must develop an intercultural environment where students learn together, supporting each other and helping others if it is necessary. What we have to

do is avoid multicultural environments in the classroom, but integrating every student within the group: creating an inclusive school where all of them feel part of the group-class.

In addition, we must create a lifelong learning. This means getting students into the habit of continue their formation during all their lives. [1]According to UNESCO, education should:

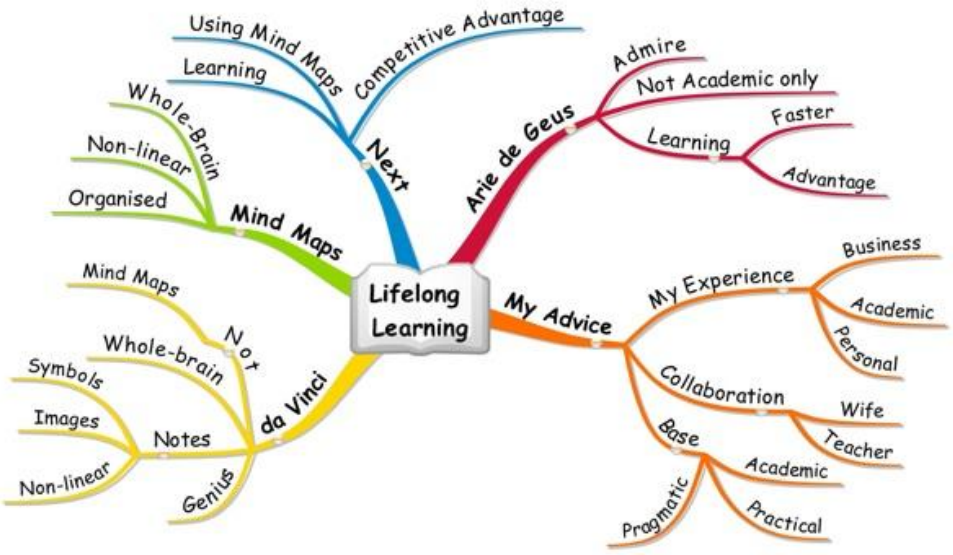
1. last the whole life of each individual;

2. lead to the systematic acquisition, renewal, upgrading and completion of knowledge, skills and attitudes made necessary by the constantly changing conditions in which people now live;

3. have as its ultimate goal promotion ofthe self-fulfilment of each individual;

4. be dependent for its successful implementation on people's increasing ability and motivation to engage in self-directed learning activities;

5. acknowledge the contribution of all available educational influences, including formal, non-formal and informal. (Cropley, 1979, p. 3).



Implications of lifelong learning 1

In conclusion, through this work, we demonstrate the achievement of the creation of social skills through the use of routines and the development of multiple intelligences, directed to achieving a friendly environment within the classroom, which promotes motivation, comfort and an increase in learning (which is the main goal). It is also important to take into account the key competences in order to develop them within the classroom, along with the contents: linguistic and communication competence, mathematical competence, knowledge and interaction with the

[1] Candy, P., Crebert, G., & O'leary, J. (1994). Developing lifelong learners through undergraduate education. p. 17

physical world competence, information and digital competence, social and citizenship competence, cultural and artistic competence, learning to learn competence and autonomy and personal initiative competence.

THEORETICAL FOUNDATION

An endless variety of methods and approaches have been devised in the search for the best way of teaching a foreign language. The reference to the foreign language is taken into account along this work, as it centres its attention on communication, although routines and multiple intelligences are the main characters of it. The fact that foreign language teaching focuses on communicative proficiency must be taken into account. This is developed through Communicative and Natural approaches, which give special importance to communicative language and the meaning of language. They focus on individualized teaching and the creation of a positive learning environment, moving away from the traditional and authoritarian role of the teacher. Noam Chomsky, Dell Hymes, Michael Halliday or Stephen Krashen are some authors who contribute to the growing of these ideas.

METHODOLOGICAL PRINCIPLES

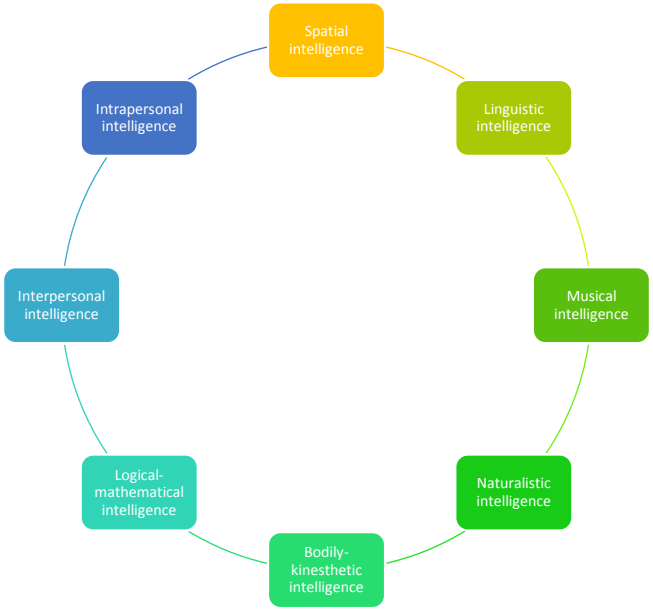
Through methodology in Primary Education, programming should aim for students' development, integrating their experiences to learning, and developing learning itself. Teaching must be personalized, adapted to the characteristics of each child as an individual. It must search students' constructive learning, ensuring new concepts and encourage them to learn by themselves.

Finally, contents should always be organized with a global focus, in order to create an interdisciplinary view to introduce students into the complex reality that surrounds them (here is where the theory of multiple intelligences plays an important role).

Following a theoretical guideline to perform the development of this project, different theories are linked taking Multiple Intelligences as the central point. According to Howard Gardner, "it is of key importance that we recognize and promote all the variety of human intelligences, and all the combinations of them. We are all different, mostly because we have different combinations of intelligences. If we recognize this, I think that, at least, we will have the opportunity to control, in a more adequate way, the problems we face in the world" (Gardner, 1987).

Every intelligence is different from the rest, but all of them allow us to solve problems, find solutions, invent or create things. However, not every situation or problem needs the activation of the same intelligence. Moreover, certain occasions make necessary to use a combination of those intelligences.

There is a sum of eight:



Multiple intelligences diagram 1

Spatial intelligence

It is the one which solves problems or creates products through images, shapes, dots or lines. This intelligence understands better the information which uses the visual path and prefers images to processed thoughts.

Spatial intelligence is useful for recognizing faces, shapes, objects, colours or details; scribbling, drawing, or building objects; understanding maps; enjoying television programmes or cinema; analyzing objects, pictures, sculptures and buildings; orientating oneself within a space; driving; designing, taking pictures or decoding graphs; etc.

In my class, spatial intelligence is mainly developed through Maths. We measure the length of a circumference; we try to guess how many people are able to get inside one square metre drawn on the floor; we measure the area of the classroom; etc. Spatial intelligence is also worked through Physical Education, where they have to get control over the space where they are.

Linguistic intelligence

Linguistic intelligence is the one which solves problems and situations by means of words.

It uses them to think, learn, and create. It is the capacity that humans have to use words in an effective way, understanding it as oral or written mean. This ability includes the ability of manipulating the structure of language and its sounds, its meanings.

Linguistic intelligence is developed through routines such as telling the date; summarizing something we have recently read; working in groups; listening to the lyrics of a song in English; reading a story; writing about a certain topic… In other words, developing the three skills: reading, listening, speaking, writing and interacting.

Musical intelligence

Perceiving, discriminating and transforming sounds is the capacity led by the musical intelligence. The rhythm, the tone or the melody are different aspects which this intelligence is able to perceive. Music can have different effects depending on the person and the moment, and even musical intelligence can associate music to a certain intellectual activity, to make it easier.

This type of intelligence is well developed through the use of a foreign language, for example, where students have to focus their attention in the rhythm and intonation of anything, so as to understand it, or produce it; and specifically at music lessons, where this kind of intelligence is the main objective of the subject.

Naturalistic intelligence

Naturalistic intelligence is the one that certain people concerned towards nature have. Observing animals, classifying plants by their features, or setting relationships with the environment are activities that help naturalistic intelligence grow. Looking for "the why" of everything also increases the capacity to relate with nature.

The sense of nature is not only in Science. The fact that the environment and the school context is located in a country area, makes students close and more aware of the nature. Moreover, students usually take examples whenever they have the opportunity to do so. They relate the contents of any area with the context and the experiences they already know, setting links between the new concepts and their previous knowledge.

Bodily - kinaesthetic intelligence

The body is an excellent tool to express ideas and feelings, mainly hands, in order to produce both verbal and non-verbal language. This kind of intelligence includes physical abilities, as coordination, balance, strength, flexibility or speed, as well as perception capacities or the sense of touch. It demands the cooperation between mind and body in order to carry out a perfect physical activity. In a nutshell, using the body as a channel of receiving and expressing information from thinking.

Body language is a useful tool to get to know what is happening around us. It also helps students empathise with their partners. Just looking at their body language we can guess how they feel; what their motivation towards what we are doing is; or simply who their friends are or are not.

Physical Education is a subject that helps students develop a self-control over their own bodies, being able to move around easily and in a coordinate way. They have to be conscious of their own human being, not only in relation with others, but also with themselves.

Logical - mathematical intelligence

It is the one that enables the brain solving problems (not only mathematical ones) through the analysis of numbers and data.

Inductive reasoning is a key element in logical-mathematical intelligence. This involves observe and organize several situations and elements in which similar features can be observed, or even a pattern is perceived in certain items. Sensitive perception towards diagrams, logical relations or abstract functions are included in this intelligence. The main strategies it uses are categorization, classification, inference, generalization, calculation and demonstration of hypothesis.

Logical mathematical intelligence allows students decide, for example, how to classify the different words in a list of vocabulary, according to a criteria they set; it also helps them to see which environments and landscapes contain which animals by the time we study ecosystems or to gather information about them in Science and English. Along with this intelligence, students classify and set relationships between certain data they collected around the whole school, so as to work with statistical studies in maths.

Interpersonal intelligence

Interpersonal intelligence is the capability of perceiving and setting distinctions among feelings, intentions and motivations in oneself and others. This can include sensibility to facial expressions, voice pitch or body language.

Interpersonal intelligence makes relationships between students possible. A good classroom environment, where students get on well, and they feel comfortable with their partners, builds up an ideal environment to work and develop themselves. As I see it, the environment of my class is almost always positive. Students get on very well, and they share good experiences with their partners, although, as all children, they sometimes have small fights or disputes, which is also important to set stronger relationships.

Intrapersonal intelligence

Self-knowledgement and the ability to adapt our own ways of acting taking as a start intrapersonal intelligence gives us a precise image of ourselves. Being aware of feelings, intentions, motivations, moods and desires, discipline, self-comprehension and self-esteem is in which this type of intelligence consists on.

This intelligence must be specially worked since students are very young. A positive self-knowledgment is the key point to develop interpersonal intelligence. In other words, to appreciate others, and have a good image of people around oneself, a good and positive view of oneself is essential. Students interpret their feelings and moods, or they simply let them go out of themselves. As teachers, we must try to rise the positive feelings and try to solve or face the negative moods, and bad self-esteem.

All of these multiple intelligences are strongly linked between them. Each child may feel stronger in one or another, but every child is a mixture of them. We teachers must increase every kind of intelligence, and boost those in which they are best. From my point of view, that is what Gardner wanted to demonstrate through his multiple intelligences theory: although each of us may be better at one type of intelligence, everyone is included in our thoughts, mental processes, way of acting and relating with others, in our own way.

On the other hand, a key point of learning through routines is visible thinking. Routines are present in all classrooms. They set the pattern through which the learning process goes through inside a classroom environment. A routine is understood as any procedure, process or even an action that is performed constantly in order to facilitate the acquisition of new learning concepts. Classroom routines manage students' behaviour and interactions, helping students organize their own learning, setting communication and interaction rules or learning processes. They are not complex, but simple steps which promote students' thinking and helping them to have clear what they are learning and what they want to achieve.

Routines are the main, practical and functional point of the Visible Thinking. They are very simple and easy to perform strategies used in a continuous way in the classroom. They can be introduced by a question or be a group of small steps which lead to a concept. "Each routine targets a different type of thinking and by bringing their own content, teachers integrate the routines into the fabric of their classrooms".[2]

What routines intend is creating a structure of the lesson in the class. According to "Thinking Skills" webpage, routines can be divided and organized in four thinking ideals of truth, fairness, creativity and understanding.

Through the use of routines, we favor the development of Scaffolding and cooperative learning. In order to manage to reach the growth of students' social skills through routines, Brunner's Scaffolding opens a good opportunity to students to help each other in their own learning. They have to see that working with students of a different age is positive for both of them. The fact that year 5 students have older ones in the classroom gives them the opportunity to expand what they learn, as topics are closely related. Year 6 students feel they can help others to boost their knowledge, and this is also a way of consolidating their own ones. Cooperative learning and Scaffolding are then part of the basis of the routines of this multilevel classroom.

CONTEXT

The school which is described through this work is located in a town from the province of Palencia. Its name is Anacleto Orejón, in Astudillo. It is a rather small educational centre, as the number of registered students is, at the year 2013/2014, 56. Its distribution in groups is as follows: the whole stage of Infant Education is settled in the same classroom; key stage 1 is in the same classroom; year 3 is alone as a group; year 4 is also in a single classroom; years 5 and 6 (key stage 3) are together in one group. Here is where this study is going to be focused. As the school is set in a

[2] www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03b_Introduction.html

rural environment, it allows a closer relationship with both families and the town itself. This context makes it easier to participate in the school, and people are familiarized with educational life.

The reference group is formed by 5 students who belong to year 5 (2 boys and three girls), and 9 students who are in year 6 (3 girls and 6 boys). I have been working with this group since February, and, as at first it was a bit difficult to get to work in an organized way, I think we quickly got to understand each other. The reason why I decided to perform this work towards the routines and the development of multiple intelligences within the group, is because I found some routines they were already performing, and I considered them rather interesting, not only by the routines themselves, but also by the way they were implemented and automated by the students.

My group of students is heterogeneous despite the fact that they conform a very consolidated group. One of the boys in year 5, M., has a diagnostic of ADHD disorder. His low capacity of maintaining the level of attention along some time is nearly impossible, and this is detrimental to him. In spite of the diagnostic, his family agreed not to medicate him. In order to avoid disruptive behaviour and let the rest of the students work, I try to ask him to go and drink some water, take papers to the head teacher or go along the corridor a couple of times when I notice his behaviour starts to change.

The other boy of year 5, G., arrived from Brazil just before Eater holidays. We were not conscious of the level of language and knowledge he was bringing to school, and the results are now surprisingly well. He came with little dominion of spoken Spanish, and this was a really important handicap for him, but I tried to make teaching-learning process more illustrative, using more gestures, pictures on the blackboard, videos and photos in the interactive whiteboard, etc. But another fact which I was not really trusting on was the rest of the class. But they reacted exceptionally. Everybody wanted to work with him, helping him with the different activities performed in the class, trying to explain him again what he did not manage to understand or get clear. The continuous contact with his partners, both in and out of the school, is what made possible his huge advance, not only in knowledge, but in the language itself, although his learning of English still continues to be extremely difficult (due to the fact that he had never received English lessons until he arrived to Astudillo). The fact that his home is located in the town itself, is also positive to improve the relationships, not only with his classmates, but also with other children who go to the school.

The girls of year 5 are J., S. and C.. They do not have any specific educational problems to consider whenever I carry lessons on. The three of them work well, although S. usually needs more time than the rest to do the tasks.

The group of year 6 is more homogeneous. They have been together since they were in infant education: C.(girl), O. (girl), T. (girl), R.(boy), S.(boy). Then, C. (boy) and M. (boy) came

from Santoyo by the time they finished their school years there (as Santoyo school does not cover the whole Primary stage). C. has a dyslexia diagnostic, and he receives some external support from the Audition and Language teacher, but in general lines (apart from his language problems, which are not very serious indeed) he follows the rhythm perfectly.

There is a couple of students who repeated year 4: M. and D. (both of them boys). Although many studies and diagnostic tests have been made to M., not only at school, but also at specialized centres of psychology, nothing clear has been taken out of him. He has some learning problems, but this problems increase or decrease as time passes by. He receives support from both Audition and Language teacher and Therapeuthic Pedagogy teacher with a diagnostic of reading-and-writing problem. But the truth is that this boy finds difficulties in mostly any subject at certain point. Knowledge must be explained to him several times, showed in different ways and a great amount of practice so as to get along with the point where the rest of the class is. The other boy, D., also has a reading-and-writing problems diagnostic, but he does not receive external support, because it is not considered necessary. The problem with this boy is his attitude. He does not want to be at school anymore and he lets the time go by. He has a disruptive and aggressive behaviour, and any measure taken to correct his behaviour does not work at all, just because nothing cares him (or that is what he thinks). I managed to make him work just ignoring or not paying attention to what he wants me to. His first reaction to anything he receives or is told to do is to refuse it and put it away. I tried not to pay attention to that fact and let him face the task he had to do (activities, exams, etc.), and he ends up doing it (or at least, trying to do so).

The subjects I give to them are Maths, English, Spanish and Science. I am their tutor, and this makes me possible to get closer to them.

Following the objectives set along the different areas given in years 5 and 6 of Primary Education by the tutor (those are Spanish, Science and Maths), in the didactic programming for this year, and taking the curricular level of the students as a starting point, the pupils have reached different levels of knowledge, influenced by their own learning rhythms and the fact that they share the environment with a group which contents are similar, but different. However, the main fact to determine the differences in learning is the disparity of students in both personality and learning styles. Meanwhile, the general overview of learning acquisition is satisfactory. I am going to focus the attention of this project in the areas of Spanish and English, as they are the area where students develop the language acquisition.

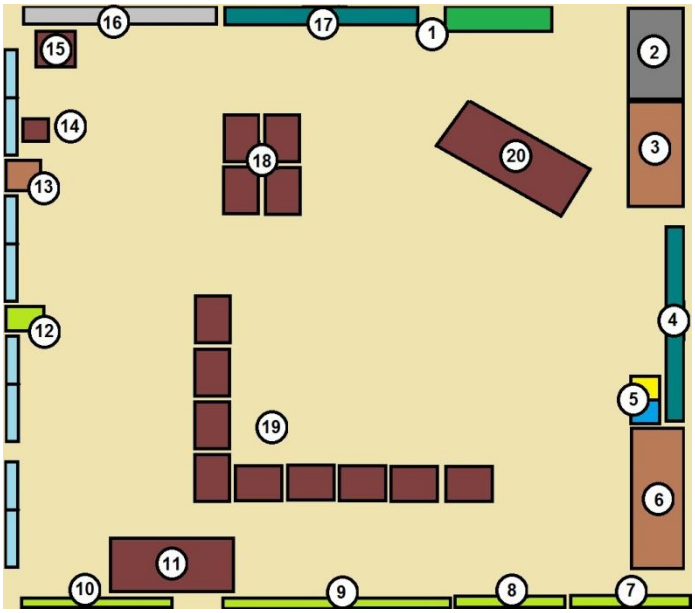
Spanish, in addition to be a communication vehicle, is a fundamental subject which, along the school stage, registers knowledge and good working of the language inside the context in which the students live.

The vast majority of students have Spanish as the mother tongue (except one). What we have been trying along the year is promoting the correct use of language both orally (through debates, preparing and recording the radio programme every week, and then, listening to using the PDI and the classroom blog http://elbuhoanacleto.blogspot.com, oral expositions and works with the students) and written work (used more often, taking care of presentation, the orthography, coherence and cohesion of written text or even through the diaries pupils write in the blog too). Pupils have prepared specific topics in which they were working. In this way, pupils have been, in some way, teachers of their own partners, becoming "experts" of any topic and explaining to the rest, which is something very well valued by the rest of the class. This is a methodology inspired and closed to "flipped teaching", where the students are the ones in charge of preparing the lessons through documents and videos previously provided by the teacher.

On the other hand, students at this class face great difficulties towards English as a foreign language. Their working in this language is initially good, but it seems to be not good enough to open their minds to the foreign language. In order to face a new topic, they go through a story (usually video and audio first, and then, written text if it is possible). They perform some activities so as to check comprehension, and oral summaries are included, so as to gather as much information about the topic as we can. Here is when we face the first problem. Their first impulse is to explain it in Spanish. As the time passes by, and as I kept on speaking to them in English, some of them try to express themselves in the foreign language, but they are not used to it. Through the use of routines, they were taken to think before throwing themselves in using Spanish in these lessons.

THE CLASSROOM

In order to get a close idea to the classroom where this project is developed, here is a map and a description of the different elements appearing in it:



Classroom map 1

Number 1. This is a small space where we officially start routines every day. In this corner, there is a calendar that the responsible of the day changes. In addition, he or she writes it down at the top of the "year 6" blackboard. Under it, we have a poster indicating the numbers in English, as a reminder, so as to tell the rest of the students which day is today. In addition, there is a list with the units of the subjects, setting their order of study, so as to coordinate topics in years 5 and 6 as much as possible and trying to make lessons closer and similar.

Classroom calendar 1

Number 2. Here we have a sink, as this classroom is the old laboratory. It allows students drinking water without going out of the classroom. The English corner is at the top of the sink, on

the wall. Here we place flashcards with vocabulary we usually need, posters designed by children to help them in grammar, vocabulary, verbs, etc., and other works we are carrying out.

Number 3. This is a cupboard where I store all the books and resources I use in the lessons. I try to have and use a great variety of materials for students to practise and get different perspectives. I usually try to complement information and explanations with practical and tangible materials, especially in Maths, as it is the most abstract subject. On this cupboard we have many materials: felt-tips, plastic folders, stickers, a plant and the Anacleto Owl, the pet of the class. Next to this cupboard is number 20, the teacher's desk. Here I have the resources necessary to change the calendar in number 1, clips, pens, a calculator and other necessary materials for every day lessons to be handy.

Number 4. This is "year 6" blackboard. As it will be explained later in their matching routines, there are two blackboards with specific functions each one (they are assigned for each group).

Number 5. These are small boxes where the rubbish is classified into plastic and paper. There is also an organic bin to put on the waste that cannot be put in any of these boxes. By the end of the week, there is a patrol formed by, at least, one student per class (it is usually the responsible of the day) who is in charge of taking the content of both boxes in plastic bags to throw it away in the recycling containers.

Number 6. This is a cupboard where dictionaries (in both Spanish and English language can be found), Maths materials or games to play when the weather is rainy can be found. We also have boxes which separate the paper in three groups: scrap paper (which mainly consists on colour papers which can be used for arts and crafts), draft paper (where students can find paper that can be used just by one side, to make sketches, scribbles or calculations) and writing paper (where there are clean sheets in case students need to write something to hand to the teacher, such as stories or other exercises).

Dictionaries 1

Paper boxes 1

Maths materials 1

On top of this cupboard is the Maths corner, where we put useful posters that help us with the unit and concepts we are in.

Number 7. This side of the class is the Science corner. In this part we put the projects we are doing, following a process of learning about a topic, investigating, dividing in groups, sharing information with others, working and presenting the works to the class, which will be evaluated by the rest of the students.

Number 8. Dividing the Science corner in two, there is a piece of cork, where we place the timetable and other important information. There is also a representative of the classroom pet, as there is a small wool owl hanging on the cork. In this part, there is also a box containing magazines, such as "Okapi" or "Muy interesante", that students can take on their reading time.

Number 9. This is another part of the Science corner. It is the biggest space on the wall to put things about a subject, because it is the link of the rest of the areas of learning. It awakes students' interests about the world around them. In addition, as they perform several projects, they enjoy looking at them and they have to share the space with the rest of their partners (in case of both groups). Under this part of the Science corner, there is a small board with two sides: one made of paper, and the other one as a blackboard. Here we set the requirements to do a good Science project, things to take into account when they perform their work in a certain topic.

Instructions board 1

Number 10. This piece of cork makes the Spanish corner. Here we have several areas: one to promote the radio programme we have in the blog (students made posters to put on the different spaces around the village, such as the shops and other establishments), letters we send and receive, news where we appear (newspapers, mainly), inventions we created and a crazy poem we usually build in Spanish lessons (we change the old one by the new one).

Number 11. This is a table bigger than the rest which is used for group working. It is more comfortable for students to have a bigger space when they are carrying a project out.

Number 12. The classroom library is a place where students take books by the time there is a space of time where they have to wait for their partners to work. They can read either books from this library or magazines from the box in number 8. In addition, there is a space of time on Thursdays that we use for mental calculation or reading time, in alternative weeks, as there is an hour shared with Religion subject, and it does not leave time enough to continue with contents. On the other hand, this space of time gives students the chance of relax themselves and work at their own peace.

Number 13. This is a cupboard where text books from other years can be found. In certain projects and topics, students like to have additional information to complement the one in their own textbooks. There are also cardboard folders where students store their worksheets. Each students has one, divided in areas, and they make holes when I give them the worksheets checked, separating them by their matching subject.

Folders and books 1

Number 14. Due to the position of the PDI within the classroom, respect to the current seats of the students, it is quite difficult for them to see something on it for long periods of time, as it develops bad postures. In order to see something on the Interactive Whiteboard, students take seat on the floor, just in front of it. For this reason, each student has a cushion that they use for this purpose. They store them away on one chair, to have them arranged. The responsible of the day has to look after everyone to put the cushion in the correct place.

Cushions for PDI use and computer 1

Number 15. The computer is placed right next to the PDI. It can be used by any student, always asking for permission, and being responsible with it. The use of these technologies is part of their lives, as most of the students have a computer at home. The idea is taking technologies as close to the school environment as possible and new technologies raise their interests and motivation, making learning more interesting and attractive for them.

Number 16. The Digital Interactive Whiteboard is a very useful tool to approach students to what they are studying. It is now essential to make a more practical way of learning, and it makes it even easier to carry out.

Number 17. This is the second blackboard we have in the classroom. It is the one used by year 5 to perform their routines of correction and explanations in the different lessons of the subjects.

Number 18. Students in year 5 are located in four-group. This is very positive for them, in order to share what they are doing, and work as a team. This boosts collaborative learning. It is also comfortable by the time the new student arrived to the class, as he was incorporated to the formation, and this was positive for his development and understanding.

Number 19. The formation of the group of year 6 is different. The bigger amount of students does not let them stay in group, but in 'L' formation. The main advantage of this type of placing the distribution is that every student can see each other's face, allowing eye-contact in the interventions. It favours pair work and makes it easier to work as a big group. The disadvantages are precisely that they can see each other, as it is easier for them to evade, following other's actions.

Number 20. This is the teacher's table. It is in the precise seat at the correct distance of the students, letting a big space in the middle of the classroom to perform dynamics and practical activities.

LEARNING THROUGH ROUTINES

What is a routine?

"*A routine can be thought of as any procedure, process, or pattern of action that is used repeatedly to manage and facilitate the accomplishment of specific goals or tasks" - (Visible Thinking, n.d)*

As uncertainty and change is unavoidably attached to children, routines play an essential role in their education. They allow children to keep on developing their challenge of learning without losing sight of where they are going to. According to Gan Discovery, the importance of routines and patterns as emotional regulators is decreasing stress, anxiety and conflict[3]. They help integrate learning in an organized connection.

Routines are important to everybody, but they are especially for young children as it allows children to navigate the continuous challenge of learning new things from the safe and comforting boundaries that are created by routines. Gan Discovery (2002) outlines the importance of routines/patterns as emotional regulators to decrease stress, anxiety and conflict. Gil (2010) extends on this further and outlines how routines help integrate learning with an 'organized connection'.

On the other hand, routines play an important role by the time teachers have to face negative behaviour. It is sometimes difficult to carry out a transition between two tasks or activities because it is a good opportunity for this behaviour to appear. However, routines make children aware of their roles and tasks, and this is positive by the time they have to face a change.

Routines develop certain skills on children, such as self-control (following a pattern or the same steps to develop a process), positive behaviour (through rewards), social skills (working together), autonomous working (having steps previously set).

Learning Through Routines

Routines can promote learning in two ways:

1. The routine itself develops learning, as they involve producing a specific task related to that routine;

2. Following the process of taking the routine to other general tasks.

Whenever a routine is going to be established, it is essential to take into account the length it is going to take when it is performed, in addition to give students clear instructions of what it is,

[3] http://www.gandiscovery.com/Child_Care_Routines.html

and what it is used for. It is also important to perform the routine in the same way every time (using the same language if necessary, in order to reinforce it).

Routines should be seen as a way of interacting with students in a meaningful way, and not as a compulsory activity which has to be covered. In this way, daily routines provide students the opportunity to get certain skills that allow them know the different steps they have to perform at the beginning, along or by the end of an activity. Routines set what is going to come next.

Classifying routines

1. Classroom management

- Classroom rules
- Date
- Recycling
- Homework checking (revising and correcting)
- Entering and going out of the classroom

2. Reading

- Suggesting books
- Mobile library
- Telling (summarizing) chapters of the book
- Reading tree
- Reading files

3. Use of blackboards and Digital Interactive Whiteboard

- Cushions
- Writing homework
- Date
- Year 5 and 6 blackboards

4. Assessment

- Self-evaluation and co-evaluation
- Behaviour and checking parts
- Best-partner's money
- Assessing others' work

5. Subject routines

- Spanish
- Maths
- English
- Science

Classroom management. Classroom rules.

What is the aim of this routine?

Performing this routine, I try to make students aware of coexistence rules. The thing is that most of the students in this class know how to behave in the classroom, but certain students do not, and at the beginning of the year, there was an agreement where both students and teacher had to design some rules in order to go through the year. In this agreement, not only rules were decided, but also the measures taken if they are not carried out and respected. Students and teacher decided a list of rights and obligations that they should keep. They finally signed this agreement and hang it on the wall, just on the blackboard, where everyone could see it.

What do students learn with this routine?

Students learn to behave autonomously, and they are aware of, not only their own performance at school, but also the rest of their partners. They end up checking their partners' path and they even apply the consequences designed to guarantee the achievement of the rules.

How often do they perform this routine?

It is going to work along the whole year, as it was designed at the beginning to last until the end. In addition, students will be automating it as time goes by. In addition, there will be coordination with the rest of the teachers who enter in the class (Physical Education, Religion, Music, Citizenship and Reading) so as to follow a common line in the ideal behavior).

Does it need any resources?

The only resource this routine needs is a paper with the rules written down clearly, in a simple way, for students to understand. (See picture):

Classroom rules 1

Which type of intelligence does it develop?

The main intelligences that this routine boosts are interpersonal and intrapersonal intelligences.

Interpersonal intelligence from the point of view of developing themselves, controlling their performance towards their own work and trying to keep a good classroom environment beginning with their own behaviour.

Intrapersonal intelligence because they have to look for others well-being, allowing others learn at their own path and not disturbing others, but also collaborating with their partners whenever it is necessary. It also includes letting the teacher develop the lessons, which does not eliminate participating in them.

Classroom management. Date.

What is the aim of this routine?

The students of this class already have acquired the changes in time, so that is not the main objective of this routine. At the beginning of the morning, the responsible of the day writes on the top of the blackboard the date in English, following what was put on the classroom calendar. We have a calendar display which helps us in this task: they change the month (if it is necessary), stick with blu-tack the day of the week and the day of the month, and they check if the season is correct. The idea is making them aware of the "official" beginning of the morning, and it is a kind of signal that indicates them that they have to begin to pay attention, as we are about to start.

What do students learn with this routine?

First of all, the responsible of the day has to be aware of their turn. We follow the alphabetical order of the list of students, and their task and responsibilities begin at that moment. Secondly, as I said before, partners begin to drive themselves to begin the morning, and checking their partner's performance. My intention is chunking the arrival and the start of the morning.

How often do they perform this routine?

This routine is performed every day, always at the beginning of the morning. Along the year, they will appreciate the pass of the time and analyze how it changes along the school year.

This routine is used from the beginning to the end of the year.

Does it need any resources?

The resource we use to perform this routine is the calendar, made up with months, days of the week, numbers, seasons and a happy face we use to mark the special dates, such as birthdays, Peace Day, Tree day, or any other date which contains a special event. (See picture):

Classroom calendar 2

Which type of intelligence does it develop?

The main intelligence that this routine boosts is linguistic intelligence, as it requires matching the date with its written representation, both on the blackboard and in the calendar.

Classroom management. Recycling.

What is the aim of this routine?

The intention of this routine is making them aware of the importance of separating and classifying the rubbish into plastic, paper and organic waste. Along the year (and also the previous ones), students have been performing this task in the classroom. The school is subscribed to a sustainable programme where everybody at school is concerned with certain points to follow: recycling and keeping a clean playground are the keys of our plan. The intention of this plan is moving this routine towards students' homes and keep the habit of recycling, making them conscious of its importance.

What do students learn with this routine?

Students get the routine of separating rubbish and taking it to the dustbin along the break on Fridays. It is the responsible of the day the one who has the task to do it. He or she takes the bags inside the boxes and wait for the rest of the students from other classrooms. Then, the teacher in charge of carrying out and developing this programme takes them to the dustbins out of the school and they empty the bags and put them back to the classrooms. Students learn the importance and easiness of carrying out this task and how good it is for the environment to do it.

How often do they perform this routine?

They perform this routine every day in the classroom, but they take the rubbish to the bins at the end of the week, during the break. This routine is carried out along the year.

Does it need any resources?

The only resource we need are the cardboard boxes we painted in yellow (plastic) and blue (paper) to separate the waste, and a pair of plastic bags to carry the content to the bins. (See picture):

Recycling boxes 1

Which type of intelligence does it develop?

Naturalistic intelligence is the main one it develops. The importance of looking after the environment and see how easy is helping in the classroom makes students aware of the amount of things they can do, little by little, to take care of it.

In addition, interpersonal intelligence is also developed, as students help each other to

recycle and think of others, specially helping the youngest students gathering the waste.

Classroom management. Homework checking.

What is the aim of this routine?

There is a display on the window which plays an important part in all the subjects. It is divided in 4: Maths, Spanish, English and Science. Each subject has got a list of the students, and on top, divided in the different days of the month. The responsible of the day takes notes there of the people who did not do their homework, forgot their material or behave well or bad. This display develops autonomy in students, and I do not really have to tell them to do it, because they are already conscious of the process they have to follow. By the end of the month, I take these tables out of the windows and stick new ones. I write a feedback on papers for students' parents to see and sign. This promotes part of the communication of school-families, and makes them aware how their children are doing at school.

My intention is developing in students a habit of working on their own outside the classroom. It is important to create a working habit at home, as it is going to be useful in upper levels. In this way, each subject is going to require different working styles, and homework is a way of creating timetables to distribute time; a working environment, which is going to be associated to study; and a sense of responsibility towards their own work. It is important for students to have their parents collaborating in this task, especially in lower levels, in order to develop these working habits.

By the time they take their homework to the classroom, we check if it is done and if there were any difficulties performing them. In addition, we register those students who did not do their homework, so as to take into account for the marks, and for parents to know by the end of the month. The person in charge of registering this is the responsible of the day, and a pattern is followed: he or she looks for the subject we are in; then, the day; finally, he or she writes down according to the code: no-homework (NT), incomplete (TI), no agenda (red point); no material (yellow point); positive (green point).

The next step is checking the homework. The most difficult thing of carrying out lessons with two different groups may be found in this point. Activities have to be designed for one group to do, while the other group is checking homework. Otherwise, the class would become a chaos. We usually follow an order when we check them (the place where students are sitting).

What do students learn with this routine?

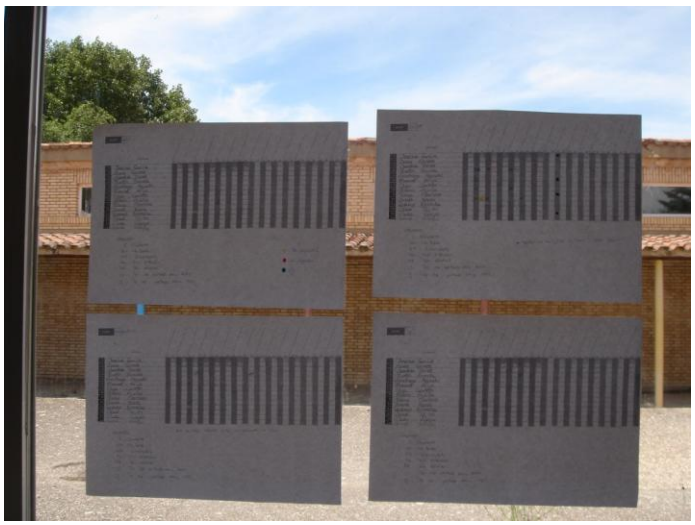
Students learn to be autonomous, not only doing their homework, but also writing down what they have been told to do. We usually write them down on the bigger blackboard, divided in subjects and years (5 or 6). That is the first step. Then, students assess their performance towards the homework they have done, and decide whether they were able or not, and how well they performed. In case anyone has not done the homework, because he or she forgot it, he or she will have to stay at the break and do it. If he or she did not understand the exercises, we explain them and they are tried to be done at home again.

How often do they perform this routine?

This routine is performed every day. In all the subjects, the person in charge of carrying out the tasks of the day is the one who writes it down, and they really take their job seriously (they are even tougher than me!).

Does it need any resources?

The resources we need to perform this routine is the sheets we stick on the window, for everyone to check:



Homework checking tables 1

Which type of intelligence does it develop?

The main intelligence it develops is intrapersonal intelligence. The creation of a working habit just depends on each student, and they assess their own performance at doing homework. They decide if they found difficulties, or not, if they say they did not do their tasks or even they

recognize if they are satisfied with the results.

Classroom management. Entering and going out of the classroom

What is the aim of this routine?

Students enter and go out of the classroom following an order. My intention is making them aware that they have to keep an order by the time they move inside the school.

The first thing students do when they arrive to school is staying in rows in front of the main door. They are divided in group-classes. In other words, they stand with those students who belong to the same classroom as them (which, in the case of my school, is not necessary an only year, as infant education are in the same group, years 1 and 2 are together, years 3 and 4 are separated, but years 5 and 6 are also in the same group). By the time the school bell rings, they start entering the building in order. The youngest are accompanied by their teacher right to their classroom, but the rest usually goes on their own. They know they have to keep the formation, and in this way they arrive to their classrooms.

After entering the classroom, they put off their coats and hang them on one side of the class. In addition, if the blinds are still down, anybody can be in charge of pulling them up.

The routine is similar when the day ends. In this case, it is the responsible of the day the first who goes out of the classroom. After showing me their agendas, so that I check homework is written down in them, they tidy up and get their bags ready to go home. After the responsible of the day, we follow the seats' order. In this way, everybody has the opportunity to be the first of the row, which is something they like.

What do students learn with this routine?

With this routine, students get the habit of moving inside the school without running or getting into others' way (especially the youngest students). They also stay with the habit of waiting for others patiently (although this is not always possible), and respecting their turns.

How often do they perform this routine?

This routine is performed from the beginning of the year, until the end, every day. Even in the rest of the subjects they keep on doing the habit of staying in order.

Does it need any resources?

There are not any resources needed for this routine.

Which type of intelligence does it develop?

It develops intrapersonal intelligence, as students have to take into account others so as to respect the space available and make use of it without disturbing each other. They also boost bodily-kinesthetic intelligence, as students have to be aware of the use of their bodies.

Reading. Suggesting books

What is the aim of this routine?

There is a poster on one of the windows which gives students the opportunity to recommend a book to their partners. There is an hour of animation to reading where students learn about different authors and work on different books. Then, they can get books home as if it was a common library. Here is the link with this routine. Whenever they think they have read something which may interest anybody, they register it on the table. They write the title and the author, and they register the person and the reason why they recommend the book.

What do students learn with this routine?

Students develop a sense of knowing others and thinking of others while they practice reading. When students recommend a book, they take others into account, and what is more curious is that they do not necessary choose their "best friends", but any partner of the class.

How often do they perform this routine?

They usually perform this routine on Mondays, as it is the day when they have their hour of animation to reading. They leave the book at the library and when they go back to the classroom they write down their recommendation. What is positive about this routine is that students don't feel the obligation to do it, and this encourages them even more to do it.

Does it need any resources?

The resources this routine needs are the books taken from the library and the poster hanging on the window (see picture):

Books suggestion poster 1

Which type of intelligence does it develop?

This routine develops a high level of intrapersonal intelligence. This requires knowing their partners, remember what they like, taking it into account and relate with others. It is important for students to get integrated within the group, so as to be comfortable and feel part of the class. With this simple routine, students feel important for others and it is positive to feel how others thought of you when they read about something they also liked.

Reading. Reading tree.

What is the aim of this routine?

Reading plan is very well integrated throughout the whole school. Every class is very concerned with reading, although it does not mean that they carry it on. Following the classroom reading routines, we have a reading tree where students put the books they have read along the year. Whenever they finish a book, they fill in a file (specifying the title, the author and their opinion about the book they have just read. Then, they place a leaf on the reading tree putting the title, the author and a face indicating their opinion about the book. In this way, we can see how many books students read along the year (not each one in particular, but the class as a whole), and we can also see how popular is certain book, or the opinion students have about other. The thing

is that they have to be conscious of the importance that reading has in their own learning, as it will also help them to acquire concepts easier, get vocabulary, learn to read and write better, etc.

Whenever the date is already set, the same responsible had the task of reading a chapter of a book we are reading in common. He or she tells to the rest of the class what happened, and when the explanation is finished, they can make questions and relate what they have just discovered with the rest of the book we have already read (since I started at this school, we have already read "Charlie and the Chocolate Factory", "Charlie and the Glass Elevator", "Matilda" and "The Course of the Bronze"). I do not consider putting them a task after finishing the book, because I think reading is a pleasure, and so I try to transmit it to my students, not as an obligation in order to perform something at the end.

What do students learn with this routine?

Students get motivated when they see the tree growing due to their work. They associate the amount of reading in the class with the size of the top of the tree, and that encourages them to continue doing it. The mobile library also plays an important role here. It is a kind of shopping trolley that contains books for all ages, and rotates to all the classrooms along the week. The turn of our classroom is on Thursdays. I make a good use of it during the last hour in the morning, and I let them take a book they like from it, to take home and bring back the next day, in order to give it to the next class. Following this routine, we run the risk of cheating, as students can fill in more files and leaves than books they really read, but sooner or later, we get to know who does it well. In addition, we are reading a book all together. This consists on taking a book from the library, which is everyone's election, and we go along it every day. The person who is going to be the responsible the next day, takes the book home and reads a chapter to tell it the next day at the beginning of the morning, summarizing the chapter. Then, we make a feedback of what we know about the book, so as not to get lost, and the book goes to the next responsible.

Students develop autonomy and responsibility, as others' work depends on their own one. This is a good way to involve everybody in the classroom in a common task.

How often do they perform this routine?

We perform summarizing the chapter every day, but placing leaves on the tree can be done at any time they consider or need. These routines are performed along the whole year.

Does it need any resources?

The routines need the files to fill in when they finish their books, the reading tree and the

mobile library (see pictures):

Reading files displayed 1

Mobile library 1

Reading tree 1

Which type of intelligence does it develop?

Reading develops intrapersonal intelligence, as it increases the knowledge of one's interests. With this dynamics and routines, we transform reading as an individual task in a group task where students share with others their experiences, working with interpersonal intelligence. Obviously, reading increases students' linguistic intelligence, as it works with written skills, but we try to transform the reading into a speaking and interaction skill too.

Blackboards and Interactive Whiteboard. The blackboards.

What is the aim of this routine?

There are two blackboards in the classroom (see the map). We have a year 5 blackboard, and a year 6 one. We make this distinction just because of the space. It is easier for students in year 5 and 6 to see and work with their respective blackboards because of the way in which they are displayed. But year 6 one takes common spaces with students in year 5. The date at the top, the homework space or the radio broadcasters of the week are examples. Year 5 blackboard is much smaller than the other one. That is why we have specific uses for all the class in the other one.

In addition, as it has already been mentioned, year 6 blackboard is divided in sections which everyone has to take into account. First of all, the date is put on the top of it, for everyone to see (it is in English, and students write it down in their notebooks by the time they begin working in them). There is a section of this blackboard where we put the homework, divided in areas (subjects) and years. Students copy the information to do the activities for the next day, and at the end of the morning, I check if the notes are correct.

Finally there is another section where we write down other information to take into account, for example: the word categories in Spanish; the structures of English; the information to include in the school magazine; ideas to carry out a project; etc.

What do students learn with this routine?

By the time they correct exercises, we can do it at the same time (years 5 and 6) without disturbing each other. They know which their place to work is. This also very useful when we explain things. They can have the explanation on the blackboard without cleaning it out while the other group can be using their own one.

One thing that makes it easier not to forget their homework is leaving a space on the blackboard where I always write them down. This is very useful for students such as M, whose ADHD disorder ends up in forgetting homework too often. I divide the list of homework by subjects, and in this case, every subject is divided in years (5 and 6) so as not to get confused. This is useful for all the class, but especially for those students who have certain learning difficulties.

How often do they perform this routine?

This routine is performed every day, as blackboards are used in every lesson.

Does it need any resources?

It needs both blackboards available in the classroom.

Year 6 blackboard 1

Year 5 blackboard and PDI 1

Which type of intelligence does it develop?

The use of both blackboards develops a sense of spatial intelligence, as students learn to allocate tasks to carry out in them, depending on those tasks and the level where they are. They get used to work in the same places, performing their tasks using the routine of the blackboards.

Blackboards and Interactive Whiteboard. The Interactive Whiteboard.

What is the aim of this routine?

The aim of the PDI along the different subjects through the lessons is getting students closer to the world where they live. The PDI is a tool that allows learning through experience. It opens the door to children's curiosity, as they can investigate and get to know more about a topic they are interested in. The use of the PDI allows us getting closer to new technologies and, as a consequence, to the blog carried out in the class: **http://elbuhoanacleto.blogspot.com.es/**

With the idea of the blog, students get in touch with learning in a motivating way. They can have access to the resources we use in the lessons, practice with the contents we are learning and cooperate in its growth. Children can bring their suggestions to hang on the blog. They also see their works there, as sometimes we put their stories, pictures, photos and the radio itself. In order to hang stories on the Internet we follow a procedure, which mainly consists on reading them aloud and voting for the best story, which would get the prize of appearing in the blog. This is also a goal for them, and they feel called to make the effort and do their best.

In other subjects, such as Science, the PDI allows us to watch videos, photos and power points to understand the contents better. The visual intelligence is proved to be more effective in most of the students, as they get with the idea easier. In addition, as there are some students with language difficulties, this is also a good medium to acquire concepts.

What do students learn with this routine?

As it has already been said, students have their own cushions to use the PDI. They get them as orderly as possible and take seat on the floor, without disturbing others. They have to take into account their partners in this fact. In addition, they also create the habit of staying in a raw, waiting their turn to use the PDI. For example, whenever we use the mental calculation webpage they have to do a queue and wait patiently for their turn. In this way, students learn to respect others, and help them in case they need it.

They also have to bear in mind the rules to use both computer and the Interactive Whiteboard, what is allowed and what is not, in order to ensure a correct use of it.

The objective of creating a habit of using new technologies is creating in students a sense of responsibility in the web, learning to choose the information they need, avoiding content which is harmful for them and developing a capability to be autonomous and responsible of the use of new technologies.

How often do they perform this routine?

We use this technology whenever we need it. We try to link all the contents given along the different subjects with experimental knowledge and learning. New technologies are tools

which students use every day, and school has to integrate them as much as it can, in order to get closer to the society where our students live. The idea is copying the current world and context to prepare students for their adult lives, and this is a fact that we, as teachers, can not overlook.

Does it need any resources?

The Interactive Whiteboard can be seen in the picture above. In order to use it, we also need a computer (laptop in the case of this classroom), and a slide projector which transmits the image to the screen. We also need the cushions to sit on the floor and internet connection to have access to the different websites needed**.**

Which type of intelligence does it develop?

The use of the PDI is very positive for students, not only to develop their learning, but also to create a sense of responsibility towards the contents of Internet. So, through routines related to this tool, students boost their interpersonal and intrapersonal intelligence. Interpersonal intelligence in this point is reflected through the respect that students have to perform towards their partners, in order to use the materials together, taking into account others' interests. Intrapersonal intelligence is performed through the use of the responsible use of the information found in the web, integrating rules and routines of use, and being aware of what is correct by the time they use it.

Assessment. Self-assessment, co-evaluation, behaviour checking and assessing others.

What is the aim of this routine?

Whenever a task is performed by a student or a group of them, they have to take into account some objectives to achieve, in order to assess themselves or their partners. At the beginning of each project in Science, for example, we remind the criteria students have to bear in mind while they work. We put them written down on the paper board (see classroom context) to be to hand. Whenever they have finished their task, they take a two stars and a wish sheet to fill in with two things they think they performed well, and one thing they think they could improve. In addition, they review the work with their partners and assess it too, as a co-evaluation work. Finally, by the time they perform the show-and-tell of their tasks, it is the rest of the class turn to evaluate their partners' work, taking the criteria into account.

Behaviour checking is another point related to the assessment (and self-assessment too). Inside my classroom, there is a great variety of students, although they are only 15. But related to behaviour, I started a new routine with a student (M) whose main problem is his ADHD disorder (Attention Deficit

Hyperactivity Disorder). He belongs to the group of year 5. After some weeks observing his behaviour a new routine was designed in order to make him more conscious of his disruptive behaviour, which is only detrimental to him. The experiment consists on providing him a card per day, in which I write down the date and the different subjects we are going to go through that day. At the end of each hour, he gets to the teacher's desk and puts a point next to the matching subject (green, if his behaviour and work were correct; blue if they were middling; and red if they were not good). After he puts his point as a kind of self-assessment, the teachers put another point, according to how we think he performed. Of course, this is done just with him, because the objective is not making the rest aware of it, as this can be used as something to joke at. Just before going home, a small paper is stuck at the back for parents to sign and check how the day was, and I register the points he got, and the colours they were. We set a goal at the beginning of the deal: if he managed to get 20 green points, he would be able to have some time playing computer games in Alternative to Religion. And it seems to work.

The other behaviour assessment is the paper money. We created this routine as a way of deciding the best partners of the week. The first day of this routine, we agreed the features a best partner needs to fulfill. Everyone contributed with a feature and we built up a list on the blackboard. This list was then put on a poster on display for them to take into account. At the end of the week (on Fridays), we made a list with the students of the class and they made a row to "vote" for three partners. Before beginning with the election of the students, I gave them some clues to take into account, apart from the criteria described, in order to have some students who were not always the best partners, but tried to do their best to improve. Then, the three students who got most number of votes were given a note they could change for what they wanted. For example, a day they forgot their homework, for me not to take into account; a while in the computer room to play what they wanted; sit by a friend in the classroom during a morning; etc. They could also suggest rewards to be considered.

What do students learn with this routine?

Students in these routines learn to be autonomous and check how they are performing. They learn in a cooperative way if they perform their tasks in groups, and they use Scaffolding to learn and improve their performance, taking into account what they did well and could improve for the next occasions. They also develop a sense of criticism, as they have to compare what their partners do to what was previously marked and established by the criteria we set together at the beginning of the project.

Regarding behaviour routines, the objective is making students aware of how they perform within the group. The clue is boosting the positive behaviour, paying attention to it and rewarding students who do it well. We tried to punish bad behaviour, and it worked just sometimes. The thing is that through positive rewards we managed to get all the class in the effort of being the perfect partners. The student with ADHD was conscious of his behaviour and this is a great first step to get him change it for the better.

How often do they perform this routine?

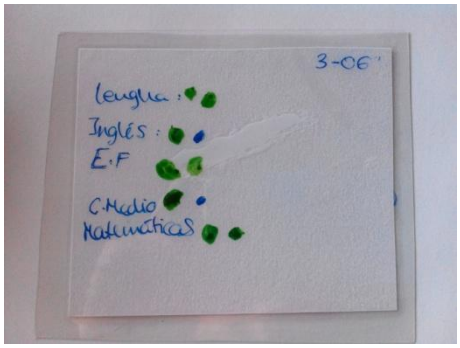
They develop this routine every time they carry a task out. At the beginning, it is only taken into account when they do projects and works, but the objective is that they transfer this routine to their every day work, but in an unconscious way, keeping with the habit of self control and self demand.

Best partners' election is done at the end of the week, following the week progress. And the cards for M. (the boy with ADHD disorder) were used by all the teachers who were in contact with him and at the end of all the subjects of the day.

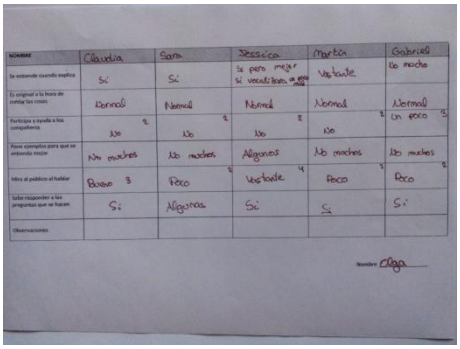
Does it need any resources?

The resources used were the tables to assess partners; the two stars and a wish sheets; the paper money and the rules to choose the best partners; a moneybox to keep the notes; the plastic cards to register the behaviour.

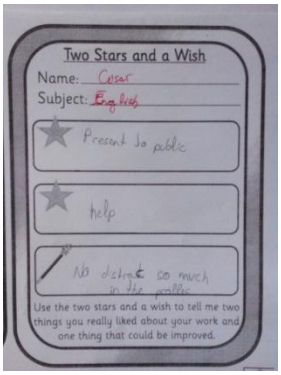
Paper money and moneybox 1



Behaviour assessment 1



Assessing others 1



Self-assessment

Which type of intelligence does it develop?

Assessment develops intrapersonal intelligence. In order to work and analyze it later on, students have to take into account how they are asked to perform, what we, as teachers, want them to perform. The

first thing is showing them a model of what we consider to be "correct", and beginning with it, students build up their performance, being it in the different tasks or in behaviour itself. Here is where intrapersonal intelligence takes part. In order to get a good performance with their partners, students have to think of others, respecting and helping them to become a group, which is, in essence, what we try to manage through the use of these routines.

Subject routines.

What is the aim of this routine?

First of all, it is remarkable to say that there is a space in the classroom for all the subjects where we show the work we are doing. The different spaces of the subjects change as the units do it, dressing up with the necessary resources to help the students with the new topics.

English corner has flashcards with the basic vocabulary for routines and orders. It also has the projects we are working with. For example, in the unit where we were learning about food, we designed menus to perform role-plays and we stuck them in the English corner; by the time we were learning about the animals and guessing information about them, we put the WH- words. But there are always coloured pieces of paper where students can see what they have learnt and add what they are learning: verbs, vocabulary fields, grammar structures, expressions and idioms, etc.

In Maths corner there are posters which help students to get with the different formulas to get the areas of shapes. It is easier for them to acquire something they are able to see whenever they are doing the different exercises. It has to do with visual memory (they even associate the colour in which those formulas were written down).

Science corner is the biggest one. It is divided in two: one for information given to students and the other one (bigger than the first) with the works they make. It is positive to have them working on some topic than learning it by heart. They learn it through the experience, discovering and investigating at their own peace, being creative to explain others. It is the best way to get with ideas and concepts.

Spanish corner is a board made of cork. As it has already been said, we put the advertisements students designed to promote the radio programme by the village; stories and works they have recently done; the crazy poems we create in the classroom, taking into account the literary devices we are learning; letters we send and receive; news in which we appear; etc.

The aim is getting them familiarized with the things we are learning, and relate them to the classroom context, no matter which subject we are in.

What do students learn with this routine?

Students learn to get the knowledge as a whole. They develop cross-curricular concepts, involving one subject with another. The students of this class are concerned with multi-disciplinary routines, as the fact of sharing the classroom with others opens the possibilities of helping and open curiosity further than the things we are studying, which is very positive for them.

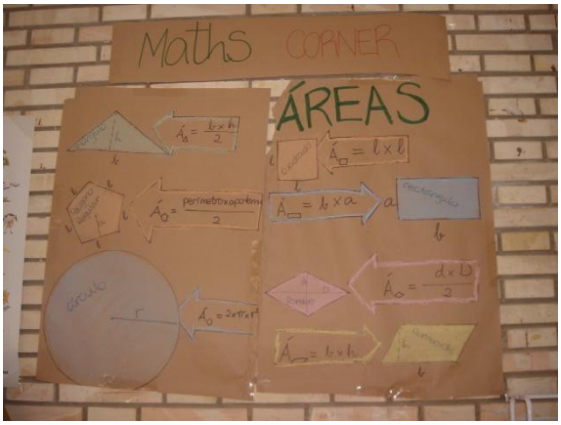
How often do they perform this routine?

We use the different spaces every day, at every subject, and we sometimes refer to the resources of one subject even if we are not doing it in that moment.

Does it need any resources?

The resources needed are related to the topics we are learning about. Here are examples of the different corners of the classroom:

English corner



Maths corner

Spanish corner

Science corner 1

Science corner 2

Which type of intelligence does it develop?

This routine develops Spatial Intelligence essentially. Students take control of where the different subjects are located, and they know perfectly where they have to go if they want to know anything of the subject they are looking for, due to the distribution of the classroom.

CONCLUSSIONS

After observing and analysing the different routines carried out in this multilevel classroom the results are conclusive. Even though the students have not been sharing together the same classroom (at least, the students in year 6), they have managed to work in a comfortable environment (as comfortable as possible). The fact that these students lacked of social skills that joined them as a common group made the task of introducing social skills a bit difficult, but they quickly got to the idea of working together, understanding that they had to share the teacher with others, although I was also inside of the classroom. This fact also gave them the opportunity of developing autonomous learning strategies, such as sharing or checking activities in pairs. In addition, whenever they had some doubts or did not know how to do something, they tried to search a solution with their own partners, as long as I was working with the other group.

The fact that these students had good working routines also made the task easier than what was initially expected. Step by step they got into acquiring the routines we tried to establish in the classroom.

On the other hand, there are several things that can be improved. For example, resources could have been better made, and sometimes taking students' participation more into account, producing resources and letting them a more active role. Routines can be planned for more complex habits, making a good use of them to expand their aim. In other words, predicting where they are going, and letting students a more protagonist role on their development.

As I see it, now the study has finished, is that the objective initially marked for this TFG has been reached: join a multi-level classroom in a social group who work together, respecting each other (although sometimes there are occasions where this "harmony" is broken down by certain disputes, but I think it is normal. They are just children), developing a sense of cooperative learning environment in a social group.

Finally, the surprising thing is, as it was said at the beginning, routines can change the habits of students as we planned, leading them to where we want them to arrive, but sometimes those students take out more from a routine than what we initially designed it for. Routines can mark their work and way of learning, individually and as a group, having the routines themselves as a common point.

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ANNEXES

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Assessing ourselves..... p.84
Assessing others..... p.89

CLASSROOM RULES

Para que nuestra clase funcione bien DEBEMOS…

1. Hablar bajito o no hablar
2. Ayudar al compañero/a de al lado si no sabe algo
3. Si ocurre algo, decírselo a los maestros y maestras o buscar la mediación de otros alumnos o alumnas
4. Ser puntuales
5. Obedecer a los maestros/as y hacer las cosas bien sin protestar
6. Llevarnos bien
7. Estudiar, esforzarnos
8. Hacer la tarea todos los días
9. Escuchar al que habla o lee
10. Compartir las cosas y pedir permiso antes de coger algo de otra persona
11. Participar en clase
12. Estar muy atento/a en las explicaciones
13. Cuidar el material de clase. Dejar todo recogido y ordenado
14. Ir al baño en casa y en los recreos. Salir al servicio sólo si es urgente
15. Meter en la mochila el material y los libros del día siguiente
16. Guardar un orden para intervenir: respetar el turno de palabra
17. Trabajar todos cuando hacemos algo en grupo
18. Ser educado/a con los maestros/as
19. Cumplir las normas de clase

NOS GUSTARÍA QUE NUESTROS PROFES…

1. No gritaran y no se enfadaran ni nos riñeran tanto
2. Si tienen un mal día que no lo paguen con nosotros
3. Fueran simpáticos/as, comprensivos/as y cariñosos/as
4. Se prepararan las clases y fueran amenas
5. Nos dieran confianza para preguntarles
6. Nos enseñaran mucho
7. Nos sacaran con puntualidad al recreo
8. No cogieran manía a nadie
9. No castigaran a todos por uno/a
10. Avisaran antes de poner un examen

11. No pusiera cuartilla el día antes de hacer un examen
12. No mandaran excesiva tarea
13. No fueran tan estrictos/as, nos escucharan y cedieran a veces por nosotros/as
14. Hicieran muchas excursiones

LO QUE NO SE PUEDE PERMITIR

ACTOS	CONSECUENCIAS
Pelearse	1 día sin recreo copiando. A la tercera vez, dos días
Insultarse	Pedir disculpas y hacer las paces ante todos. A la segunda vez, 1 día sin recreo
Molestar (tirar gomitas, pasarse papelitos, dar patadas a las mochilas y hablar más de lo debido)	Al tercer aviso, 2 días en la mesa de atrás. A la tercera vez, aviso a los padres
Sentarse mal. Levantarse sin necesidad	Al tercer aviso, 2 clases de esa asignatura sin silla en la mesa de atrás
Contestar mal, mentir, vacilar, hacer burla al maestro/a	Comunicación a la directora
Marginar, rechazar, ridiculizar, reírse por el físico, poner apodos…	Pedir perdón ante la clase del afectado/a. A la segunda vez, dos días a la mesa de atrás
Armar jaleo en clase cuando no está el maestro/a: correr, gritar, asomarse, salir al	

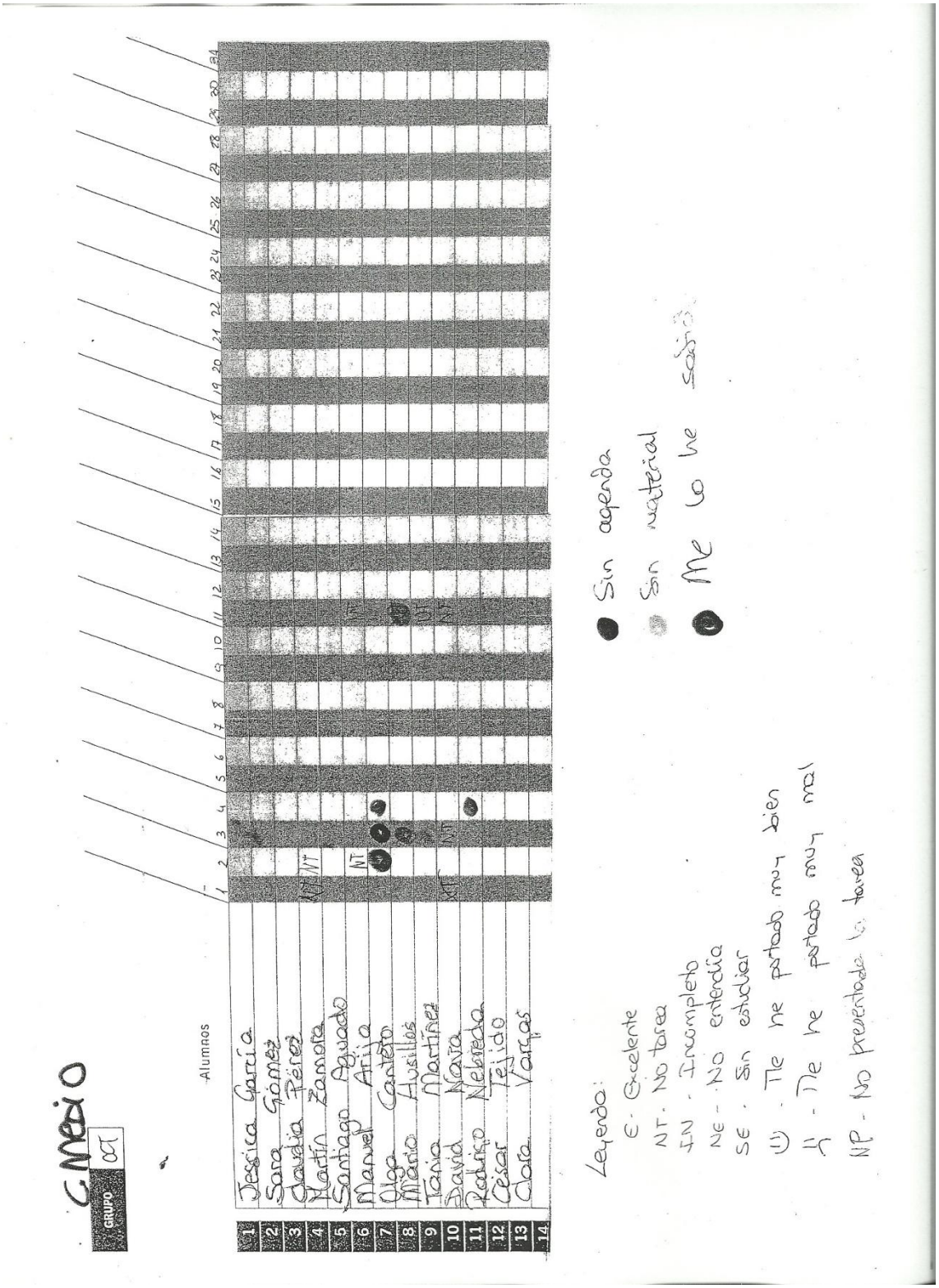
pasillo…	Copiar en casa estas normas
Picarse jugando, abandonar…	Disculparse ante todos/as. A la tercera vez, un día sin recreo
Estropear las cosas de clase, pintar las mesas, tirar papeles…	Limpiarlo o arreglarlo. A la tercera vez, ordenar toda la clase antes de salir durante una semana
No hacer la tarea o hacerla de mala manera	Hacerla en el recreo. Nota en la agenda. Observaciones en las notas. Si es muy frecuente, INS en las notas
Dejarse el material en casa	Copiar estas normas en casa. Tomar nota y hacer lo que se haya realizado en clase
Reírse de los que se equivocan	Un día en la mesa de atrás
Robar material a los compañeros/as	Confesarlo y devolverlo. Comunicación a la familia y a la directora

ROUTINES CLASSIFICATION TABLE

Routine group classification. Routine name.
What is the aim of this routine?

What do students learn with this routine?
How often do they perform this routine?
Does it need any resources?
Which type of intelligence does it develop?

HOMEWORK AND ATTITUDE CHECKING



INGLÉS

GRUPO OCT

	Alumnos	1 2	3 4	5 6	7 8	9 10	11 12	13 14	15 16	17 18	19 20	21 22	23 24	25 26	27 28	29 30	31
1	Jessica García																
2	Sara Gómez																
3	Claudia Pérez		NT		NT	NT						NT					
4	Martín Zamora																
5	Santiago Aguado	NT										NT					
6	Manuel Arija																
7	Olga Canteto				NT												
8	María Ausillos		NT		NT	NT											
9	Tania Martínez				NT												
10	David Nava				NT												
11	Rodrigo Nebreda																
12	César Tejido																
13	Clara Varga																
14																	

Leyenda:

E - Excelente

NT - No tarea

IN - Incompleto

NE - No entendía

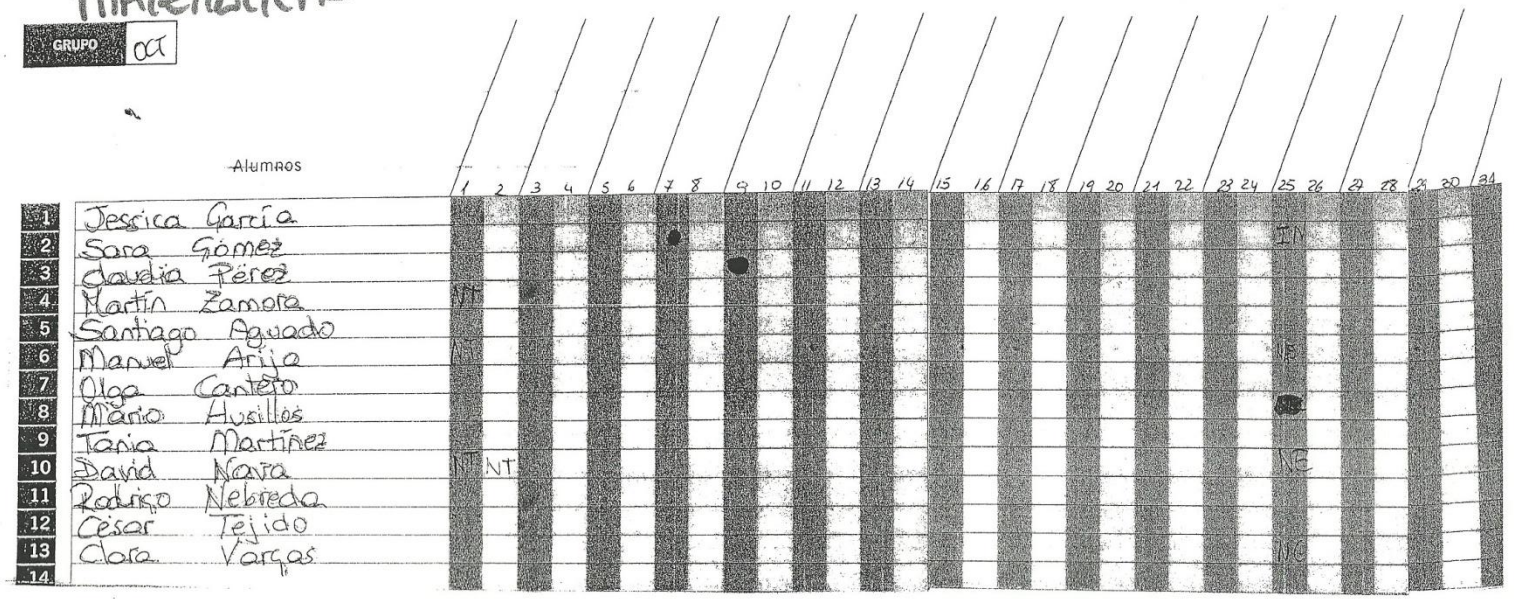
SE - Sin estudiar

☺ - Te he portado muy bien

☹ - De he portado muy mal

MATEMÁTICAS

GRUPO 6CT



Leyenda:

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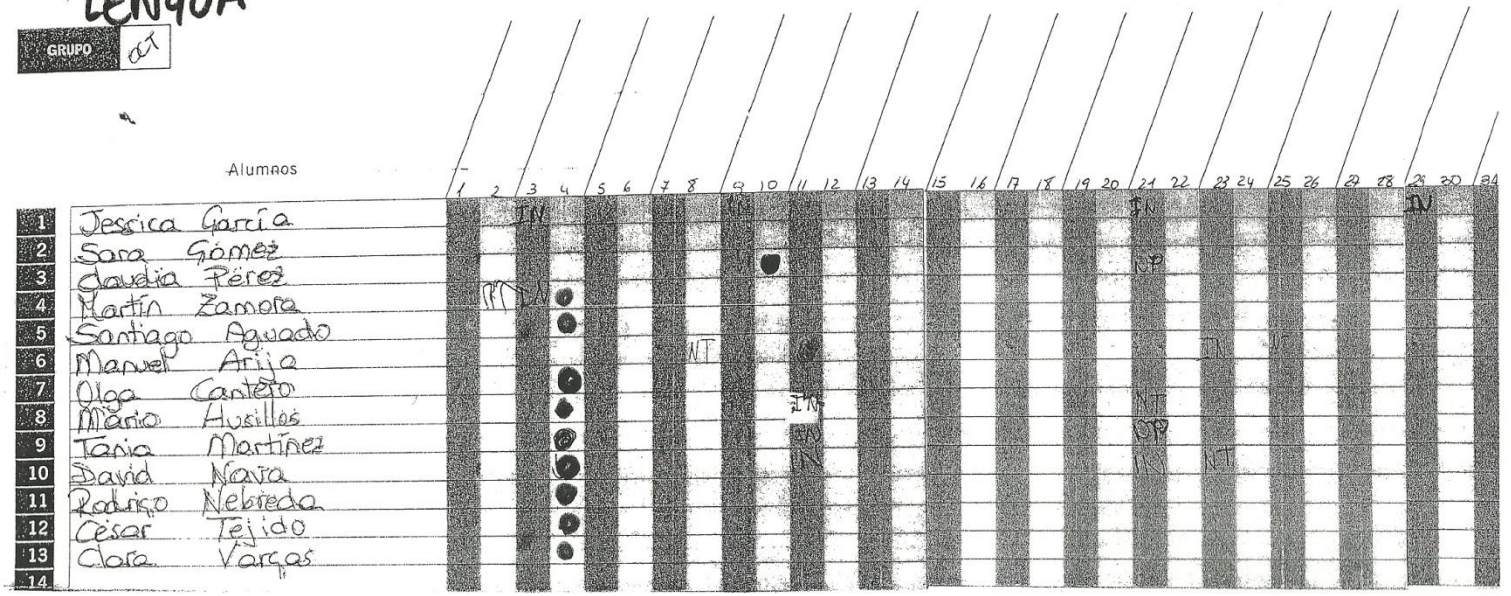
LENGUA

GRUPO 6ºA



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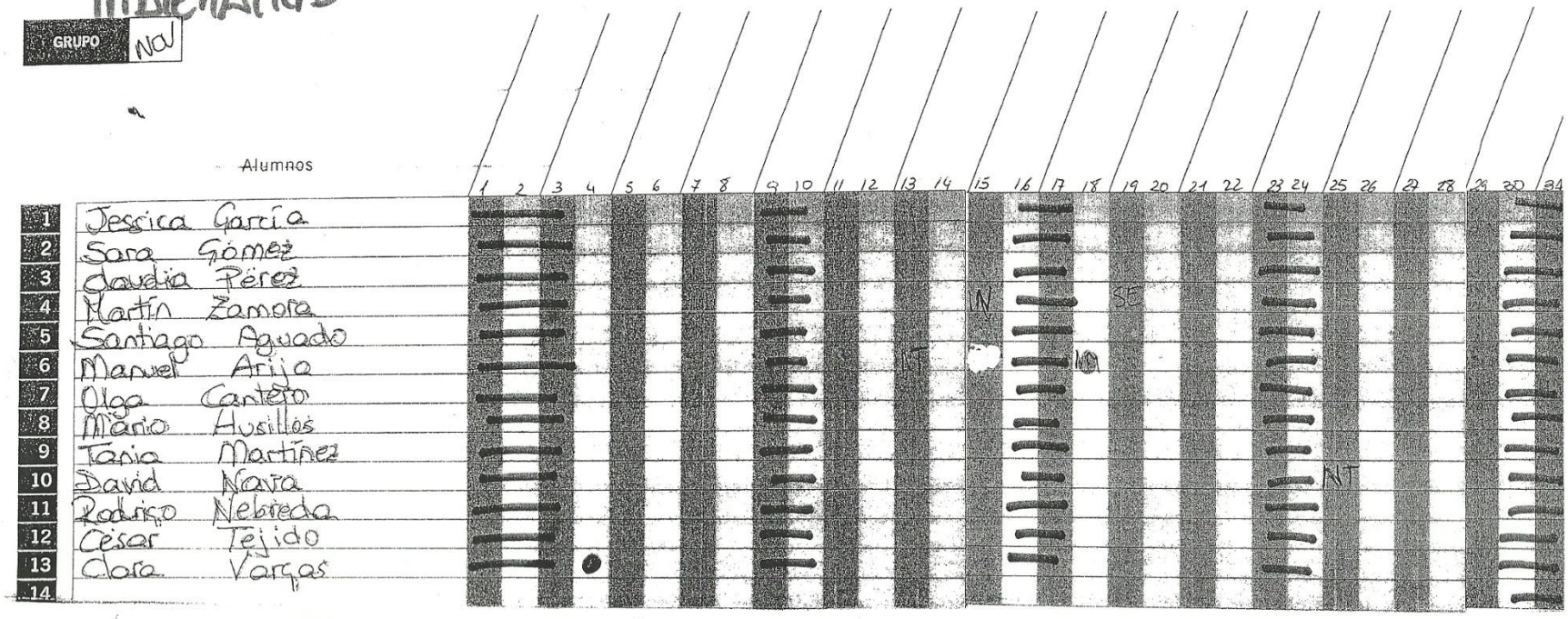
MATEMÁTICAS

GRUPO NOV



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NE - No entendía
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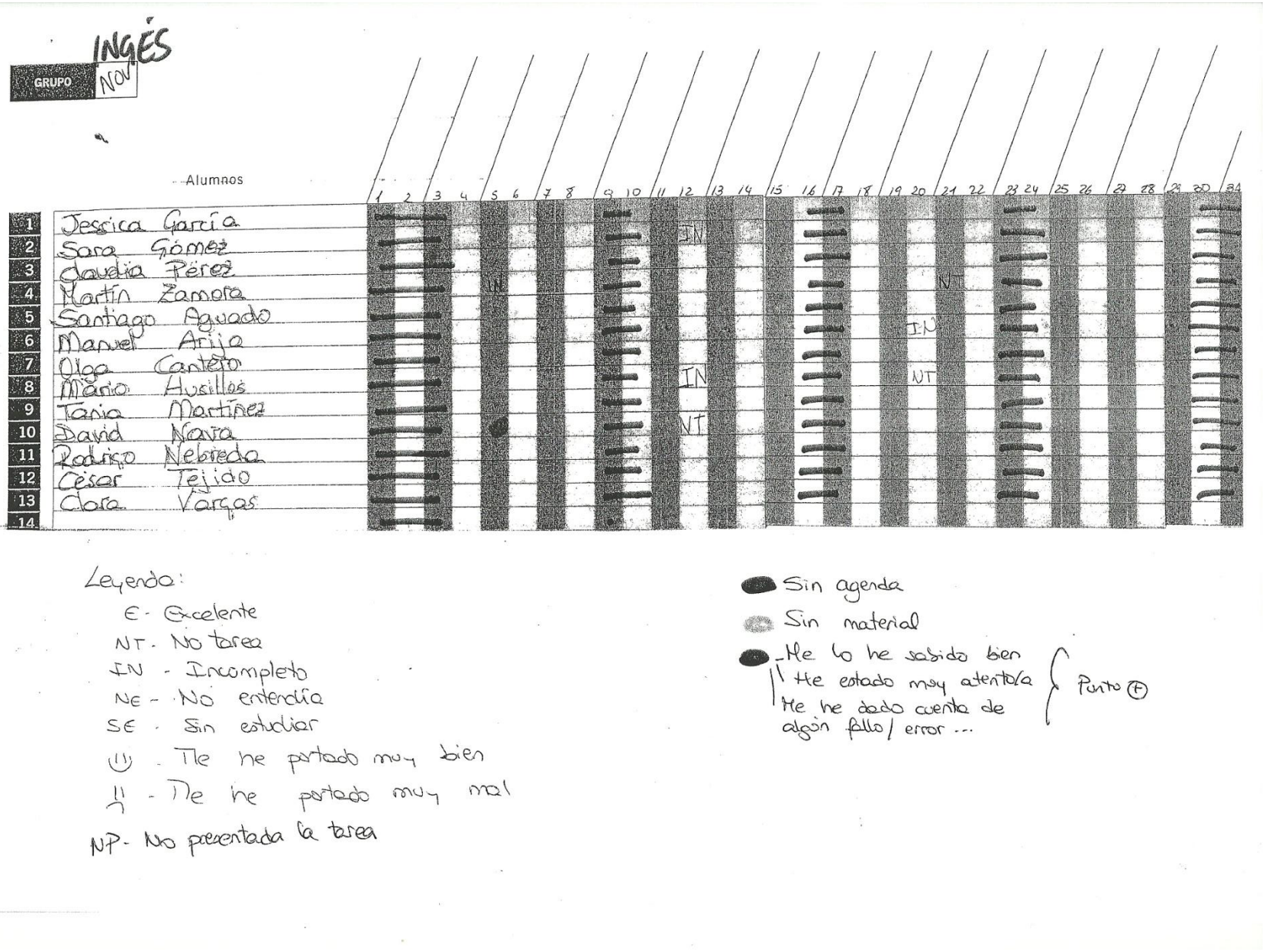
☺ - Me he portado muy bien
☹ - Me he portado muy mal


INGÉS
GRUPO
NOV
Alumnos
1 Jessica García
2 Sara Gómez
3 Claudia Pérez
4 Martín Zamora
5 Santiago Aguado
6 Manuel Arija
7 Olga Cantero
8 Mario Ausillos
9 Tania Martínez
10 David Nava
11 Rodrigo Nebreda
12 César Tejido
13 Clara Vargas
14
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
IN
IN
NT
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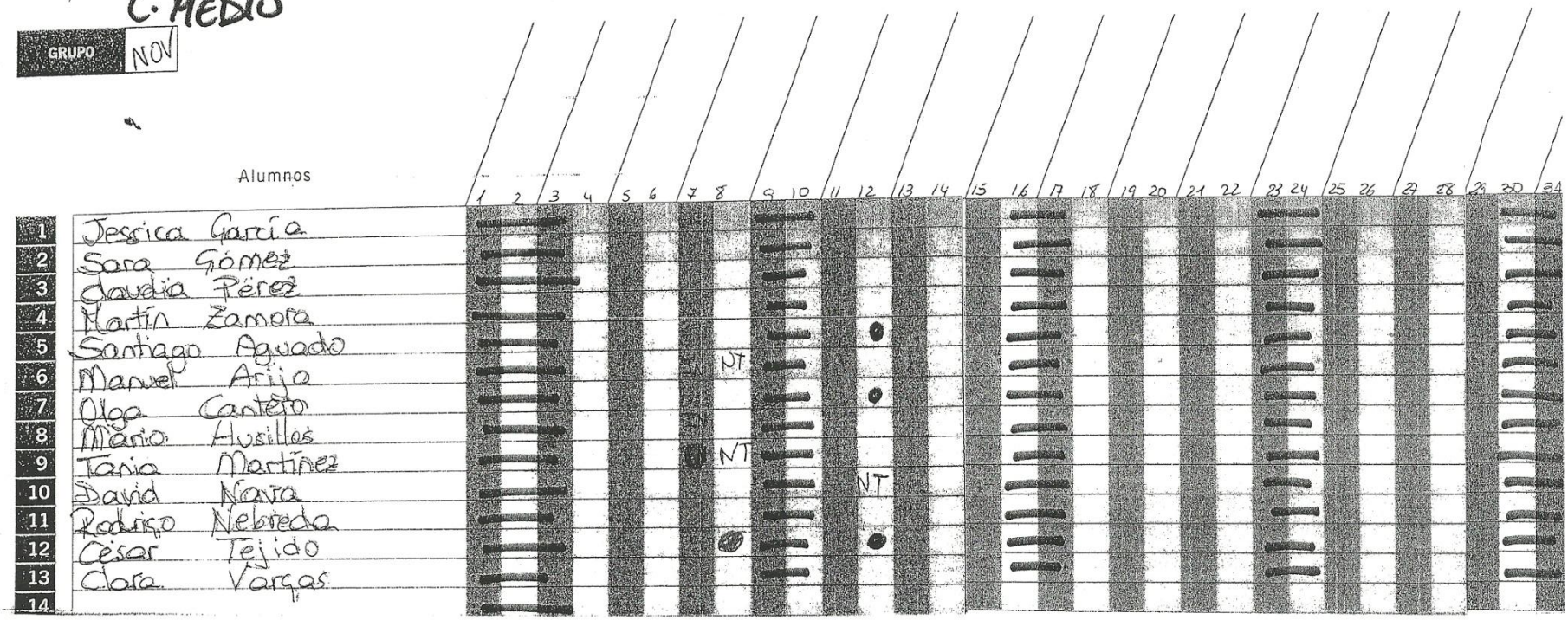
IN
NT
Leyenda:
E - Excelente
NT - No tarea
IN - Incompleto
NE - No entendía
SE - Sin estudiar
Me he portado muy bien
Me he portado muy mal
NP - No presentada la tarea
Sin agenda
Sin material
He lo he sabido bien
He estado muy atenta/o
He he dado cuenta de algún fallo / error ...
Punto E

C. MEDIO

GRUPO | NOV



Leyenda:

E - Excelente

NT - No tarea

IN - Incompleto

NE - No entendía

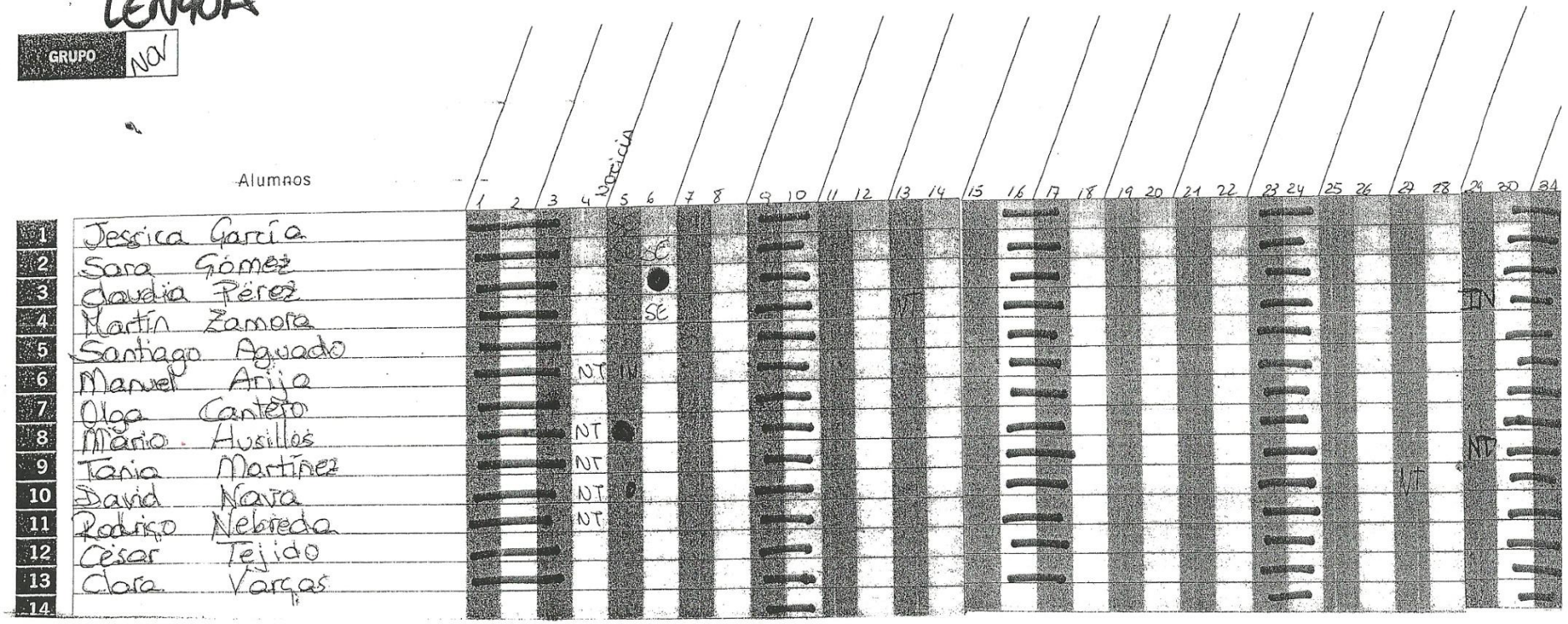
SE - Sin estudiar

☺ - Me he portado muy bien

☹ - Me he portado muy mal

LENGUA

GRUPO NOV



Leyendo:

E - Excelente
NT - No tarea
IN - Incompleto
NE - No entendía
SE - Sin estudiar
☺ - Te he portado muy bien
☹ - Te he portado muy mal

MATEMÁTICAS

GRUPO 1ºC

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1	Jessica García																															
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10	David Nava			NT																												
11	Rodrigo Nebreda																															
12	César Tejido																															
13	Clara Vargas																															
14																																

Leyenda:

E - Excelente
NT - No tarea
IN - Incompleto
NE - No entendía
SE - Sin estudiar
☺ - Te he portado muy bien
☹ - Te he portado muy mal

INGLÉS

GRUPO 3ºC

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2	Sara Gómez																
3	Claudia Pérez																
4	Martín Zamora						NT				NE						
5	Santiago Aguado																
6	Manuel Arija						NT	NT	NT								
7	Olga Cantero																
8	Mario Husillos								NT								
9	Tania Martínez								NT								
10	David Nava		NT						NT		NE						
11	Rodrigo Nebreda																
12	César Tejido																
13	Clara Vargas																
14																	

Leyenda:

- E - Excelente
- NT - No tarea
- IN - Incompleto
- NE - No entendía
- SE - Sin estudiar
- ☺ - Me he portado muy bien
- ☹ - Me he portado muy mal
- NP - No presentada la tarea

- Sin agenda
- Sin material
- - Me lo he sabido muy bien
  - He estado muy atento
  - Me he dado cuenta de algún fallo/error

} ☺

C. MEDIO

GRUPO 3ºC

	Alumnos	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
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13	Clara Vargas																															
14																																

Leyenda:

E - Excelente

NT - No tarea

IN - Incompleto

NE - No entendía

SE - Sin estudiar

☺ - Me he portado muy bien

☹ - Me he portado muy mal

LENGUA

GRUPO DiC

	Alumnos	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
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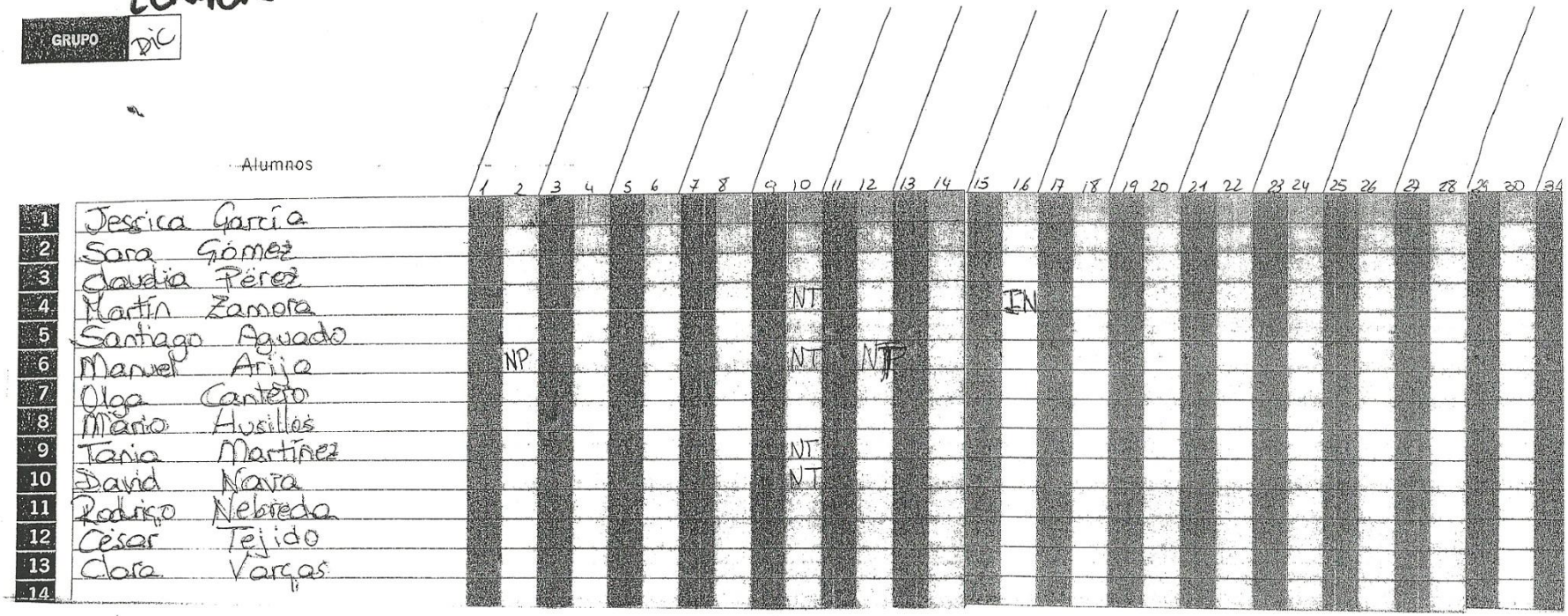
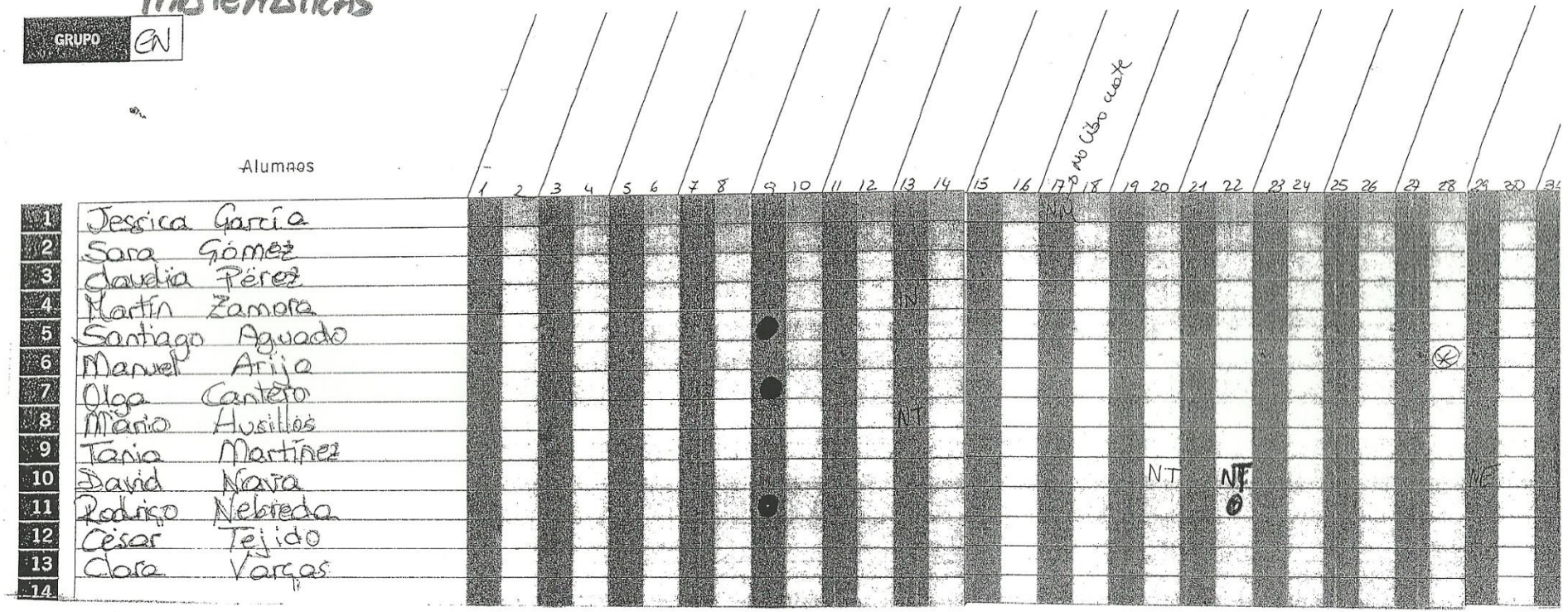


Leyenda:

E - Excelente
NT - No tarea
IN - Incompleto
NE - No entendía
SE - Sin estudiar
☺ - Me he portado muy bien
☹ - Me he portado muy mal

MATEMÁTICAS

GRUPO 6N



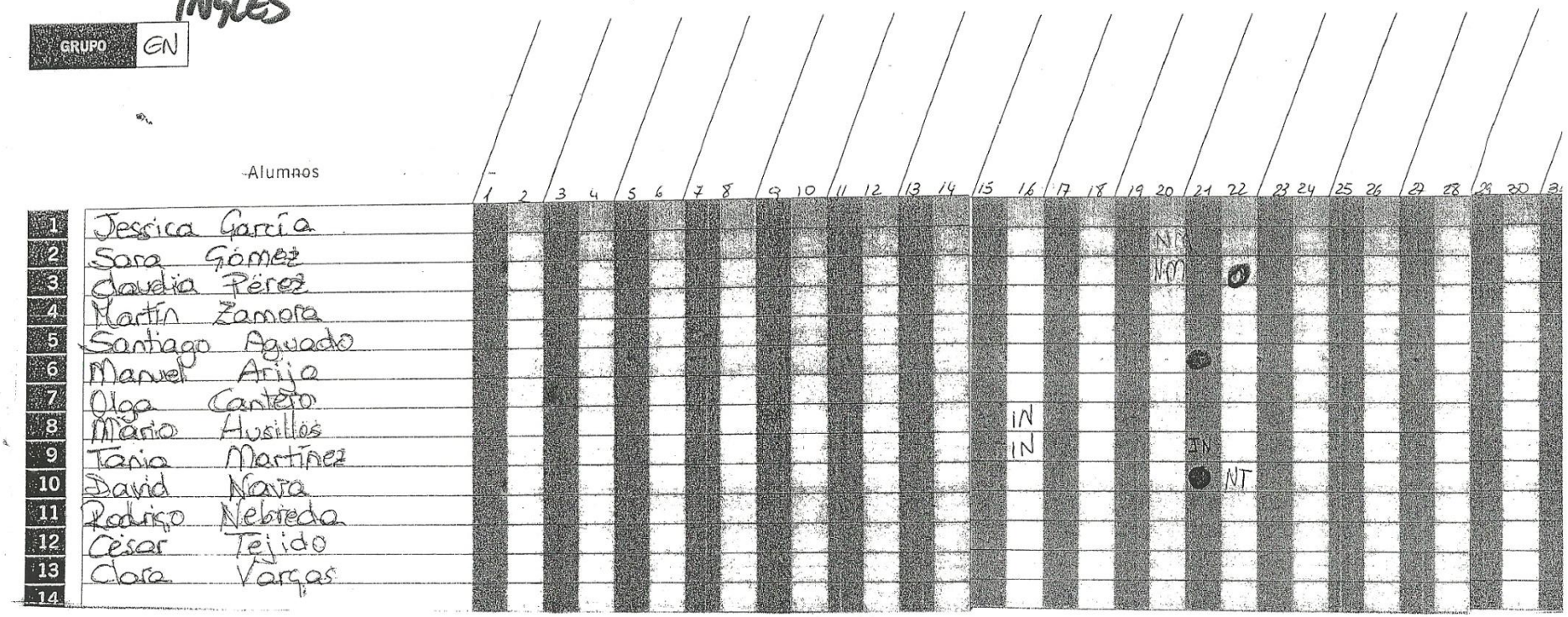
Leyenda:

E - Excelente
NT - No tarea
IN - Incompleto
NE - No entendía
SE - Sin estudiar
☺ - Te he portado muy bien
☹ - Te he portado muy mal

⊛ Manuel no ha entregado la ficha

INGLÉS

GRUPO GN



Leyenda:

E - Excelente
NT - No tarea
IN - Incompleto
NE - No entendía
SE - Sin estudiar
☺ - He he portado muy bien
☹ - He he portado muy mal
NP - Digo que he hecho la tarea pero no la he traído

● Sin agenda
● Sin material

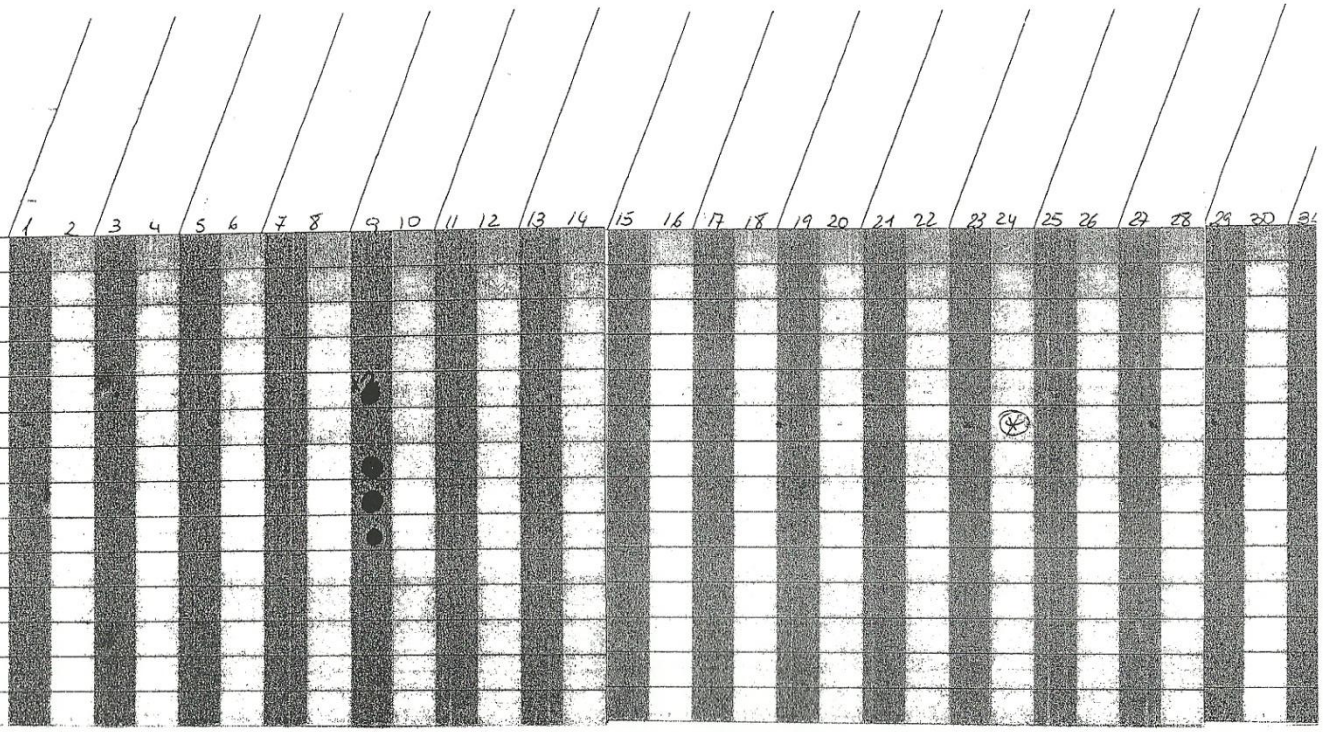
● He lo he sabido muy bien
He estado muy atento/a
He he dado cuenta de algún fallo/error.

} +

CM

GRUPO 6N

	Alumnos
1	Jessica García
2	Sara Gómez
3	Claudia Pérez
4	Martín Zamora
5	Santiago Aguado
6	Manuel Arija
7	Olga Cantero
8	Mario Ausillos
9	Tania Martínez
10	David Nava
11	Rodrigo Nebreda
12	César Tejido
13	Clara Vargas
14	



⊗ No ha entregado el trabajo de CM

Leyenda:

E - Excelente
NT - No tarea
IN - Incompleto
NE - No entendía
SE - Sin estudiar
☺ - Me he portado muy bien
☹ - Me he portado muy mal

LENGUA

GRUPO EN

	Alumnos	1 2	3 4	5 6	7 8	9 10	11 12	13 14	15 16	17 18	19 20	21 22	23 24	25 26	27 28	29 30	31
1	Jessica García																
2	Sara Gómez																
3	Claudia Pérez																
4	Martín Zamora					NT		NT					NP		⊗		
5	Santiago Aguado																
6	Manuel Arijo											IN	NP				
7	Olga Cantero																
8	María Ausillos																
9	Tania Martínez																
10	David Nava															IN	
11	Rodrigo Nebreda																
12	César Tejido																
13	Clara Vargas																
14																	

Leyenda:

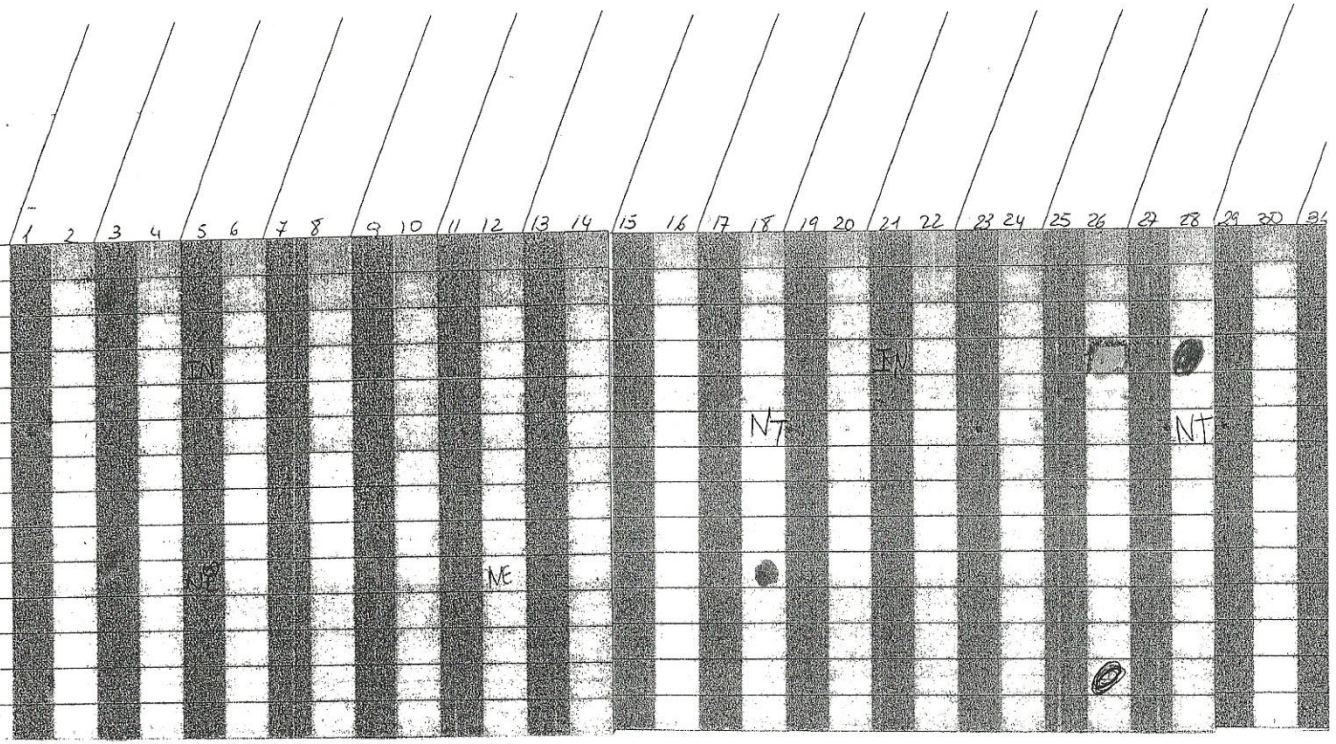
E - Excelente
NT - No tarea
IN - Incompleto
NE - No entendía
SE - Sin estudiar
☺ - Me he portado muy bien
☹ - Me he portado muy mal

⊗ Martín in pena.

MATEMÁTICAS

GRUPO FEB

	Alumnos
1	Jessica García
2	Sara Gómez
3	Claudia Pérez
4	Martín Zamora
5	Santiago Aguado
6	Manuel Arija
7	Olga Cantero
8	Mario Ausillos
9	Tania Martínez
10	David Nava
11	Rodrigo Nebreda
12	César Tejido
13	Clara Vargas
14	



Leyenda:

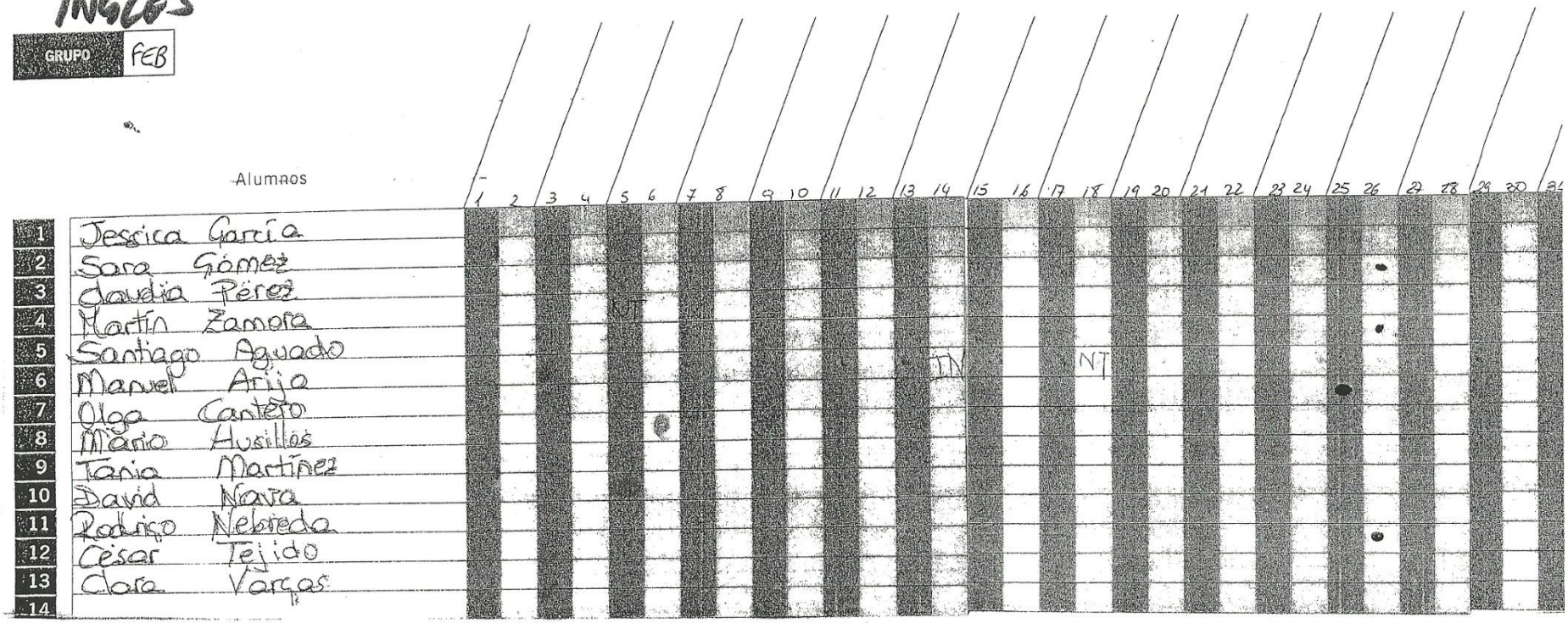
E - Excelente
NT - No tarea
IN - Incompleto
NE - No entendía
SE - Sin estudiar
☺ - Me he portado muy bien
☹ - Me he portado muy mal

☺S Feb Dice que no lo entiende. Al final: "es que me hago un lío" y en 10' está hecho en clase.

✱NT → Martín, día 26.

INGLÉS

GRUPO FEB



Leyenda:

E - Excelente

NT - No tarea

IN - Incompleto

NE - No entendía

SE - Sin estudiar

☺ - Me he portado muy bien

☹ - Me he portado muy mal

NP - Digo que he hecho la tarea pero no la he traído

● Sin agenda

● Sin material

● +

CN

GRUPO FEB

	Alumnos	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
1	Jessica García																															
2	Sara Gómez																															
3	Claudia Pérez																															
4	Martín Zamora				NT																											
5	Santiago Aguado																															
6	Manuel Arijo																															
7	Olga Cantero																															
8	Mario Husillos																															
9	Tania Martínez																															
10	David Nava																															
11	Rodrigo Nebreda																															
12	César Tejido																															
13	Clara Vargas																															
14																																

Leyenda:

E - Excelente

NT - No tarea

IN - Incompleto

NE - No entendía

SE - Sin estudiar

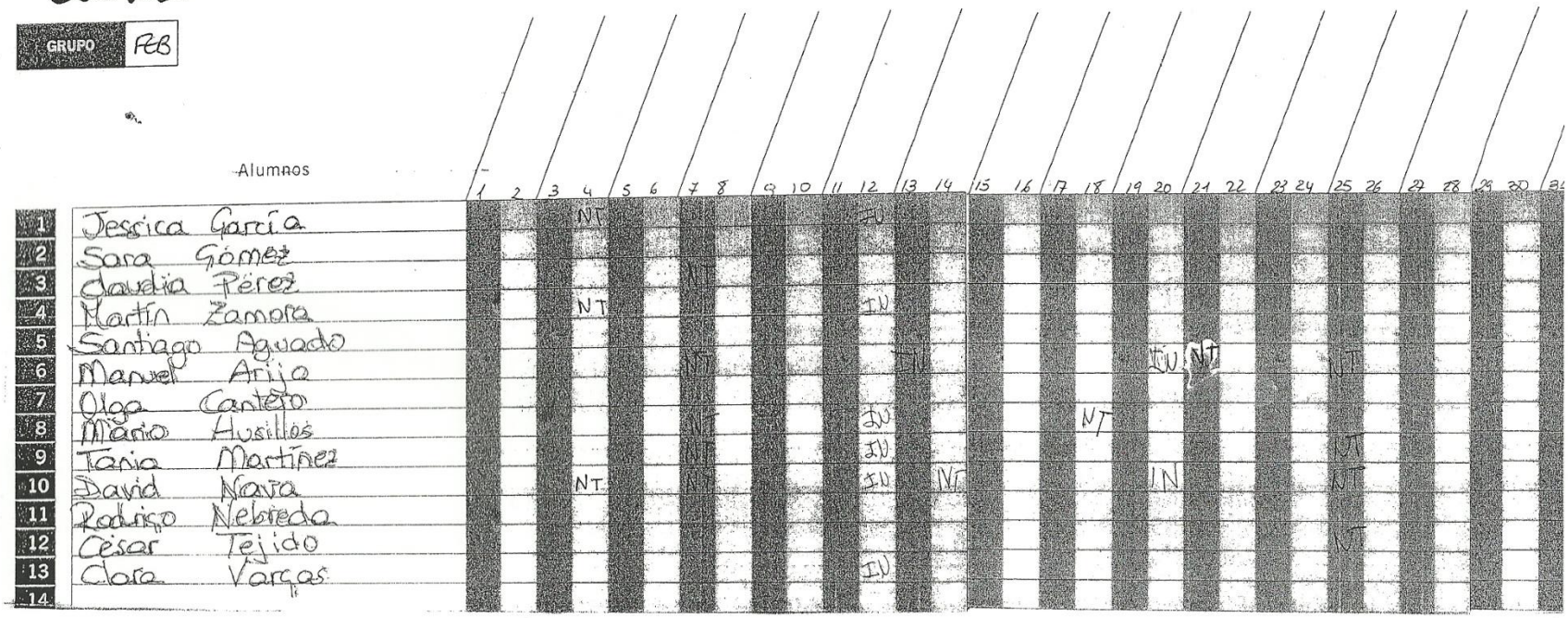
☺ - Me he portado muy bien

☹ - Me he portado muy mal

LENGUA

GRUPO FEB

	Alumnos	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
1	Jessica García				NT								IN																			
2	Sara Gómez																															
3	Claudia Pérez							NT																								
4	Martín Zamora				NT								IN																			
5	Santiago Aguado																															
6	Manuel Arija							NT						IN							IN	NT				NT						
7	Olga Cantero																															
8	Mario Husillos							NT					IN						NT													
9	Tania Martínez							NT					IN													NT						
10	David Nava				NT			NT					IN		NT						IN					NT						
11	Rodrigo Nebreda																															
12	César Tejido																									NT						
13	Clara Vargas												IN																			
14																																



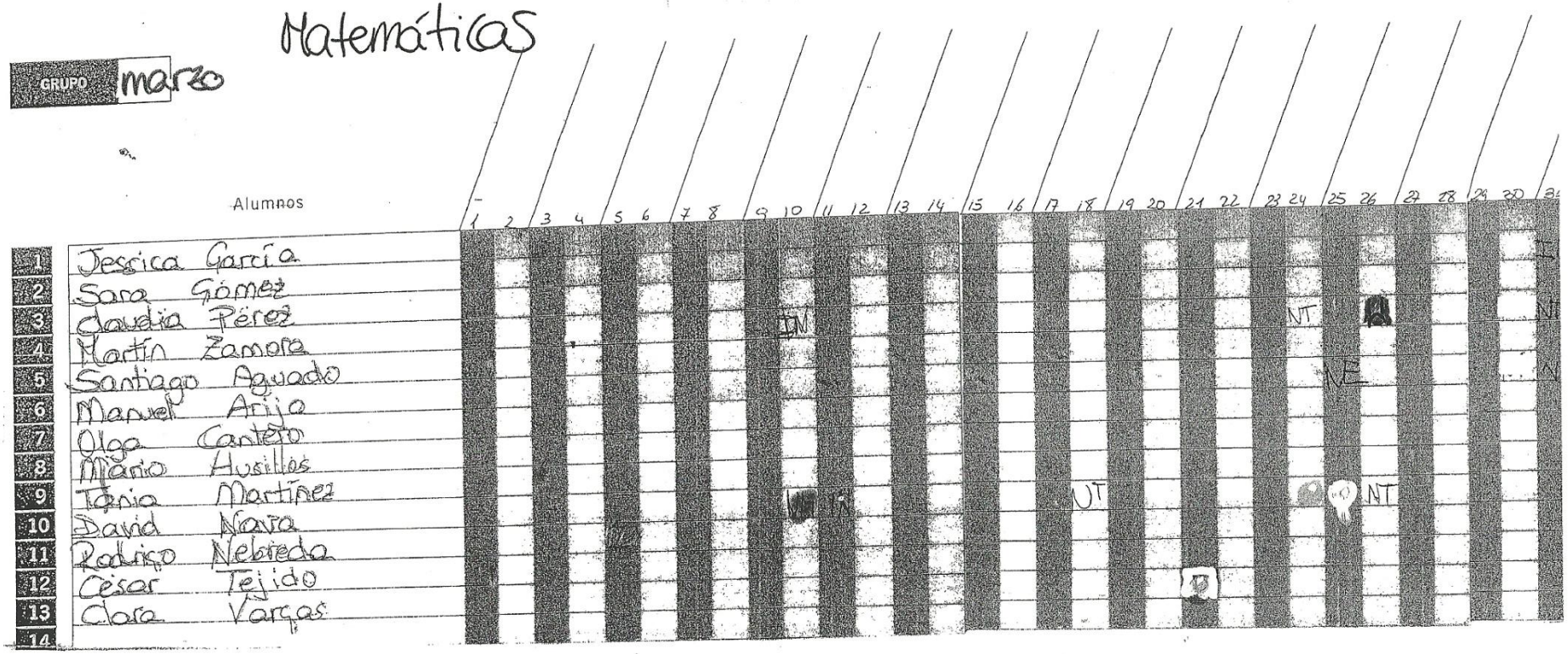
Manuel: tarea incompleta

Leyenda:

E - Excelente
NT - No tarea
IN - Incompleto
NE - No entendía
SE - Sin estudiar
☺ - Me he portado muy bien
☹ - Me he portado muy mal

Matemáticas

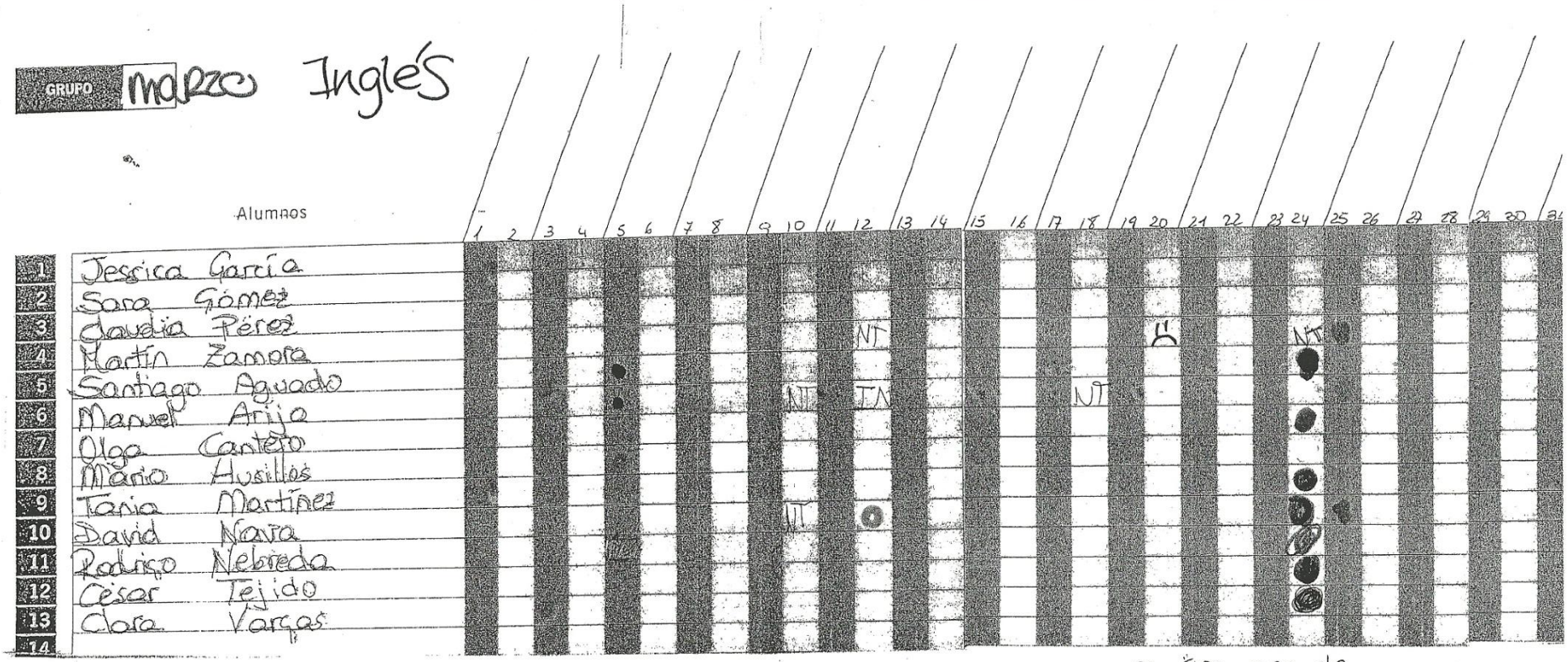
GRUPO marzo



Leyenda:

E. Excelente
NT. No tarea
IN - Incompleto
NE - No entendía
SE - Sin estudiar
☺ - Me he portado muy bien
☹ - Me he portado muy mal

GRUPO marzo Inglés

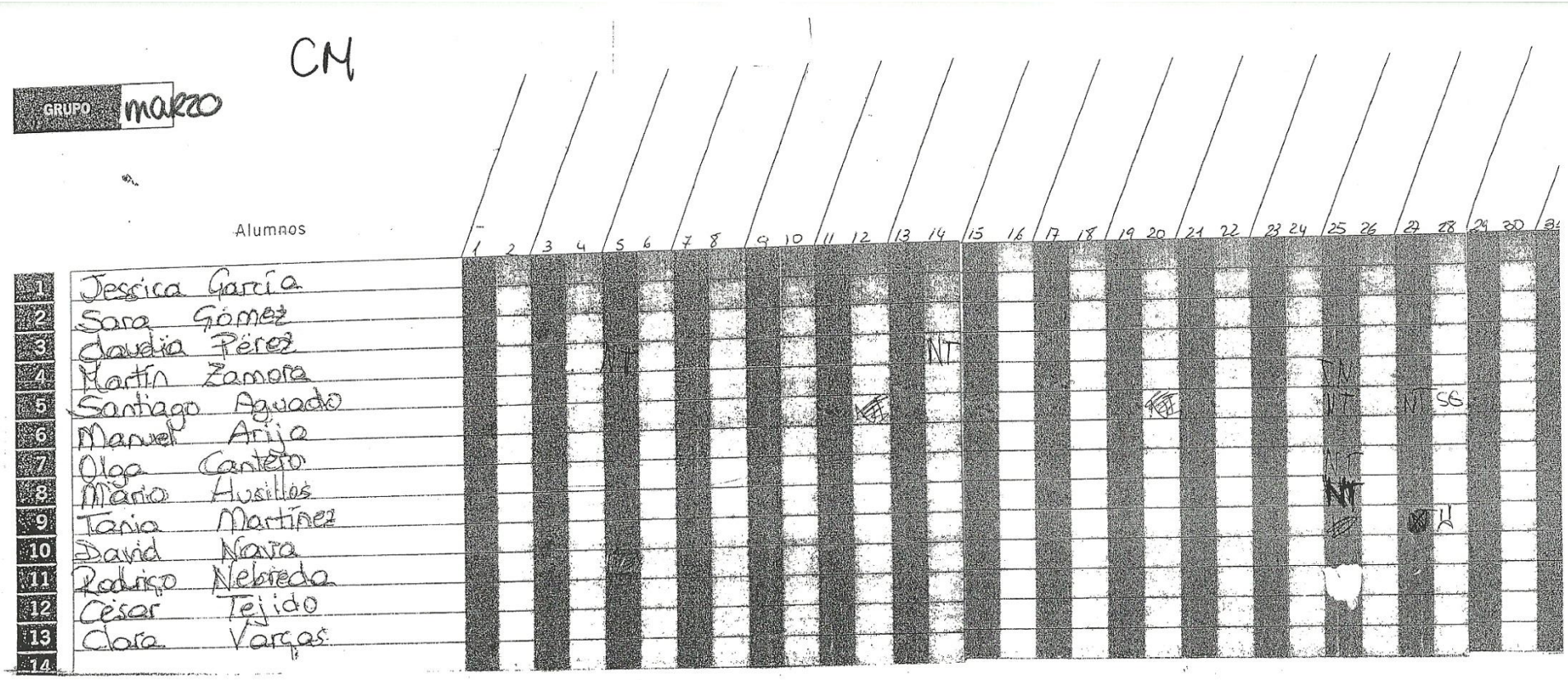


Leyenda:

E - Excelente
NT - No tarea
IN - Incompleto
NE - No entendía
SE - Sin estudiar
☺ - Me he portado muy bien
☹ - Me he portado muy mal

CM

GRUPO marzo



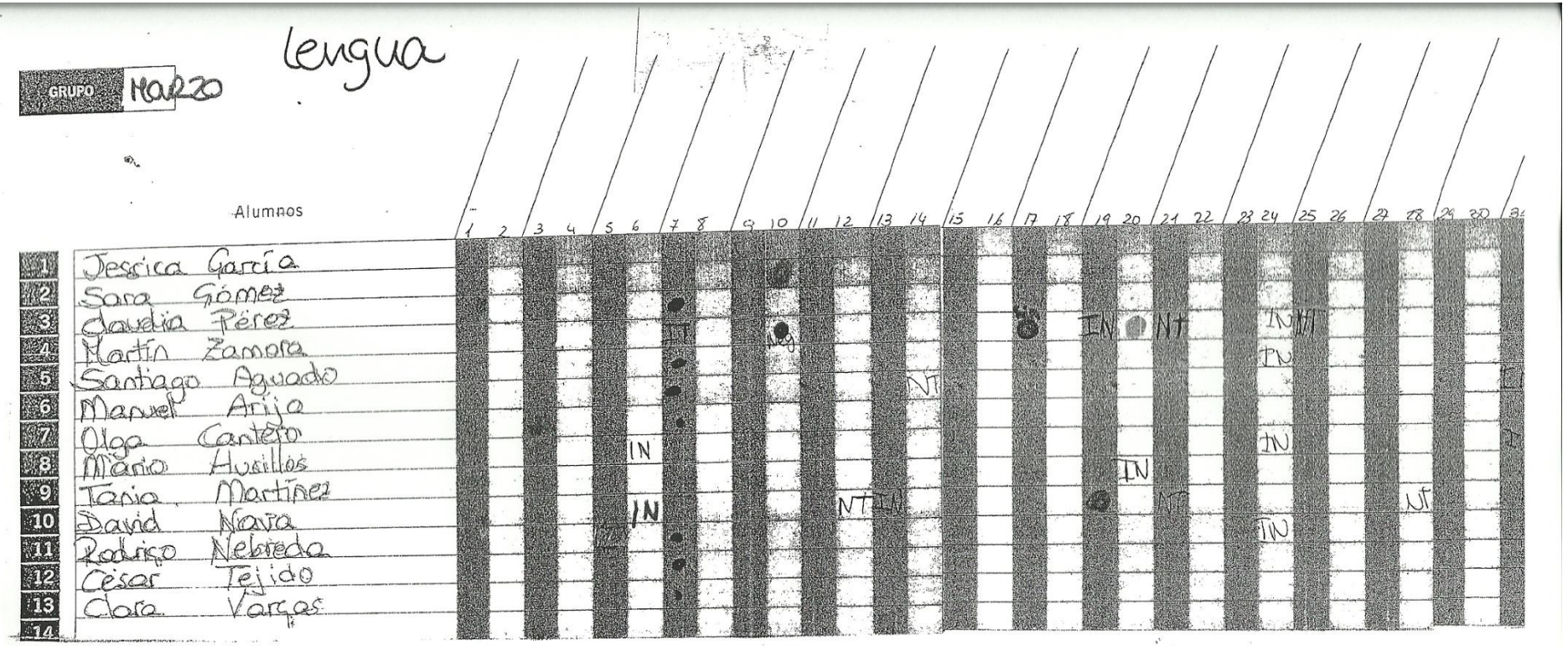
Leyendo:

E - Excelente
NT - No tarea
IN - Incompleto
NE - No entendía
SE - Sin estudiar
☺ - Me he portado muy bien
☹ - Me he portado muy mal

lengua

GRUPO Mar20

	Alumnos
1	Jessica García
2	Sara Gómez
3	Claudia Pérez
4	Martín Zamora
5	Santiago Aguado
6	Manuel Arija
7	Olga Cantero
8	Mario Ausillos
9	Tania Martínez
10	David Nava
11	Rodrigo Nebreda
12	César Tejido
13	Clara Vargas
14	


1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
IN
IN
NT
IN
IN
NT
IN
NT
IN
NT

GRUPO ABR

Matemáticas

	Alumnos	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
1	Jessica García																															
2	Sara Gómez																															
3	Claudia Pérez																												NT			
4	Martín Zamora																															
5	Santiago Aguado																												NT		NT	
6	Manuel Arijo								NT																							
7	Olga Cantero																															
8	Mario Husillos																															
9	Tania Martínez																												NT		NT	
10	David Nava		NT						NT																							
11	Rodrigo Nebreda																															
12	César Tejido																															
13	Clara Vargas																															
14	Gabriel Rodríguez																															

Leyenda:

E - Excelente

NT - No tarea

IN - Incompleto

NE - No entendía

SE - Sin estudiar

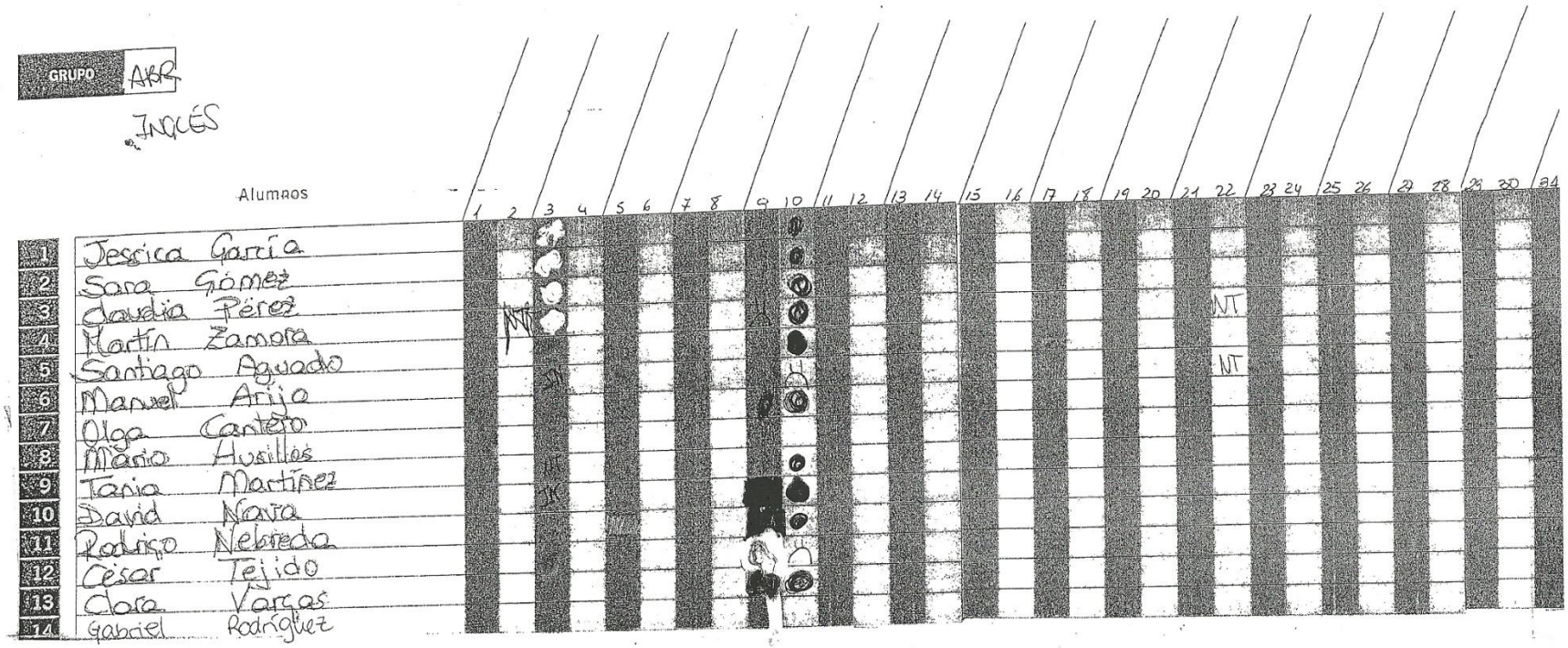
☺ - Me he portado muy bien

☹ - Me he portado muy mal

GRUPO ABR

INGLÉS

	Alumnos	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
1	Jessica García																															
2	Sara Gómez																															
3	Claudia Pérez		NT																				NT									
4	Martín Zamora																															
5	Santiago Aguado																						NT									
6	Manuel Arija																															
7	Olga Cantero																															
8	Mario Husillos																															
9	Tania Martínez																															
10	David Nava																															
11	Rodrigo Nebreda																															
12	César Tejido																															
13	Clara Vargas																															
14	Gabriel Rodríguez																															



Leyenda:

E - Excelente

NT - No tarea

IN - Incompleto

NE - No entendía

SE - Sin estudiar

(!) - Me he portado muy bien

(!) - Me he portado muy mal

● Sin agenda

● Sin material

● (+)

GRUPO ABR

C. MEDIO

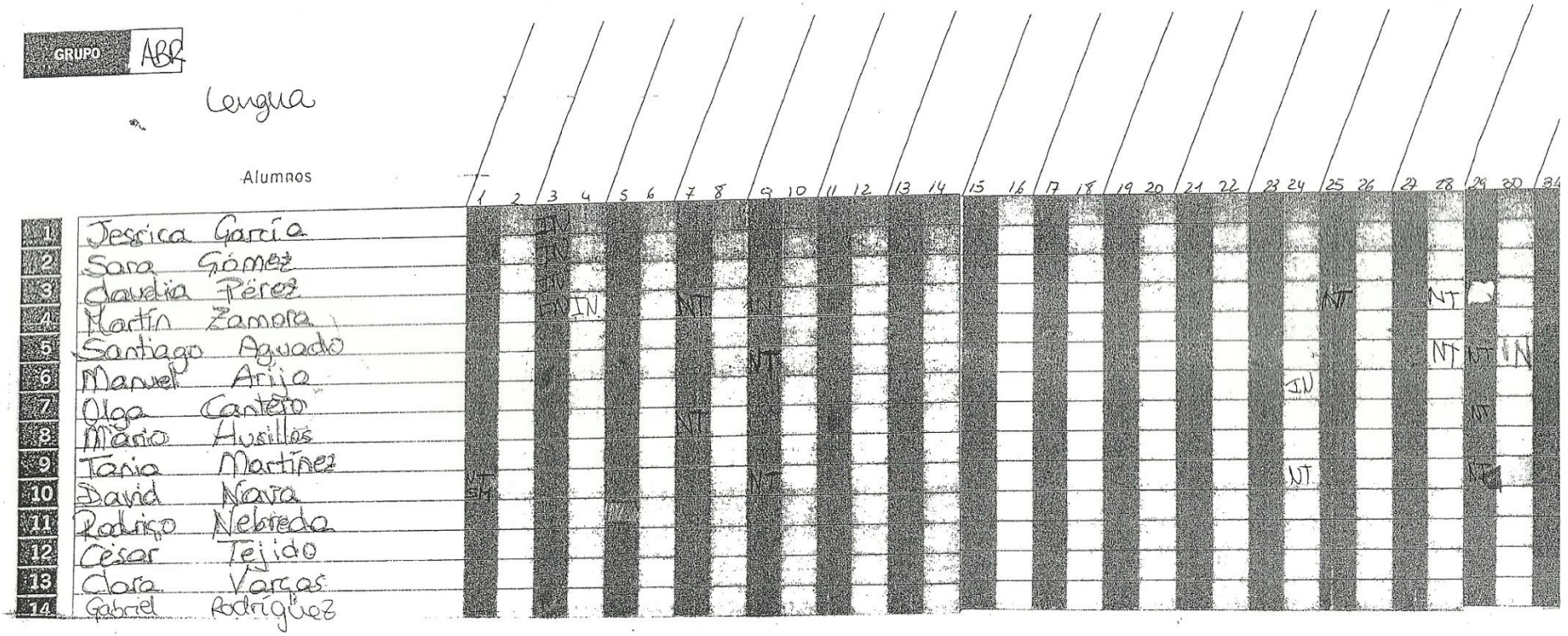
	Alumnos	1 2	3 4	5 6	7 8	9 10	11 12	13 14	15 16	17 18	19 20	21 22	23 24	25 26	27 28	29 30	31
1	Jessica García																
2	Sara Gómez																
3	Claudia Pérez		NT		NT												
4	Martín Zamora																
5	Santiago Aguado																
6	Manuel Arija		NT			NT											
7	Olga Cantero																
8	Mario Ausillos		NT										NT				
9	Tania Martínez																
10	David Nava				NT												
11	Rodrigo Nebreda																
12	César Tejido																
13	Clara Vargas																
14	Gabriel Rodríguez																

Leyenda:

E - Excelente
NT - No tarea
IN - Incompleto
NE - No entendía
SE - Sin estudiar
☺ - Me he portado muy bien
☹ - Me he portado muy mal

GRUPO ABR

Lengua



Leyenda:

E - Excelente
NT - No tarea
IN - Incompleto
Ne - No entendía
SE - Sin estudiar
☺ - Me he portado muy bien
☹ - Me he portado muy mal

GRUPO Matemáticas

Mayo

	Alumnos	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
1	Jessica García																														
2	Sara Gómez																														
3	Claudia Pérez														NT		NT						NT								IN
4	Martín Zamora																														
5	Santiago Aguado																						IN				NT		NT		NT
6	Manuel Arija																														
7	Olga Cantero																														
8	María Ausillos																IN														
9	Tania Martínez																														
10	David Nava			NT									NT		NT					NT											
11	Rodrigo Nebreda																														
12	César Tejido																														
13	Clara Vargas																														
14	Gabriel Rodrigues																														

* No material

Leyenda:

E - Excelente

NT - No tarea

IN - Incompleto

NE - No entendía

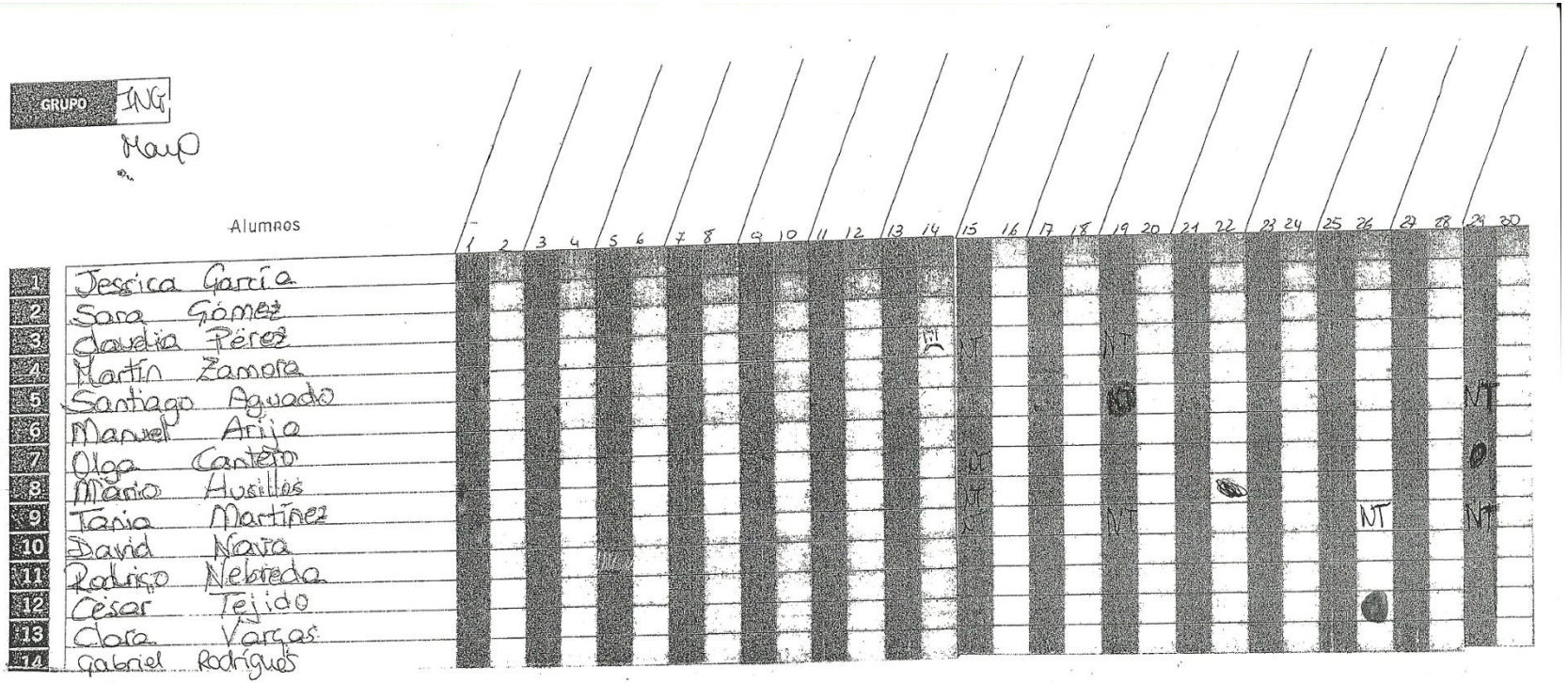
SE - Sin estudiar

☺ - Te he portado muy bien

☹ - Te he portado muy mal

Día 14 de Mayo

David tenía el cuaderno y no tarea



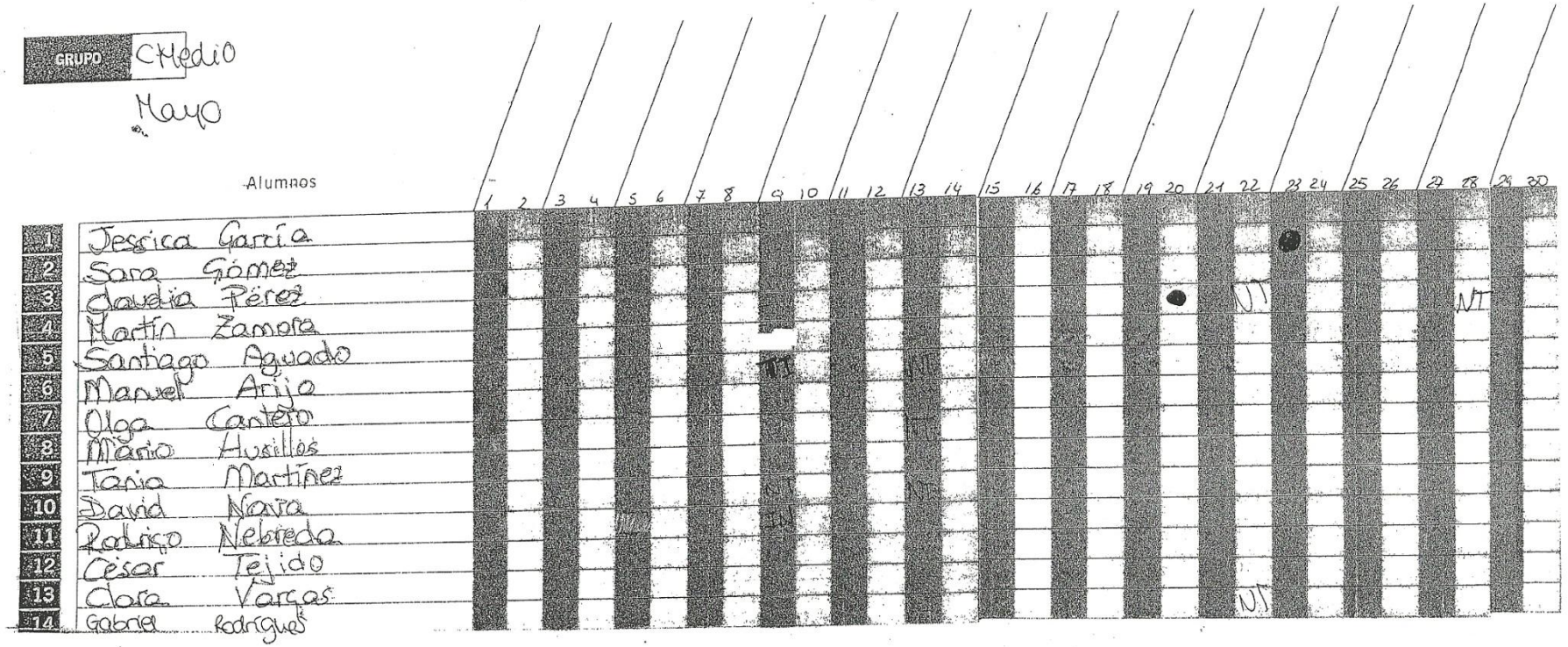
Leyenda:

E - Excelente
NT - No tarea
IN - Incompleto
NE - No entendía
SE - Sin estudiar
☺ - Me he portado muy bien
☹ - Me he portado muy mal

● Sin agenda
● Sin material
● +

GRUPO C Medio

Mayo



Leyenda:

E - Excelente

NT - No tarea

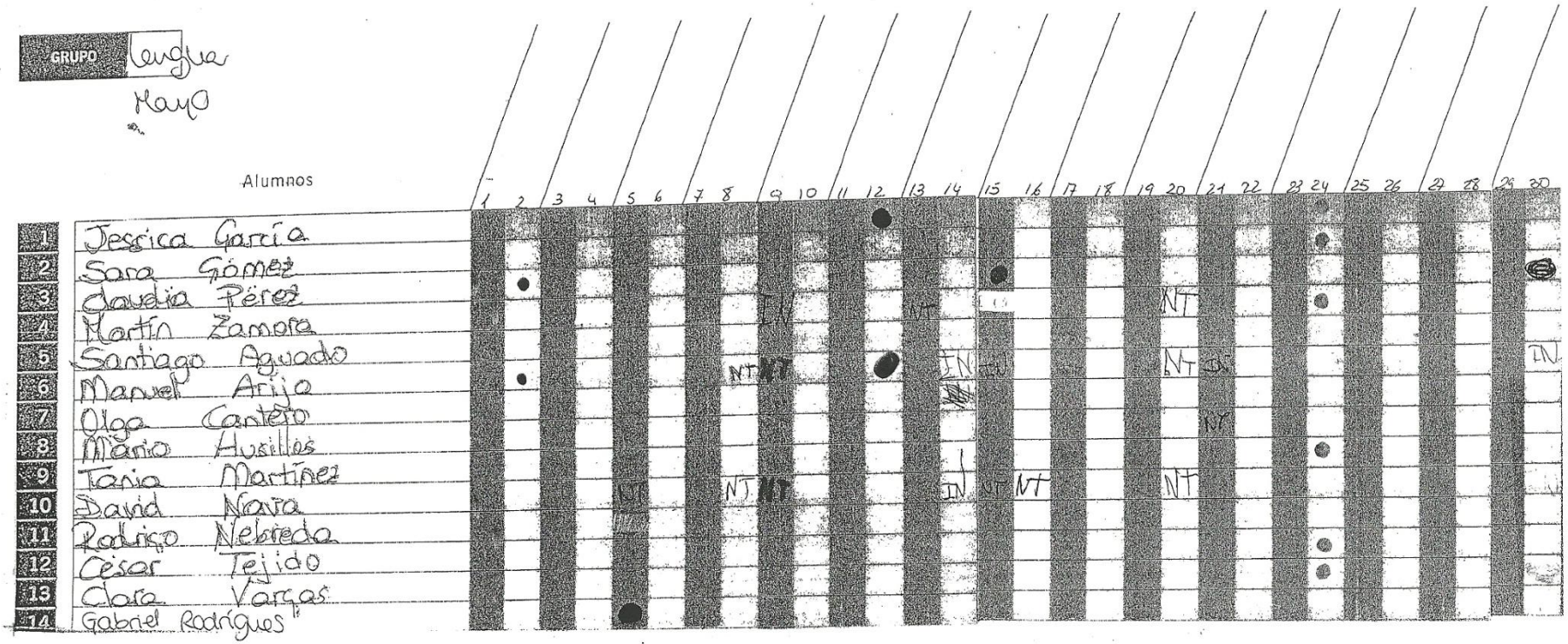
IN - Incompleto

NE - No entendía

SE - Sin estudiar

☺ - Te he portado muy bien

☹ - Te he portado muy mal



Leyenda:

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IN - Incompleto
NE - No entendía
SE - Sin estudiar
☺ - Me he portado muy bien
☹ - Me he portado muy mal

GRUPO Matemáticas

Junio

	Alumnos	1 2	3 4	5 6	7 8	9 10	11 12	13 14	15 16	17 18	19 20	21 22	23 24	25 26	27 28	29 30
1	Jessica García															
2	Sara Gómez															
3	Claudia Pérez															
4	Martín Zamora			NT*					NT							
5	Santiago Aguado															
6	Manuel Arija			NT												
7	Olga Cantero															
8	María Husillos							NT								
9	Tania Martínez															
10	David Nava			NT												
11	Rodrigo Nebreda			NT												
12	César Tejido															
13	Clara Vargas															
14	Gabriel Rodrigues			IN												

* No ha hecho deberes porque no encuentra el libro.

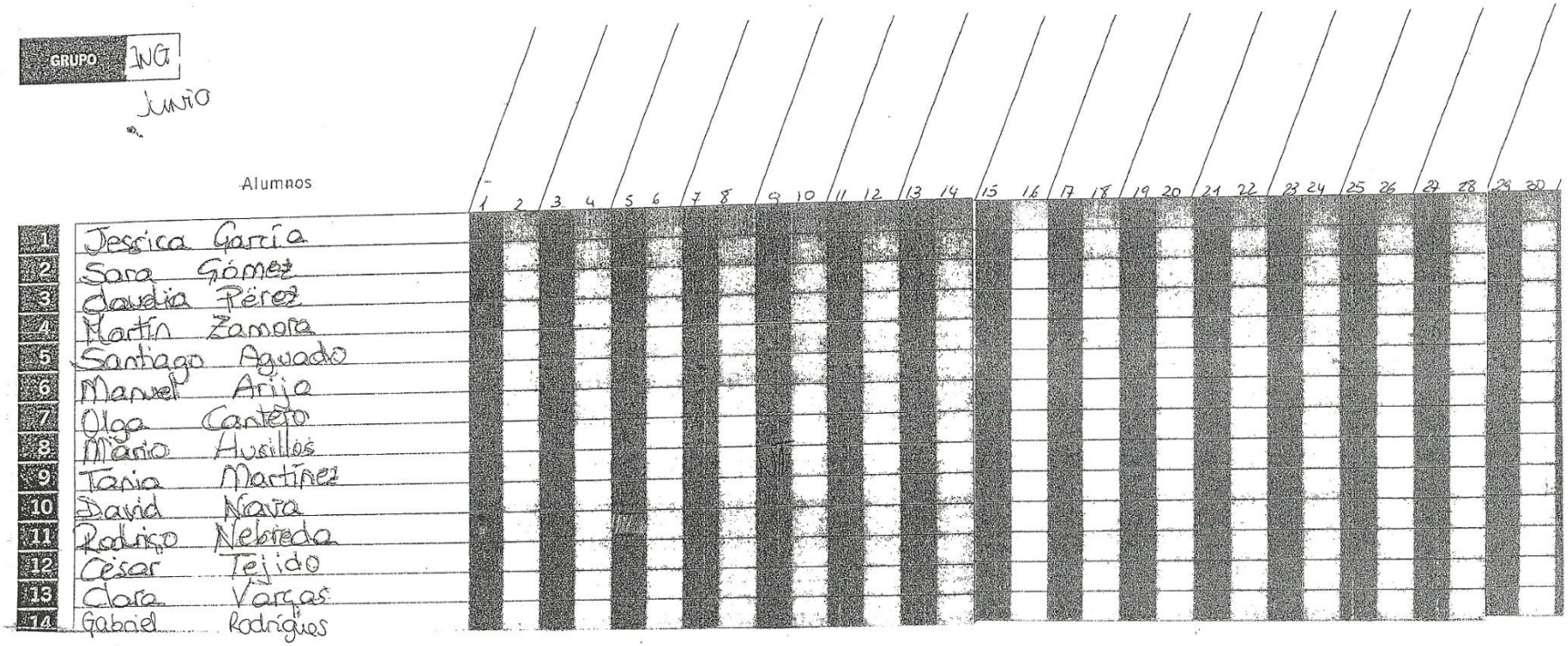
Leyenda:

E - Excelente
NT - No tarea
IN - Incompleto
NE - No entendía
SE - Sin estudiar
☺ - Te he portado muy bien
☹ - Te he portado muy mal

GRUPO ING

Junio

	Alumnos	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
1	Jessica García																														
2	Sara Gómez																														
3	Claudia Pérez																														
4	Martín Zamora																														
5	Santiago Aguado																														
6	Manuel Arija																														
7	Olga Cantero																														
8	Mario Husillos																														
9	Tania Martínez																														
10	David Nava																														
11	Rodrigo Nebreda																														
12	César Tejido																														
13	Clara Vargas																														
14	Gabriel Rodrigues																														



Leyenda:

E - Excelente

NT - No tarea

IN - Incompleto

NE - No entendía

SE - Sin estudiar

☺ - Me he portado muy bien

☹ - Me he portado muy mal

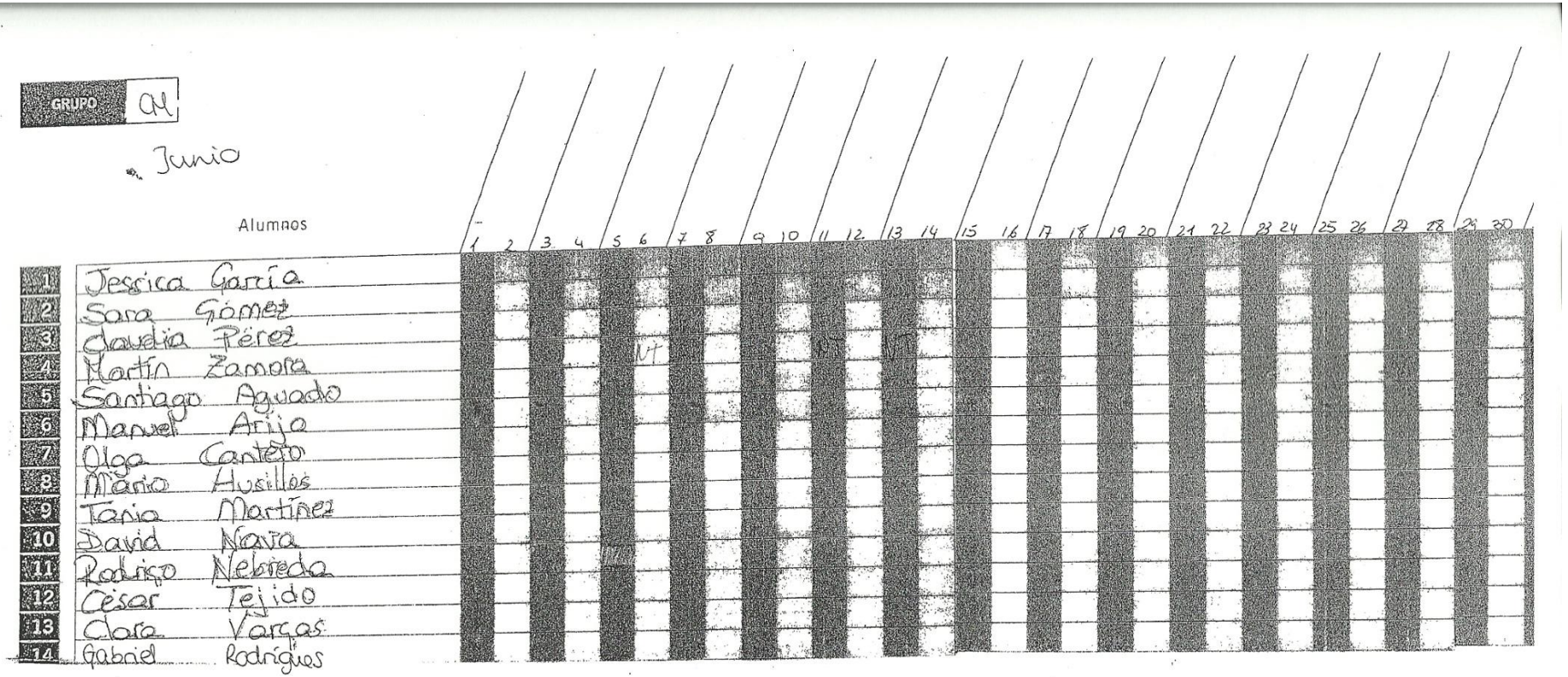
Sin material

Sin agenda

(+)

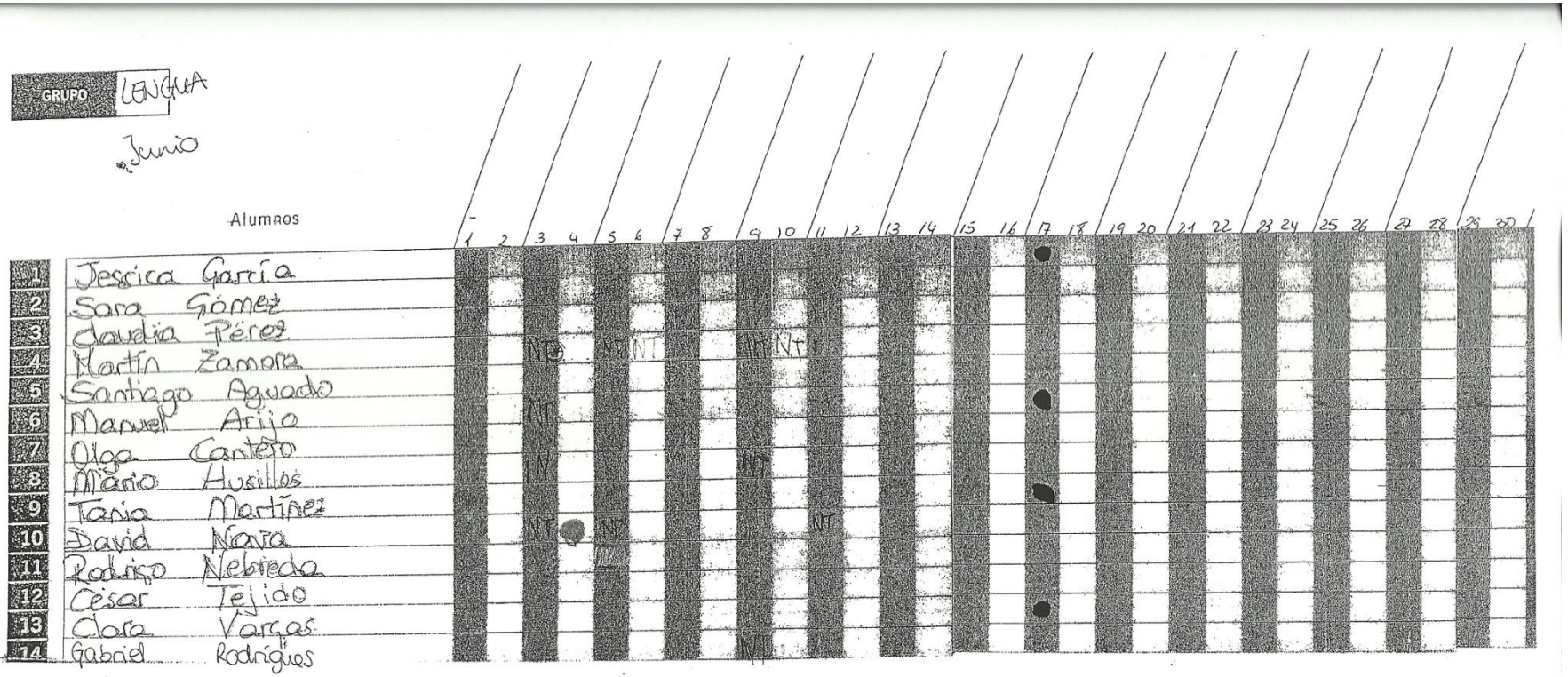
GRUPO 4º

Junio



Leyendo:

E - Excelente
NT - No tarea
IN - Incompleto
NE - No entendía
SE - Sin estudiar
☺ - Te he portado muy bien
☹ - Te he portado muy mal



Leyenda:

E - Excelente
NT - No tarea
IN - Incompleto
NE - No entendía
SE - Sin estudiar
☺ - He portado muy bien
☹ - He portado muy mal

* Martín no ha leído el libro 2 días seguidos.

Two Stars and a Wish

Name: Olga

Subject: English

Working good with my [redacted] pair

I don't [redacted]. nervous

The [redacted] pronunciation.

Use the two stars and a wish to tell me two things you really liked about your work and one thing that could be improved.

Two Stars and a Wish

Name: Sara

Subject: Ingles

Im echecha bien organizada

I hecho bien las preguntas

Im mejoraria ~~las tabal~~ al escribir

Use the two stars and a wish to tell me two things you really liked about your work and one thing that could be improved.

www.communication4all.co.uk

Two Stars and a Wish

Name: Claudia

Subject: Inglés

Have got quite information

Is god one presentation

No repetencion colours

Use the two stars and a wish to tell me two things you really liked about your work and one thing that could be improved.

www.communication4all.co.uk

Two Stars and a Wish

Name: GABRIEL

Subject: English

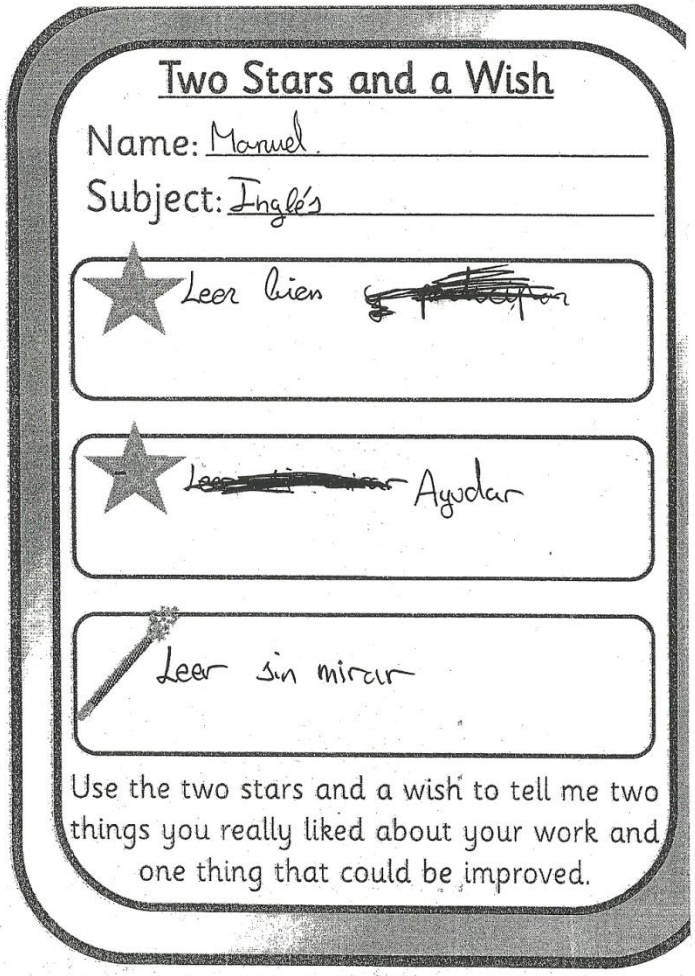
yo e hecho Bien el trabajo De Englisch de los Animals Habits and Gabriel the David.

ME ha Gustado hacer animals and the Camel its anaconda y todos los animals.

me Gustaria mejorar En english y Como.

Use the two stars and a wish to tell me two things you really liked about your work and one thing that could be improved.

www.communication4all.co.uk



Two Stars and a Wish

Name: Manuel

Subject: Inglés

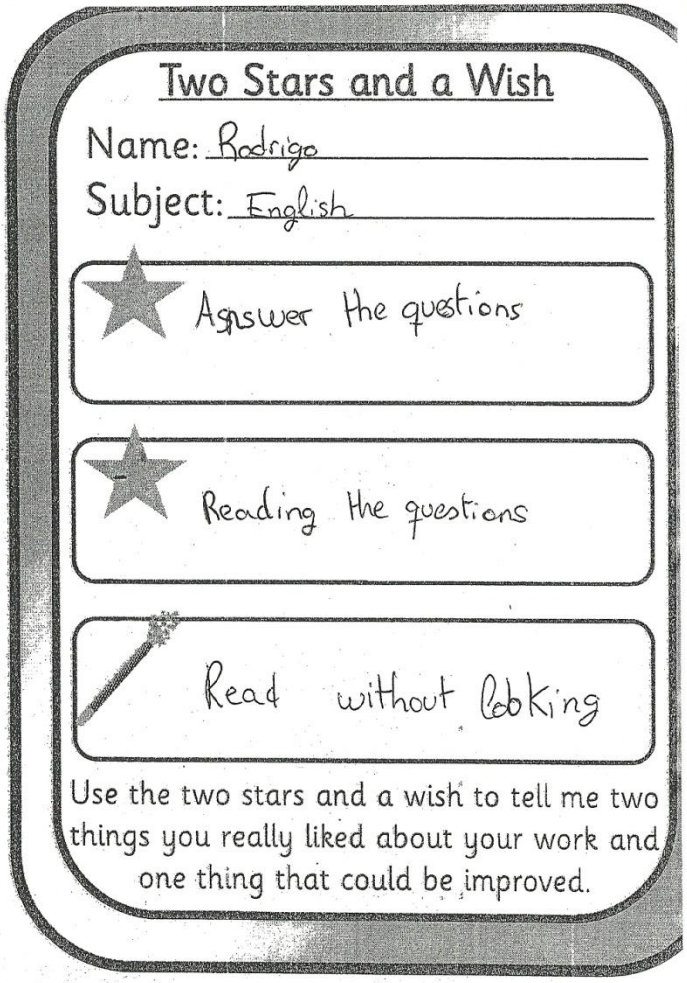
Leer bien [redacted]

[redacted] Ayudar

Leer sin mirar

Use the two stars and a wish to tell me two things you really liked about your work and one thing that could be improved.

www.communication4all.co.uk



Two Stars and a Wish

Name: Rodrigo

Subject: English

Answer the questions

Reading the questions

Read without looking

Use the two stars and a wish to tell me two things you really liked about your work and one thing that could be improved.

www.communication4all.co.uk

Two Stars and a Wish

Name: Cesar

Subject: ~~English~~

Present to public

help

No distrat so much in the profles

Use the two stars and a wish to tell me two things you really liked about your work and one thing that could be improved.

Two Stars and a Wish

Name: Sant

Subject: Ingles

Present to public

Reed

No distrac so much in The proyect

Use the two stars and a wish to tell me two things you really liked about your work and one thing that could be improved.

8-05

Lengua
Alternativa
Plástica
Inglés
C. Medio

28-04

Música
Alternativa
Inglés
Matemáticas
Lengua

16-05

Lengua
Matemáticas
C. Medio
E. Física
Ciudadanía

23-05

Matemáticas
Lengua
C. Medio
E. Física
Ciudadanía

2-06

Alternativa
Matemáticas
Inglés
(~~Alternativa~~) Animación
Matemáticas

ASSESSING OTHERS

NOMBRE	Gabriel	Sara	Claudia	Jessi	Martin
Se entiende cuando explica	Si 3	Si 2	Si 3	Si 3	Si 3
Es original a la hora de contar las cosas	Si	Si	Si	Si	Si
Participa y ayuda a los compañeros	Si	Si	Si	Si	Si
Pone ejemplos para que se entienda mejor	Si 3	Si 2	Si 4	Si 4	Si 4
Mira al público al hablar	Si 3	Si 2	Si 4	Si	Si 4
Sabe responder a las preguntas que se hacen	Si	Si/No 2/3	Si 3	Si	No/Si 2/3
Observaciones	Se lo sabe, me nos la ruedes el ejercicio y	No sabe cuál	Se lo sabe	La única que se lo sabe	Se lo sabe muy bien :]

Nombre Rodrigo N

NOMBRE	Gabriel	Martin	Jessica	Sara	Claudia
Se entiende cuando explica	Si : 2	Si : 2	Si : 4	Si	Si
Es original a la hora de contar las cosas	Bueno : 2	Bueno : 2	Si 4	Si : 3	Si : 3
Participa y ayuda a los compañeros	Si : 4	Si 4	Si 4	Si : 4	Si : 4
Pone ejemplos para que se entienda mejor	Si : 1	Si : 1	No : 4	No : 3	No : 3
Mira al público al hablar	No	No	Si	No	No
Sabe responder a las preguntas que se hacen	Si	No	Si	No	Si
Observaciones	Mirar al Público	Mirar al Público	Bien explicado	Leeis todo os lo teneis que aprender	Leeis todo os lo teneis

Nombre Santi

NOMBRE	Claudia	Sara	Yesi	Gabriel	Martin
Se entiende cuando explica	SI 3'S	SI 3'S	SI 4	SI 3'	SI 3'
Es original a la hora de contar las cosas	NO	NO	SI	NO	NO
Participa y ayuda a los compañeros	SI	SI	SI	SI	SI
Pone ejemplos para que se entienda mejor			Si 3'S		
Mira al público al hablar	SI 3'S	SI 3'0	SI 3'S	NO 1'S	NO 2'0
Sabe responder a las preguntas que se hacen	SI 3'S	SI 2'0	SI 4'0	SI 3'0	Si 3'0
Observaciones	Se lo sabia ya que era bastante	Hecho poco, pero bien		Miran mucho a la pizarra	

Nombre Cesar

1 — 2 — 3 — 4 —

NOMBRE	GABRIEL	MARTIN	JESS	SARA	CLAUDIA
Se entiende cuando explica	Si 3	No 2	Si 3	Si 3	Si 3
Es original a la hora de contar las cosas	Si	Si	Si	Si	Si
Participa y ayuda a los compañeros	No Si	No Si	No Si	Si	Si
Pone ejemplos para que se entienda mejor	No 1	No 1	Si 4	No	No
Mira al público al hablar	No 1	No 1	Si 4	Bueno 2	Si 4
Sabe responder a las preguntas que se hacen	Si 3	Si 3	Si 3	No 1	Si
Observaciones					

Nombre Manuel

NOMBRE	Martin	Sara	Claudia	Jessica	Gabriel
Se entiende cuando explica	No	sí	sí	Sí y	No
Es original a la hora de contar las cosas	No	No	No	NO/2	No
Participa y ayuda a los compañeros	sí	sí	sí	Sí	sí
Pone ejemplos para que se entienda mejor	No	No	No	sí	No
Mira al público al hablar	mas o menos	no observa	Si	Si	NO/2
Sabe responder a las preguntas que se hacen	no/0	sí	sí	sí	sí
Observaciones	a mirado menos	se lian	se lian	se lian un poco	normal

Nombre María

NOMBRE	Claudia	Sara	Jessica	Martín	Gabriel
Se entiende cuando explica	4	2	3	2	2
Es original a la hora de contar las cosas	3	1	3	2	2
Participa y ayuda a los compañeros	A veces y depende en qué	No	No	cuando lo sabe	Si, cuando sabe
Pone ejemplos para que se entienda mejor	Depende en qué	No	Si	Depende en qué	Si
Mira al público al hablar	Si	Un poco	Si	Un poco	No
Sabe responder a las preguntas que se hacen	Más o menos	No	Más o menos	Si, más o menos	Bueno
Observaciones	Ha estado bastante bien.	Este fuerza del tema.		Lee el papelito no se lo sabe bien	Lee en el Papel. Interesa a las demás

Observaciones en el Grupo: Clicas por un lado clicas por otro

Nombre Clara

NOMBRE	Claudia	Sara	Gabriel	Martín	Jesús
Se entiende cuando explica	Sí (4)	Sí (3)	No se le entiende mucho	Más o menos (3)	Sí (4)
Es original a la hora de contar las cosas	Normal	Bien	Bien	Normal	Bien
Participa y ayuda a los compañeros	Más o menos (3)	Más o menos cuando se lo sabe.	Bien	Sí	Sí
Pone ejemplos para que se entienda mejor	Sí (4)	Sí (3)	Sí (3)	Sí (3)	Sí (4)
Mira al público al hablar	Sí (4)	Sí (3)	A veces mira al cartel y otras no	A veces igual que Gabriel	Sí (4)
Sabe responder a las preguntas que se hacen	Sí muy bien	Más o menos (2)	Sí (4)	Más o menos. (3)	Sí (4)
Observaciones	Igual que sara también lo lee	Lo lee y no lo explica ella con sus palabras	Muy nervioso.	Habla muy rapido	[redacted] lo ha leído muy bien. (4)

Nombre Tania M.

NOMBRE	GABRIEL	MARTIN	SARA	JESÚS	CLAUDIA
Se entiende cuando explica	Si 4	3	No 1	4	Si 4
Es original a la hora de contar las cosas	No 3	No 2	No 1	4	Si 4
Participa y ayuda a los compañeros	Si 4	1	1	4	3
Pone ejemplos para que se entienda mejor	1	1	1	Si 4	1
Mira al público al hablar	Si 4	Si 4	No 2	3	1
Sabe responder a las preguntas que se hacen	Si 4	[redacted] Si 4	No, no 3	Si 4	Si 4
Observaciones		Se pone nervioso	Se pone nervioso	3	4

Nombre DAVID

NOMBRE	Claudia	Sara	Jessica	Martín	Gabriel
Se entiende cuando explica	Si	Si	Si pero mejor si vocalizara un poco más	Bastante	No mucho
Es original a la hora de contar las cosas	Normal	Normal	Normal	Normal	Normal
Participa y ayuda a los compañeros	No 2	No 2	No 2	No 2	Un poco 3
Pone ejemplos para que se entienda mejor	No muchos	No muchos	Algunos	No muchos	No muchos
Mira al público al hablar	Bueno 3	Poco 2	Bastante 4	Poco 2	Poco 2
Sabe responder a las preguntas que se hacen	Si	Algunas	Si	Si	Si
Observaciones					

Nombre Olga