

The Universe



Institut Ciutat de Balaguer
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Generació Plurilingüe (GEP)

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Reconeixement - No Comercial - Compartir Igual

GEP 1	Task 1 : Input & Cooperative /Collaborative learning in CLIL	
Title of the lesson or topic	THE UNIVERSE	
Course / year / age	1 st ESO	
Timing	2 SESSIONS	
Collaboration with		
Short description of the session/s	Session 1: Introduce the components and the main vocabulary about the Universe Session 2: Understand the Moon phases in a manipulative way	
<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	Activity 1	<i>type of input: Visual – written</i> <i>questions : Explicit</i> <i>dynamic instructions with collaborative and cooperative activities: No; individual activity</i> <i>materials used: Word search</i>
	Activity 2	2. Oral – written <i>type of input: Oral – written</i> <i>questions : Explicit</i>

1		<i>dynamic instructions with collaborative and cooperative activities:</i> Yes, work in pairs to do a dictation; it's a cooperative activity <i>materials used:</i> written text
	Activity 3	<i>type of input:</i> written <i>questions :</i> Explicit <i>dynamic instructions with collaborative and cooperative activities:</i> Yes, work in pairs to search the words; it's a cooperative activity <i>materials used:</i> written text
	Activity 4	<i>type of input:</i> oral - written <i>questions :</i> Referential <i>dynamic instructions with collaborative and cooperative activities:</i> Yes, work in pairs to do the questions and ask another couple for the answers; it's a cooperative activity <i>materials used:</i> some help to do the questions
S E S S I O N 2	Activity 1	<i>type of input:</i> audiovisual - written <i>questions :</i> Explicit - implicit <i>dynamic instructions with collaborative and cooperative activities:</i> No, individual activity <i>materials used:</i> www.edpuzzle.com
	Activity 2	<i>type of input:</i> visual – oral - written <i>questions :</i> Implicit <i>dynamic instructions with collaborative and cooperative activities:</i> Yes, cooperative activity with the rest of the class <i>materials used:</i> https://wordart.com
	Activity 3	<i>type of input:</i> visual – hand-on <i>questions :</i> implicit <i>dynamic instructions with collaborative and cooperative activities:</i> yes, groups of 4, it's a cooperative activity <i>materials used:</i> Black paper, colours, scissors, Oreo cookies, glue, plastic spoon

	Activity 4	<i>type of input: oral - written</i> <i>questions : Referential</i> <i>dynamic instructions with collaborative and cooperative activities: yes, groups of 4; it's a collaborative activity</i> <i>materials used: photocopy</i>
In terms of academic content, what are the students learning and what are they learning to do?	<p>They are learning the main Universe components and the Moon phases, and they are learning to work together with their mates and share, accept and win with all the ideas and ways of thinking and working.</p>	
In terms of language, what are the students practicing or learning to do?	<p>The idea is that they can improve their listening, their writing, their fluency and their vocabulary. The first activities are thought to give the students vocabulary and content about the knowledge of the unit. After this, they need to use all this information to develop and understand the tasks that we find at the end of the document (create and debate about the Earth-Moon position).</p>	
In what way is this lesson plan a good example of what we learnt in the GEP course session?	<p>From my point of view, this lesson plan has been done according to what we have been learning during the course. In fact, it includes resources and methods that we have learnt in the course.</p>	
Other important information	<p>I have also implemented most of these activities in my Catalan classes. To prepare these 2 sessions I have adapted them and improved them with the information that we are learning in the GEP sessions.</p>	
ANNEXES (materials, handout, pictures... if not possible to include in the activity section.)	<p>I include the pages that the students will have during the lessons with the developed activities at the end of this document.</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

SESSION 1

DISCOVER THE UNIVERSE

1. LET'S FIND AND TRANSLATE THE FOLLOWING WORDS! YOU WILL NEED THEM DURING THE LESSON!

THE UNIVERSE

P M
L B
E Y I R
M T H A
T S I Y N N
S M V O U C
T C G X W A S R I A C L Z O Z D N V N P
J T W Q N T A A Y R U C R E M O S F Q O
R X D M M T M L G G W S A I E V Q V
L O K O E U R A N U S T O S T E
V L S L K R O O E A R U E A
V P L H O U N R P O M A
E E H I M F U O R I E T S S
E N E T V T L A L M T I O A
O N U R E P P T X V W E B N T O
S U S E E X S G U M R S U K
D W S Q N E S Y Y O R R S A
M S K U L M A N K Q
R M E O X Z W E
L V J Q

STAR
METEOR
COMET
VENUS
MOON
SUN
URANUS
NEPTUNE
MERCURY
SATURN
MARS
LUNAR
GRAVITY
EXPLORATION
SATELLITE
ATMOSPHERE
ORBIT
SEASONS

2. WHAT'S THE UNIVERSE MADE OF? LET'S DO A DICTATION IN PAIRS TO COMPLETE THE TEXT:

Student A:

What's the universe made of?

The universe is all the matter, energy and space that exist. The universe is made up of:

- **A) Galaxies:** They are large quantities of stars, dust and gases, held together by the gravitational attraction. They appear in groups called **galaxy cluster**. Scientist think the vast spaces between the galaxies are empty. Our galaxy is called **Milky Way**.
- **B)**

- **A) Stars:** They are immense balls of hot gasses. There are so hot inside that they emit heat and light. Its energy comes from reactions in the interior. A galaxy can have up to five hundred thousand millions stars.
- **B)**

Student B:

- **A)**

- **B) Nebulas:** They are enormous clouds of gases and dust in the space.
- **A)**

- **B) Planets:** They are celestial bodies that orbit a star. They do not emit light; they receive light from the star. The planets form **planetary systems**. Our planetary system is the **Solar System**. It is made up of eight planet, and star, the **Sun**, as well as **satellites, comets, and asteroids**.

3- COPY AND TRANSLATE THE WORDS IN BOLD OF THE PREVIOUS TEXT, ALSO IN PAIRS:

4A – TRY TO BUILD SOME QUESTIONS RELATED TO THE TEXT, ALSO IN PAIRS (AT LEAST 4 QUESTIONS):

Eg: What is a galaxy?
Which ...?
How do / does.... ?

4B – CAN YOU ASK YOUR QUESTIONS TO ANOTHER COUPLE? WRITE THE ANSWER.

SESSION 2

THE PHASES OF THE MOON

1. WATCH THE NEXT VIDEO, COPY THE QUESTIONS AND THE ANSWER THEM IN YOUR NOTEBOOK:



<https://edpuzzle.com/media/5bed875564e81e40aae4d187/edit>

2. THINK AND SAY YOUR FAVOURITE WORD RELATED TO THE UNIVERSE AND CREATE A WORD ART WITH YOUR CLASSMATES! LATER YOU WILL HANG IT ON THE CLASS WALL!

3. NOW IT'S TIME TO CREATE OUR OWN MOON PHASES, IN AN ALTERNATIVE, FUNNY AND SWEET WAY!
WE WILL DO GROUPS OF 4 AND FOLLOW THE NEXT INSTRUCTIONS:

1. PREPARE THE NEXT MATERIAL FOR EVERY GROUP:

- Black paper
- Colours
- Scissors
- Glue
- Oreo cookies
- A little plastic spoon

2. PROCEDURE:

- a. Paint an Earth and a Sun in the black paper, one example could be...



- b. Open the cookies carefully and only eat the part of the cream which allows you to show the illuminated part of the moon in every phase.
- c. Ask the teacher and check that you have done it well.
- d. Write the name of the most important phases that you have learned with the video.
- e. You can already paste the cookies with the glue and hang it on the wall.

4. THINK AND DRAW...

Think and talk about it with your mates and try to draw how we would be able to see the moon if we watched it from the Sun, instead of watching it from the Earth.

Language help:

When you draw the picture... you can use...

- I should draw the Earth...
- The Sun is bigger than
- Then we can draw the Moon...

You can try starting to debate about how you would be able to see the Moon from the Sun with....

- From my point of view....
- I think that....
- As I see it...
- Probably, if we watch the Moon from the Sun insted of watching it from the Earth...

GEP 1	Task 2: Reading, writing and Assessment in CLIL
Title of the lesson or topic	THE UNIVERSE (PART 2)
Author	Núria Martínez Magrí
Course / year / age	1 st ESO
Number of sessions	2 SESSIONS
Collaboration with...	
Main objectives of the sessions	Session 1: Introduce the topics of dark matter and dark energy, practising reading and writing skills. Session 2: Review a part of the unit and co-evaluation.
Short description of the sessions	<p>These sessions (also the sessions prepared in task1) are included in a project that the students are doing about the universe.</p> <p>Session 1. The students have visited a planetarium session in CosmoCaixa where they have been introduced to the dark energy and dark matter. This session has been thought to approach the experience and help them to understand this abstract concepts better. The planned activities are thought to increase their reading and writing while they are also learning contents.</p> <p>Session 2. It is done to summarize the English sessions that they have been doing during some weeks to prepare a final project (probably a Solar System exhibition with a real scale in the town, Balaguer) (All the project is not in English, for this reason, in this evaluation we give more emphasis to the English classes). It includes a vocabulary revision; an evaluation activity, in this case a plickers game, and a co-evaluation rubric to see how the teams have worked.</p>

<p>The descriptions of the activities below should contain:</p> <ol style="list-style-type: none"> 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	<p><i>Fill in the missing information to complete a text</i></p> <p>It is a collaborative activity in which each student will have a part of a text, which is divided into 4 parts. There is also the complete text where there is some missing information that the listeners have to fill in when their mates read the different parts.</p> <p>In this activity the students have to read, listen their mates and write the missing information to complete the text.</p> <p>We need scissors to cut the text by parts.</p>	20 ‘
	Activity 2	<p>Translate the words in bold using word reference</p> <p>The students are working with computers during all the project. They are asked to find the information in word reference because then they can choose the best translation option according to the text.</p> <p>They also practise the writing and reading, moreover, this activity help them to understand better the previous text.</p> <p>They need computers.</p>	10’
	Activity 3	<p>Cut and order the pictures pasting them following the order in which they appear in the text.</p> <p>The teacher has to give the students the pictures and they have to reread the text and order the pictures in the same order that they are mentioned in the text. Then they can understand it better and put the words that are translated in context.</p>	10’

		In this activity they deep in their comprehension, they have already understand all the text in the activity 2, and now they can enjoy the text because they understand all the context.	
	Activity 4	Think and discuss with their team some of the questions that they find in the last part of the text. The teacher give them some clues to introduce the answers, this activity is to practise the oral fluency and to reflect about the fact that we are just a tiny speck in the universe. They dispose a computer to prepare the discussion if they need it.	15'
S E S S I O N 2	Activity 5	Match the words with their definitions. This activity is an individual activity that the students need to do for 2 different reasons: review some of the vocabulary of the unit and remember it to do the best in the plicker's game that they will do in the following activity. They can also use the word-reference if they need it.	10'
	Activity 6	Plicker's game. It's an evaluation activity, it allows the student know their weak and hard points and also the teacher have a content mark of each student. Then probably it can be considered like a both evaluation activity (self-evaluation and co-evaluation). After each question the teacher's should show on the blackboard the correct answer, the class average, the number of people who has guess the correct answer... in conclusion, discuss each question before do the next.	25'
	Activity 7	Co-evaluation. The students have to evaluate their partners in relation with the English activities that they have been doing together during the project (the introduction activities to the Universe Components, the Oreo's Moon phases, the construction of the constellation visor and the dark matter and energy activity). The teacher has to give a rubric to each student and they have to be honest and fill in the scores of the different items.	20'
In terms of academic	The students are learning contents about the universe and its components. They are learning to work in a cooperative way, and also they can assume part of their evaluation and share this responsibility with		

<p>content, what are the students learning and what are they learning to do?</p>	<p>the teacher.</p>	
<p>In terms of language, what are the students practicing or learning to do?</p>	<p>The first session is thought to improve the reading and writing competences, in the second session they review some vocabulary of the unit to help them to do their best in the following plicker's game.</p>	
<p>In what way is this lesson plan a good example of what we learnt in the GEP course session?</p>	<p>I expect that the 2 sessions are planned according to what we have learnt in the English course. The lessons mix individual and collaborative activities, the vocabulary is adapted to the students' level and they allow students to improve their knowledge and also their grammar.</p>	
<p>Other important information</p>	<p>As I have explained in the short description, these activities are included inside a STEAM project, it is developed in Catalan but we introduce some lessons in English. As they are starting to do different subjects in English, for the moment, this lessons are to reinforce the contents that they have already studied in Catalan.</p>	

ANNEXES (materials, handout, pictures... if not possible to include in the activity section.)	I paste all the material after the self-assessment checklist, the students' material and also the teachers' materials.	
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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

TEACHER MATERIAL (WITH INSTRUCTIONS)

SESSION 1

1. Today we will work in a cooperative way following the next steps in order to understand the text below.

Teacher's information: the students are working in teams because they are doing a project.

a- Read and construct a complete text reading the different papers that the teacher has given you. You also have to fill in the missing information.

Teacher's information: each student will have a part of the text, which is divided into 4 parts. In the complete text there is some missing information that the listeners have to fill in when their mates read the different parts.

b- Translate the words in bold using word reference.

Teacher's information: the students are working with computers during all the project. They are asked to find the information in word reference because then they can choose the best translation option according to the text.

c- Cut and order the pictures pasting them following the order in which they appear in the text.

Teacher's information: the teacher has to give the students the pictures and they have to reread the text and order the pictures in the same order that they are mentioned in the text. Then they can understand it better and put the words that are translated in context.

d- Think and discuss with your team some of the questions that you find in the last part of the text.

You can try to start with expressions like:

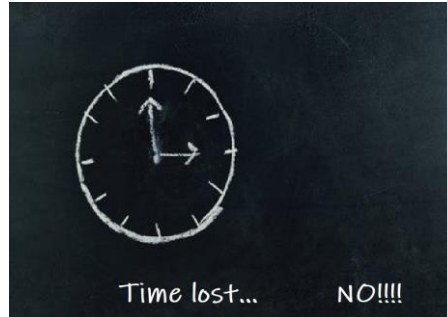
- From my point of view...
- I think...
- I suppose...

Teacher's information: this activity is to practise the oral fluency and to reflect about the fact that we are just a tiny speck in the universe.

SOLUTION: COMPLETE TEXT AND PICTURES IN ORDER

Dark matter and dark energy

As we saw in the film “Univers Fosc” in Cosmocaixa, we don’t know what most of the universe is composed. Now, you can think that all the sessions that we have invested in our project to discover the universe compounds have been **time lost...**



If some months ago you would have been asked about the universe components, you would probably have answered that it is made of galaxies, stars, planets, **black holes**, comets, asteroids... all what we have been studying during these days!!!

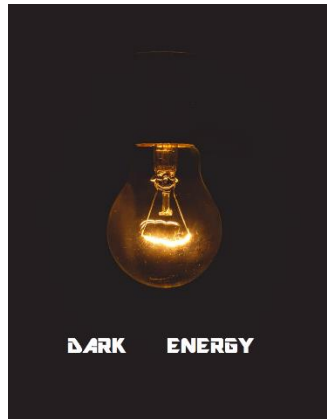


But now, you know that there is also a lot more out there, and we don’t fully understand what it is.



There are evidences that our universe is **expanding**, then something more than galaxies, stars... is out there. It has to be energy, but we don’t know where it

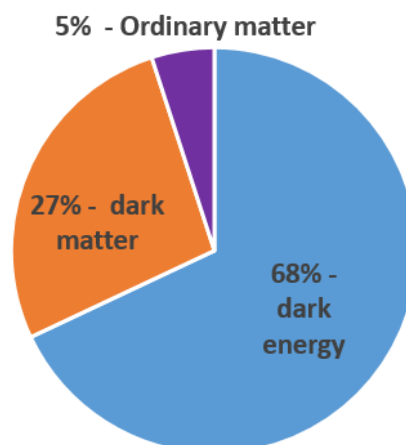
comes from. Scientists call it, dark energy. They don't know a lot about it, but they know that it represents about 68% of the universe.



Moreover, we can detect something more in the universe which has **gravity!** But it's difficult to imagine because we can't see it. However, it's there. It's called **dark matter!** It represents more or less about 27% of the universe.



When we add the dark matter and the dark energy, they **make up** 95% of the universe. And surprise!!! It only leaves a 5% for what we know and **understand since** now!!! (Galaxies, stars....).



So, **what** are we? **Where** are we? **Why** are we? And.... Why do we **want** to know?



SESSION 2

1. Practise your English vocabulary to prepare the next activity. Match using numbers the following words with their translation:

They only have to match using numbers, the main of this activity is to do the best in the next plicker's game:

- | | |
|-------------------|----------------------|
| - Enjoy | - Unitat astronòmica |
| - Join | - Any llum |
| - Matter | - Cobrir |
| - Show | - Unió |
| - Astronomic unit | - Disfrutar |
| - Behind | - Mostrar |
| - Cover | - Darrera |
| - Light year | - Matèria |

2. PLICKER'S GAME TO HELP STUDENTS SUMMARIZE AND EVALUATE THE PROJECT.

Read carefully the questions that will appear on the blackboard and show the cards in the correct position.

The teacher has to prepare the cards and the computer, he or she can also use the mobile phone to pass the questions and develop the game:

Questions and answers that appear on the blackboard:

1 What is an astronomic unit?

- a) The group formed by the Sun and the Planets
- b) The join Earth- Moon.
- c) The distance between the Earth and the Sun.
- d) All the satellites of the Planet.

2 What does the light year measure?

- a) The time that the light takes to run a determinate distance.
- c) The distance that the light runs in a year.
- d) It isn't a unit of measure.

3 Which is the theory that considers the Sun is in the middle of the Universe?

- a) Big Bang.
- b) Heliocentric.
- c) Orbital.
- d) Geocentric.

4 The giant and gaseous planets are...

- a) Mercury, Venus, Jupiter and Saturn.
- b) Jupiter, Saturn, Uranus and Neptune.
- c) Mart, Jupiter, Uranus and Neptune.
- d) Mercury, Jupiter, Saturn and Uranus.

5 When does the Solar Eclipse occur?

- a) At the same time as all the Earth.
- b) When the Mars planet cover the solar disc.
- c) Every year, in spring.
- d) When the Moon interposes between the Sun and the Earth.

6 Why can't we see the new moon?

- a) Because the sun light doesn't allow us to see it.
- b) It goes behind the Sun and it covers it.
- c) The Moon shows the non-illuminated face.
- d) The Earth is between the Sun and the Moon.

7. What is the percentage that occupies all the matter we know (galaxies, planets...) in the Universe?

- a) 50%
- b) 5%
- c) 68%
- d) 35%

8. Is the Universe stat?

- a) No, it's expanding since the Big Bang
- c) Yes, of course
- d) No, it's retroceding since the Big Bang

9. We can't see the dark matter, but it exists and represents the 27% of the Universe

- a) True
- b) False

10. Have you enjoyed the STEAM experience?

- a) No
- b) Yes

3. We have finished the first part of our STEAM project, now it's time to co-evaluate your team partners in relation with all the English activities that you have done together; remember: the introduction activities to the Universe Components, the Oreo's Moon phases, the construction of the constellation visor and the dark matter and energy activity.

Be honest with your marks!!!

The students have to assess their mates using the next rubric, finally they need to do a proportion to do the ponderation on a scale of 10.

Co- evaluation rubric							
Evaluated curricular competences: 3 and 4							
Your name:							
Gradation							
	3	2	1	0	Ma te 1	Ma te 2	Ma te 3
Responsibility and attitude	He /She always makes the most of his time in class and is punctual in his/her part of the activities.	He / She often makes the most of his time in class and usually is punctual in his/her part of the activities.	He /She sometimes make the most of his time in class and is not very punctual in his/her part of the activities.	He /She doesn't make the most of his time in class and isn't punctual in his/her part of the activities.			
Autonomy	He/she is able to organize and to solve his/her problems in an autonomous way.	He / She often is able to organize and to solve his/her problems in an autonomous way.	He / She sometimes is able to organize and to solve his/her problems in an autonomous way.	He / She isn't is able to organize and to solve his/her problems in an autonomous way.			
Collaboration	He /She takes part actively in the activities development.	He /She often takes part actively in the activities development.	He /She sometimes takes part actively in the activities development.	He /She doesn't take part actively in the activities development.			
Information research	He /She is able to look for useful information to do the tasks.	He /She often is able to look for useful information to do the tasks.	He /She sometimes is able to look for useful information to do the tasks.	He /She isn't able to look for useful information to do the tasks.			
Attitude with the other mates and with the teacher	He /She is always respectful with the other team mates and also with the teacher.	He /She is often respectful with the other team mates and also with the teacher.	He /She is sometimes respectful with the other team mates and also with the teacher.	He /She isn't respectful with the other team mates and also with the teacher.			
Addition							
Ponderation to 10							

STUDENT'S MATERIAL

SESSION 1

1. Today we will work in a cooperative way following the next steps in order to understand the text below.

a- Read and construct a complete text reading the different papers that the teacher has given you. You also have to write the missing information.

Dark matter and dark energy

As we saw in the film "Univers Fosc" in Cosmocaixa, we don't know what most of the universe is composed. Now, you can think that during all the sessions that we have inverted in our project to discover the universe compounds have been **time lost...**

TEXT TO CUT IN 4 PARTS, ONE FOR EACH STUDENT

STUDENT 1:

If some months ago you would have been asked about the universe components, you would probably have answered that it is made of galaxies, stars, planets, **black holes**, comets, asteroids... all what we have been studying during these days!!!

STUDENT 2:

But now, you know that there is also a lot more out there, and we don't fully understand what it is.

There are evidences that our universe is **expanding**, then something more than galaxies, stars... is out there. It has to be energy, but we don't know where it **comes from**. Scientists call it, dark energy. They don't know a lot about it, but they know that it represents about 68% of the universe.

STUDENT 3:

Moreover, we can detect something more in the universe which has **gravity!** But it's difficult to imagine because we can't see it. However, it's there. It's called **dark matter!** It represents more or less about 27% of the universe.

STUDENT 4:

When we add the dark matter and the dark energy, they **make up** 95% of the universe. And surprise!!! It only leaves a 5% for what we know and **understand since** now!!! (Galaxies, stars....).

So, **what** are we? **Where** are we? **Why** are we? And.... Why do we **want** to know?

TEXT TO COMPLETE BY THE STUDENTS

Dark matter and dark energy

If some months ago you would have been asked about the _____, you would probably have answered that it is made of _____, stars, _____, **black holes**, _____, asteroids... all what we _____ during these days!!!

But now, you know that there is also a lot more _____, and we don't fully _____ what it is.

There are _____ that our universe is **expanding**, then something more than galaxies, stars... is out there. It has to be energy _____, but we don't know where it **comes from**. _____ call it, dark energy. They don't know a lot about it, but they know that it _____ about 68% of the universe.

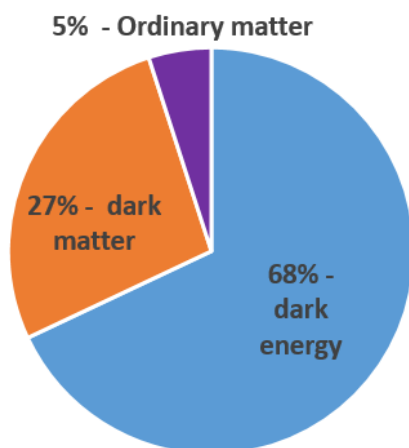
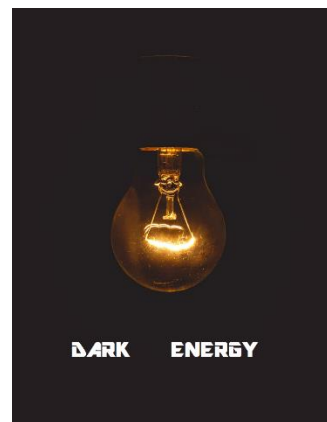
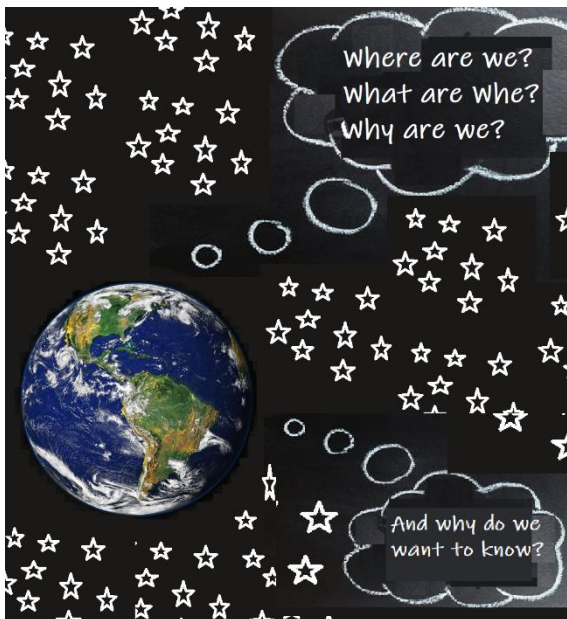
Moreover, we can detect something more in the universe which has **gravity**! But it's _____ to imagine because we can't see it. However, it's there. It's called dark **matter**! It represents _____ about 27% of the universe.

When we add the _____ and the dark energy _____, they **make up** 95% of the universe. And _____!!! It only leaves a 5% for what we know and **understand since** now!!! (Galaxies, stars....).

So, **what** are we? **Where** are we? **Why** are we? And.... Why do we **want** to know?

b- Translate the words in bold using the word reference.

c- Cut and order the pictures pasting them following the order that they appear at the text.



d- Think and discuss with your team work some of the questions that you find at the last part of the text.

You can try start with expressions like:

- From my point of view...
- I think...
- I suppose...

SESSION 2

1. Practise your English vocabulary to prepare the next activity. Match using numbers the following words with their translation:

They only have to match using numbers, the main of this activity is to do the best in the next plicker's game:

- | | |
|-------------------|----------------------|
| - Enjoy | - Unitat astronòmica |
| - Join | - Any llum |
| - Matter | - Cobrir |
| - Show | - Unió |
| - Astronomic unit | - Disfrutar |
| - Behind | - Mostrar |
| - Cover | - Darrera |
| - Light year | - Matèria |

2. PLICKER'S GAME TO HELP STUDENTS SUMMARIZE AND EVALUATE THE PROJECT.

Read carefully the questions that will appear on the blackboard and show the cards in the correct position.

3. We have finished the first part of our STEAM project, now it's time to co-evaluate your team partners in relation with all the English activities that you have done together; remember: the introduction activities to the Universe Components, the Oreo's Moon phases, the construction of the constellation visor and the dark matter and energy activity.

Be honest with your marks!!!

The students have to assess their mates using the next rubric, finally they need to do a proportion to do the ponderation on a scale of 10.

Co- evaluation rubric							
Evaluated curricular competences: 3 and 4							
Your name:							
Gradation							
	3	2	1	0	Ma te 1	Ma te 2	Ma te 3
Responsibility and attitude	He /She always makes the most of his time in class and is punctual in his/her part of the activities.	He / She often makes the most of his time in class and usually is punctual in his/her part of the activities.	He /She sometimes make the most of his time in class and is not very punctual in his/her part of the activities.	He /She doesn't make the most of his time in class and isn't punctual in his/her part of the activities.			
Autonomy	He/she is able to organize and to solve his/her problems in an autonomous way.	He / She often is able to organize and to solve his/her problems in an autonomous way.	He / She sometimes is able to organize and to solve his/her problems in an autonomous way.	He / She isn't is able to organize and to solve his/her problems in an autonomous way.			
Collaboration	He /She takes part actively in the activities development.	He /She often takes part actively in the activities development.	He /She sometimes takes part actively in the activities development.	He /She doesn't take part actively in the activities development.			
Information research	He /She is able to look for useful information to do the tasks.	He /She often is able to look for useful information to do the tasks.	He /She sometimes is able to look for useful information to do the tasks.	He /She isn't able to look for useful information to do the tasks.			
Attitude with the other mates and with the teacher	He /She is always respectful with the other team mates and also with the teacher.	He /She is often respectful with the other team mates and also with the teacher.	He /She is sometimes respectful with the other team mates and also with the teacher.	He /She isn't respectful with the other team mates and also with the teacher.			
Addition							
Ponderation to 10							



Generalitat de Catalunya
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