

**Generació Plurilingüe (GEP)**

Year 1  
2018-2019





<b>GEP 1</b>	<b>Task 1 : Input &amp; Cooperative /Collaborative learning in CLIL</b>	
<b>Title of the lesson or topic</b>	Impressionism. Claude Monet	
<b>Course / year / age</b>	6th grade.	
<b>Timing</b>	4/3/19 to 15/3/19 Approx.	
<b>Collaboration with .....</b>		
<b>Short description of the session/s</b>	During these two sessions students are expected to learn about light and shadows, and impressionism and its characteristics taking Claude Monet's artworks.	
<i>The descriptions of the activities below should contain:</i> <ol style="list-style-type: none"><li>1. <i>type of input,</i></li><li>2. <i>questions (explicit, implicit and referential) posed by the teacher to ensure the students' involvement</i></li><li>3. <i>dynamic instructions with collaborative and cooperative activities,</i></li><li>4. <i>materials used.</i></li></ol>		
<b>S</b> <b>E</b> <b>S</b> <b>S</b> <b>I</b> <b>O</b>	<b>Activity 1</b>	<b>Monet artworks discussion</b> <b>Input:</b> The input for this activity is mainly visual, however, some auditory will be given in order to build up correct sentences. <b>Questions:</b> What can you see in these pictures? Which colours did Monet use? What does he want to express? How are you feeling? Are there any defined lines in these pictures? Why or why not? Taking the colour wheel how can you relate the colours in one of the artworks?



N 1		<p><b>Instructions:</b> Students normally sit in groups of four. We are going to use the technique think-pair-share. They are given a set of Monet's artworks (each group a different set) and a colour wheel. The questions are projected on the screen and they will have a paper to make some notes. They have about 3' to think about the questions, 4' to discuss with their partner and 6' more to discuss with the table. Then we will share with the whole group.</p> <p><b>Materials:</b> Monet's artworks (the most famous), colour wheel, notes sheet, projector.</p>
	Activity 2	<p><b>Biography and impressionism</b> <b>Input:</b> Written and visual. <b>Questions:</b> Where was Monet born? Who did not support him? Why? With who did he discover impressionism? Was he famous? How do you know? <b>Instructions:</b> in this activity we are going to use the technique jigsaw reading. Each member of the table will have one part of the biography and the impressionism characteristics. Each one reads its part and when all have finished explain it to the group. The teacher makes some questions to make sure everyone has understood. Finally, to make ideas more clear the group will organise a set of pictures explaining Monet's life. <b>Materials:</b> Reading in parts. Set of pictures.</p>
S E S S I O N 2	Activity 3	<p><b>Shadows</b> <b>Input:</b> audiovisual and hands on. <a href="https://www.youtube.com/watch?v=IOIGOT88Aqc">https://www.youtube.com/watch?v=IOIGOT88Aqc</a> <b>Questions:</b> What was the video about? When can we see a shadow? When is the shadow longer? And shorter? Name two situations in which we can't see a shadow. <b>Instructions:</b> We will see a video about light and shadow to see how can we form shadows and their characteristics depending on the light position. Then we will experiment in threes. Each group will have a lantern, a classroom object and a camera or tablet. One pupil will give position orders, another will take the pictures and the other will prepare the scene (object and lantern) according to the instructions given. They have to take two photos of each position: one including the light ray and the other without the light. They have to experiment different positions of the light to see the differences. Some questions will be asked to ensure everybody has understood and finally, they will take photos of themselves and their shadows (showing the light and without showing it for the next activity). <b>Materials:</b> Lanterns, classroom objects, tablets or cameras, projector.</p>



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	<b>Activity 4</b>	<b>Changing light</b> <b>Input:</b> visual, auditory and hands on. <b>Questions:</b> Does the light come from the top? Where does the light come from? How do you know? How many shadows can you have? What does this depend on? <b>Instructions:</b> Each group will show some of their pictures (the ones in which the light ray is not seen) and the other groups will have to guess where the light comes from. They will be able to check seeing the other photo. <b>Materials:</b> lanterns, classroom objects, projector.
<b>In terms of academic content, what are the students learning and what are they learning to do?</b>	Students are learning about the life of an artist, some impressionism characteristics and how light produce shadows. Furthermore, they are learning to discuss in pairs and small groups, to extract the main ideas of a text and explain them. They are also using tablets or cameras to take photos and as a learning tool.	
<b>In terms of language, what are the students practicing or learning to do?</b>	They are using different structures to answer questions (I can see..., there is/are..., present simple) They are giving orders using spatial words and comparatives (Put the light on the top, move further, come closer)	
<b>In what way is this lesson plan a good example of what we learnt in the GEP course session?</b>	First of all, the input is varied and comes from different sources. Although it is not explained in the session, there are language tips and structures presented or reinforced before doing the activities. Moreover, students work in groups fostering cooperation and collaboration and, above all, there are practising the foreign language to develop no-linguistic tasks.	
Other important information		
<b>ANNEXES (materials, handout, pictures... if</b>	Annexes and pictures are all at the end.	



not possible to include in the activity section.)

### Self assessment Checklist

Task 1 : Input & Cooperative /Collaborative learning in CLIL	YES/NO
1. Students are presented with <b>multimodal</b> and <b>varied</b> input (spoken, written, visual, hands-on...)	Yes
2. The input presented is used to <b>help</b> learners <b>understand</b> ideas and <b>construct</b> meaning	Yes?
3. The input is presented at the right <b>cognitive level</b> and the right <b>language level</b> , i.e. it is neither too challenging in terms of content nor too difficult in terms of language.	Yes
4. Students are <b>helped</b> in some way to <b>understand</b> , i.e. input is made comprehensible	Yes
5. Students are <b>helped</b> in some way to <b>process</b> the input presented, i.e. activities or questions make students think and construct meaning.	Yes?



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6. The input and activities presented cater to <b>multiple intelligences</b>	Yes
7. Students are presented with <b>good questions</b> (explicit, implicit and referential) that help them process input and that challenge them not only to understand, but to think, create...	More or less
8. A variety of <b>collaborative learning strategies</b> are used throughout the session.	Yes
9. At least one of the activities presented requires <b>cooperation</b> among students.	Yes
10. Students are <b>explicitly taught</b> how to work in groups (or pairs).	Yes
11. Students are <b>explicitly guided</b> to succeed in group/pair work <b>discussions</b> and <b>interactions</b> . Clear <b>support</b> to guide their interactions is provided.	Yes
12. At least one <b>ICT tool</b> is used to promote <b>digital collaborative learning</b> .	Yes



Name: \_\_\_\_\_

a **IMPRESSIONISM. Claude Monet's artworks discussion.** \*See the end of the document

**Activity 1.**

Think about the questions on the screen:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

Share your answers with your partner and finally your table.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

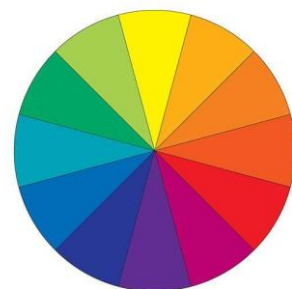
(Questions on the screen)

- What can you see in these pictures?
- Which colours did Monet use?
- What does he want to express?
- How are you feeling?
- Taking the colour wheel how can you relate the colours in one of the artworks?
- Are there any defined lines in these pictures?
- Why or why not?

(Pictures)

One colour wheel per group.

Plantilla creada pel grup de formadores del Programa GEP (Generació d'Ensenyament. Curs 2018-2019



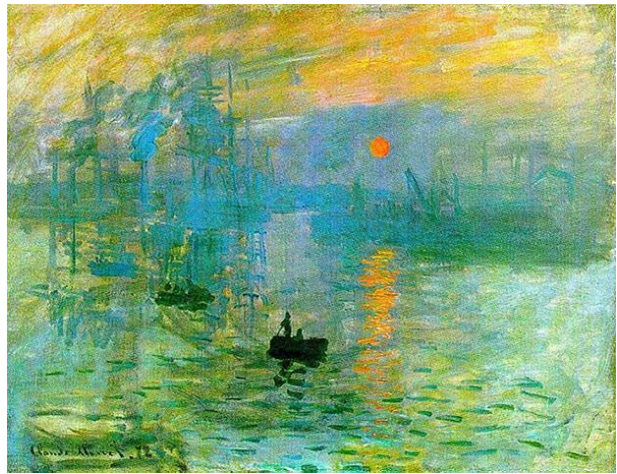
Name: \_\_\_\_\_

One set of pictures for each group.

**Set 1**



**Bridge over Water lilies**

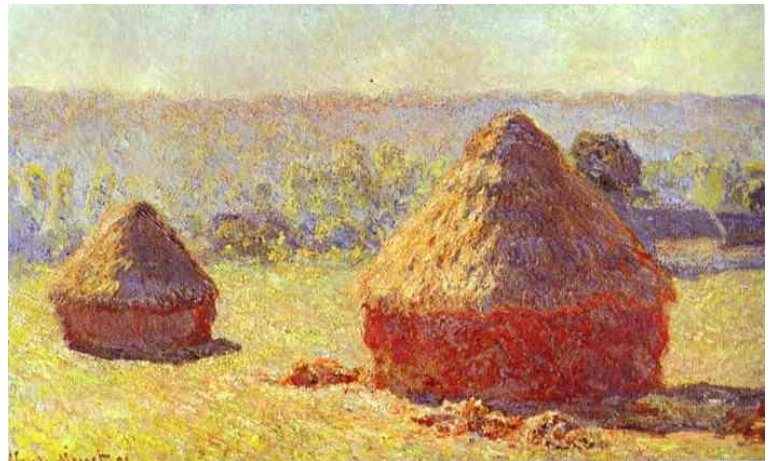


**Sunrise**

**Set 2**



**Woman with a parasol**



**Haystacks**

**Set 3**



Name: \_\_\_\_\_



**Sunflowers**



**Water lilies**

## Claude Monet biography.

### Activity 2. Jigsaw reading

#### Claude Monet

##### Reader 1. Occupation: Painter

**Born:** November 14, 1840 in Paris, France

**Died:** December 5, 1926 in Giverny, France

**Famous works:** Impression: Sunrise, Water Lilies, Haystacks, Woman with a Parasol

**Style/Period:** Impressionist

Monet founded the Impressionist movement, one of the major movements in art history and had a major influence on future artists.

##### Reader 2. Biography:

###### Where did Claude Monet grow up?

Claude Monet was born on November 15, 1840 in Paris. He loved to draw as a child. His mother supported him becoming an artist, but his father wanted him to take over the family business. Claude met some other artists around this time and began to use oil paints to paint the **outdoors**.

##### Reader 3. Impressionists

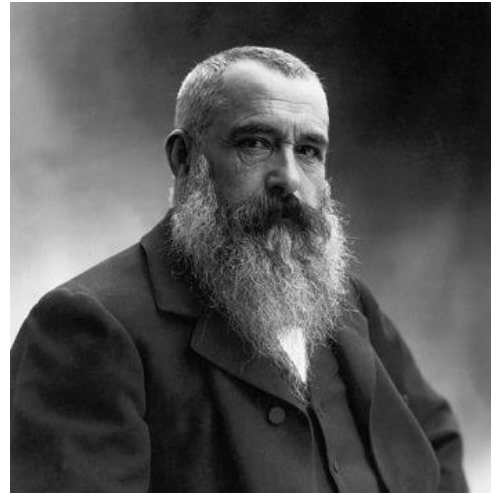
Monet became friend with several of the leading artists of the time including Pierre Renoir, Edouard Manet, and Camille Pissarro. Together they wanted to experiment. The term "impressionist" was used to imply that the art was just an impression of something and not completed.

##### Reader 4. Continued Work

Monet's use of light was unique. In order to continue his experiments with light, Monet began to paint series of the same scenes to capture the changing effects of colour with light. He used a wide range of vibrant colors and painted quickly using short brushstrokes. Soon his paintings started to sell.

Name: \_\_\_\_\_

Activity 2.2. Put the pictures in order according to Monet's biography.



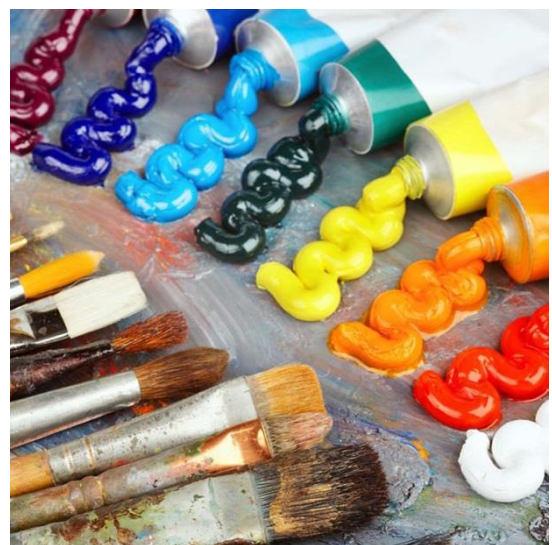
December 1926						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 1840						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
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					

impressionism



Name: \_\_\_\_\_

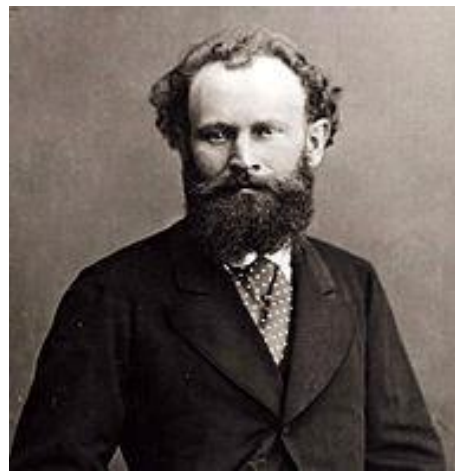


Plantilla creada pel grup de formadors del Programa GEP (Generació Plurilingüe) del Departament d'Ensenyament. Curs 2018-2019





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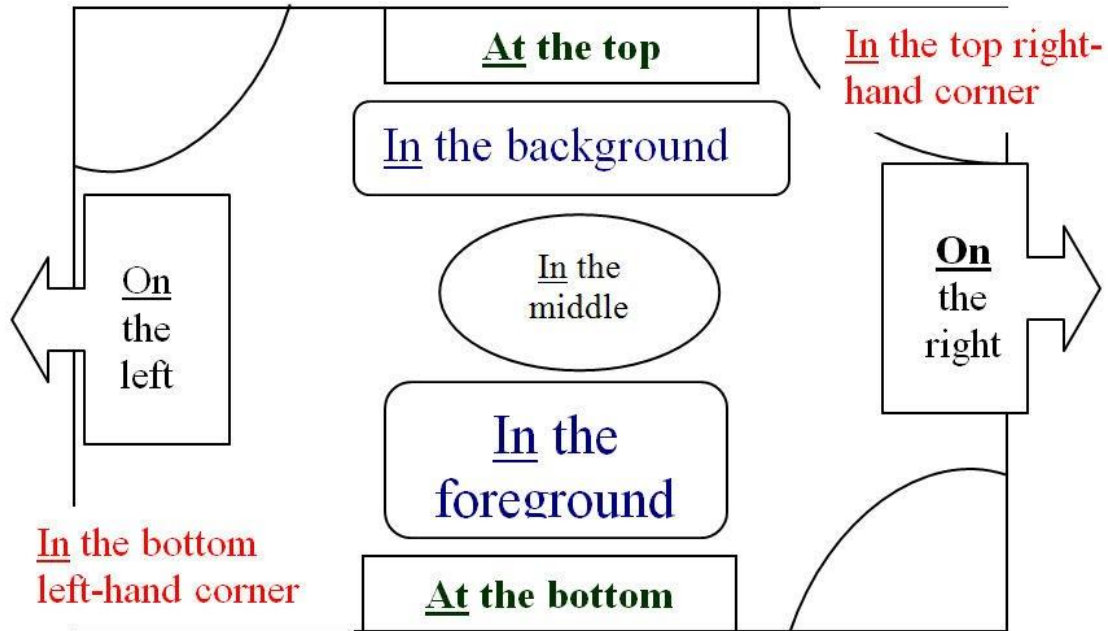


Name: \_\_\_\_\_



\*Suport for activity 1.

Students are used to explain the artworks following this scheme, which is in fact, hung on the languages room.



The following supports can be also given to those which don't feel comfortable speaking in English.

I will talk about	Picture Image photo	A, B, C, 1, 2, 3
	The (first), The (sunflower)	Picture
This is a	Dark Light Beautiful	landscape portrait forest
I can see There is	A (tree) An (elephant)	In the background On the right hand side
I can see There are	Some (birds) A lot of ... (clouds)	Next to Surrounding
The (woman) That (dog) This (lake)	Makes me feel	Pleasant Quiet Nervous Free Sad Angry
These (leaves) Those (reindeers)	Make me feel	

Name: \_\_\_\_\_

<b>Colour</b>	The colours used are	Primary Hot/cold Blue/red/green	
	The author uses	Warm/cool Secondary	Colours

<b>Lines</b>	The line(s) is(are)	Curvy/straight Thin/ <b>thick</b>	
	There is(are)	Curvy/straight Thin/ <b>thick</b>	Line(s)
	There are	No lines	
	Lines are	blurred	

<b>GEP 1</b>	<b>Task 2: Reading, writing and Assessment in CLIL</b>
<b>Title of the lesson or topic</b>	Impressionism. Claude Monet.
<b>Author</b>	Marta March Gutiérrez
<b>Course / year / age</b>	6th grade.
<b>Number of sessions</b>	2
<b>Collaboration with...</b>	
<b>Main objectives of the sessions</b>	<p>Consolidate through collaborative writing the formation of shadows.</p> <p>Understand a text and learn about analogous colours.</p> <p>Self-evaluate and co-evaluate in a fair way.</p>
<b>Short description of the sessions</b>	Light and shadow has been previously seen by means of audio-visual and hands on input and experimentation in class. So that, in these sessions students are going to write a text about their experiences and will evaluate on their task. In the next session, a written text will be provided to learn about analogous colours and experiment

with them.

<p><i>The descriptions of the activities below should contain:</i></p> <ol style="list-style-type: none"> <li>1. <i>collaborative and cooperative activities instructions (including the timing and the language support)</i></li> <li>2. <i>type of support,</i></li> <li>3. <i>readings and writings planned,</i></li> <li>4. <i>assessment tools</i></li> <li>5. <i>materials used</i></li> </ol>		Timing	
<b>S E S S I O N</b>	<b>Activity 1</b>	<p><b>Shadows cooperative pre-writing.</b> Students will work in groups of four people. To make these groups students will take a <b>puzzle piece</b> randomly. Once puzzles are finished groups are made.</p> <p><b>C&amp;C activities:</b> we will use the <b>think-pair-share technique</b> to recap some vocabulary from the last session (template 1). Each student will have a draft paper to write the words they remember, then they will share with the person sitting next to them and finally with the team.</p> <p><b>Support:</b> visual 1: two or three photos taken by the students the last class will be projected to activate vocabulary. Visual 2: flashcards about some opposites. Written: Set of words to create the mind map.</p> <p><b>Pre-writing:</b> Each group will have a set of vocabulary cards (it can be numbered or coloured for those groups facing difficulties in vocabulary) to develop a <b>Mind map</b> on the table through a discussion. Once they agree, they will write the draft.</p> <p><b>Assessment tools:</b> direct observation of group interaction (grid)</p> <p><b>Materials used:</b> set of vocabulary cards, draft paper and opposites flashcards, puzzle group maker.</p>	20'
	<b>Activity 2</b>	<p><b>Shadows writing:</b> Students will work in the same teams as in the previous activity. First, we are going to read all</p>	20'



1		<p>together the assessment checklist and then they will start writing.</p> <p><b>C&amp;C activities: Writing round Robin.</b> Each of the students has to write one part of the text, they will use the roles of writer, speaker, mistakes guardian and reader.</p> <p><b>Support:</b> written structures will be given to produce grammatically correct sentences. Moreover, they have their own mind map, the draft and the flashcards from the previous activity.</p> <p><b>Reading:</b> with the whole group the assessment checklist to make sure everybody understands what they are expected to do and to assess themselves and their mates.</p> <p><b>Writing:</b> final writing on the white paper taking into account the assessment list and the draft. They can use colours, felt-tips and drawings to clarify the text.</p> <p><b>Assessment tools:</b> assessment checklist (students), direct observation</p> <p><b>Materials used:</b> white paper, assessment checklist and sentences support.</p>	
	Activity 3	<p><b>Shadows assessment.</b> All the students will evaluate themselves, as well as, their working team. They are going to use an assessment checklist.</p> <p><b>C&amp;C activities:</b> help one another if one does not understand an item.</p> <p><b>Support:</b> Oral support by the teacher, giving clues and examples of what means accomplishing the aims.</p> <p><b>Reading:</b> reading and reflecting on the items, oneself and the team.</p> <p><b>Assessment tools:</b> assessment checklist, direct observation.</p> <p><b>Materials used:</b> assessment checklist.</p>	10'
S E S S I	Activity 4	<p><b>Analogue colours pre-reading.</b> With this activity students will activate the previous knowledge and vocabulary about the topic.</p> <p><b>C&amp;C activities:</b> A Colour Wheel will be projected on the screen while students perform a <b>Rally Robin</b> about what can they see and how they can relate colours.</p> <p><b>Support:</b> visual support, the teacher will point to different colours to gather for instance, primary, secondary or complementary colours fostering more vocabulary rather than colours.</p> <p><b>Reading &amp; Writing:</b> After the Rally Robin in pairs, we will share the words (different from colours) writing them down on the board, one by each pupil.</p> <p><b>Assessment tools:</b> direct observation, Rally Robin results.</p>	10'

O N 2		<b>Materials used:</b> colour wheel.	
	<b>Activity 5</b>	<p><b>Analogue colours reading.</b> Students will work in threes. Groups will be created through <b>Primary Partners:</b> each student will pick up, one by one, a felt-tip pen from a box (only blue, yellow and red) as soon as the combination is complete, the first team grouped.</p> <p>Students will be given a text each one and underline the words they do not understand and discover the meaning by context and the help of the team.</p> <p><b>C&amp;C activities:</b> after aloud reading by the teacher and individual silent reading, through <b>peer support</b> students will overcome the difficulties of the text.</p> <p><b>Support:</b> visuals: pictures. Vocabulary glossary.</p> <p><b>Reading: Aloud reading</b> by the teacher while the students follow the text and underline words they don't understand. They read a second time silently and erase some of the lines that can understand by context.</p> <p><b>Assessment tools:</b> direct observation</p> <p><b>Materials used:</b> reading text, glossary.</p>	20'
	<b>Activity 6</b>	<p><b>Analogue colours after reading.</b> After reading and sharing with the team, the sharing with the whole group will take place. And the experimentation with a scene divided into three parts which students will paint using different groups of analogue colours.</p> <p><b>C&amp;C activities:</b> Introduction to analogous colours with the whole group. Then, students in groups (<b>round Robin</b>) will answer and justify some questions based on different compositions. After that, they will colour their picture.</p> <p><b>Support:</b> visual: set of analogous colours projected.</p> <p><b>Assessment tools:</b> direct observation, process and help needed, product.</p> <p><b>Materials used:</b> introduction to analogous colours, watercolour painting, picture.</p>	20'
<b>In terms of academic content, what</b>	In terms of academic content, students are learning about cast of shadows. Therefore, they are learning how to use the previous knowledge to develop a written text and also that experimentation (although it is not in these activities, the starting point was experimentation with light and shadow) helps one clarify concepts.		

<p><b>are the students learning and what are they learning to do?</b></p>	<p>Assessment on the task and self-reflection is really important to notice difficulties to face and overcome. Students are also learning about an author and another classification and use of colours. The practice of guessing meaning from context is also developed during the reading.</p>	
<p><b>In terms of language, what are the students practicing or learning to do?</b></p>	<p>Students are practising present simple structures through the use general truths, giving opinions and beliefs and also agreeing and disagreeing.</p> <p>They are writing correct sentences taking into account grammar and content.</p>	
<p><b>In what way is this lesson plan a good example of what we learnt in the GEP course session?</b></p>	<p>First of all, the tasks are varied and involve language and content. Students work in groups fostering collaboration and being active part in a team. Moreover, supports given are varied and can be adapted to different levels and, above all, students are practising the foreign language to develop non-linguistic tasks.</p>	
<p>Other important information</p>		
<p><b>ANNEXES (materials, handout,</b></p>	<p>Annexes are at the end.</p>	

pictures... if not possible to include in the activity section.)		
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### Self assessment checklist

Task 2 : Reading, writing in CLIL and Assessment	YES/NO
1. <b>Support</b> is provided to help students read and understand texts.	Yes
2. <b>Before-, during- and after-</b> reading activities are prepared.	Yes
3. The materials use <b>visuals</b> to support comprehension.	Yes
4. The writing process takes place in <b>joint collaboration</b> with the teacher (modelling)	Yes
5. <b>Support</b> is provided to help students write (the students are provided with language patterns, language frames, vocabulary banks...)	Yes

6. The teacher uses different strategies to help students <b>throughout the process</b> of reading and writing	Yes
7. The teacher has <b>previously predicted the language</b> the students will need when carrying out the different tasks successfully and, therefore, is aware of the <b>content-obligatory language</b> .	Yes
8. At least the teacher uses 1 type of <b>assessment</b> (self-assessment, teacher assessment or co- assessment)	Yes
9. At least teacher used 1 type of <b>designed assessment tool</b> during the sessions (rubric, digital app, checklist, personal dossier...)	Yes





Annex

Session 1. Group maker



Set of vocabulary cards

Light

2 Left

Object(s)

Shadow

2 Right

Block(s)

Opposite

Cast(s)

4 Far (further)

2 Above

3 Long(er)

4 Close(r)

2 Under

3 Short(er)

4 Big(ger)

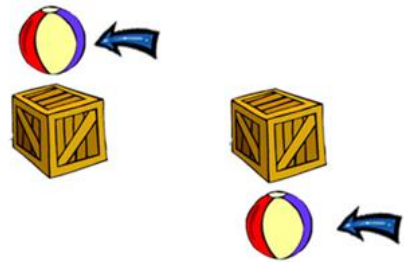
4 Small(er)



Opposite flashcards



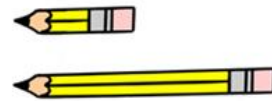
near far



over under



left right



short long



**Written supports**

One object that \_\_\_\_\_ a light casts a \_\_\_\_\_

When light comes from	above	the shadow casts	under	the object
	below		above	
	the left side		the right side	
	the right side		the left side	

When the light is	Close	To the object	The shadow is	
	Far	From the object		

**Teacher assessment grid**

The teacher will fill in the grid with its own comments while groups are working on their own.

Examples:

Knowledge about content: pupil 2 seems to be lost.

Interaction in English: pupil 3 speaks always in Catalan all the time, pupil 1 lacks vocabulary/structures

Participation: pupil 4 doesn't participate, pupil 1 is not allowed to participate

Team members	Knowledge about content	Interaction in English	Participation	Observations
1				
2				
3				
4				

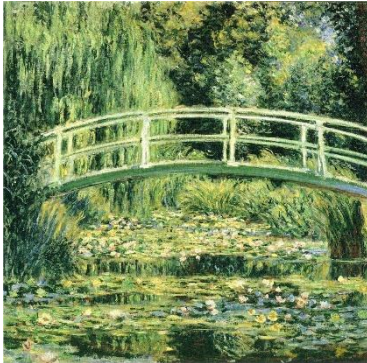
**Pupil's assessment checklist**

Names:	Pupil 1	Pupil 2	Pupil 3	Pupil 4
Writing capital letters after dot.				
Adding final -s to verbs				
Using the sentences given				
Knowing the words of the set				
Knowing the position of the shadow				



Session 2

## Waterlily Pond



This garden was a place where the artist Claude Monet spent a lot of time painting. He completed over 250 paintings of his garden.

In this landscape, Monet used a combination of colours that create a **mood**, or feeling, of harmony and tranquillity. Different combination of analogous colours create different moods in a landscape. Analogous colours are colours that are next to each other on the colour wheel.

The same landscape can be painted using different groups of analogous colours according to time. At **sunrise**, we can use orange-yellow, at **noon**, yellow-green or green-blue and at **sunset** blue-purple.

### Glossary

**Mood:** The way you feel. (in a good mood = happy, relaxed)

**Sunrise:** When sun appears in the sky.

**Noon:** midday. 12.00h

**Sunset:** When sun hides.





# ANALOGOUS COLOURS

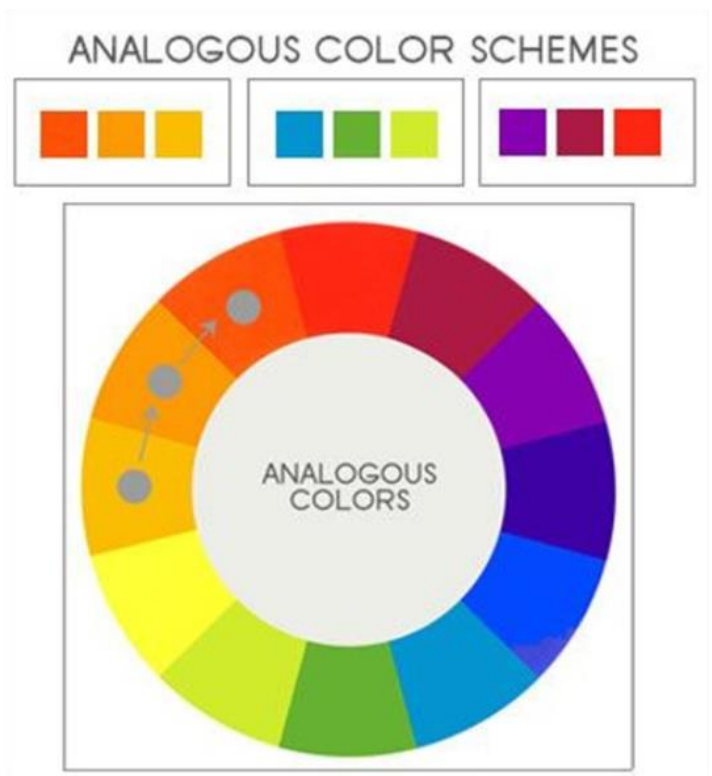


- How many colours are in the Picture?
- Which ones?
- Can you classify them in any way?

**Analogous colours** are colors next to each other in the colour Wheel.

Are there more possible combinations apart from those in the Picture?

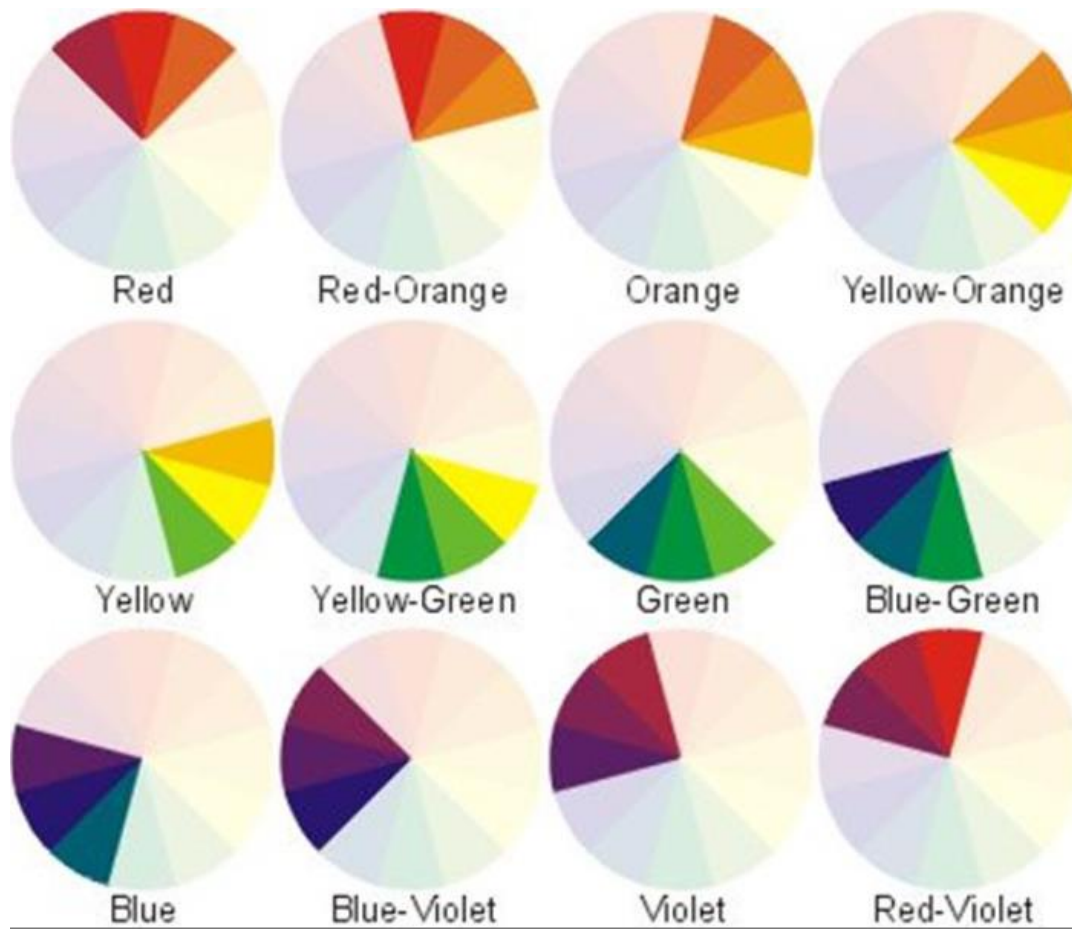
Let's have a look and see whether you were right!





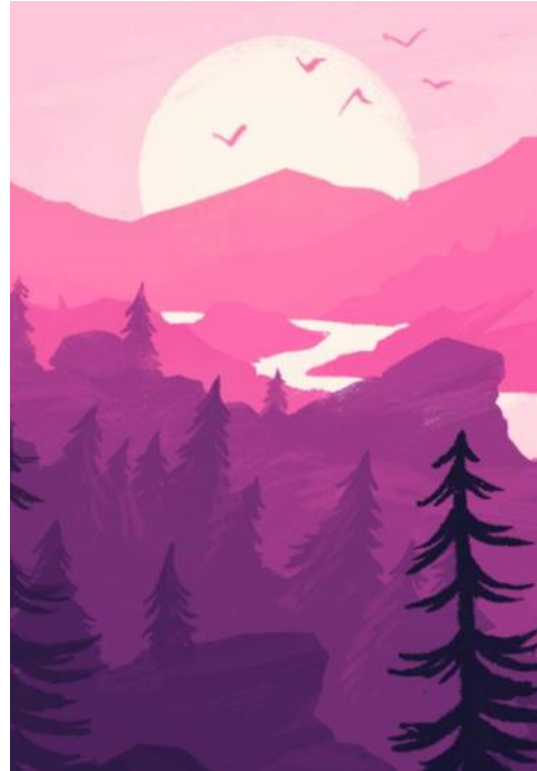


## Combinations and their names!





Can you guess about these examples?





Which one follows an analogous colour scheme?





Which one follows an analogous colour scheme?







What do you think?

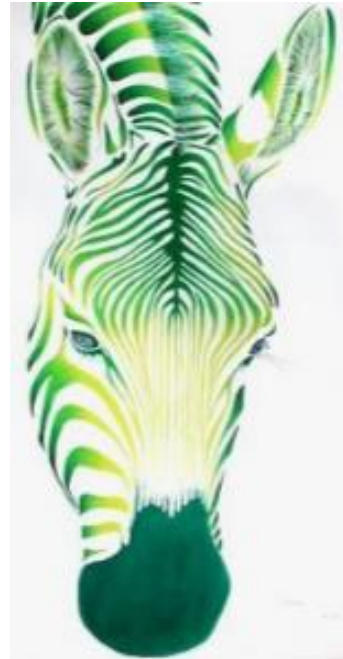
Are they analogous?

Where is the difficulty in classifying these pictures?





Both are green schemes, but how can you be more precise?





Picture to colour

