


Our Clil tasks

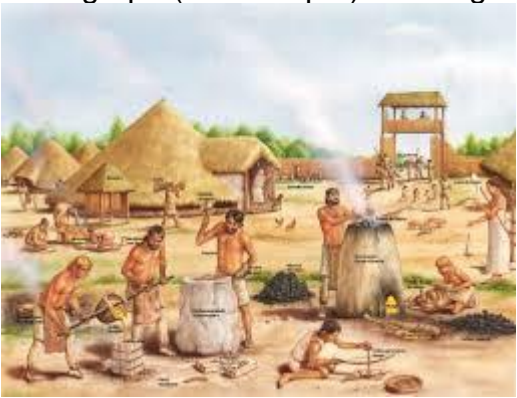



Escola Betània
Cristina Gavín - Pilar Rosa
Generació Plurilingüe (GEP)

Year 1
2018-2019

GEP 1		Task 1 : Input & Cooperative /Collaborative learning in CLIL
Title of the lesson or topic		Neolithic
Course / year / age		5th Primary
Timing		February 2019
Collaboration with		Pilar Rosa (English teacher), M ^a Dolores Castillo (Science teacher) and Cristina Gavin (GI)
Short description of the session/s		The main objective is to introduce the Neolithic basic vocabulary about tools and activities and how to structure a phrase in the past as well. All the sessions include a variety of cooperative and collaborative learning.
<p><i>The descriptions of the activities below should contain:</i></p> <ol style="list-style-type: none"> 1. <i>type of input,</i> 2. <i>questions (explicit, implicit and referential) posed by the teacher to ensure the students' involvement</i> 3. <i>dynamic instructions with collaborative and cooperative activities,</i> 4. <i>Materials used.</i> 		
S E S S I O N 1	Activity 1	<p>There will be two teachers in the classroom, the Science teacher and the English teacher. The Science teacher will introduce the activity by Hands-on Input and Spoken Input;</p>  <p>She will show a modern tool and make question about it:</p> <ul style="list-style-type: none"> - What is it? - What do you think is it used for? - How can it be used? - When can it be used? - Is it dangerous? Why? - Have you ever used it? - Have you need practice to use it? - Do you think it is a modern tool or it has been used for a long time?

		<ul style="list-style-type: none"> - If it was made of a different material will it work? - If it had a different shape will it work? - If you lived in the Neolithic and you had stone, bone, wood, rope...could you create this tool? - With the materials mentioned before, could you create a tool with the same use? - Mention an activity that could be done with just this tool? - If you have to do this activity without this tool, how will you solve this problem?
	Activity 2	<p>After this conversation, the teacher will project a presentation on the whiteboard exposing Neolithic vocabulary which remains on the walls of the classroom during the entire lesson. https://drive.google.com/file/d/1Qu7YXKZLjwcAayjib112SKd0zLFWPmr/view?usp=sharing</p> <p>This vocabulary is printed in five colours that represent five different activities of the Neolithic.</p> <p>Blue: tool (polished stone) Green: buildings Red: farming (animal and crops) Yellow: crafts (pottery and clothes) Orange: crafts (jewellery and paintings)</p> <p>https://docs.google.com/document/d/1uEYgBNbWZh6c_rHPQ7YDnbftqmM8ecK4o79BfZ38mj0/edit These colours will be the way to introduce a group structure to work a puzzle in the next session. https://docs.google.com/document/d/142_meZ_0utwPSW1oV40WKyx6qaS3wbkojyQfPGflemc/edit</p>
	Activity 3	<p>The students are organised in base groups and the in expert groups.</p>
S E S S I O N	Activity 4	<p>There will be two teachers in the classroom, the Science teacher and the English teacher. Recap: Using a Kahoot (Digital Input) the students will warm up the last session vocabulary. https://play.kahoot.it/#/k/9ce86555-7c14-48fa-9097-a54b727376c7</p>
	Activity 5	<p>The teacher explains the puzzle organisation to the students:</p> <ol style="list-style-type: none"> 1. Each student of the base group becomes an expertise about each item of the lesson. 2. The expertise has to know the vocabulary, relate the pictures with the word and what is the use for

2		it. Afterwards, made a research of verbs related with the use. (All the vocabulary is exposed in the classroom). Nouns and verbs are printed in different types of letters to make them aware of the difference.
S E S S I O N 3	Activity 6	There will be two teachers in the classroom, the Science teacher and the English teacher. Recap: Using the presentation the students will warm up the last session and remind them the different type of lettering to show the difference between nouns and verbs. They have to mimic the word (the expert group)
	Activity 7	The puzzle organisation continues: <ol style="list-style-type: none"> 1. The experts will have a tablet to make their research online; they can also consult the library books (what it the use for each tool?) 2. Once they become an expert, they return to base group and share the information with their mates. They have to make a sentence about each item following an example given. They have to construct five sentences each group. <p>Ex: “Neolithic people (<i>verb in past tense</i>) (<i>noun</i>) with (<i>noun</i>)” <i>Neolithic people made pots with clay</i></p>
	Activity 8	<p>Photograph (Visual Input) showing an ordinary day in the Neolithic.</p>  <p>Cooperative learning technique “See, think, wonder” where they have to apply the structure they have practise in the lesson. Ex: “Neolithic people (<i>verb in past tense</i>) (<i>noun</i>) with (<i>noun</i>)”</p>

		<p><i>Neolithic people made pots with clay</i></p> <p>Using a Kahoot (Digital Input) students will train the correct way to make sentences. https://play.kahoot.it/#/k/d8c02029-2bd1-4ab9-9811-ed29edf984bb</p>
	<p>Activity 9</p>	<p>Evaluation: The teacher will give each student a paper with a different ordinary day in the Neolithic and they have to write four sentences about it, following the structure. Misspelling will be penalised.</p> 
<p>In terms of academic content, what are the students learning and what are they learning to do?</p>		<p>The students are learning Neolithic vocabulary (nouns and verbs) in order to be capable to speak and write sentences about the topic.</p>
<p>In terms of language, what are the students practicing or learning to do?</p>		<ol style="list-style-type: none"> 1. How to build phrases. 2. The past tense. (It is already explained in the English class)
<p>In what way is this lesson plan a good example of what we learnt in the GEP course session?</p>		<p>Because the Lesson includes:</p> <ul style="list-style-type: none"> - Different types of Input. - Cooperative learning. - Learning strategies. - ICT tool. - Language and content are included.
<p>Other important information</p>		

ANNEXES (materials, handout, pictures... if not possible to include in the activity section.)

https://docs.google.com/document/d/1_UX8gsTuglTg1P5EpccFKOybQUpiLxbnR3SYqN9twsY/edit

Self-assessment Checklist

Task 1 : Input & Cooperative /Collaborative learning in CLIL	YES/NO
1. Students are presented with multimodal and varied input (spoken, written, visual, hands-on...)	Yes
2. The input presented is used to help learners understand ideas and construct meaning	Yes
3. The input is presented at the right cognitive level and the right language level , i.e. it is neither too challenging in terms of content nor too difficult in terms of language.	Yes
4. Students are helped in some way to understand , i.e. input is made comprehensible	Yes
5. Students are helped in some way to process the input presented, i.e. activities or questions make students think and construct meaning.	Yes
6. The input and activities presented cater to multiple intelligences	Yes
7. Students are presented with good questions (explicit, implicit and referential) that help them process input and that challenge them not only to understand, but to think, create...	Yes
8. A variety of collaborative learning strategies are used throughout the session.	Yes



9. At least one of the activities presented requires cooperation among students.	Yes
10. Students are explicitly taught how to work in groups (or pairs).	Yes
11. Students are explicitly guided to succeed in group/pair work discussions and interactions . Clear support to guide their interactions is provided.	Yes
12. At least one ICT tool is used to promote digital collaborative learning .	Yes

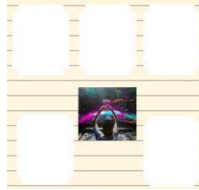


GEP 1	Task 2: Reading, writing and Assessment in CLIL
Title of the lesson or topic	Music time.
Author	Cristina Gavin (English teacher), Pilar Rosa (Music teacher) and M ^a Dolores Castillo (GI).
Course / year / age	6th primary
Number of sessions	3 sessions of one hour each (3h).
Collaboration with...	All the teacher involved, mentioned above in the author section.
Main objectives of the sessions	The main objective is <u>to know the different music styles</u> and their particularities, and the evolution of music from the 50's to nowadays. Other objectives during the sessions: <ul style="list-style-type: none"> • Be able to read a text with a support provided. • Be able to structure and write a text by using language patterns and vocabulary banks.
Short description of the sessions	All the sessions include: A variety of cooperative and collaborative learning, ICT Tools, assessment activities, etc. There will be two teachers in the classroom, the Music teacher and the English teacher, during all the sessions.

The descriptions of the activities below should contain:

1. *collaborative and cooperative activities instructions (including the timing and the language support)*
2. *type of support,*
3. *readings and writings planned,*
4. *assessment tools*



5. materials used		Timing
S E S S I O N 1	<p>S1 Activity 1.1</p>	<p>There will be two teachers in the classroom, the Music teacher and the English teacher. The Music teacher will introduce the activity by a Placemat.</p> <div style="text-align: center;">  </div> <p>The class is form by 26 students so, in a free way, the class has to decide five inicial groups: Four groups of five people, one group of six people. The teacher will show/approach to the students 5 different Placemats (each one for a music style that they are going to know) divided in 5 spaces as well. The styles are:</p> <ol style="list-style-type: none"> 1. Rhythm and Blues. 2. Rock and Roll. 3. Disco 4. Pop 5. Techno <p>These placemats also have a picture/some pictures related to each music style in the center of the sheet and a sentence that they must read and answer without copying the other groups: <i>Observing this image, write the words that come to your mind.</i></p> <p>The different groups must past the Placemat to their partners when the time finishes (3 minutes approx.= 15 minutes in total) in order to have written in the five placemats given.</p> <p>Placemats: https://drive.google.com/file/d/1atlif0D09aV0FTHCyt8KtYUBl8gsc8wz/view?usp=sharing</p> <p>At the end of the thinking and writing process the teacher will ask for volunteers to read the answers given in each placemat. Finally, the teacher will comment their answers by doing a reflexion:</p> <ul style="list-style-type: none"> - What can you see in this picture? What can you say about the people in it? - In which year/age do you think this photo was taken? - Which instruments can you see?

	<ul style="list-style-type: none">- What type of clothes is she wearing?- How are they feeling? Are they happy? Is he sad? Is she calm?- What does these images have in common? <p>So, by helping them to relate all their previous knowledge, the teacher will also introduce the idea of music styles by giving the students the name of the style related to every placemat.</p>						
<p>S1 Activity 1.2</p>	<p>At the beginning of this part of the session the teacher will change the groups by using an ICT Tool called Instant Classroom. So the new groups will be:</p> <p style="text-align: center;">This class has 26 members. There are 5 groups with no more than 6 per group.</p> <table border="1" data-bbox="1176 497 1758 619"><tr><td>Group #2 ERIC R. ALEX SARA IKER ZOE AITANA</td><td>Group #3 ERIC C. VALERIA DAVID DANIEL GABRIELA</td><td>Group #4 ISMAEL ITZIAR JANNA PAULA NATALIA CA.</td><td>Group #5 MARTINA CARMEN LUCIA CARLA ANGELA</td><td>Group #6 HUGO ESTRELLA YERAI ALINA NATALIA CO.</td></tr></table> <p>The teacher will present the roles of the cooperative activity. The roles are: 1st Writer, 2nd writer and 2 speakers. Each member of the group must have a role, so they must make a decision in order to reach their objectives:</p> <ul style="list-style-type: none">● To read a text.● To comprehend the text: To extract the relevant and asked information.● To write down this information.● To transform the information into a text.● To be able to explain it orally to the rest of the class. <p>There is also one role they can't decide because each member of the groups is going to do it: The reader.</p> <p>Once the groups are for the teacher will present a running dictation.</p> <p>The students will have five different texts, each one related to a music style, sticked in their corridor. (TEXTS)</p>	Group #2 ERIC R. ALEX SARA IKER ZOE AITANA	Group #3 ERIC C. VALERIA DAVID DANIEL GABRIELA	Group #4 ISMAEL ITZIAR JANNA PAULA NATALIA CA.	Group #5 MARTINA CARMEN LUCIA CARLA ANGELA	Group #6 HUGO ESTRELLA YERAI ALINA NATALIA CO.	<p style="text-align: center;">30'</p>
Group #2 ERIC R. ALEX SARA IKER ZOE AITANA	Group #3 ERIC C. VALERIA DAVID DANIEL GABRIELA	Group #4 ISMAEL ITZIAR JANNA PAULA NATALIA CA.	Group #5 MARTINA CARMEN LUCIA CARLA ANGELA	Group #6 HUGO ESTRELLA YERAI ALINA NATALIA CO.			

https://docs.google.com/document/d/1Vn6SNoUvqUyUp_JObAYcEvGxp-GXLu1GRLzgec88wKQ/edit?usp=sharing


The task of every member of the group is to read the text chosen by the teacher in two minutes to extract as much information as they can. So there will be two rounds, two opportunities to read.

When a member finishes the reading part he/she has to return to the group table to explain the information. So the timing is: Two minutes to read, two minute to write (Task of writer 1) and then the second reader starts until all the members have read.

The information obtained must be writing in an specific **Canva** paper given by the teacher.

<https://drive.google.com/file/d/1ixAceNFpPUDGPcFcng2wKwFsAM2IPUX/view?usp=sharing>



		<p>This paper is divided in different categories: Style, Key features, instruments and songs and artist of the music style.</p> <p>Once they've finished writer 2, helped by the group, must order the information and structure it to write a text as a summary. Finally, the two speakers should read and explain the final text to the rest of the class.</p> <p>At the end of the session the teacher will present the Fist to 5 activity to assess during the learning process.</p> <p>https://drive.google.com/file/d/1nOxZyjbpihok0jSyFJ1GhJgcWJ_W9VVq/view?usp=sharing</p>  <p>The image shows a vertical chart titled "Fist to 5" with six rows. Each row has a hand gesture on the left and a corresponding statement on the right. The gestures are: 1. A closed fist (I don't understand.), 2. One thumb up (I'm starting to understand.), 3. Two thumbs up (I need to practise more to understand.), 4. Three fingers up (I understand pretty well.), 5. Four fingers up (I mostly understand.), 6. Five fingers up (I completely understand.).</p>	
S E S S I O	S2 Activity 2.1.	<p>This session takes places in a different day. The students will review their learning by doing a recap, a Round Robin.</p> <p>The students will sit next to the partners of their Instant Classroom group. One of the member is going to have a ball and he/she will pass it to another member as fast as he/she can while he/she answers, in one minute, the sentence given by the teacher which is: <i>Say a fact or one information that do you remember about (The name of the style)</i>. They will start with the Rhythm and Blues and finish with</p>	30'

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2
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3

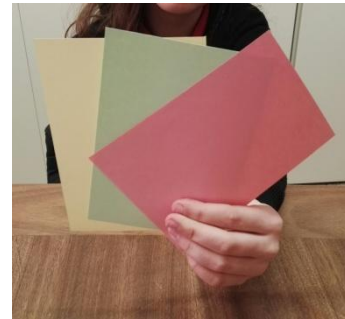
Techno. At the end of the recap they will have refreshed some of the aspects of all the music styles. Once they have remembered the particularities of each style they must be able to match each style with a musical production, a song or a picture. In order to do that the teacher will present a **Kahoot** to each group in which they must decide the correct answer of a group of four possible options by using a tablet. So they must listen carefully, pay attention and use the information that they already know to answer in a correct way.

<https://play.kahoot.it/#/lobby?quizId=412a9306-b22b-48d6-8241-29d98d48fb79>

To finish this first half of the session the teacher will ask the students to assess themselves by using a **Traffic light** technique. The students must approach to the teacher their opinions:

- I'm learning and understanding the aspects about this music topic or lesson.
- How do I feel until now?

So, the legend of the colors will be:



GREEN: YES/ I'M FEELING GREAT!

ORANGE: So so... / I'M FEELING OK.

RED: NO/I'M FEELING CONFUSED.

Considering the 6th grade group and the age of the students the teacher will have the traffic light answers in a **Mystery box** so each student must write his/her name in the color paper chosen. By doing this the teacher avoids the shyness and the non sincere assessments.

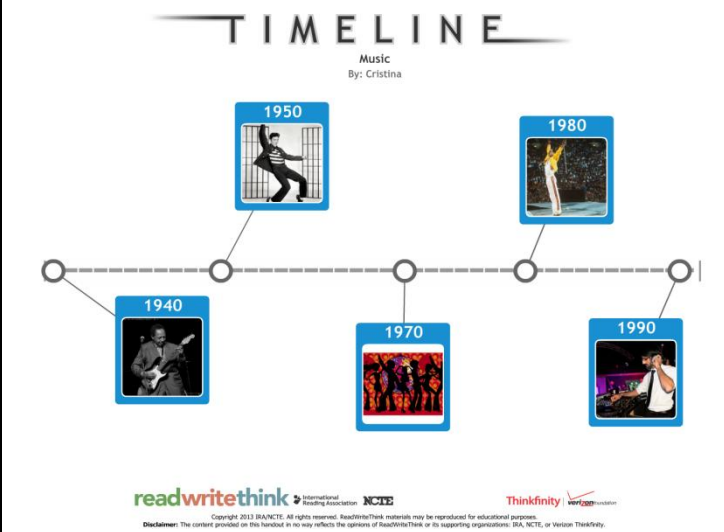
S2
Activity
2.2.

During the second half of the session the teacher will present a **storyboard**. With this technique the students must use the structures given to write a text as a summary of each music style. Before they start their writing the teacher will do an example with the present year (2018-2019) Then they would be able to create their own. Sample text:

<https://docs.google.com/document/d/1zuL6XcvSfppdjzvv0fnrNcHlbFNXFAdWavMbg50H6kw/edit?usp=sharing>

During the last part of the session all the students of the class must design and construct a **timeline** of the different styles with all the information they have known. Every group must decide which decade corresponds to their music style and then join it and relate it with the rest of the groups to form the complete timeline. The timeline will be form by themselves, the teacher is going to give them the freedom of movements around the class space in order to construct a timeline by using their bodies. With this type of activity the students will realise how some styles are not related to a concrete decade. As a way of having it in their portfolios of the course as well the teacher, helped by the class, will use an ICT Tool to represent it. ICT Tool Link:

http://www.readwritethink.org/files/resources/interactives/timeline_2/



30'

S3
Activity

The teacher will introduce a final assessment tool to the class in order to analyze the success of the learning process: **a mindmap**. They must create their own individually by using all the contents they

1h



	3.1.	<p>have learned. The teacher will provide an individual <i>rubric</i> as well in which they can assess themselves for the last time.</p> <p>Students and teacher rubric: https://docs.google.com/document/d/1dDcLUqQ3OgmZEd6DtVPiqR5tsCUd9DMAPAyyw3VDKcl/edit?usp=sharing</p>	
<p>In terms of academic content, what are the students learning and what are they learning to do?</p>	<p>The music contents are:</p> <ul style="list-style-type: none"> ● The different music styles: their key features and the most representative musical icons. ● The evolutions of music. <p>Contents related to the academic basic competences:</p> <ul style="list-style-type: none"> ● Oral dimension. ● Reading comprehension dimension. ● Writing dimension. <p>Digital competence and learning to learn competence.</p> <p style="text-align: center;"><u>Activities specification:</u></p> <ul style="list-style-type: none"> - Placemat: <p>Oral dimension (C2,C3). Reading comprehension dimension (C4,C5,C6). Writing dimension (C8).</p> <ul style="list-style-type: none"> - Running dictation: <p>Reading comprehension dimension (C4,C5). Writing dimension (C7,C8,C9).</p> <ul style="list-style-type: none"> - Storyboard: <p>Oral dimension (C1,C2,C3). Reading comprehension dimension (C4,C5). Writing dimension (C7,C8,C9).</p> <ul style="list-style-type: none"> - Timeline: <p>Oral dimension (C2).Digital competence.</p> <ul style="list-style-type: none"> - Traffic light, fist to 5, rubric: Reading comprehension (C4,C5). Writing dimension (C8). Learning to learn. 		

<p>In terms of language, what are the students practicing or learning to do?</p>	<ul style="list-style-type: none"> - How to read and comprehend a text properly. - How to write sentences in past tense. - How to write a text following a model or by using language patterns and vocabulary banks. - How to speak to explain something in a comprehensive way. - Vocabulary related to music. - Vocabulary related to periods of time. 	
<p>In what way is this lesson plan a good example of what we learnt in the GEP course session?</p>	<p>Our plan lesson is presented to the students taking into account that they are the main protagonist of the learning. It also has different collaborative and cooperative activities, recap activities, assessment activities during all the process, ICT tools involve and a content and language integration. So, for all this facts, we consider that it's a good example of what CLIL and GEP course represents.</p>	
<p>Other important information</p>	<p>With this lesson plan we have wanted to encourage the creativity of our students and their ability to make decisions in order to reach their purposes.</p>	
<p>ANNEXES (materials, handout, pictures... if not possible to include in the activity section.)</p>	<p>ALL MATERIALS OF THE 3 SESSIONS: https://docs.google.com/document/d/13uWEbcHZSU6bGG4-IHwjfn_AiXILBPj7VwP-4C4pOs/edit?usp=sharing</p>	

Self assessment checklist

Task 2 : Reading, writing in CLIL and Assessment	YES/NO
1. Support is provided to help students read and understand texts.	YES
2. Before-, during- and after- reading activities are prepared.	YES
3. The materials use visuals to support comprehension.	YES
4. The writing process takes place in joint collaboration with the teacher (modelling)	YES
5. Support 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 throughout the process of reading and writing	YES
7. The teacher has previously predicted the language the students will need when carrying out the different tasks successfully and, therefore, is aware of the content-obligatory language .	YES
8. At least the teacher uses 1 type of assessment (self-assessment, teacher assessment or co- assessment)	YES

9. At least teacher used 1 type of designed assessment tool during the sessions (rubric, digital app, checklist, personal dossier...)	YES
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