



# FIRST STEPS IN A LONG WALK

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**Generació Plurilingüe (GEP)**  
**Year 1 2018-2019**

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<b>GEP 1</b>	<b>Task 1 : Input &amp; Cooperative /Collaborative learning in CLIL</b>
<b>Title of the lesson or topic</b>	The Solar System
<b>Course / year / age</b>	5th grade / 10 years old
<b>Timing</b>	2 sessions
<b>Collaboration with .....</b>	-
<b>Short description of the session/s</b>	<p>These are the first sessions of the unit so they are aimed to introduce the topic to students as well as to detect students' previous knowledge on it.</p> <p>In the <b>first session</b>, students use laptops to write on a word cloud what is the solar system for them as a brainstorming activity. Once the teacher knows a little bit more about the students' knowledge, it's time to start learning about our planet and its movements by watching a video. To check their understanding, the teacher asks questions about it.</p> <p>The last activity it's a mutual dictation where students cooperate to complete their worksheet with the information seen in the previous video. As a result, they make a poster with the important facts about rotation and revolution.</p> <p>In <b>the second session</b>, students learn about the sun by doing a T-P-S activity where they think and reflect about what they already know about it. Then they work cooperatively to learn the parts of the day according to the Earth's rotation (learnt in the previous session) and the sun position. They trade cards with the definitions of each part of the day. To finish the session, they create in small groups a sequence with the parts of the day in the right order.</p>
<p><i>The descriptions of the activities below should contain:</i></p> <ol style="list-style-type: none"><li><i>1. type of input,</i></li><li><i>2. questions (explicit, implicit and referential) posed by the teacher to ensure the students' involvement</i></li><li><i>3. dynamic instructions with collaborative and cooperative activities,</i></li><li><i>4. materials used.</i></li></ol>	



S E S S I O N 1  T H E  E A R T H	<b>Activity 1</b>	<p>To introduce the topic, we create a <b>word cloud</b> by going to <a href="https://wordart.com/">https://wordart.com/</a> with the shape of the Earth. The students write words about what is the solar system for them. The result of this activity is going to be shown in a poster on one of the classroom's boards. When we finish the last session of this unit, we are going to repeat the activity to check if they know more about the topic.</p> <p>Type of input: visual and written Materials: laptops</p>
	<b>Activity 2</b>	<p>Our planet: Watching a video in YouTube: <b>Rotation and Revolution of Earth</b> (it lasts 3 minutes) <a href="https://www.youtube.com/watch?v=cDed5eXmngE&amp;t=19s">https://www.youtube.com/watch?v=cDed5eXmngE&amp;t=19s</a> to know about the Earth and its movements. After watching the video, the teacher asks explicit and implicit questions to check students' understanding.</p> <p>Type of input: visual and spoken Materials: a digital board Explicit question: How do we call the movement of the Earth around the Sun? Implicit question: Why is it cold in winter and hot in summer?</p>
	<b>Activity 3</b>	<p>In order to practice what they have learnt in the previous activity, they do a <b>Mutual Dictation</b> activity (<i>annex 1</i>) where students are divided into pairs of student As and student Bs and are given the relevant worksheet, either A or B. They have to complete the missing words with the information provided by their classmates. Once the dictation has finished, the teacher offers scaffolding support by showing them a <b>poster</b> (<i>annex 2</i>) with the structures worked in that session. Students are asked to create in pairs a similar one.</p> <p>Type of input: written, oral and visual Materials used: Worksheets and a poster</p>



S E S S I O N 2  T H E  S U N	<b>Activity 4</b>	We use the collaborative <b>Think-Pair-Share</b> activity to find facts that students know about the Sun. The teacher explains they have to think first individually about the facts, then they share this information with another classmate and finally with the rest of the class. Type of input: spoken
	<b>Activity 5</b>	To learn the parts of the day according to sun's position, we do a <b>Quiz-Quiz-Trade</b> ( <i>annex 3</i> ) where each student has a card to study vocabulary terms. The students are divided into pairs. Students from each pair explain the content of their card to each other. Then they trade cards and form new pairs to learn from the other classmates. Type of input: spoken Materials used: cards
	<b>Activity 6</b>	When students finish trading cards in the previous activity, they are asked to <b>create a sequence about the parts of the day</b> in groups with the information provided in the cards. Type of input: hands-on Materials used: cardboards, colour sheets, crayons...
<b>In terms of academic content, what are the students learning and what are they learning to do?</b>	<b>What are the students learning?</b> <ul style="list-style-type: none"><li>- To find words related to the solar system</li><li>- To learn about the Earth and its movements</li><li>- To recognize the parts of a day</li><li>- To find facts about the Sun</li></ul> <b>What are they learning to do?</b> <ul style="list-style-type: none"><li>- To use ICT tools</li><li>- To work in a cooperative and collaborative way</li><li>- To create a sequence with the parts of a day</li><li>- To use learning strategies such as TPS</li></ul>	



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<b>In terms of language, what are the students practicing or learning to do?</b>	<ul style="list-style-type: none"><li>- To acquire new vocabulary related to the Solar System</li><li>- To learn language structures to talk about the Earth facts</li><li>- To answer explicit and implicit questions</li><li>- To use prepositions when talking about the parts of the day</li></ul>
<b>In what way is this lesson plan a good example of what we learnt in the GEP course session?</b>	I tried to adapt some of the techniques and activities we have learnt in the GEP sessions. I have also included different cooperative work activities where the students learn from the others and they have the same aim. The inclusion of ICT tools are due to the resources offered by our tutors.
Other important information	
<b>ANNEXES (materials, handout, pictures... if not possible to include in the activity section.)</b>	



Annex 1

Session 1, Activity 3: **Mutual Dictation**

**THE EARTH**

*STUDENT A*

1. We live on the Earth.
2. We have \_\_\_\_\_ because the Earth rotates.
3. It turns around on its axis.
4. The Earth takes \_\_\_\_\_ to make a complete turn.
5. It goes around the Sun.
6. The Earth takes \_\_\_\_\_ to make a complete revolution around the Sun.
7. It causes the seasons.

**THE EARTH**

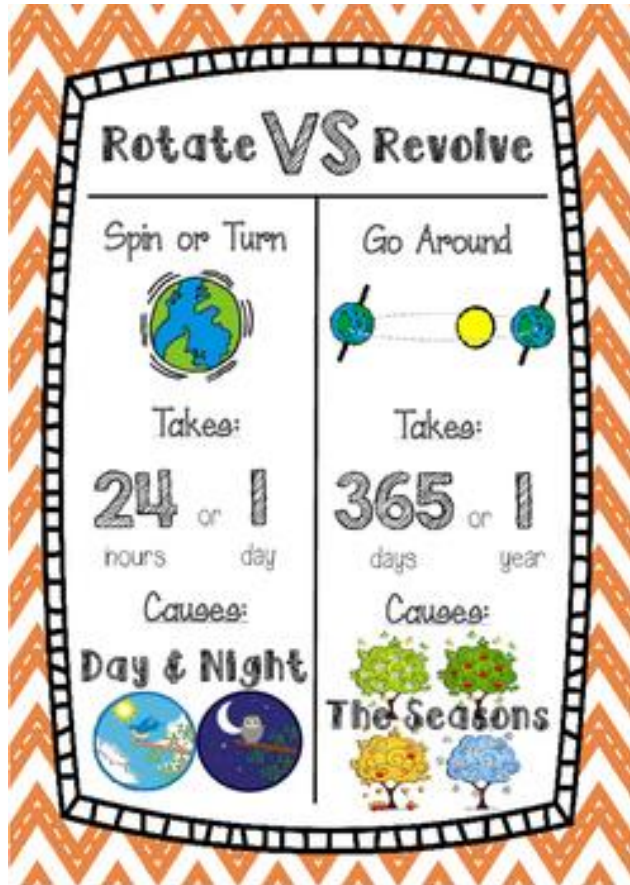
*STUDENT B*

1. We live \_\_\_\_\_.
2. We have day and night because the Earth rotates.
3. It \_\_\_\_\_ on its axis.
4. The Earth takes 24 hours to make a complete turn.
5. It \_\_\_\_\_ the Sun.
6. The Earth takes 365 days to make a complete revolution around the Sun.
7. It causes \_\_\_\_\_.



Annex 2

Session 1, Activity 3: **Poster**







Source: [https://www.teacherspayteachers.com/Product/Rotate-vs-Revolve-Night-and-Day-Poster-2395842?utm\\_term=28tpt28b&utm\\_source=PinterestTpT&utm\\_medium=social&utm\\_campaign=BTSpinsTopGMV9886](https://www.teacherspayteachers.com/Product/Rotate-vs-Revolve-Night-and-Day-Poster-2395842?utm_term=28tpt28b&utm_source=PinterestTpT&utm_medium=social&utm_campaign=BTSpinsTopGMV9886)





Session 2, Activity 5: **Quiz-Quiz-Trade**

<p>AT SUNRISE</p>  <p>The sun rises in the sky</p>	<p>IN THE MORNING</p>  <p>From the sunrise to the midday</p>
<p>IN THE MIDDAY</p>  <p>It's 12 am</p>	<p>IN THE AFTERNOON</p>  <p>From 12am to 6pm</p>
<p>AT SUNSET</p>	<p>IN THE EVENING</p>





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The sun goes down



Between the afternoon and night

IN THE MIDNIGHT



It's 12 pm

AT NIGHT



It's dark



### 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
6. The input and activities presented cater to <b>multiple intelligences</b>	NO



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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...	YES
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



<b>GEP 1</b>	<b>Task 2: Reading, writing and Assessment in CLIL</b>
<b>Title of the lesson or topic</b>	The Solar System
<b>Author</b>	Ada Mor Seró
<b>Course / year / age</b>	5th grade / 10 years old
<b>Number of sessions</b>	2 sessions
<b>Collaboration with...</b>	-
<b>Main objectives of the sessions</b>	These two sessions are aimed to work the reading and writing skills using visuals, support, modelling as well as to assess students' and teacher's work. Students are learning the content related to the Solar System while they work cooperatively and use ICT tools.
<b>Short description of the sessions</b>	. In the <b>first session</b> , the introductory activity is aimed to list as many celestial bodies as possible observing a picture of the universe. This is also a way to recap what students have



	<p>learnt in previous sessions and to suggest hypotheses about what they see. Then students in groups are provided with parts of a text about the universe. They have to choose the correct title for their paragraph and read it to the others. The 3rd activity is a post-reading activity where they have to organize the ideas in the text they have read before in a mindmap using an ICT tool.</p> <p>. In the <b>second session</b>, the teacher reads a text about moon facts. In pairs, they have to put in order the pictures in the dictogloss activity and try to remember as much as possible about the text. Then it's time to put in words what they have done in the previous activity in order to work on students' writing skills. The last activity is a student's rubric for the students and a checklist for the teacher to assess their own work.</p>
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<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</b>	<b>Activity 1</b> <b>Pre-reading activity: What can you see in the picture?</b> To review what students have learned in previous sessions and introduce a reading activity, the teacher provides them with a big picture of the universe ( <i>annex 1</i> ) where lots	10'



E S S I O N 1		<p>of celestial bodies can be seen. They brainstorm in whole group what these bodies can be using scaffolding language: I think, I guess, In my opinion... Then we list all the words on the blackboard.</p> <p>Type of input: visual and written Material: a picture of the universe</p>	
	Activity 2	<p><b>While-reading activity: Read and find a title for the paragraph</b></p> <p>Students are provided with a text torn into 3 fragments (<i>annex 2</i>). In groups of four, they read their part and try to find a title for it. They work cooperatively to identify topic sentences and the main idea of the paragraphs. Once they agree on it, they read the text aloud for the other students and stick their fragment on a board with the rest of the fragments in the text.</p> <p>Type of input: written and oral Material: a text torn into pieces</p>	25'
	Activity 3	<p><b>Post-reading activity: Mind map</b></p> <p>Now it is time to organize the main ideas in the text worked in the previous activity. Students in the same group of 4, complete a mind map (<i>annex 3</i>) by going to <a href="https://app.mindmapmaker.org/#">https://app.mindmapmaker.org/#</a> where they write the missing information according to the text. They can check the text again which is complete on the classroom board.</p> <p>Type of input: visual and written Material: laptops</p>	25'
S	Activity 1	<b>Dictogloss</b>	25'



E S S I O N 2		<p>The teacher reads 3 times a text about interesting moon facts (<i>annex 4</i>). To make it more comprehensible s/he emphasizes, uses gestures, body language and makes the students participate in the reading process. Using the technique of dictogloss, students put in order the pictures provided (<i>annex 4</i>) according to the text information. This is an activity to be carried out in pairs.</p> <p>Type of input: visual and oral Material: Dictogloss pictures</p>	
	<b>Activity 2</b>	<p><b>Writing</b></p> <p>Once they have ordered the pictures in activity 1, in pairs they try to remember as much information as possible with the help of the pictures and reconstruct the text. Using the words and structures they remember from activity 4, they write the text on a worksheet.</p> <p>Type of input: visual and written Material: A worksheet to write the dictogloss and the pictures from activity 4</p>	25'
	<b>Activity 3</b>	<p><b>Assessment</b></p> <p>After doing the previous activities, it is time for students to assess themselves as well as the teacher. They complete a rubric (<i>annex 5</i>) about different aspects of their learning process and to be aware of their own learning. The teacher also fills in a self assessment checklist to identify what s/he has achieved and what needs to improve. (<i>annex 5</i>)</p> <p>Type of input: written and visual Material: a rubric and a checklist</p>	5'
<b>In terms of</b>	<b>What are the students learning?</b>		



<p><b>academic content, what are the students learning and what are they learning to do?</b></p>	<ul style="list-style-type: none"><li>- To name the main celestial bodies in the Solar System.</li><li>- To discover what stars and galaxies are.</li><li>- To find out about space exploration</li><li>- To learn about moon facts</li></ul> <p><b>What are they learning to do?</b></p> <ul style="list-style-type: none"><li>- To use ICT tools.</li><li>- To work in a cooperative way.</li><li>- To express hypotheses.</li><li>- To use learning strategies such as dictogloss and rubric.</li></ul>	
<p><b>In terms of language, what are the students practicing or learning to do?</b></p>	<ul style="list-style-type: none"><li>- To acquire vocabulary related to the Solar System.</li><li>- To learn language structures to write about Moon facts.</li><li>- To identify the main ideas and key words in paragraphs.</li><li>- To use language structures when making hypotheses: I think, I guess, In my opinion...</li></ul>	
<p><b>In what way is this lesson plan a good example of what we learnt</b></p>	<p>I tried to adapt some of the techniques and activities we have learnt in the GEP sessions. I have also included different reading and writing strategies seen in the course. The assessment tools shown in the sessions have been very useful when designing the rubric and checklist in my activities. The inclusion of ICT tools are due to the resources offered</p>	





in the GEP course session?	by our tutors.	
Other important information		
ANNEXES (materials, handout, pictures... if not possible to include in the activity section.)		

### 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

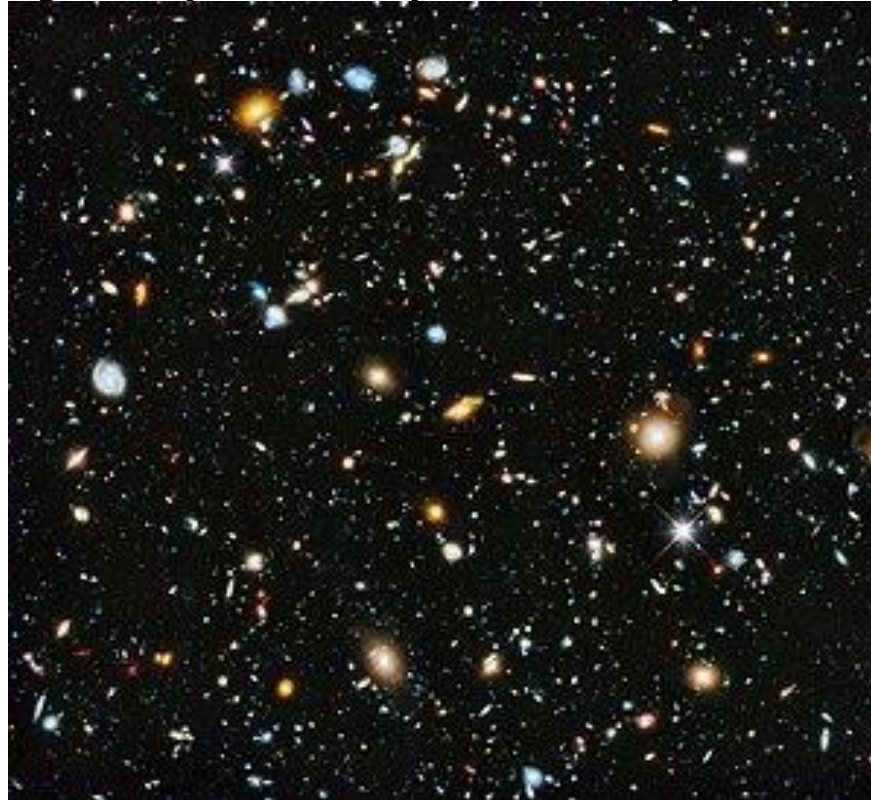


2. <b>Before-, during- and after-</b> reading activities are prepared.	Yes
3. The materials use <b>visuals</b> to support comprehension.	Yes
4. The writing process takes place in <b>joint collaboration</b> with the teacher (modelling)	Yes
5. <b>Support</b> is provided to help students write (the students 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 1



Session 1, Activity 1: **Pre-reading activity: What can you see in the picture?**



Source: <http://www.nasa.gov/press/2014/june/hubble-team-unveils-most-colorful-view-of-universe-captured-by-space-telescope/>



## Annex 2

### Session 1, Activity 2: **While-reading activity: Read and find a title for the paragraph**

#### THE UNIVERSE

##### **The Solar System**

The Solar System consists of a star called the Sun and all the celestial bodies that orbit it:

- The 8 planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune. The inner planets are the 4 planets closest to the Sun. The outer planets are the 4 planets farthest away from the Sun
- The satellites are smaller celestial bodies that orbit the planets. The Moon is the Earth's only satellite.
- The dwarf planets: are smaller than planets. Pluto is one of them.
- Small Solar System bodies: asteroids (rocky objects) and comets (giant balls of ice).

##### **Stars and galaxies**

Stars are giant spheres of gas. They produce an enormous amount of energy. This energy gives off light and heat.

Stars have different properties: colour, size, luminosity and brightness.

A galaxy is a collection of thousands or millions of stars.

The Solar System belongs to the galaxy called the Milky Way.

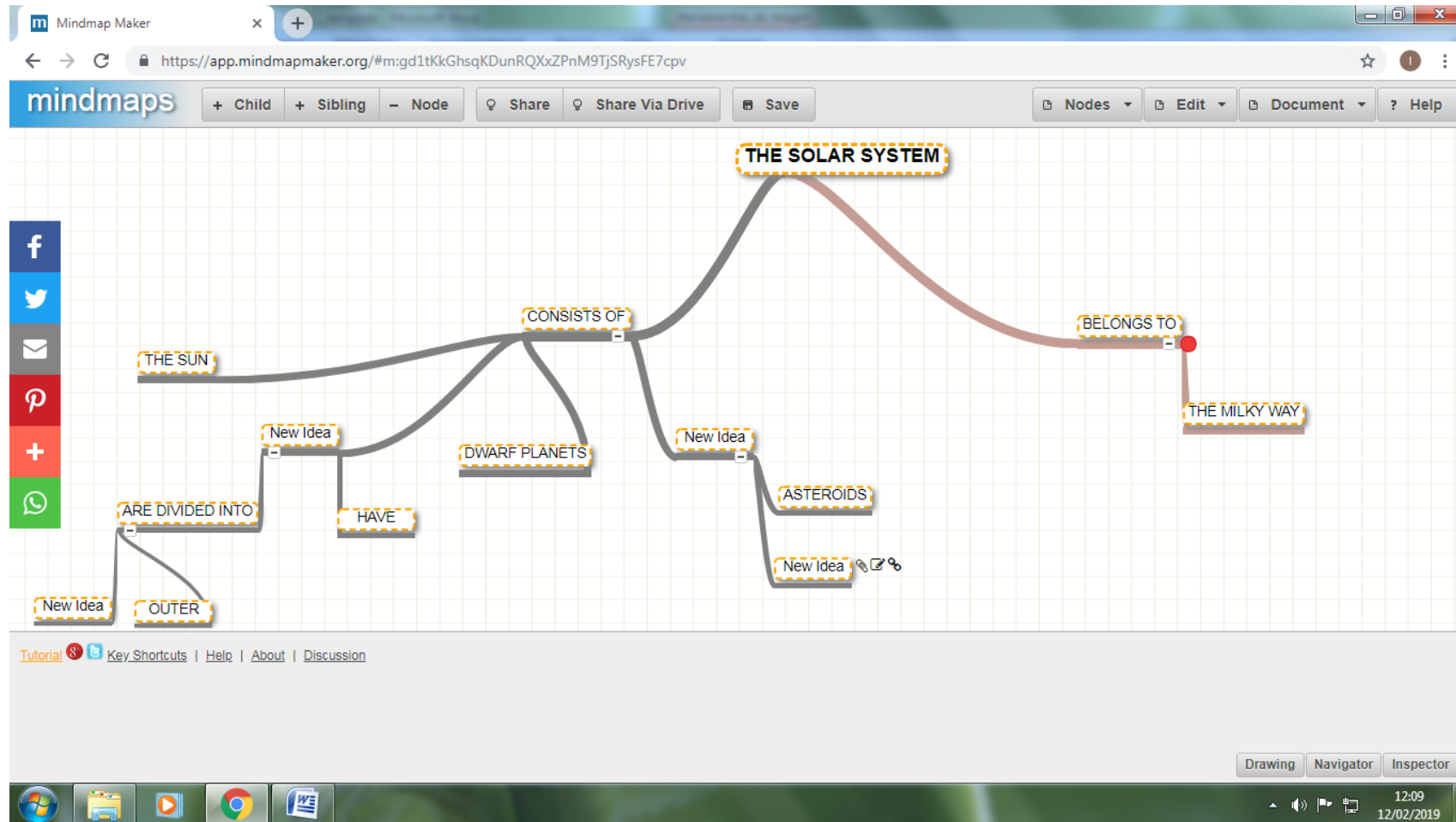
##### **Space exploration**

Space exploration began in the 1950s. The most important events are:

- 1957: The launching of Sputnik, the first artificial satellite.
- 1961: The first manned space flight with the astronaut Yuri Gagarin.
- 1969: The first Moon landing by Neil Armstrong.



**Annex 3: Session 1, Activity 3: Post-reading activity: Mind map**



Source: <https://app.mindmapmaker.org/#>

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





## Annex 4

### Session 2, Activity 1: **Dictogloss**

#### **The Moon**

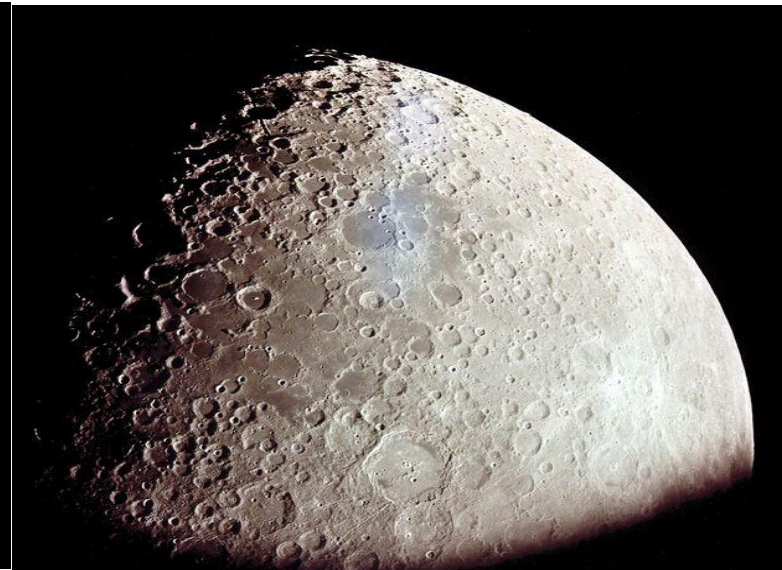
The Moon is the Earth's natural satellite.

The surface of the Moon is covered with craters and seas. Moon seas are really giant craters. Some of them contain frozen water.

The Moon does not produce any light, but it looks bright because it reflects light from the Sun.

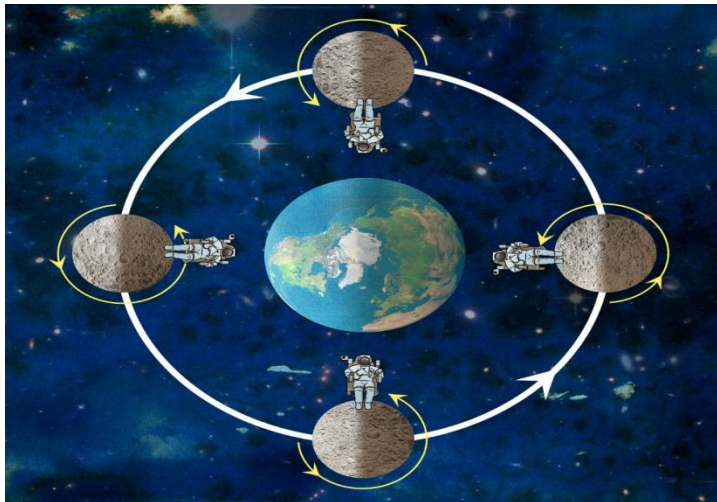
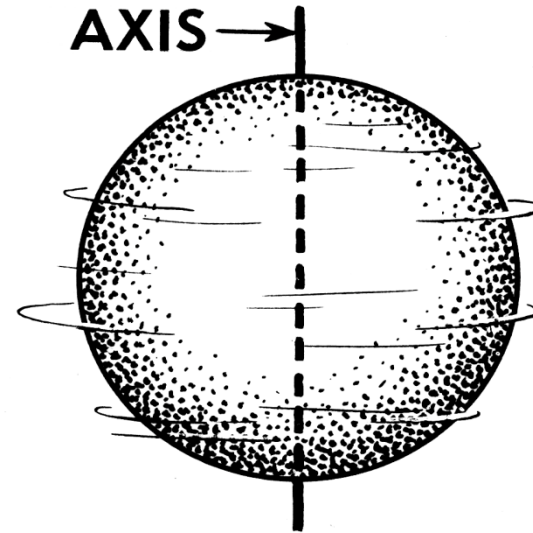
The Moon rotates on its axis. It also orbits the Earth every 28 days. This is why it seems to change shape. The different shapes of the bright side of the Moon are Moon phases. There are 4 Moon phases: new moon, waxing moon, full moon and waning moon.





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Source: [Common Creative Images](#)

Annex 5

Session 2, Activity 3: **Assessment**

**Checking my work**

No, I need to study more.  Yes, I do.  Yes, I know this very well. 

			
I know about the Solar System and its celestial bodies.			
I know what galaxies and stars are.			
I can talk about Moon facts.			
I can list events of the Space Exploration.			
I was able to work with a peer to write a text.			
I was able to work in a group of 4 for reading activities.			
	Excellent	Quite good	Could be better
I think my attitude was			
	Always	Most of time	A few times
I have been using English			



## Teacher's checklist

The teacher...	Yes	No
Uses clear and understandable instructions for children at the beginning of the class.		
Integrates the content with the obligatory language for each lesson		
Uses visual aids and scaffolding		
Promotes the interaction between members of the class working in groups, peers.		
Integrates different multiple intelligences activities for different groups of children		
Uses ICT tools to motivate children with the use of new technologies.		
Has taken in mind different strategies to help students with the process of reading and writing.		
Enhances student's participation during the class		
Encourages students to speak in English		
Includes a final self assessment to promote the personal evaluation.		