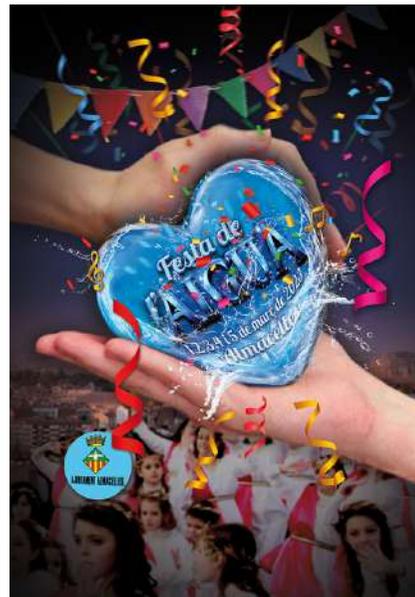


Water Project

GEP1: 2023-24



Escola Antònia Simó i Arnó

ANA MARIA CAMI FERRER ALBA PROS MORELL LAIA CEQUIEL MIR

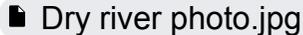
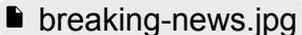
TASK 2 : READING & WRITING AND ASSESSMENT IN CLIL	
TITLE OF THE LESSON OR TOPIC	Water Project
AUTHORSHIP	ANA MARIA CAMI FERRE, LAIA CEQUIEL MIR and ALBA PROS MORELL
SCHOOL	Escola Antònia Simó i Arnó
COURSE / YEAR / GRADE	CM (3r and 4t)
TIMING	3 sessions of 1 hour and a half each one (4 hours and a half)
COLLABORATION WITH...	Sindicat de regs d'Almacelles
OBJECTIVES OF THE SESSION	To name three ways to avoid wasting water. To describe the water flows from the Pyrenees to Almacelles.



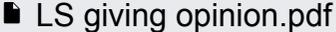
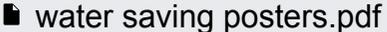
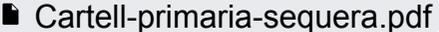
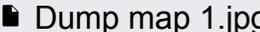
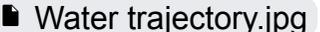
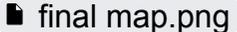
Template adapted from CLIL-SI 2015. More information at: <http://grupsderecerca.uab.cat/clils/>



SHORT DESCRIPTION OF THE SESSION	<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
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S E S S I O N 1	<p>Activity 1</p> <p>15 minutes</p>	<p>The teacher shows an image of what seems like a valley, but it is a dry river  . Students are encouraged to guess what the image is (brainstorming). After their guessings, the teacher shows the same image, but with the piece of news' headline  . Then, the teacher asks if they have more information about it. Lastly, the teacher gives a piece of news to each pupil and we read the whole text.  </p> <p>The teacher asks students to pay attention to highlighted words to understand the whole meaning. There is a language support poster to understand it better.  </p> <p>During this lesson there are a couple of SDGs (Sustainable Development Goals) which are also treated. The 4th SDG, Quality Education and the 13th, Climate Action, these goals are <i>“an urgent call for action by all countries - developed and developing - in a global partnership. They recognize that ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth – all while tackling climate change and working to preserve our oceans and forests.”</i> From the United Nations SDG purposes.</p>
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	<p>Activity 2</p> <p>20 minutes</p>	<p>After reading the text, we debate the water waste in Catalonia. Students have to express their opinions and concerns using the language support.  They must respect all the opinions and be polite with all the answers.</p> <p>Moreover, we have to think about actions to reduce wasting water at school and home.</p>
	<p>Activity 3</p> <p>50 minutes</p>	<p>Students are divided into groups. The groups are made by using the popsicle sticks with their names. Each group has to choose an action to reduce water consumption and make a poster using artistic techniques such as lettering or drawings. These posters are going to be displayed in the different school places (corridors, restrooms, classrooms or canteen).</p> <p>Examples: </p> <p>There are going to be some posters in Catalan with similar information too, such as . When all the posters are finished, each group is going to show their own one and they have to say where they will hang it. They can use the language support from the previous activity to give their opinion about the place.</p>
<p>S</p> <p>E</p> <p>S</p> <p>S</p> <p>I</p> <p>O</p> <p>N</p> <p>2</p>	<p>Activity 1</p> <p>30 minutes</p>	<p><i>Where does Almacelles' water come from?</i> With this initial question, we are going to introduce session 2.</p> <p>Students try to make short sentences orally to say where they think water comes from to our homes. Then, we will show on the screen a dumb map from the Pyrenees up to Almacelles . We ask the students about what they can see on the map. After that, we show the same dumb map with the water trajectory from the Pyrenees to Almacelles (marked on the map) . We try to name the different towns and rivers that appear on the map and, finally, we show the same map with all the names (towns, rivers, swamps, and reservoirs) that we want the students to know. </p> <p><i>*Students already have done a similar activity in Catalan, and they are also going to go on a school trip to some of the swamps and towns that appear on the map. So this activity prepares them for the trip.</i></p> <p><i>Also on these activities appears the word of the river Éssera and Esera, written in Catalan and Spanish. Doing this, children can be aware of the different ways to name this river.</i></p>



	<p>Activity 2 20 minutes</p>	<p>Students will be divided into groups of 4 members using the roulette with their names that it is in class. They will have the map and all the words that they need to describe the path the water follows. They can use the language support LS interaction.pdf to interact between them and put the words in the correct place on the map. When they finish they can check with other classmates if they have the words in the same place as them. Picture diccionari.pdf In the end, the class corrects their map while watching the screen.</p>
	<p>Activity 3 40 minutes</p>	<p>Once we can identify the path that water follows to arrive in Almacelles, using a map with indications, it is time to write it down on a piece of paper. They will continue working with the same group. On the blackboard, the teacher guides how to write short sentences to describe how water arrives in the town using the vocabulary words that appear on the map and some simple structures with connectors (First, then, after that...). Simple structures - water path.pdf They have to write down the path using all the vocabulary that appeared before and the language support. The teacher will correct the writing individually and later, they have to read it aloud.</p>
<p>S E S I O N 3</p>	<p>Activity 1 45 minutes</p>	<p>Students have to choose one sticker from the box and they have to find the pair by looking at the classmates' stickers. When they have found their pair, they will sit down together to work. The teacher gives each pair a piece of paper with the summary of the water flows from the Pyrenees to Almacelles. Let's summarize.pdf In the summary, there are some gaps to fill with the vocabulary words and images they have been working with (Picture diccionari.pdf). They have to choose the correct word/image to make the statement true. When they finish, they have to exchange the piece of paper with another pair, so they can see if their guess is correct. After that, the teacher shows the correct summary with the correct vocabulary words and students check their choices again.</p>
	<p>Activity 2 15 minutes</p>	<p>Students will be given a piece of paper individually. On the piece of paper, there are different statements about water use. Act 2 s3.pdf Pupils have to say if they are true or false. When all of them have finished, we will correct it orally.</p>



<p>Activity 3 20 minutes</p>	<p>The teacher will give a piece of paper with a checklist to each student.  Checklist.pdf Pupils are encouraged to tell the truth about their assessment. They have to tick or cross according to their self-assessment. When doing this kind of activity, students are conscious about their learning and the teacher can identify the strong and weak points of the project to redesign it if it is necessary. We are going to share our self-assessment with the whole class and talk a little bit about it, trying to improve the weak points with some brainstorming (orally).</p>
<p>Activity 4 “Exit ticket” 10 minutes</p>	<p>Exit tickets, pupils will have to complete the grids with the answers they consider.  Exit ticket.pdf</p>
<p>In terms of academic content, what are the students learning and what are they learning to do?</p>	<p>Students are learning to describe the water flows from the Pyrenees to Almacelles. In addition, they are learning how to understand the current situation with water through the news. Finally, they are learning how to avoid wasting water and the importance of it, how important it is to have water in our homes, and how difficult it is to bring it from the Pyrenees.</p>
<p>In terms of language, what are the students practicing or learning to do?</p>	<p>Students are practicing the structure of simple sentences and the use of connectors. They are learning how to do simple descriptions of an itinerary. They are also learning some vocabulary words about natural elements and landscapes.</p>
<p>In what way is this lesson plan a good example of what we learned in the GEP course modules?</p>	<p>It is a good example because we are helping our students with all the reading and writing process, we provide them with language support to be autonomous learners.</p>
<p>Other important information</p>	<p>Nowadays we are suffering droughts along the country, with this school project we are making students conscious about the importance of water. Also thinking about where the tap water comes from and what will be the consequence to our running water if there is no water on the swamps.</p>



Template adapted from CLIL-SI 2015. More information at: <http://grupsderecerca.uab.cat/clisi/>





Template adapted from CLIL-SI 2015. More information at: <http://grupsdrecerca.uab.cat/clils/>



ANNEXES (paste here all the materials, handouts, pictures, worksheets, language support, etc.)

Session 1



© Image from <https://cadenaser.com/cataluna/2023/11/16/catalunya-viu-lepisodi-de-sequera-mes-greu-registrat-mai-sercat/>



Template adapted from CLIL-SI 2015. More information at: <http://grupsderecerca.uab.cat/clils/>



BREAKING NEWS

vocabulary

 autumn	 spring	 drought	 swamp
 empty	 water	 cause	 region
 town	 agricultural sector	 gardens	 recreational space
 problem	 take care	 avoid	 waste
 measures	 forbid	 fill	 pool

Between **autumn** 2006 and **spring** 2008, Catalonia was living the worst **drought** in history. **Swamps** were almost **empty**, with only a 20% of **water**. This **caused** political and territorial tensions. **Nowadays**, we already have 26 **regions**, 550 **towns** and 6,7 million of people **affected** by drought. This **situation** affects, mostly, to **agricultural sector**, **gardens** and **recreational spaces**.

We **should be conscious** about this **problem** and **take care** of the water we can **avoid wasting**. Some **measures** are being analysed by **experts**, such as **forbid** to **fill home pools** in summer.

“La fase d'emergència per sequera fixa el consum màxim

en 200 litres diaris per persona i 90 de les 202 localitats

del sistema Ter-Llobregat excedeixen aquest líndar.”

<https://www.ccma.cat/324/sequera/tema/sequera/>

www.nacioidigital.cat



Template adapted from CLIL-SI 2015. More information at: <http://grupsdrecerca.uab.cat/clisi/>



**Finish the water
before you ask
for more**



**Short
showers**



**Baths in the
tub**

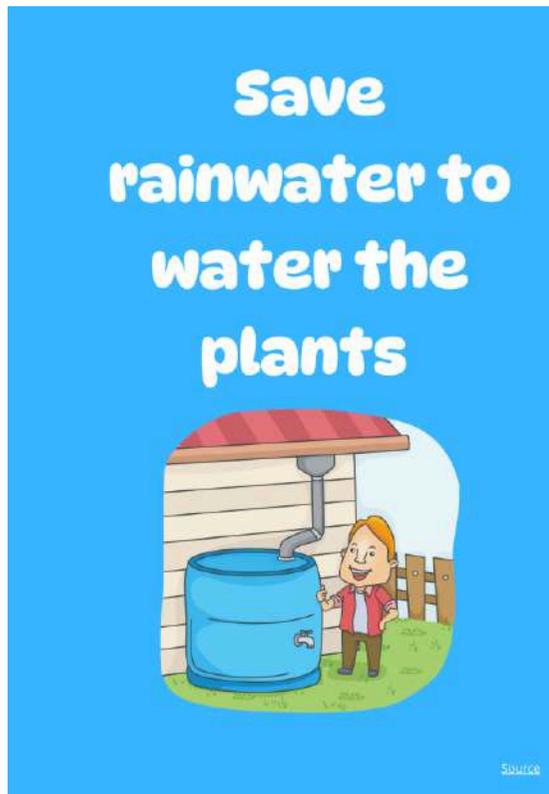


Source

**Turn off the
faucet while
brushing your
teeth or washing
your hands.**



Template adapted from CLIL-SI 2015. More information at: <http://grupsderecerca.uab.cat/clisi/>



EMERGÈNCIA PER SEQUERA

- 1 TANQUEM L'AIXETA MENTRE ENS ENSABONEM LES MANS 
- 2 VIGILEM QUE L'AIXETA QUEDI BEN TANCADA
- 3 NO LLANCEM COSES AL VÀTER



Generalitat de Catalunya 

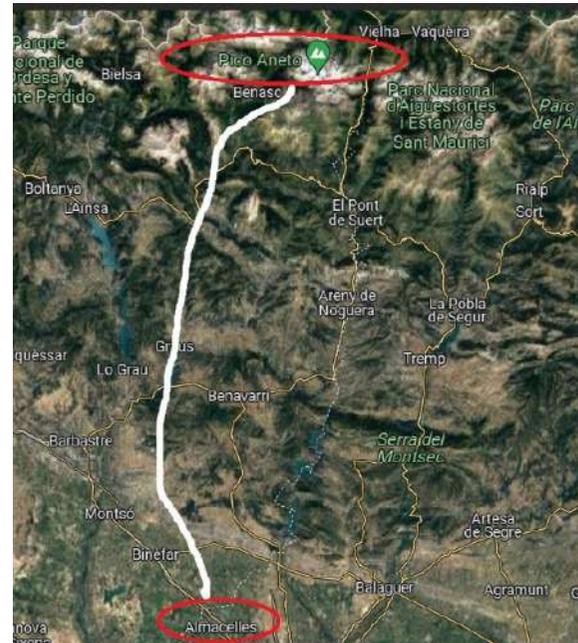
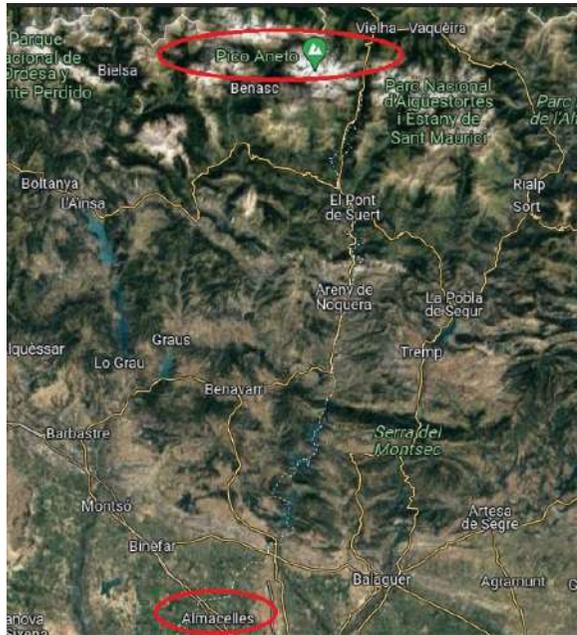
A poster with a light beige background. At the top, the title 'EMERGÈNCIA PER SEQUERA' is written in colorful letters. Below the title are three numbered instructions in teal text. To the right of the first instruction is an illustration of three sad water droplets, one holding a red 'no' sign. Below the instructions is a red bucket. At the bottom right, there is the logo of the Generalitat de Catalunya and a green arrow pointing right.



Template adapted from CLIL-SI 2015. More information at: <http://grupsderecerca.uab.cat/clisi/>



Session 2



© Image from Google maps



Template adapted from CLIL-SI 2015. More information at: <http://grupsderecerca.uab.cat/clilsi/>





How to describe the water path

Water path starts in the ...

It goes through a ...

Then, it crosses ...

After that, it goes ahead between...

Afterwards, water is collected in ...

Finally, water reaches into our homes.

© Image from Google maps

INTERACTION

THIS IS FANTASTIC!
I LOVE YOUR IDEA!

DO YOU KNOW WHAT THIS WORD IS?

LET ME THINK...
I AM NOT SURE ...

LET'S ASK THE TEACHER.
CAN YOU HELP US, PLEASE?

THIS GOES...
...AT THE BEGINNING.
...BEFORE.
...AFTER.

I DON'T KNOW.

I DON'T REMEMBER.



Template adapted from CLIL-SI 2015. More information at: <http://grupsderecerca.uab.cat/clilsi/>



Session 3

LET'S SUMMARIZE...

Water path starts in the _____.
 It comes down the _____ and through "Maladeta" _____. It goes ahead between two _____; Cebollés and Gallinero.
 Then, water crosses some _____ like Benasc and splits into two _____, Isábena and Éssera. It crosses Graus and, afterwards, it is collected in _____ which is near the _____.
 Finally, water arrives to _____ so we can get it just opening the _____.

PYRENEES 	MOUNTAIN RANGE 	NATIONAL PARK 
PEAK 	RIVER 	VALLEY 
RESERVOIR 	CONNECTION CANAL 	TOWN 

Are these sentences true or false?

- People can take baths and fill the tub. 
- Turn off the tap while brushing your teeth. 
- Wash your hands and don't turn off the tap. 
- You can play water games. 
- Don't throw rubbish in the rivers or seas. 



Turn off the tap

Water project Checklist

Name: _____

- I know the vocabulary (mountain range, peak, valley, reservoir, ...)
- I know the name of the rivers (Éssera and Isábena)
- I can name three actions to avoid wasting water.
- I have participated in the different activities.
- I can describe the water path from the Pyrenees to Almacelles.

Water Project

Name: _____

Exit Ticket

- 3 Things I learned today 
- 2 Things I want to learn more 
- 1 Question I have 



Template adapted from CLIL-SI 2015. More information at: <http://grupsderecerca.uab.cat/clils/>



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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 1 type of assessment is included (self-assessment, teacher assessment or co-assessment)	yes



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9. At least 1 type of assessment tool is used during the sessions (rubric, digital app, checklist, personal dossier...)	yes
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