

HERE WE GO!



CARLES BUIGAS

Maribel Lirio Barajas and Laura López González

Generació Plurilingüe (GEP)

Year 1

2018-2019



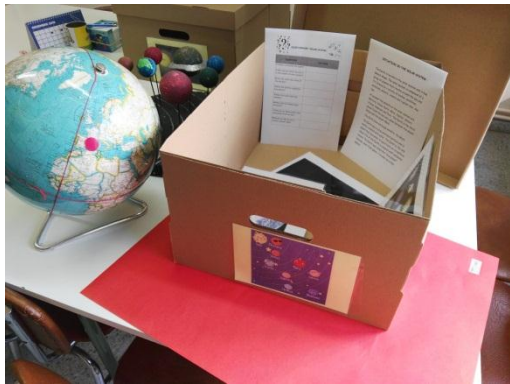
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GEP 1	Task 1 : Input & Cooperative /Collaborative learning in CLIL
Title of the lesson or topic	The little Prince visits the Earth.
Course / year / age	6th grade
Timing	3 hours distributed in 2 sessions of 1'30h.
Collaboration with	The tutor, content teacher (Maribel Lirio) with the collaboration of 2 of the English specialists at the school (Raquel Rodríguez and Laura López).
Short description of the session/s	<p>SESSION 1: In this session we will watch a video message sent to us by the Little Prince in which he asks us for help to learn things about our planet , the Earth. After watching the video the students will work in groups to get information about different topics of the Earth (situation in the solar system, organization of the planet, rotation of the Earth, its continents and the importance of the caring for the environment) to be able to explain it to the Little Prince.</p> <p>SESSION 2: In this session the main objective will be to consolidate the learning of the first session and make a self-assessment about the knowledge of the Earth. The students will work in groups</p>
<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> 	



<p>S E S S I O N 1</p>	<p>Activity 1</p>	<p>We will see a power point message of the Little Prince in which we are asked for help to get information about our planet, the Earth. In the power point there are illustrations of the visit of Little Prince to the Earth, audio and the transcription of the message with some outstanding words . We will watch the power twice and the English teacher will be mimicking to help the students to understand the message. MATERIALS: power point (created by the teachers)</p> <p>LINK TO THE POWER: https://agora.xtec.cat/ceipcarlesbuigas/wp-content/uploads/usu15/2018/12/THE-LITTLE-PRINCE-VISITS-THE-EARTH.pptx</p>
	<p>Activity 2</p>	<p>We will present five large boxes that will contain the material needed for the students to solve the questions that Little Prince asks to them in the activity 1. The information will be presented in some sheets that contain parts of a text. With the information; the students will have to order the sheets to get the information. They will also find pictures with illustrations, graphics and diagrams and in some of the boxes they will find a world ball and a miniature physical reproduction of the solar system. Finally, there will be a questionnaire to fill in with some of the questions that the Little Prince asked them.</p> <div style="display: flex; justify-content: space-around;">    </div>

This activity is designed to work in five groups; each group will have a box. To organize the groups we will distribute to the students some cards with the five symbols of the different groups of contents that they will find in the boxes (situation in the solar system, organization of the planet, rotation of the Earth, its continents and the importance of the caring for the environment), the boxes will have the same symbols and in this way the students will be grouped around the box that contains the same symbol and so we will have the students organized in 5 groups. The teacher will distribute the symbols taking into account the attention to diversity but the students will not be aware.

MATERIALS: five boxes, sheets of paper with the information, pictures, illustrations, graphics and diagrams, questionnaire, cards with the symbols of the boxes. All the materials are created by the teachers, the images are from google.



Cards to make the groups.

Here you have the link to the sheets the pupils will find in the boxes.

INFORMATION SHEET:

<https://agora.xtec.cat/ceipcarlesbuigas/wp-content/uploads/usu15/2018/12/CONTINENTS-AND-OCEANS-SHEET.docx>
<https://agora.xtec.cat/ceipcarlesbuigas/wp-content/uploads/usu15/2018/12/INFORMATION-SHEET-SOLAR-SYSTEM.docx>
<https://agora.xtec.cat/ceipcarlesbuigas/wp-content/uploads/usu15/2018/12/ORGANITATION-OF-THE-PLANET-SHEET.doc>
<https://agora.xtec.cat/ceipcarlesbuigas/wp-content/uploads/usu15/2018/12/THE-ENVIRONMENT-SHEET.docx>
<https://agora.xtec.cat/ceipcarlesbuigas/wp-content/uploads/usu15/2018/12/THE-MOVEMENT-OF-THE-EARTH-SHEET.docx>

		<p>QUESTIONNAIRE SHEET: https://agora.xtec.cat/ceipcarlesbuigas/wp-content/uploads/usu15/2018/12/QUESTIONNAIRE-CONTINENT.docx https://agora.xtec.cat/ceipcarlesbuigas/wp-content/uploads/usu15/2018/12/QUESTIONNAIREEARTH-MOVEMENT.docx https://agora.xtec.cat/ceipcarlesbuigas/wp-content/uploads/usu15/2018/12/QUESTIONNAIREENVINRONMENT.docx https://agora.xtec.cat/ceipcarlesbuigas/wp-content/uploads/usu15/2018/12/QUESTIONNAIREORGANITATION-OF-THE-PLANET.docx https://agora.xtec.cat/ceipcarlesbuigas/wp-content/uploads/usu15/2018/12/QUESTIONNAIRESOLAR-SYSTEM.docx</p>
	<p>Activity 3</p>	<p>The last activity of the session will be to answer the questions that the Little Prince will be asking us through a power point with audio. Whenever any of the students thinks they can answer any of the questions that the Little Prince will ask to us, he will have to clap his hands, then the video will stop and the student will be able to answer. The rest of the students have to be paying attention because at the end of the question and using some green and red cards they will have to assess whether the answer is correct or not. MATERIALS: video and red and green cards, this material is created by the teachers.</p> <div data-bbox="1106 660 1460 928" data-label="Image"> </div> <p>LINK TO ACCESS TO THE POWER: https://agora.xtec.cat/ceipcarlesbuigas/wp-content/uploads/usu15/2018/12/QUESTIONNAIRE.pptx</p>
<p>S E S S I</p>	<p>Activity 4</p>	<p>When the students arrive to the class there will be five murals in which the information of the five topics worked in the previous session will be collected. The murals will contain written information, images, diagrams and graphics. The teachers will distribute some cards with important vocabulary related to the topics studied in the last session, then they will have to move around the class and they have to stick the cards in the corresponding murals and they have to stay in that mural. In this way we will form the groups to work during the session. When the group will be formed they have</p>

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to present which are their words to the rest of the members of the group.
 MATERIALS: five murals and cards with vocabulary, material created by the teachers.

LINK TO ACCESS TO THE VOCABULARY CARDS:

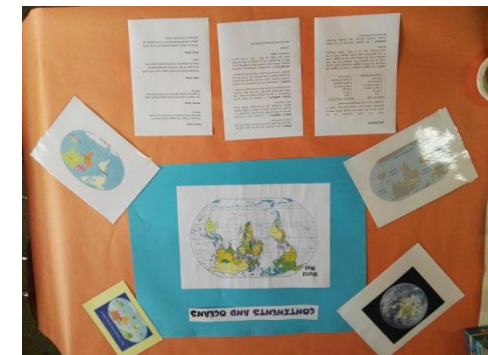
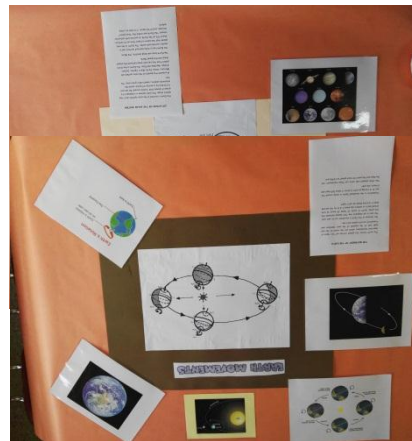
- <https://agora.xtec.cat/ceipcarlesbuigas/wp-content/uploads/usu15/2018/12/cont-oc.pdf>
- <https://agora.xtec.cat/ceipcarlesbuigas/wp-content/uploads/usu15/2018/12/earth-axis.pdf>
- <https://agora.xtec.cat/ceipcarlesbuigas/wp-content/uploads/usu15/2018/12/envir..pdf>
- <https://agora.xtec.cat/ceipcarlesbuigas/wp-content/uploads/usu15/2018/12/solar-system.pdf>

Activity 5

In this activity the pupils will have to make a round through all the murals, each group will have 5 minutes to see the information of each mural. In this way everyone will review the information worked during the first session. The five minutes will be controlled through an image of 5 minute bomb timer countdown. If the students want they can share the information of the mural to memorize the information in a more effective way.

MATERIALS: five murals and cards with vocabulary, material created by the teachers.

<https://www.youtube.com/watch?v=aiFmBGHe5HQ> (link of the countdown timer)



The five murals.

	<p>Activity 6</p>	<p>In this activity will make a kahoot about the Earth with our students. They will do it in groups. Each group will have a tablet and they will have to answer the questions. The winner group will have a medal as a prize. MATERIALS: kahoot, tablets and medals, material created by the teacher.</p> <p>https://play.kahoot.it/#/k/73ab11c3-f43a-4d22-81f9-6c9b27ea1cba (link of kahoot)</p>
	<p>Activity 7</p>	<p>The last activity will be to create a cloud of words with those words that the students remember referring to the Earth. For 5 minutes students can write on a paper with the silhouette of the Earth all the words they remember about it so they can be included in the cloud later. This activity will serve as closure. Once the word cloud is finished the teacher will distribute each student a copy of it. MATERIALS: sheet to write the words, material created by the teachers.</p> <p>https://www.wordclouds.com/ (word cloud creator web)</p> <p>ENDING ACTIVITY SHEET https://agora.xtec.cat/ceipcarlesbuigas/wp-content/uploads/usu15/2018/12/ENDING-ACTIVITY.pdf</p>
<p>In terms of academic content, what are the students learning and what are they learning to do?</p>	<ul style="list-style-type: none"> - General characteristics of the Earth: situation in the solar system, size, satellites, composition, organization of the planet (meridians, hemispheres and parallels), rotation of the Earth. - The continents: geographical location, size, remarkable natural elements, most important countries and population. - The oceans: geographical situation, size and general characteristics. - The environment. 	
<p>In terms of language, what are the students practicing or learning to do?</p>	<ul style="list-style-type: none"> - Description text. - Asking questions. - Structure: I think is correct/ I think it is wrong. The word I have is... I prefer the part about... What do you think if... - Specific vocabulary about Earth, the continents, the oceans and the environment. 	



<p>In what way is this lesson plan a good example of what we learnt in the GEP course session?</p>	<p>We think is a good example of what we learnt in the GEP course sessions because the activities are dynamic and require that the students interact with each other. We have also planned activities in which new technologies are very present. Besides that we have looked for a motivating element that gives continuity to the sessions with the theme that is being worked on this year in our school: The little prince. In addition we have tried that at all times the students have different types of supports both visual and auditory to facilitate understanding.</p>
<p>Other important information</p>	<p>We want to highlight the fact that there is an element that will connect the sessions with the rest of the work that students are doing every day at school. This element will act in a motivating way and we hope that it helps the students to feel more confident and safe in the sessions since it is a subject that they know previously and that they have worked from the different areas. Also comment that in all the activities we will always be present in the classroom two teachers, the tutor of the group and the English specialist.</p>
<p>ANNEXES (materials, handout, pictures... if not possible to include in the activity section.)</p>	<p>All the materials will be original and elaborated expressly for these sessions.</p>



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	Who knows Vincent van Gogh?
Author	Maribel Lirio Barajas and Laura López González
Course / year / age	6th grade
Number of sessions	6 sessions, depending on the session, it will last 1h or 1'30h.
Collaboration with...	The tutor, content teacher (Maribel Lirio) with the collaboration of 2 of the English specialists at the school (Esther González and Laura López).
Main objectives of the sessions	Know the life and work of Vincent van Gogh and deepen the use of two textual typologies: biography and description.
Short description of the sessions	<p>We think that it is necessary to explain that in previous sessions the tutor has carried out arts and crafts activities with the students focused on the life and work of Vincent Van Gogh. Starting from these previous sessions we will deepen in the life and work of the painter and in the use of the two textual typologies commented previously.</p> <p>SESSIONS 1: in this session the students will see a power point about the life of the painter. The power has highlighted some keywords. After it the students will made a poster with the key words.</p> <p>SESSION 2: the students, working in groups, will make a digital fill the gaps activity.</p> <p>SESSION 3: we will play to popular tv competition “Pass the word”. All the questions of the competition will</p>



	<p>be based on Vincent van Gogh.</p> <p>SESSION 4: the main activity of this session will be to make a description of a landscape.</p> <p>SESSION 5: in this session the students will have to delve deeper into the elements of a painting: colour, line, texture, balance, space and form.</p> <p>SESSION 6: in this session we will do a summary activity in which we will see a short cartoon's video, students will have to highlight the most relevant aspects of their biography and after it they will have to make a self-assessment activity.</p>
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<p><i>The descriptions of the activities below should contain:</i></p> <ol style="list-style-type: none"> 1. <i>collaborative and cooperative activities instructions (including the timing and the language support)</i> 2. <i>type of support,</i> 3. <i>readings and writings planned,</i> 4. <i>assessment tools</i> 5. <i>materials used</i> 	<p>Timing</p>
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SESSION 1

Activity 1

We will see a power point with the biography of Vincent van Gogh. In the power point there are illustrations, audio and the transcription of the message with some outstanding words. We will watch the ppt twice and the English teacher will be mimicking to help the students to understand the message. When we finish seeing the power the teacher will be offered to the students to explain those possible words that they have not understood.

Biography Van Gogh
I want to paint what I feel and feel what I paint.

The early years. 1853-1878
MARCH 30 1853
Vincent Willem Van Gogh, born in Groot Zundert. A small village near the Belgian border, Holland.

Your parents
THEO VAN GOGH - DEAR AND RESPONSIBLE BROTHER AND MIRROR TO HIS SON.
RESPONSIBLE FOR EDUCATING CHILDREN BY EXAMPLE.
Theo, his favorite brother was born 4 years after him.

Van Gogh spoke many languages: Dutch, French, English and German.
He dreamed of teaching and helping poor people.
He drew all the time as a child.

As a young man he tried many professions... art dealer, teacher, Minister, working in a bookstore, until he became a painter at age 27.
Vincent wrote over 600 letters to his brother, Theo.
Theo encouraged him.

Van Gogh's first paintings were mostly of poor people he helped as a young man.
The colors in his early paintings are dark and brown (muddy).
The feelings portrayed were of sadness. He wanted people to know how hard the lives were of the poor people.

Van Gogh now started to lighten his colors and paint in short brushstrokes of the Impressionists.
His paintings started to look much happier, brighter and more colorful.
Van Gogh's next painting shows this change!

He loved the sun and he loved yellow....so he drew.....

Van Gogh loved to paint himself. We call that a Self - Portrait.
Why do you think he painted himself all the time?
He could not afford to pay models but he owned a mirror.
He never smiled in his portraits. He was usually in a very sad mood. He used dark lines and wide brush strokes to show sadness.

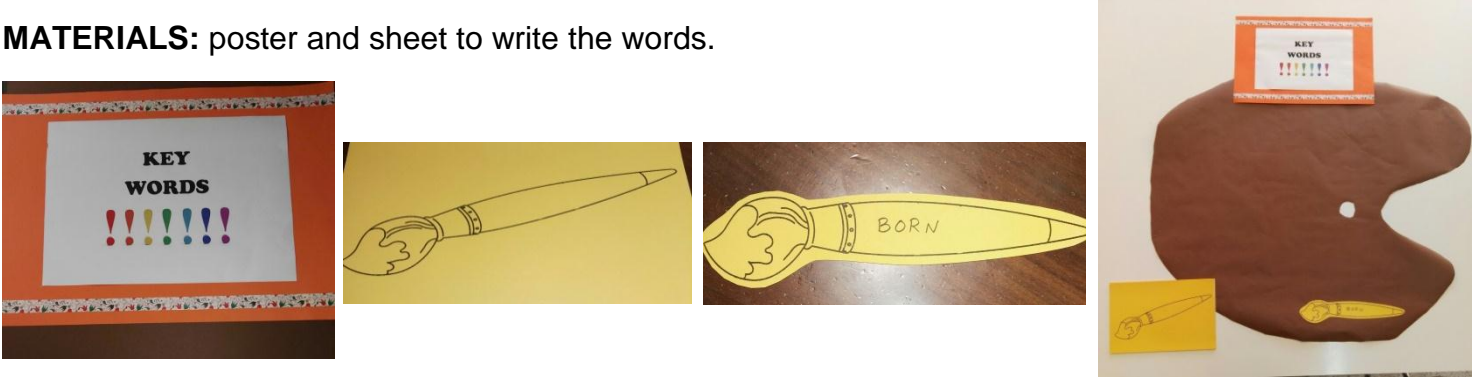
Hardly anyone was interested in his work while he was alive.
He sold only 1 painting while he was alive.
At the time people did not like the bright moving pictures he created.
He did some of his best work during the last 2 years of his life. Painted over 800 paintings!
People today have learned how beautiful his paintings are and his paintings are famous throughout the world!


Vincent to Carles Buigas School Best Regards.

MATERIAL: power point

30
minute
s



	<p>Activity 2</p>	<p>We will make a poster with the shape of a palette of painter in which the students will put the words they consider most important in the biography of Vincent van Gogh that we have seen in the power (key words). To write the words the students will have a sheet of paper with a brush drawn on it. Inside this brush is where the students will have to write the word, and then they will cut out the brush with the word and stick it on the poster.</p> <p>If the teacher considers that an important word has not been written, she/he can add it.</p> <p>MATERIALS: poster and sheet to write the words.</p> 	<p>15 minute s</p>
<p>S E S S I O N 2</p>	<p>Activity 3</p>	<p>This activity will help us to make 6 groups of 4 students. We will use 6 sheets with 6 different paintings of Van Gogh that the students have already worked on in a previous session of arts and crafts, we will cut these sheets into 6 pieces, as if it were a puzzle. We put all the pieces in a bag well mixed and each student must take a piece then they have to look for the other 5 pieces that make up the painting. In this way we will be able to group the students for the next activity.</p> <p>On the screen of the class, we will project the following questions with the two possible answers to facilitate the students' search of their classmates.</p> <ul style="list-style-type: none"> - Do you have a piece that matches mine? - Yes I do // No I do not 	<p>15 minute s</p>

	<p>MATERIALS: puzzles of Van Gogh's paintings and a bag.</p> 	
<p>Activity 4</p>	<p>In this activity the students will have to make a fill the gaps exercise about Van Gogh's biography in the tablets. The exercise offers students the words with which they have to fill in the gaps. We have generated the exercise from a website called "Educoplay.com". This is the link of the activity https://es.educoplay.com/recursos-educativos/4252015-biography_van_gogh.html MATERIALS: ANNEX 1</p>	<p>45 minute s</p>

SESSION 3	<p>Activity 5</p>	<p>This activity will be used to group students in pairs to carry out the activity 6. We will distribute to the students cards with different paintings of Van Gogh, each student will have to look for the student who has the same painting . They will have to do it using the name of the painting that appears in the front side when asking the question in the back side of the cards they also have the structure of the question that students have to ask to each other.</p> <p>MATERIALS: cards with painting of Van Gogh</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="430 331 907 989"> </div> <div data-bbox="918 331 1400 989"> </div> <div data-bbox="1411 331 1892 989"> </div> </div> <p style="text-align: center;">Cards with paintings (language support) Front side Back side</p>	<p>15 minute s</p>
	<p>Activity 6</p>	<p>In this activity we will play with students to “Pass the word” digital competition. We will generate a digital “Pass the word” about the biography of Van Gogh and we will play in pairs with the students. This game consists of guessing a word for each of the letters of the alphabet, starting from a clue (the clue can be an audio, an image or a word). The word to be discovered will begin with the corresponding letter or, if so indicated, will contain the</p>	<p>60 minute s</p>

		<p>letter. You can skip a letter and go to the next one by clicking on the “Skip” button, but you must complete it later. The game will not finish until all the letters are answered.</p> <p>One of the teachers will be responsible of reading the questions, as if she were the presenter and the other will be busy bee.</p> <p>To facilitate the dynamic of the game we will give the students the transcription of the questions (language support). This activity will serve as an assessment to check the students’ understanding of the biography of Van Gogh worked on in previous activities.</p> <p>The “Pass the word” digital competition has been created with the web “Educaplay”.</p> <p>https://es.educaplay.com/recursos-educativos/4258229-avaluation_van_gogh.html</p> <p>MATERIALS: tablets, sheet of paper with transcription of the questions. Annex 2</p>	
S E S S I O N 4	<p>Activity 7</p>	<p>In this activity the students will have to make a description of a landscape. It will be a group activity and we will use the groups done in activity 3. The name of activity is "From my window I can see ...". Is important to comment that this activity will be preceded by an activity done by the tutor in which she will work with students the Van Gogh’s painting "Café de nuit", this painting was painted by Van Gogh by looking through the window of his room.</p> <p>First the students will have to look through the frame of a window that will be placed facing the playground of our school. Then they will write on a sheet of paper, prepared for this activity, the main elements that they will want to include in their description of the playground, they will have to share one paper for all the group, each student of the group will write in a part of the sheet. After it the group should write their description of the landscape they have seen through the window. To support the students with their writing we will provide them with an example of a description and a sheet with some tips to write descriptions and vocabulary that can be useful.</p> <p>MATERIALS: sheet of paper to write the main elements of the landscape, a frame of a window made with cardboard, sheet of paper with an example of a landscape description and sheet with tips and vocabulary to write the description.</p>	<p>60 minute s</p>





The frame of the window and the sheet to write the main elements they have seen through the window.

EXAMPLE OF THE DESCRIPTIVE TEXT.

I'm looking From the window of my room It is night and they have already turned on the lights of the park.

In the morning the birds are heard NOT now.

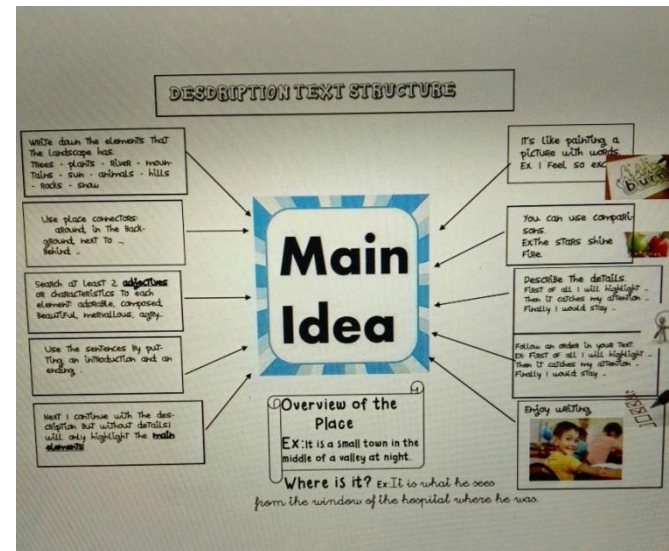
Suddenly I hear the sprinkler of water and the smell of wet grass rises from my balcony.

The tall tree in front of me does not let me see almost anything anymore. It has grown so much that it looks like a giant.


The colors are dark. The facades of white houses. It looks like the neighbors have already turned on the lights.

I like my house at night.

Let's go!

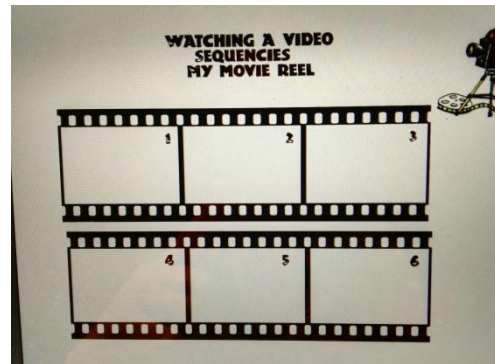


Example of a description and tips to write a descriptive text (language support).

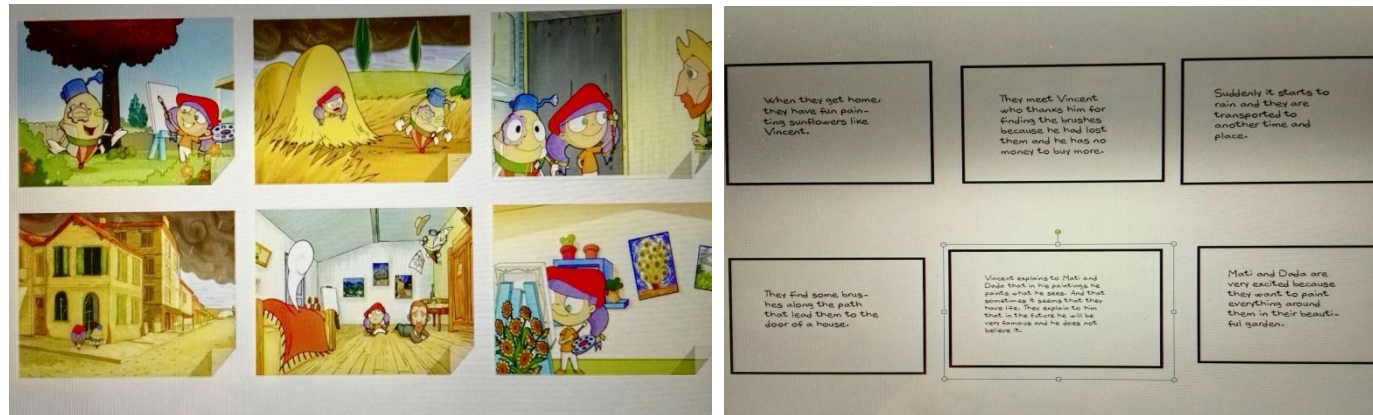
<p>S E S S I O N 5</p>	<p>Activity 8</p>	<p>In this activity we will work with the students on the elements of a painting: colour, line, texture, balance, space and form. We will give the students a sheet of paper where they will be given information about the different painting elements listed above, the information will have highlighted words, images and a simple vocabulary adapted to the level of the students.</p> <p>Then, we will distribute to the students a pizza box, inside the cover of the box the students will find an image of a painting by Van Gogh, "Starry night" . At the base of the pizza box will appear a silhouette of the pizza divided into 6 parts that correspond to the 6 elements on painting that we have already commented previously. We will distribute to the students 6 pieces of pizza made on cardboard, in this pieces there will be a text talking about one of the pictorial elements in reference to the "Starry night" painting, the students will have to place each pizza portion in the corresponding place of the silhouette considering the legend that appears in the pizza box (1- colours, 2- line, 3- texture, 4- balance, 5- space and 6- form).</p> <p>The students will work in groups that will be made with a program call "Flippity.net"</p>  <p>MATERIALS: pizza boxes and parts of pizza made with cardboard and sheet of paper with information about painting elements. Annex 3.</p>	<p>60 minute S</p>
<p>S E S S I O</p>	<p>Activity 9</p>	<p>This activity will be as a closing for the students. It will consist on watching a cartoon video about Van Gogh. The video presents a magical tour of art history with animated characters who are transported through time to meet exceptional artists, the students will see the artworks through the eyes of the great master Vincent Van Gogh and how he describes his own live and inspirations. The video has vocabulary and a very adequate duration for the activity. We will watch the video twice, the first time it will be a viewing without pauses, the second time we will take breaks and let the students ask if they</p>	<p>45 minute S</p>

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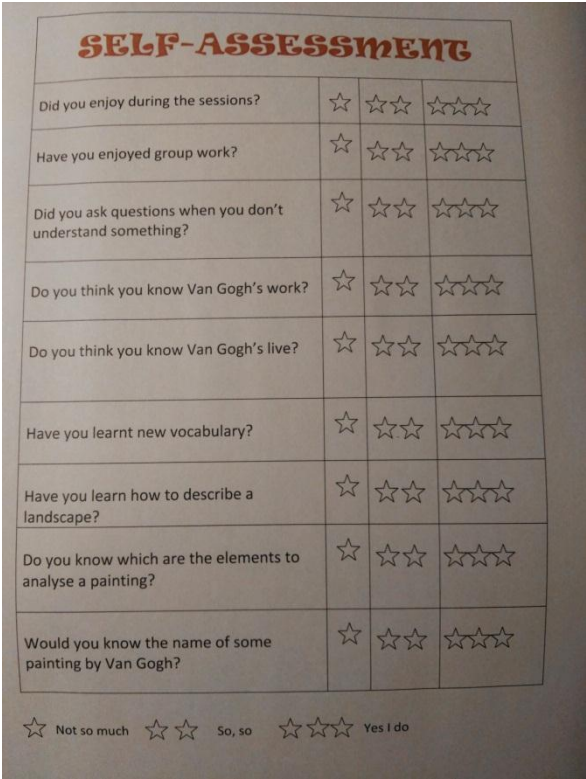
have not understood something.
Later we will distribute to the students two sheets in which a film-based appears with 6 squares.



And we also give to the students two more sheets in which there are images of the video and squares with texts where these images are described.



The students should link up together each image with the text, and stick them on the sheet of the film-based in the correct order relating it to the corresponding text. This activity will be individual and it will serve the teacher to check the level of understanding of the students, later the students will correct it in groups.

	<p>MATERIALS: sheets of paper.</p> <p>This is the link of the video: https://www.youtube.com/watch?v=9lGEvm1Lve0</p>	
<p>Activity 10</p>	<p>This activity will serve as the closing of the unit. In it we will make a checklist in which the students will make a self-assessment about the level of satisfaction with the activities carried out and the level of knowledge about Van Gogh's live and works.</p> <p>MATERIALS: checklist.</p> 	<p>15 minute s</p>

Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/clilsi/>



<p>In terms of academic content, what are the students learning and what are they learning to do?</p>	<ul style="list-style-type: none"> - Live and work of Vincent van Gogh. - Elements of a painting. 	
<p>In terms of language, what are the students practicing or learning to do?</p>	<ul style="list-style-type: none"> - Textual typology: description and biography. - Specific vocabulary about paint. - Asking questions. - Connectors. - Structures: Do you have...?// Yes I do...// No I don't From my window I can see... That's right // That's not right 	
<p>In what way is this lesson plan a good example of what we learnt in the GEP course session?</p>	<p>In our opinion this lesson is a good example of what we learnt in the GEP course because we have tried that our students were at all times the protagonists of the learning process, that they were the centre around which all the activities happen. To achieve this we have designed very dynamic activities, with different types of groupings and often using new technologies. On the other hand it is a lesson that complemented a lesson that is carried out from the area of arts and crafts by the tutor, so we get a globalized work from different areas.</p>	
<p>Other important information</p>	<p>As we have said before, it is important to emphasize that this lesson is carried out in a complementary way to a lesson that the tutor does from arts and crafts, the lessons are complementary. In many of the activities of our lesson the students will start with information and previous knowledge worked out in advance by the tutor in another area.</p> <p>Also comment that in all the activities we will always be present in the classroom two teachers, the tutor of the group and the English specialist, this will help to make a fluent classroom dynamic.</p>	



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

All the materials will be original and elaborated expressly for these sessions.

ANNEX 1: activity 4

This is the text used to make the fill the gaps exercise and how we generate the exercise in the web Educaplay:

Vincent Van Gogh was born in Holland. His mother introduced him to music and painting. His father gave him religious education. Theo, his favourite brother was born 4 years after him. Van Gogh spoke many languages: Dutch, French, English and German. He drew all the time as a child. Theo encouraged him and sent him a lot of money to help him become an artist. What a great brother! Van Gogh's first paintings were mostly of poor people he helped as a young man. The feelings portrayed were of sadness. Van Gogh after started to lighten his colours and paint in short brushstrokes of the Impressionists. He loved the sun and he loved yellow. He never smiled in your portraits. He sold only 1 painting while he was alive. He painted over 800 paintings! People today have learned how beautiful his paintings are and his paintings are famous throughout the world!

Then we select the words that we do not want to appear.

Vincent Van Gogh was born in Holland. His mother introduced him to music and painting. His father gave him religious education. Theo, his favorite brother was born 4 years after him. Van Gogh spoke many languages: Dutch, French, English and German. He drew all the time as a child. Theo encouraged him and sent him a lot of money to help him become an artist. What a great brother! Van Gogh's first paintings were mostly of poor people he helped as a young man. The feelings portrayed were of sadness. Van Gogh after started to lighten his colors and paint in short brushstrokes of the Impressionists. He loved the sun and he loved yellow. He never smiled in your portraits. He sold only 1 painting while he was alive. He painted over 800 paintings! People today have learned how beautiful his paintings are and his paintings are famous throughout the world!



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Editar Datos Generales x

Pregunta

Nº de Intentos

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And we publish our activity.

BIOGRAPHY VAN GOGH

0/4 NUM. INTENTOS **100** PUNTOS 00:07 TIEMPO

Vincent Van Gogh was _____ in Holland. His mother introduced him to _____ and _____ . His father gave him _____ education. Theo, his favorite _____ was born 4 _____ after him. Van Gogh spoke many _____ : Dutch, French, _____ and German. He _____ all the _____ as a _____ . Theo _____ him and _____ him a lot of _____ to help him become an _____ . What a _____ brother! Van Gogh's first _____ were mostly of _____ people he helped as a _____ man. The feelings portrayed were of _____ . Van Gogh after _____ to lighten his colors and paint in short _____ of the Impressionists. He _____ the sun and he loved _____ . He never _____ in your _____ . He sold only 1 painting _____ he was _____ . He painted over 800 paintings! People today have _____ how beautiful his paintings are and his paintings are _____ throughout the _____ !

Palabras para completar los espacios

learned	years	born	paintings	famous	started
portraits	child	alive	languages	sadness	young
music	painting	brother	encouraged	time	yellow
English	while	money	poor	artist	great
brushstrokes	religious	drew	sent	loved	smiled

Comprobar

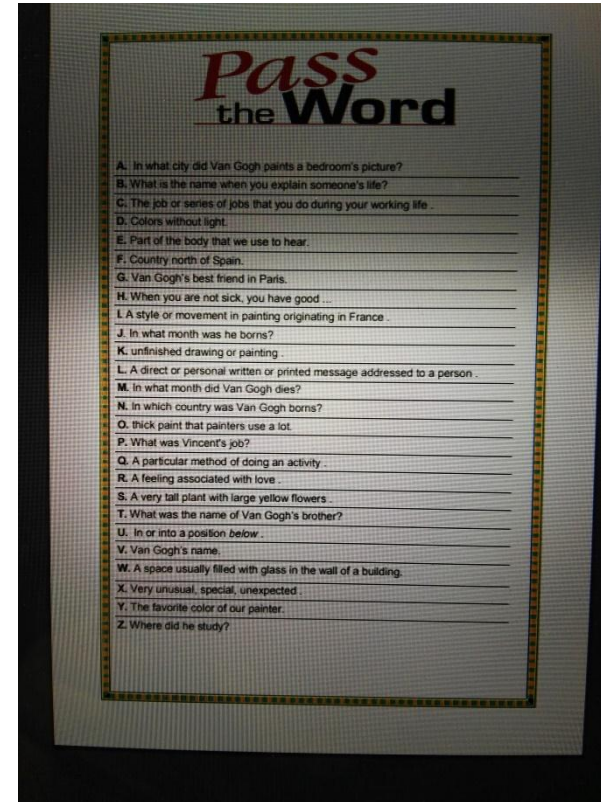
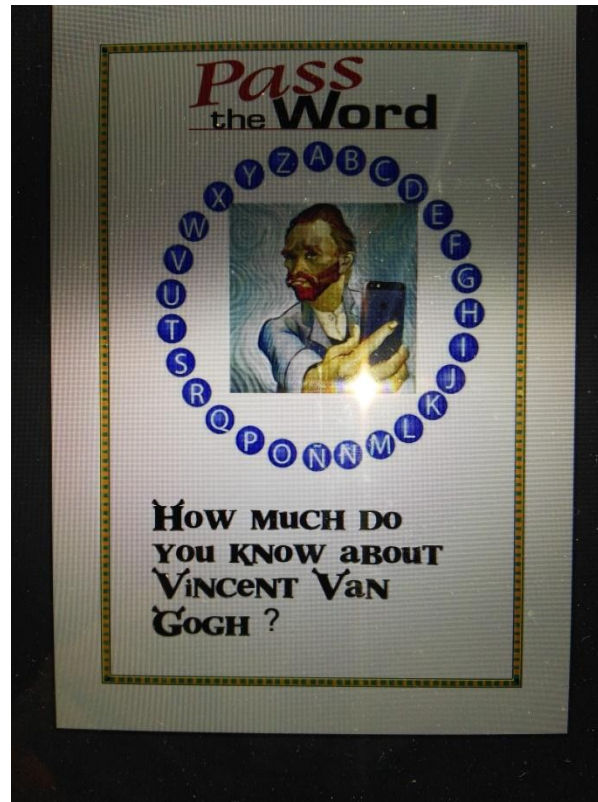
eduplay by ADR Formación

Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/clilsi/>

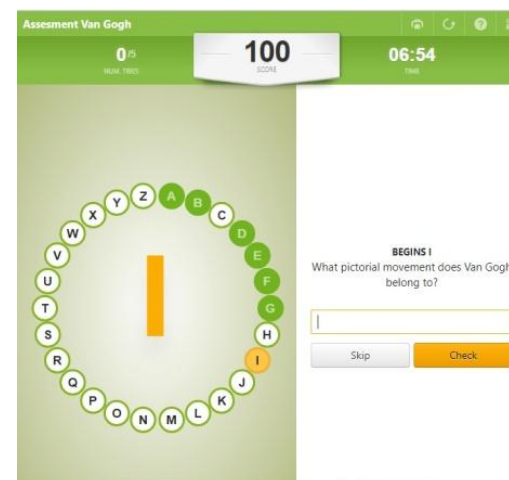


ANNEX 2: activity 6



Cover page and questions of the "Pass the word" competition.

Some images of the digital “Pass the word”



Template adapted from CLIL-SI 2015.

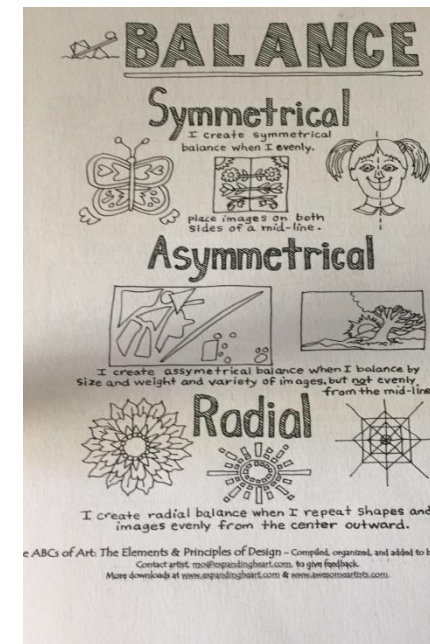
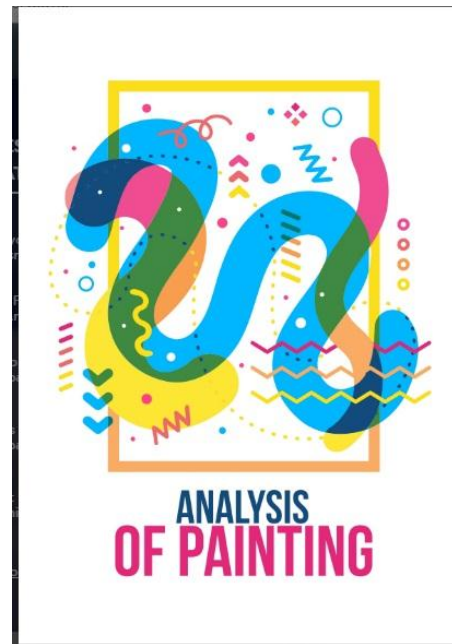
More information at: <http://grupsderecerca.uab.cat/clilsi/>



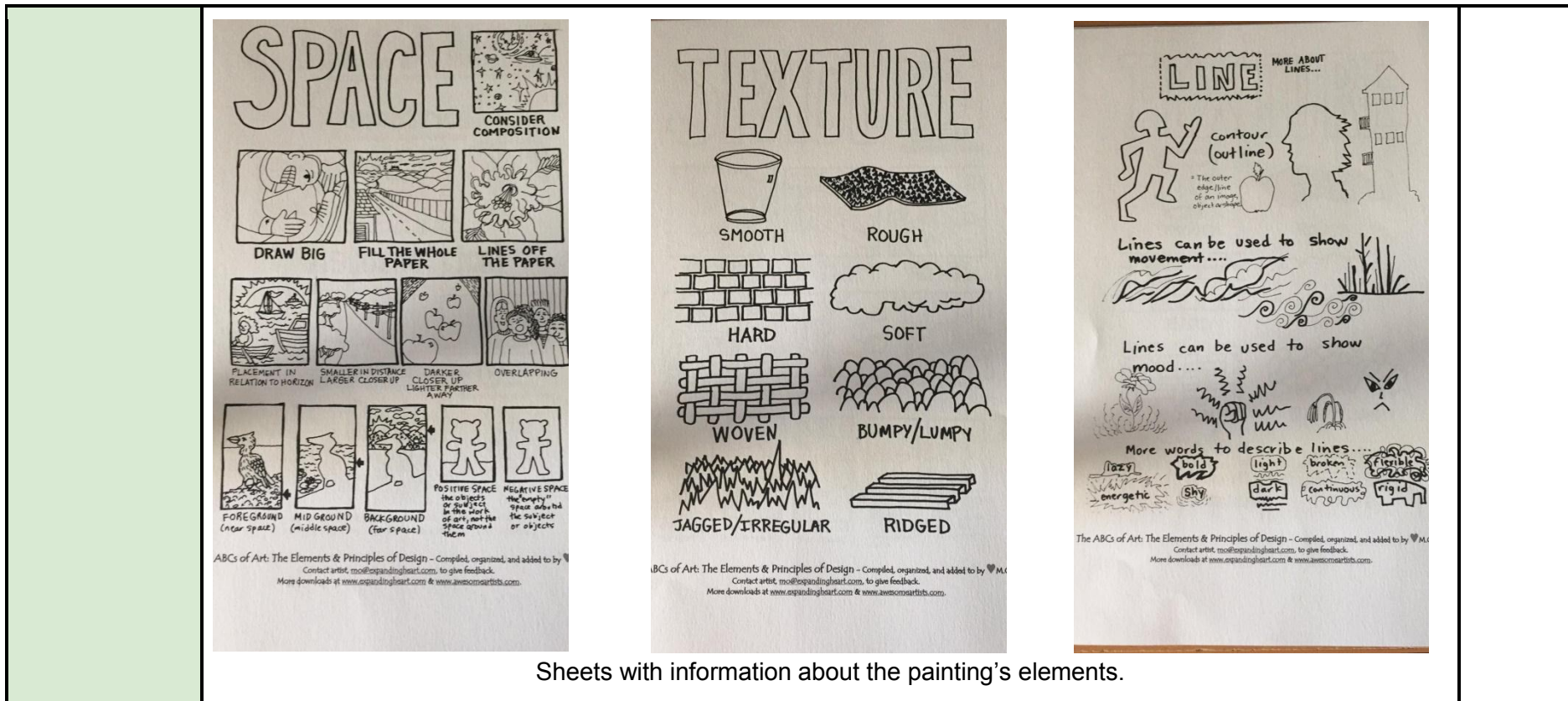
ANNEX 3: activity 8



Covers of sheets of paper with information about painting elements.



Sheets with information.



Sheets with information about the painting's elements.



The pizza box.

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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