

TWO PEAS IN A POD

Students age	10 - 14
General topic	With Close Reading to Math and from Math to Close Reading
Leading teachers (Tartu Raatuse School)	Eneli Saar Evelin Jõgeda
Cross-curricular topics	<ol style="list-style-type: none"> 1. Cultural identity 2. Lifelong learning and career development
Integrated subjects	<ol style="list-style-type: none"> 1. Literature 2. Mathematics 3. Languages 4. Drama 5. Art 6. History
Goals	<ol style="list-style-type: none"> 1. Developing integration of sciences and humanities into a common conceptual sphere. 2. Supporting students mathematical operations in literary time and space and literary elements in mathematics – helping both logical and creative thinkers navigate and interpret various types of texts according to the task requirements. 3. Creating a collection of mathematical novels and poems or/and performing a drama (including writing the drama text) for the students audience.
Skills development	<ol style="list-style-type: none"> 1. Adds, subtracts, multiplies, and divides based on textual problems. Formats and edit a text-based task that needs solving and selects the appropriate method for it. 2. Reads text and comprehends it, applying the information according to the task requirements. 3. Efficiently reads the task, divides it into parts, and simplifies it for themselves. 4. Analyzes at least one fictional character from biological and/or psychological and/or social aspects in the text. 5. Distinguishes important information from irrelevant information.
Links with curriculum	<ol style="list-style-type: none"> 1. Focuses on integrating the above-mentioned subjects, project-based learning, and using an open learning environment.
Planned activities	<ol style="list-style-type: none"> 1. “Check-in” and self-introduction (community building). 2. Preparing and performing a skit: a literary character solves a math problem. 3. Jeopardy or riddles/parables.

	<ol style="list-style-type: none"> 4. Creating and solving math problems in the form of poems or short stories. 5. Illustrating the collection of poems or short stories. 6. Creating an educational video with a literary character's presentation. 7. A literary character from history arrives in town: creating survival guides/apps. 8. Outdoor bedtime storytelling 9. City walk (specific sequence of activities planned in the schedule).
Expected learning outcomes/results	<ol style="list-style-type: none"> 1. Students have independently created a collection of mathematical novels and/or poems. 2. Students have prepared and performed an interactive mathematical skit involving the audience. 3. Creation of an educational video.
Evaluation/feedback/ of students progress	<ol style="list-style-type: none"> 1. Students self-assessment and the teamwork evaluation through a structured online (Google Forms) questionnaire . 2. Teachers provide verbal feedback and further guidance to the group as well as individually. 3. Each student gets a secret friend (whose activities and contributions they observe) whom they anonymously provide positive feedback to in writing by the end of the week.
Blended activities (before and after the exchange week)	<ol style="list-style-type: none"> 1. Before the project starts, a meeting (e.g., in Google Meet) is held for the participating students to lightly pre-tune them, describing the project's content and listening to their expectations (which are also mapped) + performing one task on project topic. 2. After the project reflective feedback online meeting with all the students and leading teachers to analyze the main results of the project. Also possible for the preparation of the next students mobility week in the visiting school.
Teachers involved (Tartu Raatuse School)	In addition to mathematics and literature, drama, art, languages, and physical education teachers can be involved.