

ERASMUS+

NO PLACE LIKE SCHOOL

I.C. PLINIO IL VECCHIO

CISTERNA DI LATINA

ITALIA

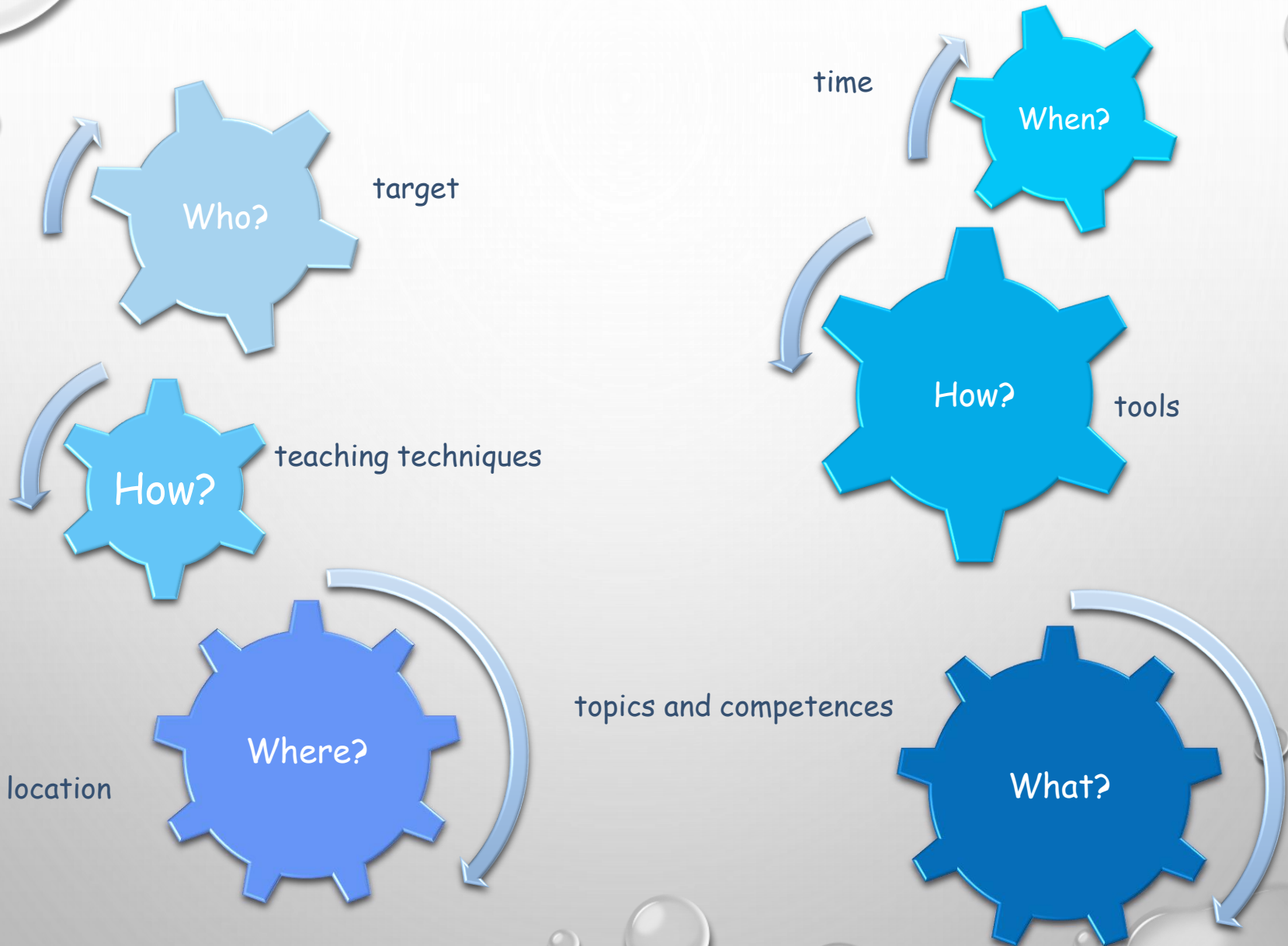


ELE LESSON

UNIT: «EL GALLO PINTO»



WORK PLANNING





CLASS PROFILE

TARGET CLASS

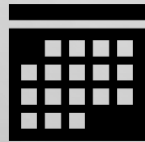


- 3rd year lower secondary school
- CEFR level: A1/A2 basic user

COMPOSITION



20 students (9 boys and 11 girls), among them a dyslexic student -SLD-



TIME OF THE YEAR: second half of 2nd term



DURACION: 4 lessons of 1 hour

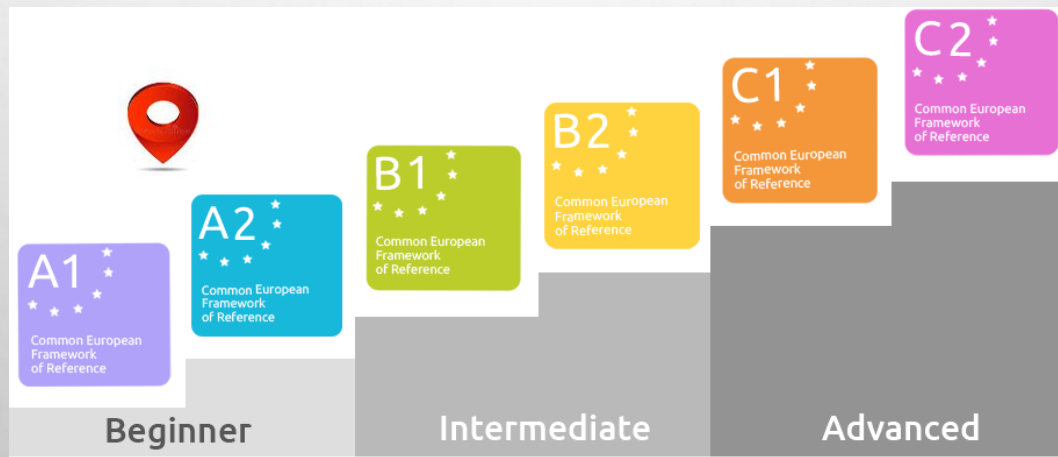
LEVEL OF CEFR

A1+
/A2

A1+ towards A2 - Basic user

The learner:

- Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.
- Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.
- Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.



EU Parliament, 2001 Common European Framework Reference, Strasburgo

What?

PLACEMENT OF TOPIC IN...

The established curriculum by
the National Indications and
the PTOF



The Institute curriculum



The annual projection

KEY COMPETENCES FOR LIFELONG LEARNING

EU Parliament Recommendation
22 May 2018



COMPETENCES FOR ACTIVE CITIZENSHIP

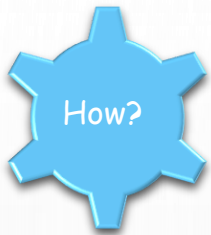
Italian M.D. 139, 22 August 2007

What?

- Literacy competence
- Multilingual competence
- Mathematical competence and competence in science, technology and engineering
- Digital competence
- Personal, social and learning to learn competence
- Citizenship competence
- Entrepreneurship competence
- Cultural awareness and expression competence

- Learning to learn
- Inventing and designing
- Communicating
- Collaborating and participating
- Acting autonomously and with responsibility
- Problem solving
- Finding links and relationship
- Acquiring and interpreting information

TEACHING BY COMPETENCES



Cooperative learning



Metacognition



Facilitative teacher



Real task



Centrality of the student



Use of the ICT
BYOD: bring your own device!



Flexibility



Significant learning



Creativity

What?

GENERAL OBJECTIVES

They conform to the training and cognitive objectives of the Institute's PTOF, the Key Competences and Citizenship and the National Indications

- ✓ Motivate students to study Spanish
- ✓ Approach to the use of new technologies in the classroom
- ✓ Encourage oral interaction
- ✓ Develop the metacognitive reflection
- ✓ Consolidate and develop habits of discipline, study and individual and team work
- ✓ Encouraging cooperative learning
- ✓ Use the network and multimedia and digital communication tools in research and study activities
- ✓ Reworking and interpreting the information
- ✓ Reflecting on the use of the foreign language



What?

KNOWLEDGE, SKILLS AND COMPETENCES

Knowledge (know)

Grammar:
Contrast traer-
llevar

Vocabulary:
Objects on the
table

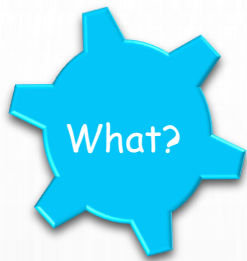
Communication
functions: Ask in
bars and
restaurants

- Enhance the four skills
- Select information related to Costa Rica
- Create written and oral texts
- Perform a task using ICT

Skills (know-how)

Competences (know how to be)

- Understand and extract linguistic and cultural information from different types of text
- Reuse the information
- Interact orally
- Communicate orally and in writing according to the required registration



PRE-REQUISITES



CONCEPTUAL *(know)*

Grammar:
The present of
Indicative;
The imperative;

Vocabulary: Food

Communicative
functions: Know how
to rate a dish and
ask for basic
information

PROCEDURAL *(know-how)*

Search for
information.

Using ICT in a
conscious way.

Employ
self-correcting
strategies.

ATTITUDINAL *(know how to be)*

Self-assessment.

Act responsibly.

To respect others.

Cooperate.

APPROACH AND METHODOLOGY



Eclectic
Focus

By tasks
Communicative
Humanistic affective

Eclectic
Methodology

- Action-oriented
- Cooperative learning
- Attentive to the diversity
- Attentive to the plurality
- Interdisciplinary
- Creative playful

BYOD Bring Your Own Device!



How?

INCLUSIVE TEACHING



ALL INCLUSIVE SCHOOL

Attention to diversity

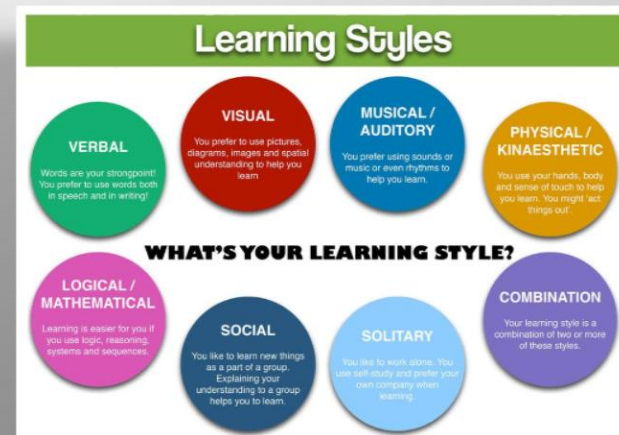
Individualization

Personalization

Law 104/1992
Students with physical, sensory, motor disabilities (PEI)
Support teacher

Law 170/2010
Specific learning disorders (PDP)

MD 27/12/2012
Socio-economic, linguistic and cultural disadvantages (PDP)



SIGNIFICANT ADAPTATIONS FOR SEN STUDENT

How?

COMPENSATORY TOOLS

Simplified tasks

Tables, diagrams
and conceptual maps

Longer times
for the realization
task force

ICT
(spell checker,
audiovisual resources)

Font: verdana
Size: 14
Spacing: double
Deliveries in mother
tongue

DISPENSATORY MEASURES

Exemption from reading
aloud

Exemption from taking notes
or copy texts from the
blackboard

Exemption from
the memorization
of long texts

Partial reduction of the
written production,
favouring the production
oral

Pre-established oral
tests

TECHNIQUES, RESOURCES, MATERIALS AND SITES

How?

What?

Where?

TECHNIQUES



Brainstorming

Group work
Peer tutoring

Investigation in Internet

Interactive lessons



MIWB, Internet, Computer,
Photocopies, Textbook, Authentic
material

Classroom, Multimedia
Laboratory



RESOURCES,
MATERIALS
AND SITES

LESSON PHASES

1st phase
Warm up

2nd phase
Developing

3rd phase
Final task

4th phase
Assessment

1st phase	Warm up	1st task: brainstorming 2nd task: watching video 3rd task: vocabulary map (homework)
2nd phase	Developing	4th task: the table 5th task: complete the sentences 6th task: match the sentences 7th task: role-play 8/9th task: traer/llevar 10th task: group work (homework)
3rd phase	Real task	11th task: Jigsaw/production of a video-documentary
4th phase	Assessment	Assessment and self assessment

WARM UP

1st task: Brainstorming/ Lluvia de ideas



¿Conocéis estos platos hispanoamericanos?





2nd task: mira el video y después completa la receta



<https://www.youtube.com/watch?reload=9&v=GaEFljKDFyg>



Completa con el imperativo de los siguientes verbos: Poner (1), Dejar (4),
Añadir (2), Sofreír (2), Remover (1), Lavar (1), Agregar (2), Cocinar (1)

Ingredientes

1 taza de frijoles cocidos del día anterior. Los míos eran rojos.
2 tazas de arroz blanco cocido del día anterior.
 $\frac{1}{2}$ pimiento verde.
1 diente de ajo.
Una cucharada de mantequilla.
Caldo de fríjol (unos 50ml).
Media cebolla.
1 trocito de pimiento rojo. No hecho mucho porque a mi marido no le motiva mucho.
Salsa Lizano.

Preparación

Para cocer los fríjoles en remojo la noche anterior. en olla Express con agua, sal y una cebolla durante 45 minutos-1 hora.

..... el arroz (previamente para que eche parte del almidón)lo con un poco de mantequilla durante 2 minutos, posteriormente el agua, un poco de sal y cocer durante 15 minutos aproximadamente. Una taza de arroz por dos de agua.
..... en una sartén con mantequilla, la cebolla, el ajo machacado y el pimiento hasta que empieza a dorarse. el caldo de fríjol y que cueza un momento. los fríjoles y el arroz y bien. un par de minutos. un chorrillo de salsa Lizano, un par de minutos más y listo.

EL GALLO PINTO



EL GALLO PINTO



Scegli l'opzione adeguata

Preparación

Para cocer los fríjoles **pon/agrega** en remojo la noche anterior. **Añade/Coce** en olla Express con agua, sal y una cebolla durante 45 minutos-1 hora.

Deja/Lava el arroz (previamente para que eche parte del almidón) **sofríe/ponlo** con un poco de mantequilla durante 2 minutos, posteriormente **añade/remueve** el agua, un poco de sal y **deja/lava** cocer durante 15 minutos aproximadamente. Una taza de arroz por dos de agua.

Sofríe/añade en una sartén con mantequilla, la cebolla, el ajo machacado y el pimiento hasta que empieza a dorarse. **Deja/Añade** el caldo de fríjol y **agrega/deja** que cueza un momento. **Cocina/Agrega** los fríjoles y el arroz y **remueve/pon** bien. **Lava/Deja** un par de minutos. **Agrega/Sofríe** un chorrito de salsa Lizano, **Añade/Deja** un par de minutos más y listo.





3rd task: Completa con las siguientes palabras. (homework)

el ajo • la galleta • el jamón • las judías verdes • las lentejas
• el limón • la mantequilla • la naranja • el queso • el yogur

 la leche	 el aceite	 la pasta	 la lechuga
	 la carne	 el plátano	
 el pepino		 el tomate	
	 el pescado		 el pimiento
	 la harina	 la fresa	
 el azúcar	 el calabacín		

Developing

Vocabulary

4th task

La mesa



Relaciona las palabras con el objeto correspondiente.

- | | | | |
|---|---|---|--|
| a. <input type="checkbox"/> el plato | d. <input type="checkbox"/> el tenedor | g. <input type="checkbox"/> la copa de vino | j. <input type="checkbox"/> el mantel |
| b. <input type="checkbox"/> la servilleta | e. <input type="checkbox"/> el cuchillo | h. <input type="checkbox"/> la copa de cava | k. <input type="checkbox"/> la botella |
| c. <input type="checkbox"/> la cuchara | f. <input type="checkbox"/> la cucharilla | i. <input type="checkbox"/> el vaso | l. <input type="checkbox"/> la jarra |



5th task



Completa las frases con las palabras del recuadro.

llano • jarra • cubiertos • vinagre • leche • tacita • pescado • taza • solo • hondo • postre • botella • sal • galletas • azúcar

- a. El tenedor, la cuchara y el cuchillo son
- b. Para servir la sopa es necesario utilizar un plato, en cambio para servir un filete de carne es preferible utilizar uno
- c. Si tomo un café con leche necesito una, si en cambio tomo café necesito una
- d. Si como merluza, para separar las espinas utilizo el cuchillo de
- e. Para comer la tarta de Santiago se utiliza el tenedor de
- f. Para condimentar la ensalada se necesita, aceite y
- g. Cuando comemos en restaurantes solemos pedir una de vino y una de agua.
- h. El café es una bebida amarga, por eso muchas personas le echan
- i. El café se puede tomar o cortado.
- j. Generalmente, para desayunar se suele tomar café con y, tostadas o un bollo.

Communicative functions

Comunicación

Pedir en bares y restaurantes

Camarero

- 🗨️ ¿Tiene una mesa reservada?
- 🗨️ ¿Qué va a tomar?
- 🗨️ Aquí tiene la carta.
- 🗨️ ¿Sabe ya qué va a pedir?
- 🗨️ ¿Qué desea tomar de primero?
- 🗨️ ¿Y de segundo?
- 🗨️ ¿Desea tomar postre?

Cliente

- 🗨️ Tengo una reserva para dos.
- 🗨️ ¿Me puede traer la carta, por favor?
- 🗨️ Muchas gracias.
- 🗨️ ¿Tiene menú del día?
- 🗨️ De primero quiero una ensalada.
- 🗨️ Pescado al horno, por favor.
- 🗨️ Quisiera un helado de vainilla y chocolate.
- 🗨️ Perdone, la cuenta por favor.

6th task



Relaciona las preguntas con sus respuestas.

- 1 ¿Qué desea tomar de primero?
- 2 ¿Me puede traer la carta, por favor?
- 3 ¿Desea tomar postre?
- 4 ¿Qué va a tomar para beber?
- 5 ¿Y de segundo?

- a Sí, ahora mismo la traigo.
- b De segundo el pescado a la plancha.
- c Una sopa del día.
- d Agua.
- e Sí, de postre quiero flan de huevo.



7th task: Role-play
Mira la carta del restaurante EL CARACOL y practica con tu compañero/a. Uno es el cliente y el otro el camarero.

☼ Menú ☼
restaurante
el CARACOL



Bebidas

Agua	1.50 €
Refrescos	2.00 €
Cerveza	2.00 €
Vino blanco (copa)	1.50 €
Vino tinto de la casa (copa)	1.50 €



Segundos

Chuleta de cerdo	7.50 €
Escalope al Roquefort	9.00 €
Sardinas a la plancha	6.00 €
Huevos revueltos con espárragos	6.50 €



Primeros

Ensalada mixta	3.00 €
Macarrones a la boloñesa	3.50 €
Sopa de verduras	2.50 €
Tortilla de patatas	3.00 €



Postres

Flan de huevo	3.50 €
Crema catalana	4.00 €
Helado	3.00 €
Fruta del tiempo	3.00 €



Grammar

8th task

Contraste traer – llevar

Llevar e **traer** significano entrambi **portare**.

Llevar si usa negli stessi casi in cui si usa *ir*, cioè quando si porta qualcosa lontano da chi parla.

Voy a **llevar** estos libros a la biblioteca.

Traer si usa negli stessi casi in cui si usa *venir*, cioè quando si porta qualcosa verso chi parla.

¿Me puedes **traer** un boli y una hoja, por favor?



Subraya la opción correcta en cada caso.

- 1 Voy a *llevar / traer* a los niños al colegio.
- 2 ¿Me puedes *llevar / traer* un vaso de agua de la cocina?
- 3 Tu casa está muy lejos, *te traigo / te llevo* en coche.
- 4 Esta alfombra me la *llevó / trajo* de Turquía mi madre.
- 5 Nosotros *llevaremos / traeremos* al picnic las bebidas.



9th task



Sottolinea l'alternativa corretta.

- 1 Mi abuela siempre que viene me **trae / lleva** dulces.
- 2 Voy a tu casa a **traerte / llevarte** los libros que me prestaste.
- 3 Este año iré a visitar a mis primos a Madrid y les **traeré / llevaré** un regalo.
- 4 Vamos a la fiesta de Martín, nosotros **traemos / llevamos** las bebidas.
- 5 Camarero, ¿Puede **traernos / llevarnos** la carta, por favor?

10th task

REAL TASK (homework))

CONOCER COSTA RICA



The class is divided into groups of four students. In each group there should be:

- A computer expert;
- An organizer of material, time and work;
- A reviewer who will read and correct the texts;
- An animator to help, repeat, explain and clarify the guidelines of the work.

- Multilingual competence
- Digital competence
- Social competence and learning to learn
- Citizenship
- Entrepreneurial competence
- Competence in conscience and cultural expression

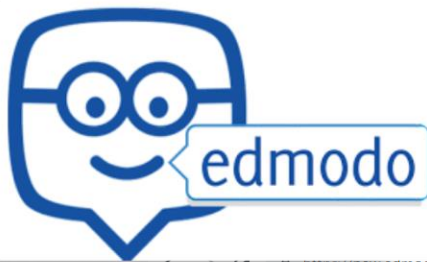
Competences
in action



Imagine that you are bloggers of the cultural portal of your institute. Look for information about Costa Rica enjoying the links that the teacher shares on the EDMODO platform. Each group will look at a different aspect:

- History
- Geography
- Nature
- Food
- Music

Then prepare a Power Point presentation to introduce your peers the topic.



Browser address bar: <https://new.edmodo.com/groups/plinio-22635561>

Navigation bar: Casa, Da fare, Registro, Biblioteca, Messaggi, Notifiche, Invita

Group Header: **Plinio** PATRIZIA MONTELLI | Tutti

Buttons: [Messaggi](#), [Cartelle](#), [iscritti](#), [Impostazioni](#)

Left Sidebar:

- ROBERTA FILOSA** insegnante
- Gruppi** ...
 - Plinio
 - Capovolti
 - [Carica altri](#)
- classi** ...
 - 3C
 - [Carica altri](#)

Message Input Area:

Scrivi qui il tuo messaggio ...


Mostra opzioni formattazione · Messaggio di Pianifica

[Plinio](#) ×

[annulla](#) [invia](#)

Message Feed:

Filtra i messaggi per ▾

 **Sig .. DE MEO** inviato a **Plinio** insegnante ✓ **Il Istituto Comprensivo "plinio Il Vecchio"**
7 gennaio · 20:17

Right Sidebar:

- [Condividi questo gruppo](#)
- Chi siamo · Carriera · Sala stampa · Contattaci · Insegnanti · Tecnologia educativa · Dirigenti Scolastici · Amministratori IT · Comunità · Blog · Assistenza · Privacy · Condizioni di utilizzo · Lingue
- Edmodo © 2019
- [30](#)

Windows Taskbar: Scritti qui per eseguire la ricerca | 16:22 ITA 17/02/2019



11th task: Jigsaw



During the next class, in the multimedia classroom, each group projects the Power Point they have prepared and exposes it in front of the whole class, also making a recording of the exhibition. Students must then gather all the presentations related to their topic to make a complete video-documentary audio, using Movie Maker, to post it on the Institute Blog.

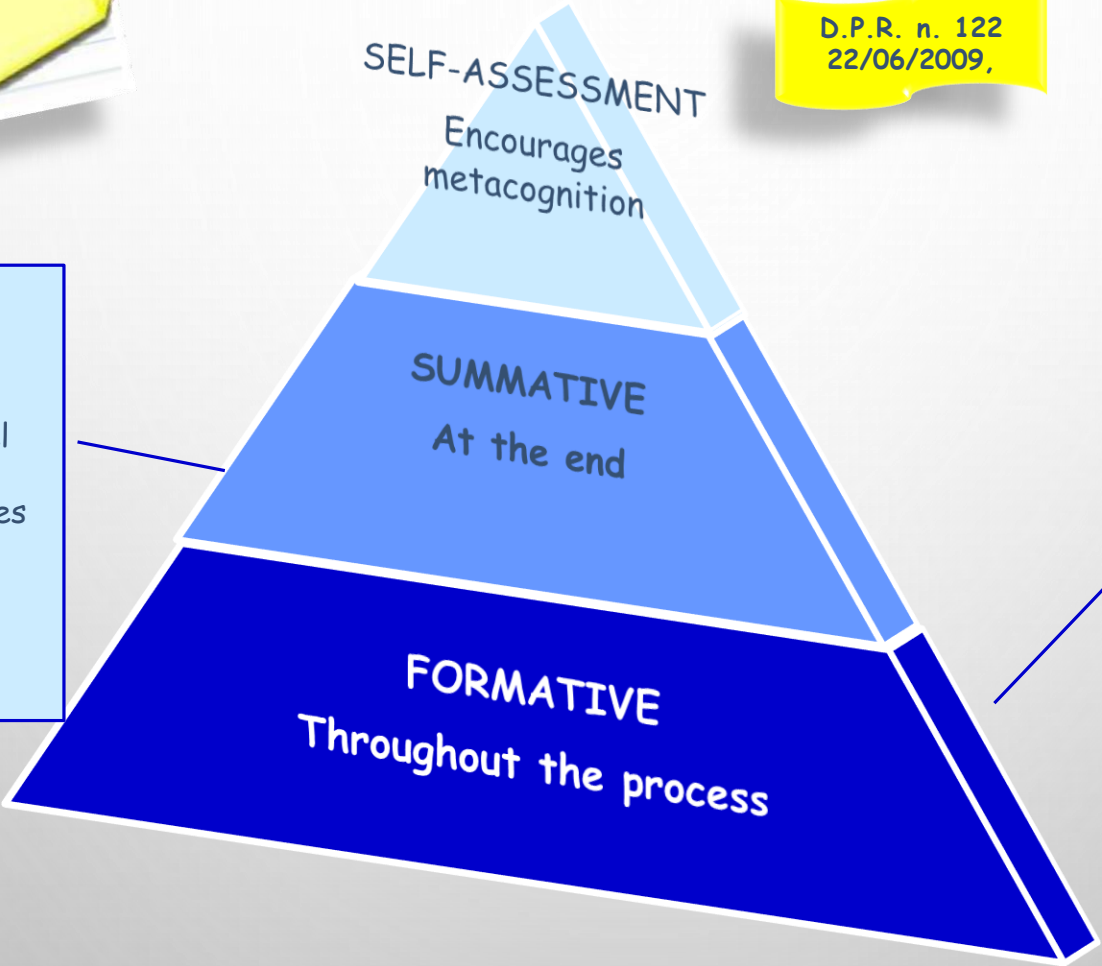


TRANSPARENT, IMMEDIATE AND CONSISTENT WITH THE OBJECTIVES



D.P.R. n. 122
22/06/2009,

• It checks whether the student has reached the level of the skills worked and serves to measure the effectiveness of teaching.



• Stimulates the student to self-assessment: increases self-consciousness of strengths and weaknesses to reach a more autonomous learning

• The attitude towards error is positive thus favoring strategies of repair and self-management of errors by students.



Student assessment with SEN is based on their PDP



ASSESSMENT GRID: KNOWLEDGE AND SKILLS

	LISTENING	READING	SPEAKING	WRITING	Average score	Competence level
Knowledge					$(7+9+6+12):13 = 2,6$	B
Vocabulary	2	3	2	3		
Spelling				3		
Grammar	3	3	2	3		
Linguistic functions	2	3	2	3		
Total score	7	9	6	12		
Skills					$(2+3+2+3):4 = 2,5$	B
Listening comprehension	2					
Writing comprehension		3				
Oral production			2			
Writing production				3		
Total score	2	3	2	3		

Legend:

Score from 1 (negative) to 4 (very positive).

Correspondence between the scores and the levels of ministerial competence:

1=D from 1,1 to 2=C from 2,1 to 3=B from 3,1 to 4=A





ASSESSMENT GRID: GROUP WORK

CRITERIA	4	3	2	1
Work with other	He always listens, shares and supports the efforts of others. He tries to keep the members together by working together.	He almost always listens, shares and supports the efforts of others. He does not cause "problems" in the group.	He sometimes listens, shares and supports the efforts of others, but sometimes he is not a good member of the group.	He rarely listens, shares, and supports the efforts of others. He is often not a good member of the group.
Contributions	He always provides useful ideas when he participates in the group and in class discussion. He is a defined leader who contributes a lot of effort.	He usually provides useful ideas when participating in group and class discussion. A strong member of the group strives.	Sometimes he provides useful ideas when participating in group and class discussion. A satisfying member of the group who does what is asked of him.	He rarely provides useful ideas when he participates in group and class discussion. He may refuse to participate.
Quality of work	He provides the highest quality work.	He provides quality work.	He provides work that occasionally needs to be checked or redone by other group members to ensure its quality.	He provides work that usually needs to be checked or redone by others to ensure its quality.
Problem solving	He seeks and suggests solutions to problems.	He refines solutions suggested by others.	He does not suggest or refine solutions, but is willing to deal with solutions proposed by others.	He doesn't try to solve problems or help others solve them. It lets others do the work.
Preparation	He brings the necessary material to class and he is always ready to work.	He almost always brings the necessary material to class and is ready to work.	He almost always brings the necessary material, but sometimes it needs to be installed and put to work.	He often forgets the necessary material or is not ready to work.



ASSESSMENT GRID: WRITTEN PRODUCTION

CRITERIA	4	3	2	1
Mastery of the topic	He demonstrates a deep knowledge of the assigned subject.	He has a fairly extensive knowledge of the assigned subject.	He has basic knowledge, barely enough to accomplish the task.	He had little knowledge of the subject and the information was not sufficient for the task to be completed satisfactorily.
Linguistic communication	The wording is error-free and the sentences are well-written.	The writing presents few errors of little relevance (lack of letters, punctuation...).	The writing contains some errors that do not prevent the understanding of the message.	The writing is not careful and presents continuous serious faults (use of verbal modes and tenses, concordance...) that hinder the understanding of the message.
Consistency and fluidity	He uses many and varied connectors and has facility to formulate subordinate sentences.	He uses connectors frequently and prefers coordination to subordination.	He uses few connectors and build coordinated or simple sentences.	He makes mistakes when he formulates prayers, which are not intertwined with each other.
Linguistic repertoire	The language repertoire is broad and the vocabulary is adequate and precise.	The linguistic repertoire is quite broad and appropriate to the communicative context.	The language repertoire is limited. Sometimes you need to search for words and also make lexical inaccuracies.	The linguistic repertoire is very limited and there are many lexical inaccuracies and repetitions.



ASSESSMENT GRID: MULTIMEDIA PROJECT

CRITERIA	4	3	2	1
Follow-up	The project includes all required elements as well as additional information.	All required elements are included in the project.	All but 1 of the required items are included in the project.	Several required items are missing.
Originality	The project is exceptionally attractive in terms of design, distribution, tics and order.	The project is attractive in terms of design, distribution, tics and order.	The project is relatively attractive although it may be a bit messy. Appropriate ITC.	The project is pretty messy or very poorly designed. It's not attractive. Little ITC and misused.
Graphics-Clarity	The graphics are focused and the contents are very clear.	Most of the graphics are focused and the content is clear.	Most of the graphics are focused and the content is quite clear.	Many graphics are unclear or very small. The contents are not always clear.
Content- Precision	All the precise facts were exposed in the project.	Almost all the precise facts were exposed in the project.	Half of the precise facts were exposed in the project.	Less than half of the precise facts were exposed in the project.
Knowledge	Students can accurately answer all questions related to the facts in the project and the processes used to create it.	Students can accurately answer most of the questions related to the facts in the project and the processes used to create it.	Students can accurately answer approximately 75% of the questions related to the facts in the project and the processes used to create it.	Students do not seem to have knowledge about the facts or processes used in the creation of the project.



ASSESSMENT GRID: ORAL EXPOSURE

CRITERIA	4	3	2	1
Follow-up	He remains on the subject all (100%) time.	He remains on the subject most (99-90%) of the time.	He remains on the subject sometimes (89%-75%).	It was hard to say what the subject was.
Content	He demonstrates a complete understanding of the subject.	He shows a good understanding of the subject.	He shows a good understanding of parts of the subject.	He doesn't seem to understand the subject very well.
He speaks clearly	He speaks clearly and distinctly all (100-95%) time and has no bad pronunciation.	He speaks clearly and distinctly everything (100-95%) the time, but with a bad pronunciation.	He speaks clearly and distinctly most (94-85%) of the time. No bad pronunciation.	He often speaks between teeth or cannot be understood or has poor pronunciation.
Vocabulary	He uses appropriate vocabulary for the audience. Increase the audience's vocabulary by defining words that might be new to the audience.	He uses appropriate vocabulary for the audience. Include 1-2 words that might be new to most of the audience, but do not define them.	He uses appropriate vocabulary for the audience. It does not include vocabulary that might be new to the audience.	He uses several (5 or more) words or phrases that are not understood by the audience.
Use of teaching resources	Students use various props (may include costumes) that demonstrate considerable work/creativity and make the presentation better.	Students use 1-2 props that demonstrate considerable work/creativity and make the presentation better.	He students use 1-2 props that make the presentation better.	The student does not use support or the chosen supports detract from the presentation.



STUDENT SELF-ASSESSMENT GRID

COMPRENDO				TRABAJO CON LOS COMPAÑEROS			
Cuando escucho o leo..	Necesito mejorar	Lo hago bien	Lo hago muy bien	Cuando trabajo en grupo...	Necesito mejorar	Lo hago bien	Lo hago muy bien
Entiendo al profesor que habla español				Traigo el material necesario a clase			
Entiendo a mis compañeros de clase				Escicho, comparto y apoyo el esfuerzo de otros			
No me tienen que repetir las cosas				Trato de mantener la unión del grupo			
Entiendo el vocabulario de mis compañeros				Proporciono ideas útiles			
Entiendo cuando veo los videos				Utilizo bien el tiempo a lo largo del proyecto			
EXPONGO				Nunca crítico públicamente el trabajo de otros			
Cuando expongo o escribo...	Necesito mejorar	Lo hago bien	Lo hago muy bien	Busco y sugiero soluciones a los problemas			
Lo hago con claridad				Controlo la eficacia del grupo			
Estoy seguro							
Uso bastante vocabulario y frases							
No repito mucho lo que digo							



TEACHER SELF-ASSESSMENT GRID

Have I selected the contents of the UDA with a progression appropriate to the characteristics of my students?	YES	NO
Have I planned activities tailored to the needs and interests of my students?	YES	NO
Have I clearly established and communicated the teaching objectives and evaluation criteria?	YES	NO
Have I guided students towards building their own learning?	YES	NO
Have I fostered respect and collaboration among students?	YES	NO
Have I integrated the use of ICT in activities?	YES	NO

Diversified activities aimed at enhancing different learning styles.



Kahoot!



Scoprire



Kahoots



Rapporti

Aggiorna ora

Creare



20 sec

Q9: Gallo pinto es un plato de ...



plátanos y carne



arroz con pollo



tortillas con carne




arroz con frijoles negros



Q10: La capitale della Costa Rica, la terra del cielo del mondo in ...



Kahoot!



The principle goal of education in the schools should be creating men and women who are capable of doing new things, not simply repeating what other generations have done.

Jean Piaget

quote fancy

**THANK YOU
FOR YOUR
ATTENTION**

Althea Stock | 0371462377