



*“I can teach you, but you will
learn how to ride a bike, riding a
bike”*

Let's start our hiCUII ride!

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Generació Plurilingüe (GEP)

Year 1
2018-2019





GEP 1	Task 1 : Input & Cooperative /Collaborative learning in CLIL
Title of the lesson or topic	Matter matters!
Course / year / age	6th
Timing	4 sessions
Collaboration with	Class teacher
Short description of the session/s	To learn about matter changes by doing experiments.
<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> 	
Activity 1	<p><u>Listening a song about Matter and the 3 different states:</u> students will be asked to listen to a song about the 3 states of Matter and the most important feature of each. Students will try to write these features and they have to fill a list naming different solid, liquid or gas things. We put everything in common in order to start a <i>conceptual map</i> together, using the app Answer Garden, and a tablet as device.</p> <ol style="list-style-type: none"> 1. <u>Taking notes from a video</u> (Before playing the video we will read some suggestions about how to take notes effectively).
Activity 2	<ol style="list-style-type: none"> 2. <u>Writing a scientific instructive text</u> Students will watch a video with a simple experiment. They are asked to write a text in pairs. 3. <u>Doing the experiment:</u> once students write correctly the text with the help of the video, it's time to follow these



	instructions and do the experiment about the egg.
Activity 3	<p>4. <u>Doing experiments to test the changes in matter:</u></p> <ul style="list-style-type: none">• Dictogloss: The teacher reads the instructive texts out loud. Students only have the pictures, they put them in order and they will rewrite the text in their words.• We put the texts in common in order to follow correctly instructions when doing the experiments.• Do the experiments.
Activity 4	<p>5. <u>Drawing conclusions.</u> Students will be given a worksheet to make a kind of jigsaw with pictures about the changes in matter. Once they have finished the teacher dictates the beginning of each conclusion and they have to finish their sentences. They work individually. Then they put their information together. When they consider their sentences are correct, they write them down and exchange their written work with another group trying to improve their work among them.</p>
Activity 5	<p>6. <u>The Science Portfolio:</u> every student will create their own portfolio of the unit. They can include the worksheets, any extra material, notes from the video and a compilation of pictures and explanations of the experiments done in class, as well as its cover.</p> <p>7. <u>Assessing students using Plikkers and playing a Rally Robin game to review vocabulary.</u></p>
In terms of academic content, what are the students learning and what are they learning to do?	<ul style="list-style-type: none">• Planning experiences to check properties of materials and their behavior.• Planning and realization of experiences on the behavior of materials in relation to changes.



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In terms of language, what are the students practicing or learning to do?	VOCABULARY: matter, air, rocks, water, shapes, forms, atoms, slid, liquid, gas, properties, mass, volume, steps, experiment, melting, condensation, freezing, evaporation, heat, cold STRUCTURES: First, second, then, finally... + Imperatives (giving instructions) + formulating hypothesis and drawing conclusions Giving instructions Exchanging opinions Making statements Present a conceptual map Language necessary to present a conceptual map; to formulate hypothesis and conclusions. Remembering vocabulary. Asking doubts. Using sentence stems. Asking the meaning: <i>What does... mean?</i> <i>How do you say... in English/Catalan?</i> <i>What's this?</i> Language derived from the videos (listening and readings)
In what way is this lesson plan a good example of what we learnt in the GEP course session?	This unit is complementary to the Science unit "Energia i matèria" developed by the main teacher of the class. So, there exists a coordination between the English teacher and the main teacher. It is planned following AICLE methodology, so the Science contents have the same importance than the English language contents. The students will understand that it is important to get the global message from a text/production instead of frustrating when they do not understand the meaning of one word. The English will be used to access the contents of science. This unit has several "hands-on" activities which will increase student's motivation and engagement. This will make it easier to have them on task working on the specific targets. Students will watch several videos connected to the matter and we will also use Plicker in order to assess their final knowledge of the unit.
Other important information	





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

Activity 1:

Worksheet 1

<https://www.youtube.com/watch?v=C33Wdl64FiY>

<https://www.youtube.com/watch?v=wclY8F-UoTE>

Worksheet 2

Activity 2:

Worksheet 3

<https://www.youtube.com/watch?v=9I5bhUwm1t0>

Experiment materials

Camera

Activity 3:

Dictogloss pictures

Worksheet 4

Experiment materials

Camera

Activity 4:

Worksheet 5

Activity 5:

Plikkers quiz + QR codes



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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



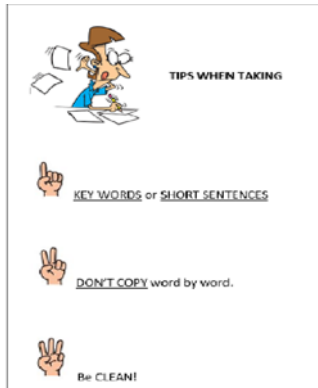


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9. At least one of the activities presented requires cooperation among students.	YES
10. Students are explicitly taught how to work in groups (or pairs).	YES
11. Students are explicitly guided to succeed in group/pair work discussions and interactions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



ACTIVITY 2



Now you have to write the **NEEDS** and **INSTRUCTIONS** about the video

Let's make a bounce egg / bouncing egg

You need:

-
-
-

Instructions:

- 1st
- 2nd
- 3rd
- 4th

KEY: Now you have to write the **NEEDS** and **INSTRUCTIONS** about the video

Let's make a bounce egg / bouncing egg

You need:

- An egg
- Distilled vinegar
- A glass

To make a soft/bounce/bouncing egg **you need to follow these INSTRUCTIONS:**

(1st) **FIRST:** pick up the eggs and put them in a glass

(2nd) **SECOND:** pour the vinegar into the glass/take distilled vinegar and put it into the glass

(3rd) **THIRD:** we need to wait 24h

(4th) **FOURTH:** peel the eggs and finish



ACTIVITY 3

To make SOLID and LIQUID goes GAS, you need to follow these INSTRUCTIONS (to be read by the teacher):

(1st) FIRST: Put some baking soda into a balloon (use the funnel)

(2nd) SECOND: Pour some vinegar into the bottle.

(3rd) THIRD: Place the balloon over the bottle, **being careful not to dump the baking soda in.**

(4th) FOURTH: lift up the balloon to pour the baking soda into the vinegar and..... **go** away from the bottle!

To makeyou need to follow these INSTRUCTIONS

(to be filled by students):

(1st) FIRST:

(2nd) SECOND:

(3rd) THIRD:

(4th) FOURTH:





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To make FOG or A CLOUD you need to follow these

INSTRUCTIONS (to be read by the teacher):

- (1st) FIRST: Fill the jar with hot water
- (2nd) SECOND: **Strike a match and throw it inside the jar.**
- (3rd) THIRD: Put on the jar a strainer full of ice cubes
- (4th) FOURTH: After few seconds, move away the strainer from the jar

To makeyou need to follow these INSTRUCTIONS

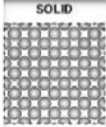

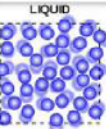

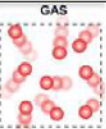

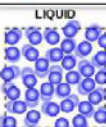

(to be filled by students):

- (1st) FIRST:
- (2nd) SECOND:
- (3rd) THIRD:
- (4th) FOURTH:

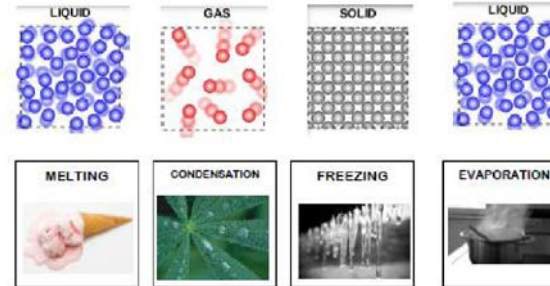




ACTIVITY 4

STATE	ADD	NEW STATE	Is CHANGING by...
	+ HEAT 		
	+ HEAT 		
	+ COLD 		
	+ COLD 		

★ Cut out and paste on the right place





ACTIVITY 5

The screenshot shows a question titled "Matter matters 2" with the text "One of the characteristics of gas is.....". The question is in a "Graded" state. The options are: A It changes its shape, B It doesn't change its shape, C Click here to edit, and D Click here to edit. A "Shuffle Choices" button is at the bottom. A small pop-up window asks "Vols traduir aquesta pàgina?" with "Traduir" and "Opcions" buttons.

The screenshot shows a question titled "Matter matters 1" with the text "Matter is made of.....". The question is in a "Graded" state. The options are: A water, B atoms, C air, and D steam. A "Shuffle Choices" button is at the bottom.

The screenshot shows a question titled "Matter matters 2" with the text "Volume is how much space an object occupies". The question is in a "Graded" state. The options are: A True and B False. A "Shuffle Choices" button is at the bottom.

The screenshot shows a question titled "Matter matters 1" with the text "Matter can be grouped in..... main states". The question is in a "Graded" state. The options are: A 3, B 4, C 1, and D 2. A "Shuffle Choices" button is at the bottom.





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Matter matters 2

Graded Survey Add Choice Duplicate Delete

1 One of the characteristics of gas is...

2 Mass is the amount of matter in an object

3 Solids & liquids must have an outer boundary

4 The shape is the external form of something

5 An example of gas, liquid and solid are...

Free accounts are limited to five questions per Set

The shape is the external form of something

A True
B False

Shuffle Choices

Saved Just Now

Matter matters 1

Graded Survey Duplicate Delete

1 Which of the following are made of...

2 Matter is made of....

3 Matter can be changed by....

4 One of the characteristics of solids is....

5 One of the characteristics of liquids is....

Free accounts are limited to five questions per Set

One of the characteristics of liquids is....

A they change their shape
B they don't change their shape
C Click here to edit
D Click here to edit

Shuffle Choices

Saved Just Now

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





GEP 1	Task 2: Reading, writing and Assessment in CLIL
Title of the lesson or topic	Where are these flags from?
Author	Minerva Lagar and Patrícia Martínez
Course / year / age	6 th
Number of sessions	5
Collaboration with...	Class teachers
Main objectives of the sessions	<ul style="list-style-type: none">- To write a flag's description- To read and match the flag description with the flag
Short description of the sessions	The sessions described below are part of a class project: The Continents. They try to develop Reading and Writing skills. It will be assessed by Plikkers among other tools.

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	Activity 1	We start the project using a break out activity, where students have to solve a secret message. This message opens a locker which will give them instruction to find a worksheet around the school. (Small groups)	35'
	Activity 2	The worksheet found is about flags' descriptions, to be matched with their corresponding pictures. Students have to find out which country belongs to each flag in order to locate the countries in a world map. (Individual)	25'
S e s s i o n 2	Activity 3	From the flags' worksheet, we will analyse these descriptions in order to recognize the most important structures and vocabulary and allow our students to write their own flag's description. We are going to write down, together, a big poster with all these elements. (Individual and class group)	45'
	Activity 4	Time to choose their flag. There is only a rule: They cannot repeat any flag. They will write their names and their choices in a Padlet (post it on the English Blog of school). They can use different tools, such as books (Atlas or Picture books about the world) or laptops and tablets. (Individual)	15'
S e s s	Activity 5	Time to write down their flag's description. The teacher will give feedback of their productions using a code in order to make students realize and modify their mistakes (Structures, spelling, missing elements, vocabulary and presentation)	1 hour



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s i o n 3		(Individual) (Assessment by the teacher and correction of mistakes by students)	
S e s i o n 4	Activity 6	The teachers make copies of these descriptions to play a game where students have to go around the class matching different flags with the right description and find out to which continent belong them. (we will use an online bomb stopwatch) (Small groups)	1 hour
	Activity 7	Assessment by Plikkers using their own flags' descriptions. (Individual) (Assessment activity)	
S E S S I O N 5	Activity 8	Students will watch a video performed by different people who live in La Garriga (the town nearby L'Ametlla del Vallès), but who are from abroad. They have to take notes or transcript their flags' description in order to guess where they are from. They have to fill a worksheet naming the Continents, the Oceans and highlighting the British Islands (a topic worked during English lessons) (Individual) (Assessment activity)	1 hour





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In terms of academic content, what are the students learning and what are they learning to do?	<ul style="list-style-type: none">- The world's map- The concept of Continent and Country (differences)- Name of different countries and continents from around the world.- Researching information (using different tools: books or ICT).- Working cooperatively and collaboratively.	
In terms of language, what are the students practicing or learning to do?	<ul style="list-style-type: none">- Writing descriptions by analysing different models and using different tools and techniques.- Vocabulary and structures about flags, countries and continents.- Improving their writings from their mistakes.- Taking notes (identify key words)	
In what way is this lesson plan a good example of what we learnt in the GEP course session?	<p>This lesson plan is thought to learn the foreign language meaningfully, using The Continents as an excuse to use English out of the formal English lessons. It tries to provide enough scaffolding to make students not to have difficulties to get the knowledge.</p>	
Other important information	<p>To assess the Reading Comprehension, we use Plickers. To assess the Writing Production, we use Moviemaker (to edit the video), their own flags' productions and their notes from the videos.</p>	
ANNEXES (materials,	<p>Activity 1: <i>Room scape flags</i> worksheet Activity 2: <i>Matching flags</i> worksheet</p>	



handout, pictures... if not possible to include in the activity section.)	Activity 4: <i>Writing about your flag</i> worksheet Activity 7: Plikkers Activity 8: Video + <i>Continents Oceans map</i> Worksheet.	
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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

ACTIVITY 1

Name..... Escola Els Gingles
 Year 2018-2019
 Date..... 6th Grade

WELCOME BACK!
 CAN YOU DISCOVER THE MESSAGE? GOOD LUCK!

↶	↷	↻	↷

^	⇌	↷	

↶	↷	↻	↷	↻

↶	↷	↻	^	⇌	↻	↻	^	↶

↶	⇌	↶	↻	↻	↻	⇌	⇌	↻	
A	B	C	D	E	F	G	H	I	J

↻	↻	↻	↻	↻	↻	↻	↻	↻
U	V	W	X	Y	Z			

	U					
			H			A
S				A		
	S					
						A
	U				L	
	N					

TO OPEN THE LOCK, YOU NEED TO CREATE 3 WORDS USING THE LETTERS IN GREY! PUT THEM IN ORDER! ©

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ACTIVITY 2

ACTIVITY 4

a) This flag has got a green triangle with a white crescent and four small white stars in it. There are also four horizontal stripes coloured yellow, white, red and light blue.

b) This flag has got a big red cross in the middle and four small red crosses on each of the squares.

c) This flag has got three horizontal stripes, with a small orange circle in the one in the middle. The top stripe is orange, the bottom one is light green and the central one is white.

d) There are four squares in this flag. The white ones have got a star in the middle, one is red, the other is blue. The top left square is white, the bottom left one is blue, the top right one is red and the bottom right one is white.

e) This flag has got a triangle on the left and two horizontal stripes. The triangle is blue, the stripe on the top is white and the one on the bottom is red.

f) This flag is white with a big red circle in the middle.

g) In this flag there are three equal vertical stripes, with a star in the middle. The stripes, from left to right, are coloured in dark green, red and yellow, and the star is yellow, too.

h) This flag has got three equal horizontal stripes. In the middle there is a small black star. The top stripe is red, the middle one is yellow and the bottom one is green.

i) This flag has got four horizontal stripes and a vertical one. On the centre of the top stripe there is a yellow star. The horizontal stripes are blue, white, light green and yellow. The vertical stripe is red.

j) This flag has got five horizontal stripes, the middle one is wider and painted in dark blue. The top and bottom stripes are red and the other two are white.



Name..... Escola Els Cingles

Date..... Year 2018-2019
6th Grade

Now, choose a flag, draw it and write about it following the examples:







ACTIVITY 7

▶ Play Now

5 FLAGS' descriptions

▶ Play Now [Edit](#)



1

- A This flag has got 3 horizontal stripes. The stripe at the top is red, the one in the middle is white and the one at the bottom is blue.
- B This flag is white with a big red circle on the centre.
- C
- D



2

- A This flag is divided by a zig zag line. The right side is brown and the left side is white.
- B The flag has got five horizontal stripes, the one in the middle is wider and dark blue. The stripes at the bottom and at the top are red and the other two are white.
- C
- D



3

- A This flag has a red horizontal triangle on the left. The triangle has a white star. On the right there are five horizontal stripes, three are blue and two white.
- B This flag has got a green star in the middle. The background is red.
- C



4

- A This flag has got a blue star in the middle. It has got two horizontal stripes at the top and at the bottom. The background is white.
- B This flag has got an crescent in the middle and one star next to the crescent. The background is red.
- C
- D



5

- A This flag has got a yellow medium star in the middle. It has got two horizontal stripes, the stripe at the top is red and the other is green.
- B This flag has got three big stripes. They are blue, white and red.
- C
- D



ACTIVITY 8



Name: Escola Els Cingles
Date: Year 2018-2019
6th Grade

1st Circle the British Islands, use a highlighter.

2nd Name the Continents and colour each in a different colour.

3rd Name the Oceans and place them correctly. (PACIFIC – ATLANTIC – INDIAN – ARTIC – SOUTHERN OCEAN)

4th Listen to these people describing their flags and find out:

- Where do they all live?
- Where are they from? (**Tip!** First, check out where are the flags on the map from...)

1. .
2. .
3. .
4. .
5. .

