

Task 1. Vertebrate Animals

Task 2. Animals and Fables



FEDAC Sant Feliu
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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 | Vertebrate animals |
| Course / year / age | 1st of ESO |
| Timing | 2 lessons (1h each) |
| Collaboration with | The science teacher |
| Short description of the session/s | <p>Context:</p> <p>The teacher has already introduced the topic of living things in previous sessions. The students already know that:</p> <ul style="list-style-type: none"> - All living things live within a layer of the planet called biosphere. - There are two different environments in the biosphere: aquatic and terrestrial. - Scientists classify living things into five kingdoms by three criteria: type of cells, cell grouping and nutrition. - The students know the five kingdoms in general terms: animalia, monera, plantae, fungi and proctoctista. - All animals are divided into two main groups: vertebrates and invertebrates. <p>We start a new unit about Vertebrate animals.</p> <p>The aim of session 1 is to revise vocabulary that they know from previous school years and to be able to classify the different vertebrate animals into the five groups: mammals, birds, reptiles, amphibians and fish. Once they are able to do that, they start expert groups and they dig deeper into each category. The aim of session 2 is to go back to their 'base group' in order to share information about each group.</p> |



The descriptions of the activities below should contain:

1. type of input,
2. questions (explicit, implicit and referential) posed by the teacher to ensure the students' involvement
3. dynamic instructions with collaborative and cooperative activities,
4. materials used.

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| S E S S I O N 1 | Activity 1 | <ul style="list-style-type: none"> ○ Timing: 10 minutes ○ Type of input: audio-visual, practical, written and spoken ○ Questions: explicit <ul style="list-style-type: none"> - Repeat these words. - Is this word correctly spelt? (yes/no answer) ○ Dynamic instructions with collaborative and cooperative activities: The class starts with a brainstorming activity using the digital tool answergarden. <ul style="list-style-type: none"> - The teacher has created an answergarden with the topic: animals. - The teacher tells the students to pair up and to use only one computer. In secondary each student has its own computer, but in this case they only need one. - When the 1 minute timer countdown starts running, the students must write as many animals as they can come up with, paying attention to the spelling. - When time's up, the teacher asks the students to put their hands up and reads each animal out loud and the students have to repeat it. After that, she asks the students if they think the spelling is correct. If the word is misspelt the teacher erases it from the screen. It would be a good idea to have a screenshot and print it to the students as a reminder of the session. At the end of the didactic unit, the students can answer to the same answergarden to see if they can beat the word record. This is a good way to see if the students incorporated the new language. ○ Grouping: in pairs ○ Materials used: <ul style="list-style-type: none"> - Answergarden.ch - 1 minute timer countdown with music: https://www.youtube.com/watch?v=RkbSvbJijNU |
| | Activity 2 | <ul style="list-style-type: none"> ○ Timing: 10 minutes |



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| | | <ul style="list-style-type: none"> ○ Type of input: visual, practical ○ Questions: explicit <ul style="list-style-type: none"> - How many groups did you find? - How did you decide to group these animals? Why?=- ○ Grouping: in groups of 4 (we join two pairs from the previous activity) ○ Dynamic instructions with collaborative and cooperative activities: <ul style="list-style-type: none"> - The teacher gives 15 images to each group (3 from each animal group: mammals, fishes...) and the students have to figure out how many different groups they can classify them into. ○ Materials used: <ul style="list-style-type: none"> - Set of cards created by the teacher. |
| | <p>Activity 3</p> | <ul style="list-style-type: none"> ○ Timing: 35 minutes ○ Type of input: visual, written and spoken. ○ Questions: ○ Grouping: while the students are doing activity number 2 the teacher writes their names in the instant classroom webpage and creates 5 groups in order to do the following jigsaw activity. ○ Dynamic instructions with collaborative and cooperative activities: <ul style="list-style-type: none"> - There will be ‘base groups’ of five students each. Each student will study in depth one of the different vertebrate animals groups and they will have to fill a grid with the most relevant information. ○ Materials used: <ul style="list-style-type: none"> - Information about each animal group (see annex) - Grid to fill with the most relevant information (see annex) |
| | <p>Activity 4</p> | <ul style="list-style-type: none"> ○ Timing: 5 minutes ○ Type of input: spoken. ○ Questions: How many animals can you remember from today’s class? (implicit) ○ Grouping: in pairs and groups of 3 (respecting the jigsaw groups) ○ Dynamic instructions with collaborative and cooperative activities: <ul style="list-style-type: none"> - We close the session playing Rally Robin. The students need to mention as many animals as they can recall. ○ Materials used: none |



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| S E S S I O N 2 | Activity 5 | <ul style="list-style-type: none"> ○ Timing: 10 minutes ○ Type of input: written, hands-on ○ Questions: ○ Grouping: 2 big groups. The students make two lines in front of the blackboard. ○ Dynamic instructions with collaborative and cooperative activities: <ul style="list-style-type: none"> - In the blackboard the teacher has already written the five different groups of vertebrate animals. The teacher says the name of an animal and the first student in each line has to run towards the blackboard and touch the correct category. Each correct answer gives each group a point. It's a competitive activity but it is kinaesthetic and a good way to start the class with a lot of energy. ○ Materials used: none |
| | Activity 6 | <p style="color: #C85130;"><i>Note: this activity is a continuation of activity number three. It gives them some more time to refresh the contents of the previous session and to put their ideas in order.</i></p> <ul style="list-style-type: none"> ○ Timing: 20 minutes ○ Type of input: visual, written and spoken. ○ Questions: ○ Grouping: expert groups ○ Materials used: <ul style="list-style-type: none"> - Information about each animal group (see annex) - Grid to fill with the most relevant information (see annex) |
| | Activity 7 | <ul style="list-style-type: none"> ○ Timing: 25 minutes ○ Type of input: spoken and written ○ Questions: ○ Grouping: base groups ○ Dynamic instructions with collaborative and cooperative activities: |



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| | | <p>The students go back to their base groups and start sharing their animal group characteristics.</p> <ul style="list-style-type: none"> ○ Materials used: none <p>The students go back to their ‘base groups’ and explain their animal group to their class mates and create their own summaries with Popplet. Then, they can create their own Blabber to explain the characteristics in a funny and entertaining way.</p> |
| | <p>Activity 8 Wrap up</p> | <ul style="list-style-type: none"> ○ In order to finish the session I would include a wrap up activity to have some fun after working hard with the jigsaw technique. One volunteer goes outside the classroom. When he comes back in he/she has to guess the group word that their classmates are shouting. For example, the teacher tells the students to shout the name of a fruit at the same time. When the volunteer student gets in the class everyone shouts a different kind of fruit at the same time: banana, apple.... (any word they can come up with). The volunteer student needs to make an effort and identify the category (FRUIT). I would do it a couple of times and the last category would be ANIMALS to end up screaming and relaxing after working really hard. |
| <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"> - Different animals - Vertebrate animals groups - Body characteristics and vital functions of each group. | |
| <p>In terms of language, what are the students practicing or learning to do?</p> | <p>The students practise Present Simple as they use it to describe scientific facts. They also practise the verb ‘to be’ and ‘have got’ in context: e.g. Amphibians are cold-blooded. Mammals have got hair or fur. They breathe through lungs/ gills, etc.</p> | |
| <p>In what way is this lesson plan a good example of what we learnt in the GEP course session?</p> | <p>I tried to include different activities for all types of learners, taking the multiple intelligences theory into account. There’s varied input and each session has got a brainstorming, a main activity and a little game to close the session (wrap-up activity). I tried to include digital tools learnt from GEP as well.</p> | |
| <p>Other important</p> | <p>I’m aware that more sessions would be necessary in order to finish sharing their information with all the base group</p> | |



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| information | members, and a funny activity to do in further sessions would be to create a blabber with one animal from each group explaining the different characteristics. They could record their voices and it's a funny activity that includes spoken and audiovisual input. |
| ANNEXES (materials, handout, pictures... if not possible to include in the activity section.) | <p>(AFTER SELF ASSESSMENT CHECKLIST)</p> <ul style="list-style-type: none"> The texts that I would give to each expert group are summarised from different CLIL books (Biology and Geology, Richmond / SM / Vicens Vives). |

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, though they might need to look up some words in wordreference or ask the teacher for |



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| | help. |
| 4. Students are helped in some way to understand , i.e. input is made comprehensible | The teacher is a busy bee that moves around the class and clarifies their doubts. It is not a traditional lecture where the teacher explains and the students do some activities afterwards. I think the students are old enough to work using the jigsaw technique. |
| 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... | I'm not sure. I think I need some help with this part. |



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| | Thanks. |
| 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. | ? |
| 12. At least one ICT tool is used to promote digital collaborative learning . | yes |




Activity 2.

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|---|------|---|--------|--|-----|
|  | bear |  | monkey |  | fox |
|---|------|---|--------|--|-----|

Template adapted from CLIL-SI 2015.

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



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|---|--------------|---|----------------|--|
|  | <p>eagle</p> |  | <p>peacock</p> |  |
| <ul style="list-style-type: none"> I would choose three more pictures from pexels.com for each category. | | <p>owl</p> | | |
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1. Mammals

Most mammals are terrestrial vertebrates. Some are aquatic animals like dolphins or whales but only one can fly.

QUIZ

Which is the only mammal that can fly?

Body characteristics

- Their body is covered with hair or fur, which provides thermal insulation and also protects from humidity.
- They have different types of glands, such as the ones in the skin that produce sweat. The most characteristic are the mammary glands, responsible for producing milk to feed their offspring.
- They are tetrapods because they have four limbs. Humans, however, are bipeds.

Template adapted from CLIL-SI 2015.

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



- Mammals have teeth. The shape of the teeth depends on the food the mammal eats.

Vital functions

- They are warm-blooded, like birds.
- They breathe through lungs.
- They are viviparous, i.e. they give birth to live young, which are formed inside the mother.
- Their eating habits are very diverse. They can be herbivores, carnivores or omnivores.
- They have a very developed nervous system. Their behavior, both individual and social, is very complex. Human beings use language to communicate.

| | MAMMALS |
|--------------------------|---------|
| Physical characteristics | |
| Nutrition | |
| Respiration | |
| Reproduction | |

2. Birds

Birds are vertebrates with wings. They live in all parts of the Earth and many are able to fly long distances.

Body characteristics



...ate a ...om CLIL-SI 2015.

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



- Their body is fusiform (aerodynamic): adapted for flight. They generally have a long neck.
- They have a strong beak instead of teeth.
- Birds have four limbs: the back limbs are legs, and the front limbs are wings.
- Bird bones are hollow. This makes their body light, so they can fly more easily.

Vital functions

- They are warm-blooded.
- They breathe through lungs.
- Birds are oviparous: they lay eggs. The eggs are incubated until the chicks hatch.
- The shape of a bird’s beak depends on the food it eats.



Some birds, like penguins, have feathers but don't fly. Their wings have become flippers.

| | BIRDS |
|--------------------------|-------|
| Physical characteristics | |
| Nutrition | |
| Respiration | |
| Reproduction | |

Template adapted from CLIL-SI 2015.

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



Template adapted from CLIL-SI 2015.

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

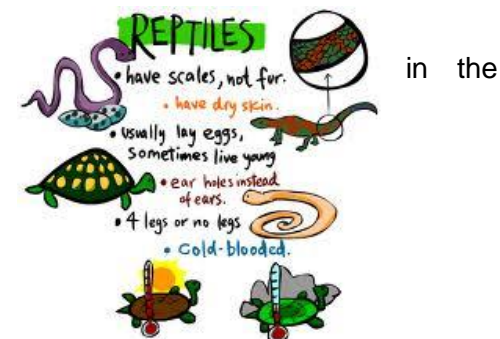


3. Reptiles

Most reptiles, like snakes, crocodiles, lizards and tortoises, are vertebrate terrestrial animals, but some spend a lot of time in the water. They inhabit every continent except for Antarctica.

Body characteristics

- Reptiles, except snakes, have four limbs or legs. These are adapted for running, climbing or swimming.
- They have dry, thick skin with scales that protect their body from dehydration and injury.



Why do you think reptiles are more active in warm seasons than during cold ones?

Vital functions

- Most reptiles are carnivores. They have teeth to capture their prey. Turtles, however, have beaks. Many snakes have fangs connected to glands that produce poison.
- They are cold-blooded. This means that their body temperature changes according to the temperature of their environment.
- Reptiles are oviparous. The eggs develop inside a sac filled with liquid, called amnion. Unlike bird eggs, reptile eggs are not incubated.



| | REPTILES |
|--------------------------|----------|
| Physical characteristics | |
| Nutrition | |
| Respiration | |

Template adapted from CLIL-SI 2015.

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



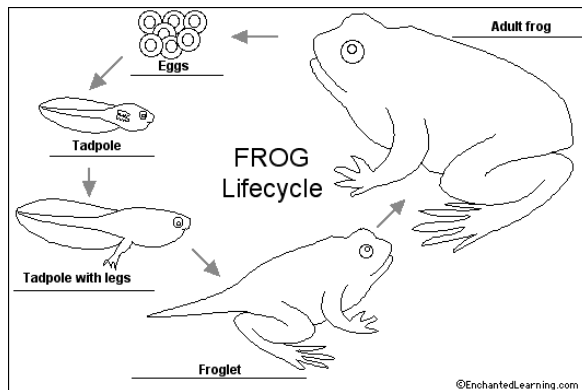
| | |
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| Reproduction | |
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4. Amphibians: vertebrates with a double life

All amphibians begin life in water, and they always live in wet places. However, the adults are vertebrate terrestrial animals, like frogs, toads, newts and salamanders.

Body characteristics

- They have thin, moist skin. A sticky mucus produced by glands under their skin helps them stay moist.
- They have four limbs. Therefore, they are tetrapods.



Vital functions

- They are cold-blooded.
- They breathe mainly through their skin, which must remain moist for the oxygen to be absorbed into the body. They can also breathe through lungs.
 - Amphibians lay their eggs in water. The eggs hatch into aquatic larvae called tadpoles that undergo significant changes during their development to transform into adult, terrestrial amphibians. This process is called metamorphosis.
 - Most amphibians are carnivores. They eat spiders, insects, worms and snails. Tadpoles are herbivores.

AMPHIBIANS

Template adapted from CLIL-SI 2015.

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



| | |
|--------------------------|--|
| Physical characteristics | |
| Nutrition | |
| Respiration | |
| Reproduction | |

5. Fish: masters of the aquatic environment



Fish are aquatic vertebrates. Some live in fresh water and some in salt water.

Most fish have a skeleton made of bone. However, some fish, such as sharks and rays, have a skeleton made of cartilage.

Body characteristics

- Fish are fusiform: the body is wider in the middle than the ends. They are covered with scales. A shark's skin, however, is covered with small denticles.
- Fish limbs are called fins.
- They have strong muscles arranged in blocks, which propel their body when swimming.

Vital functions

- Fish are cold-blooded.
- They use gills to obtain oxygen from water.

Template adapted from CLIL-SI 2015.

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



- They are oviparous.
- Most fish are carnivores; they eat smaller species of fish, molluscs and insects and swallow their prey whole. Others are herbivores, omnivores or eat organic remains.

| FISH | |
|--------------------------|--|
| Physical characteristics | |
| Nutrition | |
| Respiration | |
| Reproduction | |





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| GEP 1 | Task 2: Reading, writing and Assessment in CLIL |
| Title of the lesson or topic | ANIMALS AND FABLES |
| Author | |
| Course / year / age | 2nd of ESO |
| Number of sessions | 2 |
| Collaboration with... | English teacher |
| Main objectives of the sessions and short description of the sessions | <p>CONTEXT:</p> <p>These two sessions would go after the lesson plan that I designed in Task 1, which was a jigsaw activity about vertebrate animals. After that, I would like that my students thought outside the box when it comes to animals. I would like to introduce the topic of fables and our context about animals is the perfect pretext to talk about literature and morals.</p> <p>At the end of these two lessons the students will know who Aesop was, the formal characteristics of fables and they will know the fable of the hare and the tortoise in detail.</p> <p>It would be nice to have an extra session where students could get creative and write their own fable.</p> |

The descriptions of the activities below should contain:

1. *collaborative and cooperative activities instructions (including the timing and the language support)*
2. *type of support,*



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|--|--|---------|--------|------------|---------|------|----------|---------|-------------|----------|----------|---------|------------|-------|---------|--------|-------|------------------|
| | <p>3. readings and writings planned, 4. assessment tools 5. materials used</p> | Timing | | | | | | | | | | | | | | | | |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">S E S S I O N 1</p> | <p>Activity 1</p> <p>First of all, the teacher pairs up the students with the following words that need to be matched. All of these collocations are taken from the content of the previous lessons designed in Task 1.</p> <table border="1" data-bbox="434 370 1585 657"> <tr> <td>living</td> <td>things</td> </tr> <tr> <td>vertebrate</td> <td>animals</td> </tr> <tr> <td>five</td> <td>kingdoms</td> </tr> <tr> <td>aquatic</td> <td>environment</td> </tr> <tr> <td>internal</td> <td>skeleton</td> </tr> <tr> <td>thermal</td> <td>insulation</td> </tr> <tr> <td>cold-</td> <td>blooded</td> </tr> <tr> <td>salted</td> <td>water</td> </tr> </table> | living | things | vertebrate | animals | five | kingdoms | aquatic | environment | internal | skeleton | thermal | insulation | cold- | blooded | salted | water | 5 m i n |
| | living | things | | | | | | | | | | | | | | | | |
| | vertebrate | animals | | | | | | | | | | | | | | | | |
| five | kingdoms | | | | | | | | | | | | | | | | | |
| aquatic | environment | | | | | | | | | | | | | | | | | |
| internal | skeleton | | | | | | | | | | | | | | | | | |
| thermal | insulation | | | | | | | | | | | | | | | | | |
| cold- | blooded | | | | | | | | | | | | | | | | | |
| salted | water | | | | | | | | | | | | | | | | | |
| <p>Activity 2</p> <p>After that, each group is given a mini board with a marker. The teacher shows the following pictures and asks this question: What do you think our lesson is going to be about? We can give several attempts and discuss what the students say about the pictures. This is a great way to practice speaking and to arise curiosity.</p> <div style="display: flex; justify-content: space-around;">   </div> | 1 0 m i n | | | | | | | | | | | | | | | | | |
| <p>Activity 3</p> <p>1. Once the students know that we are going to talk about FABLES, all A and B students gather in two different</p> | 35 | | | | | | | | | | | | | | | | | |




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| | <p>parts of the class and read and take notes about this text about Aesop and his fables. This text taken and adapted from <i>Wikipedia</i>.</p> <p>In order to help students with challenging vocabulary the teacher would post this vocabulary list in the walls so that students can take a look at it easily:</p> <p><u>Student A's difficult words:</u> Nowadays: avui en dia Belong to: pertànyer Among. Entre To cover themes: tractar temes</p> <p><u>Student B's difficult words:</u> slave: esclau BCE: abans de Crist Renaissance: Renaixença (període de la història que va des del segle XIV al XVII).</p> <p>STUDENT A.</p> <p><i>Aesop was a Greek fabulist who wrote a lot of fables. Nowadays no writings by him survive but his tales continue to this day thanks to the storytelling tradition.</i></p> <p><i>The fables originally belonged to the oral tradition and were not collected for some three centuries after Aesop's death. On the arrival of printing, collections of Aesop's fables were among the earliest books in a variety of languages.</i></p> <p><i>Initially the fables were addressed to adults and they covered religious, social and political themes.</i></p> | min. |
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| | | <p>STUDENT B.</p> <p><i>Aesop (620 – 564 BCE) was a storyteller who wrote a lot of fables.</i></p> <p><i>Many of the tales are characterized by animals and inanimate objects that speak, solve problems, and generally have human characteristics.</i></p> <p><i>Aesop's Fables, or the Aesopica, is a collection of fables written by Aesop, a slave and storyteller believed to have lived in ancient Greece between 620 and 564 BCE.</i></p> <p><i>In the Renaissance his fables were used for the education of children.</i></p> <p>2. The two students explain their notes to their partner and need to answer the following questions in complete sentences: They give the teacher a piece of paper with all the answers so that the teacher can check whether they are right or wrong and provide some feedback.</p> <p>READING COMPREHENSION:</p> <ul style="list-style-type: none"> • When and where was Aesop born? • Who was Aesop? What did he do? • What are fables? What are their characteristics? • When were the fables collected? • What topics did fables talk about? • How were they used in the Renaissance? | |
| | <p>Activity 4</p> | <p>3. Wrap up / assessment activity: When the students finish answering these questions they would answer individually a true and false Quizzizz game about the lesson's contents. https://quizzizz.com/admin/quiz/5c86d4a4eccc51001ba7db9f</p> | <p>10 min.</p> |



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| | | <ul style="list-style-type: none"> - A fable is a tale where a human acts like an animal. (F) - Fables can talk about religious, political and social themes. (T) - Aesopus was born in Rome. (F) - Aesopus lived between 620 and 564 after Christ. (F) - The fables originally belonged to oral tradition. (T) - At the beginning, tales were addressed to adults but during the Renaissance they were used to educate children. (T) | |
| S E S S I O N 2 | Activity 5 | <p>As a warm-up activity the class will start with a quick Kahoot with the following questions:</p> <ol style="list-style-type: none"> 1. A fable is a tale where persons / animals / objects speak and solve problems. 2. Aesop was a fabulist / fabulous / writer 3. Aesop lived between 620 – 564 before Christ / after Christ 4. Aesop lived in Rome / Greece / India / Spain 5. The fables originally belonged to the oral / written tradition 6. Initially the fables were addressed to adults / children and they covered religious, social and political themes. 7. In what period of history were fables used to educate the children? The Middle Ages / the Renaissance / the Romanticism 8. A famous fable is the lion and the turtle / the lizard and the turtle / the hare and the turtle. | 8 min. |
| | Activity 6 | <p>Before doing a running dictation about the fable of the hare and the tortoise, the teacher pairs up the students using instant classroom and gives them a set of cards in order to play the memory game. These cards contain the most difficult words they are going to see in the following text. This way, they can be confident about the most challenging words and gives them some context about what they are going to read afterwards. They are allowed to use linguee or wordreference if they don't know the meaning of any of the words.</p> | 8 min. |




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| BRAGGING |  | | |
| SPEEDY |  | | |
| REST |  | | |

OVERSLEPT



CATCH UP



| | | | | | | | | | | | | | | | | | | | |
|--------------------------|---|--|---|---|---|--|---|--|---|--|---|---|---|-----------------------------------|---|---|---|--|-----------------------|
| | OVERCONFIDENT |  | | | | | | | | | | | | | | | | | |
| <p>Activity 7</p> | <p>Each member of the pair is either A or B and they start a Running dictation. They have to find four A sentences and four B sentences that they have to memorise and dictate to their partner in a sequence of: run – memorise – dictate – listen to the other student – write down and start again. When they all have their sentences they have to do a first draft and put the fable in order. They show this first draft to the teacher to see if the order is correct. Once they make sure that the story is in chronological order, they can stand up and see the prompts in the class to make sure they don't make any spelling mistakes. They have to do a final draft with the fable. This text is taken from the following webpage: https://www.momjunction.com/articles/best-animal-story-books-every-children-should-read_0078156/#qref</p> <table border="1" data-bbox="434 906 1583 1297"> <tr> <td>A</td> <td>Tired of the bragging of a speedy hare, a tortoise challenges it to a race.</td> </tr> <tr> <td>B</td> <td>The overconfident hare accepts the competition and runs as fast as it can after the race begins.</td> </tr> <tr> <td>A</td> <td>Soon it gets tired and decides to rest, thinking that there's plenty of time</td> </tr> <tr> <td>B</td> <td>to relax before tortoise can catch up with it.</td> </tr> <tr> <td>A</td> <td>Meanwhile, the tortoise continues to walk slowly,</td> </tr> <tr> <td>B</td> <td>until it reaches the finish line.</td> </tr> <tr> <td>A</td> <td>The overslept hare wakes up, only to be shocked</td> </tr> <tr> <td>B</td> <td>that a slow moving tortoise beat it in the race.</td> </tr> </table> | | A | Tired of the bragging of a speedy hare, a tortoise challenges it to a race. | B | The overconfident hare accepts the competition and runs as fast as it can after the race begins. | A | Soon it gets tired and decides to rest, thinking that there's plenty of time | B | to relax before tortoise can catch up with it. | A | Meanwhile, the tortoise continues to walk slowly, | B | until it reaches the finish line. | A | The overslept hare wakes up, only to be shocked | B | that a slow moving tortoise beat it in the race. | <p>40 min.</p> |
| A | Tired of the bragging of a speedy hare, a tortoise challenges it to a race. | | | | | | | | | | | | | | | | | | |
| B | The overconfident hare accepts the competition and runs as fast as it can after the race begins. | | | | | | | | | | | | | | | | | | |
| A | Soon it gets tired and decides to rest, thinking that there's plenty of time | | | | | | | | | | | | | | | | | | |
| B | to relax before tortoise can catch up with it. | | | | | | | | | | | | | | | | | | |
| A | Meanwhile, the tortoise continues to walk slowly, | | | | | | | | | | | | | | | | | | |
| B | until it reaches the finish line. | | | | | | | | | | | | | | | | | | |
| A | The overslept hare wakes up, only to be shocked | | | | | | | | | | | | | | | | | | |
| B | that a slow moving tortoise beat it in the race. | | | | | | | | | | | | | | | | | | |

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| | | | |
| | Activity 8 | The students answer to a Mentimeter rubric in order to self-assess their knowledge and participation in the last two sessions. https://www.mentimeter.com/s/db592c04316e632f5f4be0af77bb1ece/af1c786777e7/edit? | 4 min. |
| | In terms of academic content, what are the students learning and what are they learning to do? | The students are doing a very complete CLIL lesson that includes some literature notions as well as some history all wrapped-up with values and morals. | |
| | In terms of language, what are the students practicing or learning to do? | In terms of language students practice and revise the Present Simple (the turtle continues to...), the Past Simple (Aesop was born in Greece), the use of personality adjectives (overconfident...) and the use of connectors (meanwhile...). | |
| | In what way is this lesson plan a good example of what we learnt in the GEP course session? | I tried to design a different and atypical lesson plan that includes transversal knowledge from different topics (Literature, History, Ethics and Morals). I think there's varied input and each session has got a brainstorming, a main activity and a little game to close the session (wrap-up activity). I tried to include digital tools learnt from GEP as well. | |
| | Other important | | |



| | | |
|--|----------------------------------|--|
| information | | |
| ANNEXES (materials, handout, pictures... if not possible to include in the activity section.) | After self-assessment checklist. | |

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 |



| | |
|--|---|
| <p>5. Support is provided to help students write (the students are provided with language patterns, language frames, vocabulary banks...)</p> | <p>These tasks are not very creative. I would use another session so that the students could write their own fables and here, at this point support would be crucial.</p> |
| <p>6. The teacher uses different strategies to help students throughout the process of reading and writing</p> | <p>Yes</p> |
| <p>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.</p> | <p>Yes</p> |
| <p>8. At least the teacher uses 1 type of assessment (self-assessment, teacher assessment or co- assessment)</p> | <p>Yes</p> |
| <p>9. At least teacher used 1 type of designed assessment tool during the sessions (rubric, digital app, checklist, personal dossier...)</p> | <p>Yes</p> |

Activity 1.

| | |
|------------|-------------|
| living | Things |
| vertebrate | Animals |
| Five | Kingdoms |
| aquatic | environment |

Template adapted from CLIL-SI 2015.

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



| | |
|----------|------------|
| internal | Skeleton |
| thermal | Insulation |
| Cold- | Blooded |
| salted | water |

Activity 3.**Student A's difficult words:**

Nowadays: avui en dia

Belong to: pertànyer

Among. Entre

To cover themes: tractar temes

STUDENT A.

Aesop was a Greek fabulist who wrote a lot of fables. Nowadays no writings by him survive but his tales continue to this day thanks to the storytelling tradition.

The fables originally belonged to the oral tradition and were not collected for some three centuries after Aesop's death. On the arrival of printing, collections of Aesop's fables were among the earliest books in a variety of languages.

Initially the fables were addressed to adults and they covered religious, social and political themes.

STUDENT B.

Aesop (620 – 564 BCE) was a storyteller who wrote a lot of fables.

Many of the tales are characterized by animals and inanimate objects that speak, solve problems, and generally have human characteristics.

Template adapted from CLIL-SI 2015.

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Aesop's Fables, or the Aesopica, is a collection of fables written by Aesop, a slave and storyteller believed to have lived in ancient Greece between 620 and 564 BCE.

In the Renaissance his fables were used for the education of children.

Student B's difficult words:

slave: esclau

BCE: abans de Crist

Renaissance: Renaixença (període de la història que va des del segle XIV al XVII).

Now answer the following questions in complete sentences:

READING COMPREHENSION:

- When and where was Aesop born?
- Who was Aesop? What did he do?
- What are fables? What are their characteristics?
- When were the fables collected?
- What topics did fables talk about?
- How were they used in the Renaissance?

Activity 6.

Template adapted from CLIL-SI 2015.

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



| | |
|----------|---|
| BRAGGING |  |
| SPEEDY |  |
| REST |  |

Template adapted from CLIL-SI 2015.

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

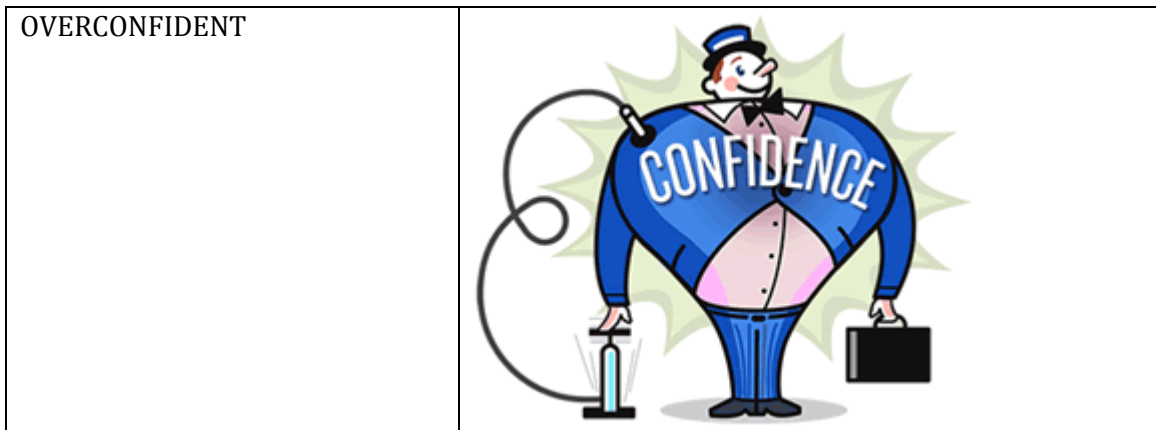


OVERSLEPT



CATCH UP





Activity 7. RUNNING DICTATION

| | |
|---|--|
| A | Tired of the bragging of a speedy hare, a tortoise challenges it to a race. |
| B | The overconfident hare accepts the competition and runs as fast as it can after the race begins. |
| A | Soon it gets tired and decides to rest, thinking that there’s plenty of time |
| B | to relax before tortoise can catch up with it. |
| A | Meanwhile, the tortoise continues to walk slowly, |
| B | until it reaches the finish line. |
| A | The overslept hare wakes up, only to be shocked |
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