

GEP 1

First CLIL steps...



Júlia Cabrerizo Puntí
Escola Xarau
Final task
GEP 1 2018-2019



GEP 1	Task 1 : Input & Cooperative /Collaborative learning in CLIL	
Title of the lesson or topic	Welcome to Cerdanyola!	
Course / year / age	Year 5	
Timing	2 sessions, 7 activities	
Collaboration with		
Short description of the session/s	This is a social science activity. Students work on their hometown. These activities could be set on a larger project where students, asked by the city council, elaborate a leaflet about Cerdanyola to promote tourism in the town. In this sense, students feel the need to use the language for a real purpose. Activities are mostly carried out in cooperatives groups. These groups are already established by the class tutor and have a name. There are five groups. Each group is made of five students. The names are chosen by the students at the beginning of the school year and translated into English. In this case the names are: The Singers, The Five Stars, The Travellers, The A Team, The Little Gigants.	
<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	Activity 1 Brainstorming	A video of Cerdanyola is shown (https://www.youtube.com/watch?v=j8M4W-ErnsA). The video is played with no sound. Students are asked what the video is about and what topic they think it is going to be dealt with. Questions:



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- *What is this video about?*
- *What do you think we are going to do?*
- *Are you familiar with these places?*

Students are provided with some language support to express their opinions and answer the questions exposed. It is projected for the students to follow.

Language support:

- *What is this video about?*
- I think this video is about
- In this video I can see....
 - *Are you familiar with these places?*
- Yes, I can see... (Cerdanyola's Town Hall)
 - *What do you think we are going to do?*
- I think we are going to...

**Activity 2: let's
guess**

Students are provided with four flashcards (shown below) of urban equipment.



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Pupils are asked how are these places called. The teacher asks:

- *What can you see in these images?*

The teacher helps students to answer by providing the sentence starter: *I can see...*

Once the names are found (*park, swimming pool, school, sport centre*) the teacher writes them on the board. Afterwards the teacher asks the following questions:

- *How many ...(parks, swimming pools, schools, sport centres)... do you think we can find in Cerdanyola?*
- *Where do you think the ...(parks, swimming pools, schools, sports centres)... are?*



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Students are provided with the following language support to answer (written on the board)

In cerdanyola I think there are(parks, swimming pools, schools, sports centres).

I think there is a (parks, swimming pools, schools, sports centres) in and another in

Students gather in cooperative groups. Groups are given a grid they need to fill in regarding different Cerdanyola urban equipment (quantity, names and situation). Students discuss and agree on a concrete number.



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Facilities	Quantity How many can we find in Cerdanyola?	Names Name some of them	Place Where can we find them?
Swimming pools			
Sports Centre			
Schools			
Parks			

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To carry on the discussion each group is given some colourful cards with language support.

I think in Cerdanyola there are (swimming pools / parks / schools / sports centres)



Activity 3: Did you know..?

Through the cooperative strategy the *expert groups* students read a text about urban equipment of Cerdanyola (each group a different text: about swimming pools, parks,..) and extract the relevant information completing the second part of the grid. To make the groups a game will be played. Students get in their cooperative groups and they are asked to line up according to their date of birth. They have to use gestures as talking is forbidden. Once each group is lined up, each child is given a card with a colour. Four new groups are formed according to the colour of the card given. Three groups are made of 6 students and one is made of 7 students. To read the text students follow the cooperative strategy *share reading*. This cooperative strategy consists of one student reading a part of the text, another explaining what he/she has read and another correcting the information if necessary. Students' roles change once a sentence is read.

Children report back the information to their groups and the grids are completed. Groups compare their first guesses with the information from the text.

Example of text (To see all texts follow this link

<https://docs.google.com/document/d/1JB0SBqmnK2XNHe7IpwGzmttgR9sFRBXDInE4voyaOJA/edit?usp=sharing>)



Swimming pools

We all know that as soon as May comes it's hot and everybody wants to cool down! The best way to do it?? Swimming! In Cerdanyola we can find 5 swimming pools. Two of these swimming pools, *Can Xarau* and *Guiera* are indoor swimming pools and can be used all year round. They offer swimming courses for children, adults and even babies! When Spring hits the town and the weather is nice and hot everybody wants to go to the outdoor swimming pools! We can find 3 outdoor swimming pools, all of them, though, are a bit far from the city centre. The Centre Cívic Montflorit swimming pool, in "Montflorit" district, the Bosc Tancat swimming pool in the district of "La Farigola" and the Turonet Swimming pool in the district of Canaletes. So you know, don't miss out! If you want to cool down, come to Cerdanyola!





	Activity 4: Let's share it	<p>The spokesperson of the each group share with the class their guesses. The whole class discuss how well they think they know their own hometown.</p> <p>The teacher may ask some of theses questions to the groups.</p> <ul style="list-style-type: none">- <i>Did you know that...?</i>- <i>How many parks did your group write down?</i>- <i>Are there any swimming pools you haven't heard of?</i>- <i>Have you ever been to park?</i> <p>Groups are provided with some language support to expose their guesses:</p> <ul style="list-style-type: none">- We guessed<ul style="list-style-type: none">● The number of...● The name of- We didn't guess....<ul style="list-style-type: none">● The number of...● The name of- We have never been to
S E S I O N 2	Activity 5: How well do you know Cerdanyola?	<p>The following questions are written on the whiteboard:</p> <ul style="list-style-type: none">- How many inhabitants live in Cerdanyola?- What mountains and hills surround Cerdanyola?- Are there any rivers in Cerdanyola? How are they called?- What are the limits of Cerdanyola?- How many districts can we find in Cerdanyola? Name some of them <p>Questions are read and the teacher makes sure the meaning of the questions are understood. Pictures are shown to ensure its</p>



understanding.



Students gather in cooperative groups. Through the cooperative strategy *think-pair-share* students try to answer the questions. Their final answers are written on colourful DIN A5 and stuck on a DIN A2 where the questions are written. Students are provided with the following colourful cards as a language support to answer the questions:



In Cerdanyola there are inhabitants

Cerdanyola limits with

In Cerdanyola there are districts. Some of them are

Cerdanyola is surrounded by hills/mountains.....

There is/are river(s) in Cerdanyola

Activity 6:

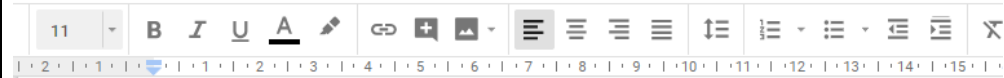
Let's research!

Each cooperative group is assigned a question to answer. Students search online for the answer and write them down on a googledoxcs share by teacher. Pupils are provided with the following websites:

- The Townhall website (English version) <https://www.cerdanyola.cat/>
- The wikipedia English version https://en.wikipedia.org/wiki/Cerdanyola_del_Vall%C3%A8s
- The wikipedia Catalan version https://ca.wikipedia.org/wiki/Cerdanyola_del_Vall%C3%A8s



Complements Ajuda Tots els canvis s'han desat a Drive



Group 1:

Name of the group:

Members of the group:

- How many inhabitants are in Cerdanyola?

Group 2:

Name of the group:

Members of the group:

- What are the limits of Cerdanyola?

Group 3:

Name of the group:

Members of the group:

- What mountains and hills surround Cerdanyola?

Group 4:

Name of the group:

Members of the group:

- How many rivers can we find in Cerdanyola? How are they called?

Group 5:

Name of the group:

Members of the group:

- How many districts can we find in Cerdanyola? Name some of them.

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<p>Activity 7: This is Cerdanyola</p>	<p>Through the cooperative activity <i>the turning sheet</i> groups write a short description of Cerdanyola using the structure <i>there is/ there are</i> with all the information obtained in the previous activities. A template is projected for the students to follow.</p> <p>Follow this template to describe Cerdanyola</p> <hr style="width: 50px; margin-left: 0;"/> <p><i>Cerdanyola is a great town that has extension of km. It's quite a <u>bif</u> town with a population of inhabitants.</i></p> <p><i>Cerdanyola limits with and</i></p> <p><i>Cerdanyola has a river called and</i></p> <p><i>Regarding its facilities we can say that in Cerdanyola there is/There are.....</i></p> <p><i>Cerdanyola is great because</i></p>
<p>In terms of academic content, what are the students learning and what are they learning to do?</p>	<p>Students are learning about their hometown. They reflect upon how well they know their own hometown. They learn about the inhabitants of Cerdanyola, the hills that surround it, the rivers and its limits. They also work on their hometown urban equipment. They learn to read and extract information, search online, make guesses and share information. They work cooperatively.</p>
<p>In terms of language, what are the students practicing or learning to do?</p>	<p>In terms of language students work on the structure “There is/There are” and practise to do descriptions. Students also work on the following specific vocabulary related to town:</p> <ul style="list-style-type: none"> - Swimming pool - Park - Sports centre - School



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	<ul style="list-style-type: none">- River- Mountains/hills- Inhabitants- Districts- Extension- Population <p>Students also make predictions (<i>I think</i>), discuss (<i>I agree, I don't agree</i>), share information, read a text and extract specific information.</p>
In what way is this lesson plan a good example of what we learnt in the GEP course session?	Students work cooperatively and use the language to construct meaning. Activities promote self-reflection and guessing. The teacher conducts the activities but the children are the ones searching for information, contrasting and comparing.
Other important information	
ANNEXES (materials, handout, pictures... if not possible to include in the activity section.)	



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



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6. The input and activities presented cater to multiple intelligences	Yes/No
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



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GEP 1	Task 2: Reading, writing and Assessment in CLIL
Title of the lesson or topic	Welcome to Cerdanyola (follow up)
Author	Júlia Cabrerizo Puntí
Course / year / age	Year 5
Number of sessions	3 sessions, 8 activities
Collaboration with...	
Main objectives of the sessions	<ul style="list-style-type: none">● To write a short text● To read and extract information● To discuss and give a point of view● To share information with a partner● To work cooperatively in pairs and groups● To get used to the googlemaps dynamics● To discover emblematic places of the students hometown● To rediscover students hometown
Short description of	This is a social science activity. Students work on their hometown. These activities could be set on a larger project

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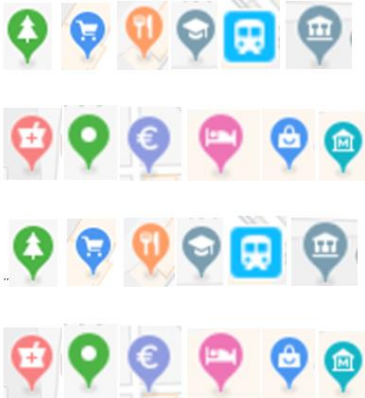
the sessions	where students, asked by the city council, elaborate a leaflet about Cerdanyola to promote tourism in the town. In this sense, students feel the need to use the language for a real purpose. These activities are a follow up of the activities of task 1. In this case students work in groups and basically pairs to write a short text guiding a tourist to an emblematic place of Cerdanyola. To do so, students get familiar with googlemaps, work on directions, discover emblematic places of Cerdanyola and discuss and agree on the best way to get there. To carry out all these activities children have a laptop available at all times.
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To carry out these activities students are provided with a laminated sheet with language they may use working in pairs and groups https://drive.google.com/file/d/1sAL3YOBByKV5DU7V7vbgDkwbn-3grXstS/view?usp=sharing	Timing
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S E S S I O N 1	Activity 1: Let's get to know googlemaps	<p>Students are given a googlemaps icon. They need to go around and find the person with the same icon (or similar).</p>  <p>Students are sent the following link https://goo.gl/maps/Ty8hnLfaeQ22. They need to follow it to discover the meaning their icons. Students are given the following questions to answer.</p>	30 min
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1. What does your icons refers to?

2. How many can you find in cerdanyola?

3. Can you name some of them?

Pupils are also provided with a card with ideas to answer the questions.



My icons refers to a .. (pharmacy/hotel/...).

*In Cerdanyola there are/ there is.....
(hotels/...)*

For example

Once the pairs are done they are given a blank grid they need to complete sticking the name of the place, the icon and examples.(see <https://drive.google.com/file/d/1Herv7NR7oZqcRy33Wf8Qk-73qr5d3Bla/view?usp=sharing>)

Running dictation dynamic

To fill it in, firstly a game is played. One person of the pair is the *runner* and the other the *speaker*. Speakers stand still in one place with the answer of their icon. The *runners* go around asking the *speakers* for information to complete the grid. Runners need to be quick and ask only for the information the pair do not know. The same questions are used but now projected:

https://docs.google.com/presentation/d/1u4A12WZ7p0NDD7KCx8YtZ803G_eiJ2AxEHhrEjI26M/edit?usp=sharing

Once a runner decides he/she has enough information she/he goes where his/her partner is and they sit down to complete the grid. Obviously, once they are sat down the *speaker* can't give more information and the *runner* can't go to another speaker to ask again. The winner pair will be the pair whose grid is completed the quickest and it is



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		correct.	
	Activity 2: Giving directions	<p>To warm up for the next activity and practise the vocabulary needed to give directions a simple game is played. It is a version of simon says where the traffic signs: Stop, turn left, turn right and straight on are projected. Students need to follow the sign projected and run to the left, run to the right, stop or go straight on</p> <p>https://docs.google.com/presentation/d/1wKwXxwi1Dndq56vfjITBAKj8DRh5OjhxBAMLEr_zgM/edit?usp=sharing.</p> <p>If they miss, they are out. Afterwards, the game is played again only with the teacher calling out.</p>	10 min
	Activity 3: Do you trust me?	<p>To embrace the language needed to give directions the pairs get together again. They are given a ribbon. The person that acted as the speaker blinds his/her eyes and the other guides he/she around the class. Afterwards, they change roles.</p>	20 min
S E S S I O N 2	Activity 4: Jigsaw activity (Expert groups)	<p>Students are given a part of jigsaw with a part Cerdanyola's map on one side and a colour, a letter and a picture on the other. They need to go around and find the other parts of the map. Six groups are formed, each group is made of 4 students. Behind the map there is picture of an emblematic place in Cerdanyola with its name. Each group is divided into two pairs according to their letter (A or B). See https://drive.google.com/file/d/1J_2pNJP0oaDvltij1BIQp-QpJwS-x_Kt/view?usp=sharing</p> <p>Each pair has de mision to find specific information about the emblematic place. To do do, the following document is shared https://docs.google.com/document/d/1Ms4xerB1trOfwsdsam_2sspt5fWQYfzr1bth0rAkgYA/edit?usp=sharing</p>	30 min
	Activity 5: Jigsaw activity (Base groups)	<p>Once pairs have finished the documents are printed. Groups get back to together and pairs are made but according to the colour of the jigsaw instead of the letter. Red pairs work on questions 1,4 and 5 and blues questions 2,3 and four. Students need to ask for the questions they do not know and take notes. Afterwards they get back to their original pairs and dictate the information</p>	30 min

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s e s i o n 3	Activity 6: Design your route	Children get in pairs according to the colour of their cards. They are asked to go to the English version of Google Maps and search for the best way to get to their emblematic place from the train station (walking). Google Maps may be asked to take the bus, in this case the option can be considered. Students' mission is to do a guided tour for tourist guiding a person from the train station to the emblematic place passing by interesting places (shops, restaurants, schools, markets...). This is the reason why children are advised that the "best way may not be the quickest". Pairs agree on a route and the places the tourist will be passing by.	15 min
	Activity 7: Let's write!	Pairs are given the following cards with the language needed to guide a person. Firstly they are only asked to write sentences with the following language. <i>Go right/left /straight on</i> <i>Take the (Verge del Pilar) road....</i> <i>Turn right/left</i> <i>Stay on the road for (two) minutes</i> <i>On your right/left you will see</i> <i>Take the bus number and get off at stop</i>	30 min



Pairs are provided with the following checklist to do the task:

Checklist	
1. Write at least seven sentences	
2. Use at least 4 of the cards given as example to write the sentences	
3. Mention at least two places the person can see during the tour	
4. Write the name of the roads/streets in capital letters	
5. Make sure to mention where does the tour start (train station) and where does it finish	

Secondly sentences are linked and punctuated with the following language:



	<p>Finally next</p> <p>When you get to.... go.....</p> <p>after that Then</p> <p>Finally, to make it star, pupils are suggested some extra language they may use:</p> <p>It's just around the corner</p> <p>It's not far It's a bit of a way</p> <p>If you look up/down you will notice</p> <p>Take a good look at</p>	
Activity 8: Assesment activity	Once the writings are finished students swap their writings with another pair. Firstly they need to go on googlemaps and follow the route proposed in the writing and see if the indications are correct. Afterwards, pairs	15 min



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	are given the following grid to assess their classmates writing so that they can improve it. https://drive.google.com/file/d/1ARkypzKKxH0PuP41cQ3IyDaSw_T-sBNp/view?usp=sharing	
In terms of academic content, what are the students learning and what are they learning to do?	Students work on their hometown. They look up for specific information about emblematic places of Cerdanyola and share it. They also work on the facilities of their hometown. Spatial orientation is worked through googlemaps. At the same time children get used to googlemaps practising to go from one place to another, checking different routes, getting used to googlemaps icons,...	
In terms of language, what are the students practicing or learning to do?	In terms of language students work the following aspects: <ul style="list-style-type: none">● Facilities in town vocabulary:<ul style="list-style-type: none">○ Sports Centre○ Market/Supermarket○ School○ Bus/train○ Doctor○ Pharmacy○ Bank○ Hotel○ Shop○ Museum○ Restaurant/ Coffe shop	



- Quantity
 - How many can we find in Cerdanyola?
 - In Cerdanyola there is/ there are schools

- Giving directions
 - go + direction (right, left, through, straight on) go right
 - take + road name Take the Verge del Pilar road
 - turn + right/left
 - stay on + road name for + distance or time Stay on Francesc Layret Road for 2 minutes
 - On your right/left you will see...
 - It's just around the corner
 - It's not far.
 - It's a bit of a way.
 - If you look up you will notice...
 - Take a good look at...

- Linking words
 - after that
 - then
 - next
 - when you get to...go...
 - finally



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	<ul style="list-style-type: none">● Language needed to describe an emblematic place<ul style="list-style-type: none">○ It can be found in...○ It was first built in....○ It can be visited
In what way is this lesson plan a good example of what we learnt in the GEP course session?	The activities proposed have the main objective to develop reading and writing skills in CLIL sessions. To do so, students share information, dictate one another and work in pairs and groups. Reading activities are active and combine paper reading with ICT reading as well as pair and group reading. When it comes to writing students are always given a template to follow and are provided with language support to make the task easier. All the activities require pairs and groups to talk, discuss and agree that it is why students are provided with a grid with language support to talk to one another.
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. Support is provided to help students read and understand texts.	YES
2. Before-, during- and after- reading activities are prepared.	YES



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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

