

Igualada, my city

GEP2: 2022-23



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| IDENTIFICATION OF THE GEP PROJECT | |
|--|--|
| TITLE- | Igualada, my city |
| STUDENTS' CEFR LEVEL (A1, A2...) | A1 |
| GRADE | 3rd grade |
| CONTENT AREA(S) | Social sciences and maths |
| NUMBER OF SESSIONS (4, 6 OR 9) | 9 |
| TEACHER(S) INVOLVED | Clàudia Pons, Sandra Roca i Núria Mullerat |
| KEYWORDS | Town hall, library, street, square, park, go straight, turn left, turn right, cross the street, restaurant, shops, museum, school, supermarket, cinema, theatre, university, church, swimming pool, market, cafe, playground, station, hospital, river, school, football stadium, bridge, park, police station. |



OUR PROJECT

INTRODUCTION

We realised this year there's been plenty of arrivals of new students from different countries to our school. What could we do to help the new students that have just arrived in Igualada? What would you like others to do for you when you arrive in a new place? Our idea is that it comes from them the idea of showing our city to them. That's why, the final product is going to be a route around Igualada in which the 3rd graders become tourist guides and show some important places (such as the library, the theatre, the cinema, some restaurants, the town hall, some shops, some parks, etc) to the newcomers in our school.

We consider it important to know the city where you live: both for the newcomers and for the ones from Igualada. Becoming a tourist guide for a while in your city it's real, relevant, close, meaningful and motivating. Some intermediate tasks will be deciding the route on a map, making a list of the important places in Igualada, brainstorming about what a good tourist guide should do and creating a poster with the explanation of the places we are going to visit.

DRIVING QUESTION

How can we present Igualada to the newcomers to help them discover their new city?

FINAL PRODUCT

Create a route in a map to show the important places in Igualada to the newcomers of the school and explain them orally and in a poster.



| LESSON PLANNING | | | | |
|---|--|--|--|---|
| Extret del <u>nou currículum</u> (en Català) | | | Developed by the teacher (in English) | |
| ÀREA | COMPETÈNCIES ESPECÍFIQUES | SABERS | LEARNING OBJECTIVES | ASSESSMENT CRITERIA & TOOLS |
| <i>Especifica les àrees/matèries que treballa el teu projecte</i> | <i>Prioritza'n entre 3-5 (extretes del nou currículum) Copia i enganxa del nou currículum.</i> | <i>Prioritza entre 3-5 sabers (extrets del nou currículum) Copia i enganxa'ls (del nou currículum.).</i> | <i>Create 3-5 objectives that integrate both content and language) By the end of the project, students will be able to... (Use these resources to write integrated objectives. See this list of discursive verbs and these lists of action verbs (document 1 and document 2).</i> | <i>Write at least 5 assessment criteria. Make sure they are specific, connected to your learning objectives and that they assess both content and language. For each criteria you create, specify the number of the assessment criteria in the curriculum and the assessment tool you will use</i> |
| Llengua estrangera | <p>Competència específica 2: <i>Comprendre i interpretar textos orals i multimodals breus i senzills, en la llengua estàndard, i identificar el sentit general i la informació més rellevant, valorant, de manera progressivament autònoma, aspectes formals i de contingut bàsics, per construir coneixement, formarse una opinió i eixamplar les possibilitats de gaudi i lleure.</i></p> <p>Competència específica 3: <i>Produir textos orals i multimodals amb coherència, claredat i registre adequats, atenent les convencions pròpies dels diferents gèneres discursius, i participar en interaccions orals variades, amb autonomia, per expressar idees, sentiments i conceptes, construir coneixement i establir vincles personals.</i></p> <p>Competència específica 4: <i>Comprendre i interpretar textos escrits i multimodals,</i></p> | <p>- Bloc: Comunicació oral</p> <p>- Saber: <i>Ús de la llengua estrangera a l'aula amb autoconfiança progressiva.</i></p> <p>- Saber: <i>Comprensió de textos orals en diferents contextos: activitats d'aula, situacions d'aprenentatge en qualsevol àrea i en la vida quotidiana i en mitjans de comunicació.</i></p> <p>- Saber: <i>Ús de models textuais elementals (narració, descripció, diàleg i exposició) en les produccions orals, de forma progressivament autònoma</i></p> <p>-Saber: <i>Interacció oral adequada en situacions d'aula i en contextos formals elementals, amb respecte a les normes bàsiques de cortesia lingüística.</i></p> <p>Bloc:</p> | <p>Students will be able to ...</p> <ol style="list-style-type: none"> 1. Identify and explain the important places in Igualada city. 2. Create a poster with some information about the places. 3. Carry out a route around the city. 4. Guide the newcomers through the city. | <p>1.1 <i>Students can recognise the main important places in their city and they can explain what type of activity we do in every place (example: At the library... I can read a book).</i> Assessment tool: <i>Flashcards and beginning and ending sentences.</i> Curriculum criteria: <i>Llengua estrangera 2.1 and Coneixement del medi natural social i cultural 5.1.</i></p> <p>2.1 <i>Students can create a poster in collaborative groups. Each poster will include a photo and a short text.</i> Assessment tool: <i>Checklist (Let's check our poster).</i> Curriculum criteria: <i>Llengua estrangera 3.1 and Coneixement del medi natural social i cultural 5.2 and 5.3.</i></p> <p>3.1 <i>Students can design a route using the website Google My Map. Each collaborative group links a place in the map.</i> Assessment tool: <i>Follow the instructions (My maps) and Exit ticket (My favourite place).</i> Curriculum criteria: <i>Llengua estrangera 4.1 and 6.1,</i></p> |



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|--|--|---|--|---|
| | <p>reconeixement el sentit global, les idees principals i la informació implícita i explícita, i realitzant, de manera progressivament autònoma, reflexions elementals sobre aspectes formals i de contingut, per adquirir i construir coneixement, i respondre a necessitats i interessos comunicatius diversos.</p> <p>Competència específica 6: Cercar, seleccionar i contrastar informació procedent de diverses fonts, de forma planificada i de manera progressivament autònoma, avaluant la seva fiabilitat, reconeixent alguns riscos de manipulació i desinformació i adoptant un punt de vista personal i respectuós amb la propietat intel·lectual, per transformar-la en coneixement i comunicar-la de manera creativa</p> <p>...</p> | <p>Comprensió lectora</p> <ul style="list-style-type: none"> - Saber: Lectura en veu alta, amb entonació i ritme adequats al nivell cognitiu, amb preparació prèvia. - Saber: Ús d'elements gràfics, textuais i paratextuals progressivament complexos que afavoreixen la comprensió abans, durant i després de l'experiència lectora, en textos de la vida quotidiana, mitjans de comunicació, escolars, de fets i esdeveniments d'interès general. <p>Bloc: Expressió escrita</p> <ul style="list-style-type: none"> - Saber: Producció de textos escolars i socials, de tipologia diversa, dirigits a diferents destinataris, de forma progressivament autònoma i amb una intenció concreta. - Saber: Aplicació d'estratègies elementals, individuals o grupals, de planificació, redacció, revisió i edició de textos escrits i multimodals d'ús escolar i social, en diferents suports, amb diferents propòsits comunicatius i de forma progressivament autònoma. - Saber: Utilització d'elements gràfics i paratextuals adequats al suport, de forma progressivament autònoma, que facilitin l'organització i la comprensió del text produït a l'aula. - Saber: Ús de bastides i altres suports, amb acompanyament, tant en paper com digitals, per millorar la producció de textos propis | | <p>Coneixement del medi natural social i cultural 1.2 and 1.3, Matemàtiques 1.2, 1.3 and 8.1.</p> <p>4.1 Students can guide the newcomers through the city using the route. They will record a video. Each collaborative group can explain, in front of the place, what they can do in every place.</p> <p>Assessment tool: Language support and exit ticket.</p> <p>Curriculum criteria: Llengua estrangera 3.3 and 3.4, Coneixement del medi natural social i cultural 3.3 and 3.4.</p> <p>...</p> |
|--|--|---|--|---|

| | | | | |
|---|---|--|--|--|
| <p><i>Coneixement del medi Natural, Social i Cultural</i></p> | <p>Competència específica 1: <i>Seleccionar i utilitzar dispositius i recursos digitals de forma responsable i eficient per tal de buscar informació, comunicarse i treballar col·laborativament i en xarxa i per crear continguts segons les necessitats digitals del context.</i></p> <p>Competència específica 3: <i>Resoldre problemes i reptes generant cooperativament un producte creatiu i innovador a partir de projectes interdisciplinaris, utilitzant diferents formes de raonament, com el pensament de disseny i el pensament computacional, per respondre a necessitats concretes.</i></p> <p>Competència específica 5: <i>Analitzar les característiques de diferents elements o sistemes del medi natural, social i cultural, identificant la seva organització i propietats, establint relacions entre aquests, per tal de reconèixer el valor del patrimoni cultural i natural i emprendre accions per a un ús responsable, la seva conservació i la millora.</i></p> | <p>- Bloc: Cultura científica: iniciació a l'activitat científica</p> <p>- Saber: <i>Selecció de tècniques d'indagació (observacions, identificació i classificació, formulació de preguntes i prediccions, planificació i realització d'experiments i recerques, cerca de patrons, creació de models, cerca d'informació i de dades, experiments amb control de variables, comunicació dels resultats...) adequades a les necessitats de la investigació.</i></p> <p>- Bloc: Tecnologia i digitalització: digitalització de l'entorn personal d'aprenentatge</p> <p>- Saber: <i>Utilització de les funcionalitats dels dispositius i recursos digitals d'aprenentatge (cerca d'informació, representació del coneixement, creació de continguts digitals...).</i></p> <p>- Bloc: Societats i territoris: reptes del món actual</p> <p>- Saber: <i>Representació de l'espai i de la terra en mapes i plànols a diferents escales emprant, entre altres, els recursos digitals. Utilització de diferents tècniques analògiques i digitals i estratègies d'orientació, a partir de l'observació dels elements del medi en la localització espacial.</i></p> | | |
| <p><i>Matemàtiques</i></p> | <p>Competència específica 1: <i>Traduir problemes i interpretar situacions quotidianes fent-ne una</i></p> | <p>- Bloc:</p> | | |



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|--|--|--|--|--|
| | <p><i>representació matemàtica personal a través de conceptes, eines i estratègies per analitzar-ne els elements més rellevants.</i></p> <p>Competència específica 8: <i>Desenvolupar destreses socials participant activament en els equips de treball i reconeixent la diversitat i el valor de les aportacions dels altres, per compartir i construir coneixement matemàtic de manera col·lectiva.</i></p> | <p>Sentit espacial: localització i sistemes de representació</p> <p>- Sabers: <i>-Representació i elaboració d'itineraris senzills amb referents de l'entorn proper. - Interpretació d'itineraris en plànols fent servir suports físics i virtuals.</i></p> <p>-Bloc: Sentit socioemocional: treball en equip, inclusió, respecte i diversitat</p> <p>- Saber: <i>Descoberta i ús de les tècniques cooperatives en el treball en equip en matemàtiques, escolta activa i respecte pel treball dels altres.</i></p> | | |
|--|--|--|--|--|

| <p style="text-align: center;">CONTENT (KNOWLEDGE AND SKILLS) <i>To complete this project, we will cover the following content</i></p> | |
|--|---|
| <p style="text-align: center;">CONTENT-RELATED KNOWLEDGE</p> | <p style="text-align: center;">CONTENT-RELATED SKILLS</p> |
| <p style="text-align: center;">Places in a city (Igualada). Map working Use of ICT tools (Google maps) Use of interactive language.</p> | <p style="text-align: center;">Giving directions to others. Creating and interpreting a map. Explaining a route in the city. Defining what we can do in every place.</p> |



Using google maps app.
Creating a poster.

CONTENT-OBLIGATORY LANGUAGE

See the Foreign Language *curriculum* of the year you have chosen and select:

1. *Indispensable language items (terminology, academic language)*
2. *Discourse genres (narrative, argumentative, instructional, explanatory, etc.) and text types (a recipe, a news article, an ad, a slogan...)*
3. *Interactional language*

1. *Indispensable language:*

- 1.1. *Specific vocabulary of the city:* the library, the theatre, the cinema, some restaurants, the town hall, some shops, some parks, palace, shopping centre, university,
- 1.2. Grammar items: present tense (simple questions and answers)

2. *Discourse genres:*

2.1 *Descriptive*

There is/There are/ There isn't/There aren't

No, there isn't/ No, there aren't./ Yes, there is / Yes, there are.

Are there__? Is there___?

What is your favourite place in Igualada?

My favourite place is___?

At the _____(place) you can _____(verbs + complements).



2.2 Instructional

Go straight , turn left, turn right, cross, stop, go back.

First we go to the _____ .

Second we go to the _____ .

Then, we go to the _____ .

Finally, we go to the _____ .

2.3. Conversational

Are you ready? I'm ready!

Let's start!

Can you repeat, please?

Use the scissors to cut!

Let's stick to the.....

May I use your glue?

3. Interaccional language

Ict language:

Take your laptop.

Open your session.

Remember your email and password.

Open your science classroom and open the "My google map" site.

Remember to close your session and plug the cable.



USEFUL ABBREVIATIONS YOU CAN USE

| SKILLS | R: Reading | S: Speaking | L: Listening | W: Writing | I: Interaction | |
|-------------|----------------------|----------------------|------------------------|----------------------|---------------------|--------------------|
| INTERACTION | T-S: Teacher-Student | S-S: Student-Student | SG: Small Groups | WG: Whole Group | S-E: Student-Expert | S-W: Student-World |
| ASSESSMENT | PA: Peer Assessment | SA: Self-Assessment | TA: Teacher Assessment | AT: Assessment Tools | | |

UNIT OVERVIEW

| SESSION | ACTIVITIES  | TIMING  | SKILLS  | INTERACTION  | ICT  | ASSESSMENT  |
|---------|---|---|---|--|--|---|
| 1 | <i>Present the topic.</i> | 10' | L | WG | | |
| | Watch a video song and answer questions. | 20' | L-I | WG | IWB | TA: Asking questions. |
| | Vocabulary introduction. | 30' | L-R-I | SG | | AT: Recognizing places. |

| SESSION | ACTIVITIES  | TIMING  | SKILLS  | INTERACTION  | ICT  | ASSESSMENT  |
|---------|---|---|---|--|--|---|
| 2 | Information about the places. | 10' | R-L | WG | IWB | |
| | Flashcards activity and substitution table for sentence writing. | 25' | R-S-I | SG | | AT: Matching pictures and sentences. |
| | Memory game | 25' | S-L-I | S-S (in pairs) | | PA: Remembering. |
| 3 | Locate the important places in My google map. | 15' | L | W-G T-S | | |
| | Group work using laptops. | 30' | I | S-G S-S | 1 laptop per group. | A-T: My google map result. |

| | | | | | | |
|----------|--|--------------|--------------|--------------------|-------------------------------|--|
| | Picking up the laptops. Exit ticket sentence. | 15' | L/S | W-G T-S | | T-A: Exit sentence. |
| 4 | <i>Looking at the Google My Map and creating the route.</i> | 10' | R-S | WG T-S | IWB | |
| | Using connectors to create the route in groups. | 30' | L-W-S | SG S-S | | AT:matching connecting words with pictures route. |
| | Creating the poster | 20' | W-I | SG | 1 laptop per group | PA-TA:arts and crafts creation |
| 5 | Hangman game | 10min | I - W | W-G | - | |
| | Let's continue the poster! Pupils divide into the correct groups and continue the poster. | 45min | I-W-R | S-G | | <u>Let's check!</u> revising A-T (Students) |
| | Letter by letter | 5min | S-L | T-S | - | T-A S-A |



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|---|---|-----|---------|------------|---|--|
| 6 | <p><i>Let's guide our partners!</i> The teacher presents the activity and pupils practise the vocabulary through imitation and body language.</p> | 15' | L-S-I | T-S | - | Understanding, doubts and copying the teacher. Observation of participation. |
| | <p>Where are you now? Pupils set into pairs, one guides and the other covers his/her eyes and follows the directions.</p> | 30' | I-S-L | T-S S-S | - | Use of language support T-A Let's guide! |
| | <p>Exit ticket</p> | 15' | Writing | T-S | - | S-A |
| 7 | <p>Presentation of running dictation</p> | 10' | L | W-G | | |
| | <p>Running Dictation I</p> | 20' | W-R-L-S | S-G | - | |
| | <p>Running Dictation II (language support)</p> | 20' | W-R-L-S | S-G | - | Language Support Guide worksheet T-A |

| | | | | | | |
|----------|---|---|----------------|------------|---------------------|-----------------------------|
| | One word! | 10' | Writing | T-S | - | T-A |
| 8 | <i>Igualada city tour: going from school to Plaça de l'Ajuntament.</i> | 45' | I | S-G | Video camera | A-T: Video recorded. |
| | Stopping there and recording in pairs or threes. | 45' + 45' breakfast and free time. | S | S-G | Video camera | A-T: Video recorded. |
| | Coming back to school. | 45' | I | S-G | Video camera | A-T: Video recorded. |
| 9 | <i>Present the project to the audience at the school.</i> | 10' | | | | |
| | Explain the information about the important places in Igualada and show the posters. | 20' | S | S-W | - | T-A |
| | Self reflection about the project. | 30' | W | T-S | | S-A |

REFERENCES

Welcome to my town. (2019, October 19). ELT Songs. <https://www.youtube.com/watch?v=MB2iBFjKRQo>

SESSION PLANNING

SESSION 1:

OBJECTIVES OF THE SESSION: to recognize the important places we have in our city and recommend them to the class newcomers.

CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION: There are many newcomers in our school. How can we help them discover Igualada? Is there a cinema?

Is there a library? Is there a theatre? Are there any shops?

Vocabulary: town hall, library, street, square, park, restaurant, shops, museum, school, supermarket, cinema, theatre, university, church, swimming pool, market, cafe, playground, station, hospital, river, school, football stadium, bridge, park, police station.

| SESSION | ACTIVITIES |  |  |  |  |  |
|---------|---|---|---|---|---|---|
| 1.1 | Present the topic through questions written on the board. | 10' | L-I | T-S W-G | | <i>Previous knowledges T-A</i> |



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|-----|--|-----|-------|----|-----------|-------------------------|
| 1.2 | Listen to the song  Welcome To My Town ESL Kids Songs Pop Education In collaborative groups, pupils need to raise their hands everytime we recognize a place that we have in Igualada too. | 20' | L-I | WG | IWB video | TA: Asking questions. |
| 1.3 | We introduce the new vocabulary by showing the flashcards. All the pictures are stuck on the whiteboard and, in collaborative groups, they will have four flashcard names. They need to connect pictures and names. | 30' | L-R-I | SG | | AT: Recognizing places. |

SESSION 2:

OBJECTIVES OF THE SESSION: Identify the different things we can do in every place and connect sentences.

CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION:

Vocabulary: town hall, library, street, square, park, restaurant, shops, museum, school, supermarket, cinema, theatre, university, church, swimming pool, market, cafe, playground, station, hospital, river, school, football stadium, bridge, park, police station.

Grammatical structures: At the library... you can read a book.

At the restaurant... you can eat a meal.

At the pool... you can have a swim.

| SESSION | ACTIVITIES |  |  |  |  |  |
|---------|------------|---|---|---|---|---|
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|-----|--|-----|-------|----------------|-----|---|
| 2.1 | Let's remember what we did in the previous session and talk about the places we have in Igualada. We show the picture flashcards and they need to tell the name of which place. | 10' | R-L | WG | IWB | |
| 2.2 | In collaborative groups they have some sentences: beginnings and endings. They need to connect the beginning with the ending like in the example: In the library you can read books. | 25' | R-S-I | SG | | AT: Matching pictures and sentences. |
| 2.3 | In pairs they need to play the memory game and remember the important places in Igualada. | 25' | S-L-I | S-S (in pairs) | | PA:Remembering Remembering. |

SESSION 3:

OBJECTIVES OF THE SESSION: Point the places in the google maps app and make sentences with the places.

CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION: *1st language:*

Take your laptop.

Open your session.

Remember your email and password.

Open your science classroom and open the "My google map" site.

- Write the place on the searcher.



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- Add a pointer.
- Change colour.
- Change the name into an English name.
- Add a Google photo.

Remember to close your session and plug the cable.

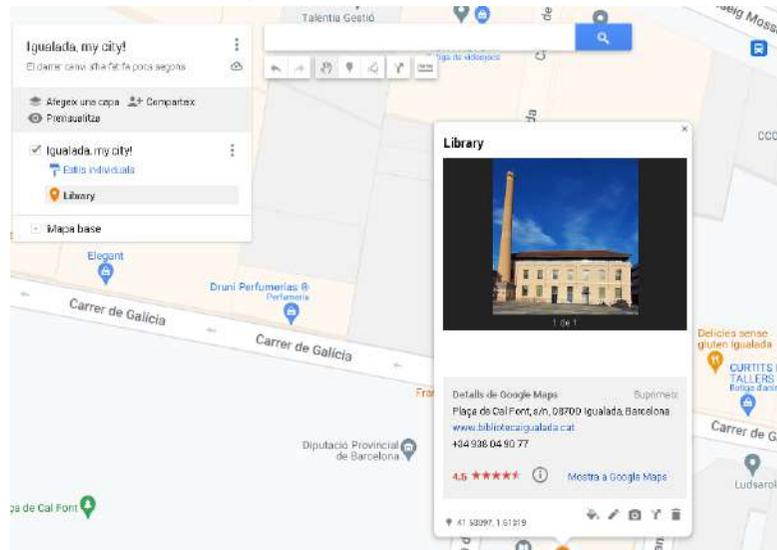
What is your favourite place in Igualada?

My favourite place is _____ .

| SESSION | ACTIVITIES |  |  |  |  |  |
|---------|---|---|---|---|---|---|
| 3.1 | <p>In the first minutes of the class there is a short revision of the places vocabulary with flashcards (hiding one, showing one very fast, remembering them all, trying to guess one of them, etc) and the explanation of the following activity.</p> <p>In the session pupils are going to locate the important places in Google My Maps. The teacher does it first as an example.</p> <p>It's a shared online google map that allows you to add location pointers and edit them by changing name, pointer colour and adding a photo.</p> | 15' | L/S | W-G T-S | | |
| 3.2 | <p>After the example shown, kids are told some instructions that include body language and exemplification:</p> <ul style="list-style-type: none"> - <i>Take your laptop.</i> - <i>Open your session.</i> - <i>Remember your email and password and go to the science classroom.</i> | 30' | I | S-G S-S | 1 laptop per group. | My google map result. |

They take one laptop per group and find the [Google My Maps](#) link shared in google classroom. Each group is assigned two places in Igalada and they have to search them. So they follow some more easy instructions (by seeing the example at a time):

- Write the place on the searcher.
- Add a pointer.
- Change the pointer colour.
- Change the Catalan name into the English name.
- Add a Google photo.



Furthermore, they have [language support](#) to interact among them while doing the activity and to help them follow the steps.

| | | | | | | |
|-----|---|-----|-----|------------|--|-------------------|
| 3.3 | <p>Finally, they pick up the laptops with these instruction:</p> <ul style="list-style-type: none"> - Remember to close your session and plug the cable. <p>And before leaving the class they have to answer the question:</p> <ul style="list-style-type: none"> - What is your favourite place in Igualada? - My favourite place is_____ . | 15' | L/S | W-G T-S | | Closing sentence. |
|-----|---|-----|-----|------------|--|-------------------|

SESSION 4:

OBJECTIVES OF THE SESSION: Design and follow the map route. Create a poster.

CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION:

Vocabulary: first, second, then, finally, go straight, turn left, turn right, cross the street, town hall, library, street, square, park, restaurant, shops, museum, school, supermarket, cinema, theatre, university, church, swimming pool, market, cafe, playground, station, hospital, river, school, football stadium, bridge, park, police station.

Grammatical structures:

Instructional

Go straight , turn left, turn right, cross, stop, go back.

First we go to the _____ .

Second we go to the _____ .

Then, we go to the _____ .

Finally, we go to the _____ .

Poster vocabulary:

At the _____ (place) you can _____ (verbs + complements).



Use the scissors to cut!
 Let's stick to the.....
 May I use your glue?

| SESSION | ACTIVITIES |  |  |  |  |  |
|---------|--|---|---|---|---|---|
| 4.1 | View the global map created and design a route. | 10' | R-S | WG T-S | IWB | |
| 4.2 | In collaborative groups, pupils need to design a route and explain what places we will visit in order to describe the route using first, second, then and finally. Every time they reach a place, they need to remember what type of activity we can do in that particular place like in the example In the library you can read a book. | 30' | L-W-S | SG S-S | | AT:matching connecting words with pictures route. |
| 4.3 | Poster example In collaborative groups, pupils will create a poster about an important place in Igualada. | 20' | W-I | SG | 1 laptop per group | PA-TA:arts and crafts creation |

SESSION 5:

OBJECTIVES OF THE SESSION:



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Write the main information of the places chosen in the poster (in session 4)

CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION:

Vocabulary:

Town hall, library, street, square, park, go straight, turn left, turn right, cross the street, gym, restaurant, shop, museum, school, supermarket, building, bus stop, bakery, candy shop, cinema, theatre.

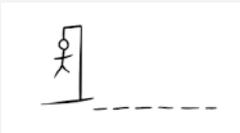
Speaking language:

Use the scissors to cut

Take the glue to stick

Pass me the...

I take the...

| SESSION | ACTIVITIES |  |  |  |  |  |
|---------|---|---|---|---|---|---|
| 5.1 | <p>Do you remember?</p> <p>Hangman game→ To remember the vocabulary we are going to play a quick hangman on the whiteboard. The teacher will ask a question and who answers it starts the game. The pupil will think of a word and will draw as many lines as letters as the word chosen.</p>  | 10min | I - W | W-G | - | |



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

| | | | | | | |
|-----|--|-------|-------|------------|---|---|
| | The rest of the class has to say vowels and consonants to guess the word. If the letter is on the word the pupil writes it on the whiteboard. If the letter is not on the word the pupil draws the different parts of the body of the hangman. If the big group gets the word they win. | | | | | |
| 5.2 | <p>Let's continue the poster!</p> <p>Pupils divide into the correct groups and continue the poster. They have to stick real photos from the places chosen and then they have to write the main information of that place.</p> <p>Example: In the restaurant you can have a meal. In the gym you can practise sports.</p> | 45min | W - I | S-G S-S | - | <p><u>Let's check!</u></p> <p>revising T-A (Students)</p> |
| 5.3 | <p>Letter by letter</p> <p>In this activity the teacher will say some words related to the topic and the students who want will have to try to spell out letter by letter.</p> | 5min | S-L | T-S | - | T-A S-A |

SESSION 6:

OBJECTIVES OF THE SESSION:

Give directions orally.

Acquire the vocabulary to give directions.



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

CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION:

Giving directions:

Let's go straight on until.....

Then turn right...

Let's cross the street.

Let's turn left and stop, we are in the gym!

Go back.

Speaking language:

Are you ready?

Continue

In this place you can...

It's your turn

| SESSION | ACTIVITIES |  |  |  |  |  |
|---------|---|---|---|---|---|---|
| 6.1 | <p>Let's guide our partners! The teacher presents the activity and pupils practise the vocabulary through imitation and body language. The teacher will move around the class using the vocabulary worked previously (<i>Go straight, turn left, turn right, cross, stop, go back.</i>) The teacher put some papers on different tables with the names of several places we can find in the city like: bank, candy shop, gym, library...</p> | 15' | L | T-S | - | <p>Understanding, doubts and copying the teacher.</p> |



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

| | | | | | | Observation of participation. |
|-----|--|-----|-----------|-----|---|--|
| 6.2 | <p>Where are you now?</p> <p>Pupils set into pairs, one guides and the other covers his/her eyes and follows the directions. At the end of the route, the student who guides needs to give a clue to his/her partner and he/she has to try to guess where he/she is.</p> <p>Example:</p> <ul style="list-style-type: none"> - In this place you can buy sweets. - I'm in the candy shop. | 30' | I - S - L | S-S | - | <p>Use of language support</p> <p><u>Let's guide!</u></p> <p>T-A</p> |
| 6.3 | <p>Exit ticket.</p> <p>In this activity pupils will receive an <u>exit ticket</u> where they will review the vocabulary and a reflection of the previous activity.</p> | 15' | W | - | - | <p>Self reflection</p> <p>S-A</p> |

SESSION 7:

OBJECTIVES OF THE SESSION:

Review the vocabulary worked during the previous sessions through games.



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

Be able to structure a sentence with the vocabulary worked until this session.

CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION:

Vocabulary

Words:

Town hall, library, street, square, park, go straight, turn left, turn right, cross the street, gym, restaurant, shop, museum, school, supermarket, building, bus stop, bakery, candy shop, cinema, theatre

Sentences:

Examples:

There are several gyms in Igualada

The Town Hall is in the centre.

You can read books in the library.

There are various restaurants.

There is a cinema.

There are many supermarkets.

There are two theatres.

| SESSION | ACTIVITIES |  |  |  |  |  |
|---------|---|---|---|---|---|---|
| 7.1 | <p>Presentation of running dictation</p> <p>In this activity the teacher explains to the students how the running dictation works. The teacher asks for a volunteer. The volunteer goes in a corner from the class and</p> | 10' | L | W-G | | |



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

| | | | | | | |
|-----|--|-----|---------|-----|---|----------------------------------|
| | the teacher in the opposite one. Both of them need paper and a pen to write. The teacher writes a word on the paper and says: -Ready, steady, go! At this moment is when the student runs to the teacher, reads the word, goes back to the corner and writes do | | | | | |
| 7.2 | <p>Running dictation I</p> <p>To do this activity the class divides into groups of four pupils. Each group needs a notebook or a paper and a pen. Then we take everything and we go to the playground to do this activity. The teacher situates the different groups in several places. (Each group is going to have the same distance between them and the teacher) The teacher goes to his/her point. When the pupils listen to: -Ready, steady, go! One student of each group runs to read and listen to the word the teacher has. Then they go back to their group and they say and write down the word or sentence.</p> <p>For example: People practise sports in the gym. The Town Hall is in the centre.</p> <p>At the end of the activity we need some minutes to check if the words/sentences match up with what the teacher has.</p> | 20' | W-R-L-S | S-G | - | |
| 7.3 | <p>Running Dictation II</p> <p>This activity is the same as the previous one but each group is going to decide and write down two words/sentences for the rest of the class instead of the teacher. The teacher is going to check what they write and say.</p> | 20' | W-R-L-S | S-G | - | Language Support |



| | | | | | | |
|-----|--|-----|---------|-----|--|------------------------|
| | At the end of the activity they will all check the words/sentences if they match up. | | | | | Guide worksheet T-A |
| 7.4 | <p>One word!</p> <p>The teacher is going to give a post-it with the class and each pupil will write a word that has been learned during the session of today. The teacher is going to create a word cloud with all the words.</p> | 10' | Writing | T-S | | T-A S-A |

SESSION 8:

OBJECTIVES OF THE SESSION:

- Follow the map route.
- Use the appropriate directions to arrive at the places decided (orient themselves around Igualada).
- Explain some information about the places.
- Use a camera properly.

CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION:

In the _____ (place) I _____ (verbs + complements).

Ex: In the library I read books.

Ex2: In the Town Hall I ask for information.



Go straight , turn left, turn right, cross, stop, go back.

First we go to the _____ .

Second we go to the _____ .

Then, we go to the _____ .

Finally, we go to the _____ .

| SESSION | ACTIVITIES |  |  |  |  |  |
|---------|---|---|---|---|---|---|
| 8.1 | <p><i>Igualada city tour: going from school to Plaça de l’Ajuntament. Once we leave the school, kids have to orient themselves with the map and guide the newcomers. We keep stopping by to tell the appropriate indications: First we go straight, then we turn left, then we turn right, etc.</i></p> <p><i>The teacher records them telling the instructions to get the Town Hall in pairs. The other teachers try to keep the cue.</i></p> | 45’ | I | S-G | Video cameras | Video recorded. |
| 8.2 | <p>There is a big stop at Plaça de l’Ajuntament, where some groups are recorded telling their piece of information about the Town Hall. The recordings are short and can be done by other pupils with some cameras. The ones telling information can have a cheat sheet if needed.</p> <p>We keep stopping at the places pointed at the map and then we move to Plaça deCal Font where there are many.</p> <p>**It’s important to have a good distribution of the teachers, pupils, cameras and that they know exactly where the place they have to describe is.</p> | 45’ + 45’ breakfast and free time. | S | S-G | Video cameras | Video recorded. |



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

| | | | | | | |
|-----|---|-----|---|-----|--------------|-----------------|
| | After the recording, when all groups have been in the videos, they have some time to have breakfast and play. | | | | | |
| 8.3 | Finally, it's time for going back to school. If some pupils couldn't tell directions in front of the cameras before, now they can be the guides for the way back. | 45' | I | S-G | Video camera | Video recorded. |

SESSION 9:

OBJECTIVES OF THE SESSION:

- Explain some information about the important places in Igualada to an audience.
- Evaluate their own learning process.

CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION:

In the _____ (place) I _____ (verbs + complements).

Ex: In the library I read books.

Ex2: In the Town Hall I ask for information.

| SESSION | ACTIVITIES |  |  |  |  |  |
|---------|--|---|---|---|---|---|
| 9.1 | Present the project to the audience at the school. | 10' | | | | |



| | | | | | | |
|-----|--|-----|---|-----|-----------|-----|
| 9.2 | Explain the information about the important places in Igualada by showing the posters created. They can use a cheat sheet if needed. Finally, they present the video “Igualada city tour!”. | 20’ | S | S-W | Projector | T-A |
| 9.3 | <u>Self assessment</u> about the project. They pick their favourite activity from a list created all together with the teacher at the whiteboard as a recap list of the ones they remember. | 30’ | W | T-S | - | S-A |

SELF-ASSESSMENT CHECKLIST

| | |
|--|---|
| CLIL-PBL Project - Teaching materials | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> |
| The teaching materials are visually attractive and well-organised . | <input checked="" type="checkbox"/> |
| The teaching materials are self-explanatory and ready-to-use . | <input checked="" type="checkbox"/> |
| All activities and teaching materials are original and created by the course participant. | <input checked="" type="checkbox"/> |
| Any resource in any format (including videos, images, texts from the Internet), that is not original, is respectful of copyright and its sources are cited . | <input checked="" type="checkbox"/> |

| | |
|---|---|
| Students are presented with multimodal and varied input (spoken, written, visual, hands-on...). |  |
| Input is presented at the right cognitive level . |  |
| Input is presented at the right language level . |  |
| Students are helped in some way to understand and process the input presented . |  |
| Visuals are used to support comprehension. |  |
| 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... |  |
| There are opportunities for significant linguistic output (the students produce communicative “products”, speak, write, interact...). |  |
| Support is provided to help students read, write, speak and interact. |  |
| A variety of collaborative and cooperative learning strategies are used throughout the sessions. |  |
| Activities facilitate inquiry and reflection and promote the role of the teacher as a facilitator/coach. |  |
| Task instructions are short, concise, clear and comprehensible to the students. Activities are written using an appropriate level of language . |  |

The teaching materials are written in **accurate English**. There are **no mistakes at all**.



ANNEXES

INDEX

ANNEX 1 → FLASHCARDS

ANNEX 2A → MEMORY GAME

ANNEX 2B → SPEAKING SUPPORT

ANNEX 3A → FOLLOW INSTRUCTIONS MY MAP

ANNEX 3B → MY FAVOURITE PLACE

ANNEX 4A → CONNECT SENTENCES

ANNEX 4B → CITY POSTER

ANNEX 5 → LET'S CHECK

ANNEX 6A → LET'S GUIDE PARTNERS (LANG. SUPPORT)

ANNEX 6B → LET'S GUIDE PARTNERS (EXIT TICKET)

ANNEX 7 → RUNNING DICTATION (LANG. SUPPORT)

ANNEX 9 → SELF ASSESSMENT

university

cafe

restaurant

museum

cinema

playground

library

station

church

hospital

**swimming
pool**

market

theatre

bridge

river

park

school

**police
station**

**football
stadium**

**town
hall**

shops

square

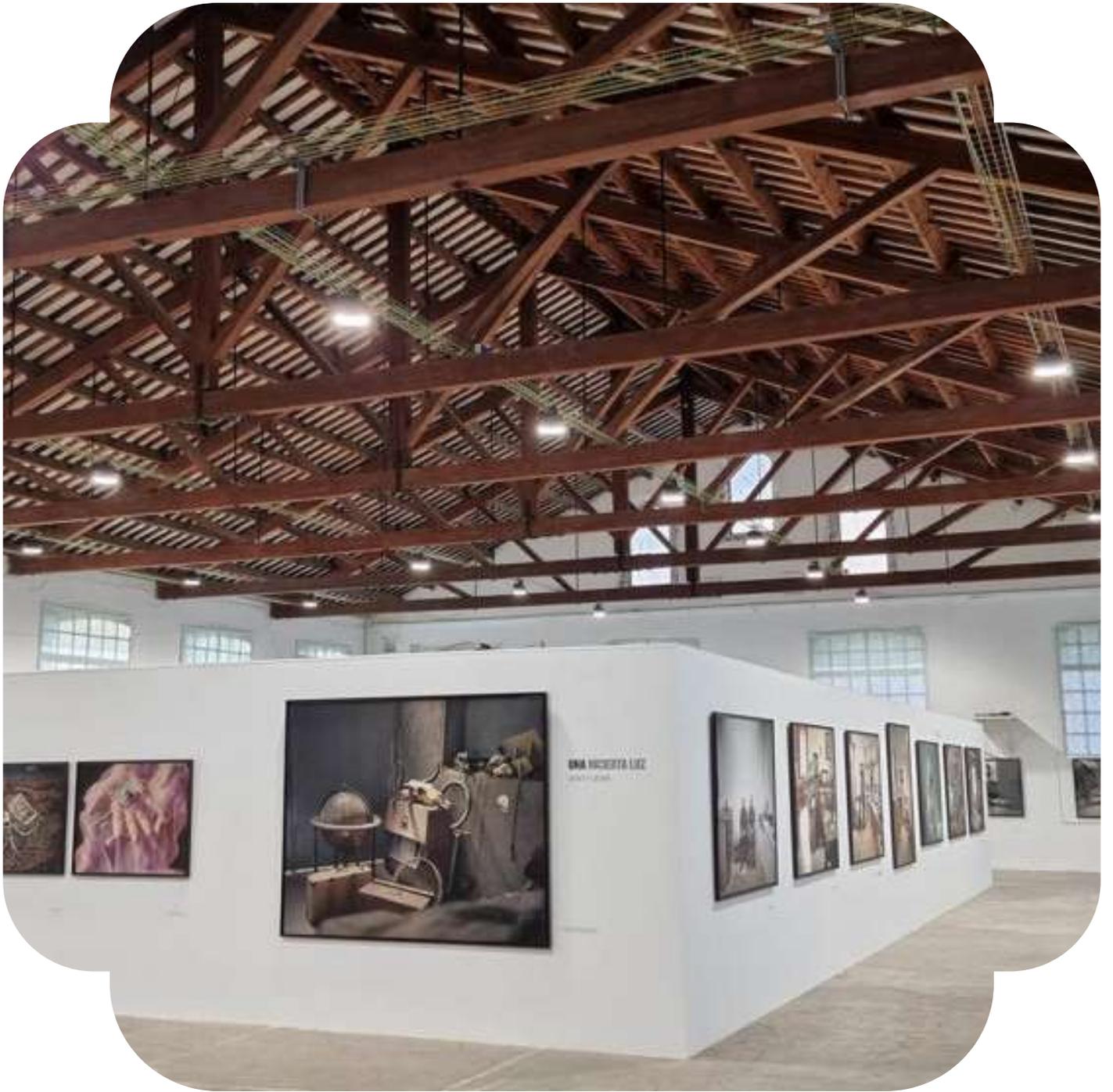
supermarket

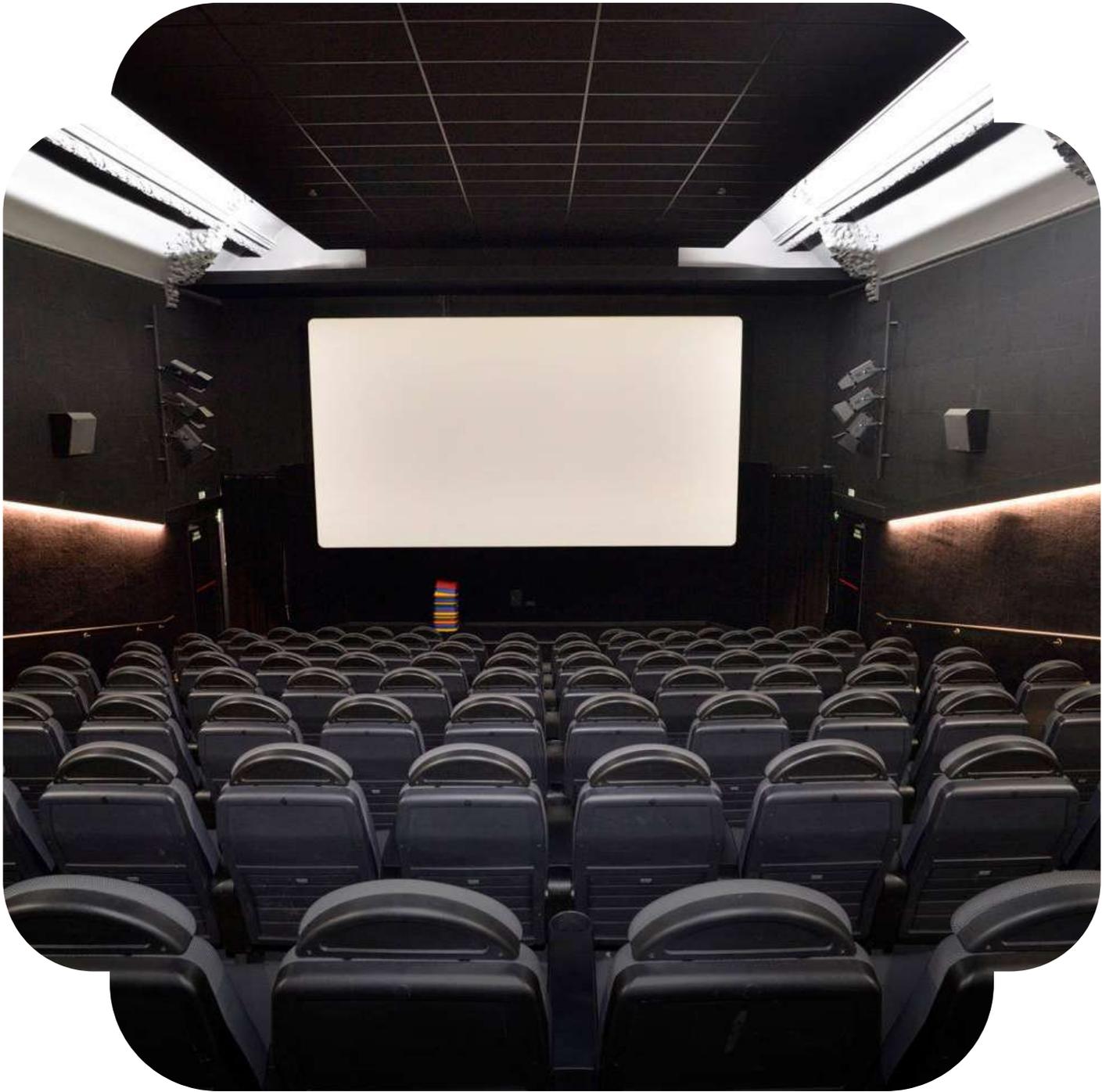
street

























































SPEAKING SUPPORT

OPINION



I THINK THIS IS THE...

I DON'T THINK THIS IS THE...

IN MY OPINION...

SINGULAR - PLURAL

THIS IS THE HOSPITAL

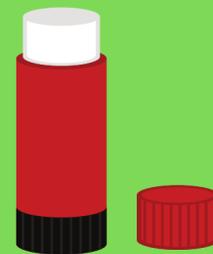


THESE ARE SOME SHOPS



CLASS VOCABULARY

USE THE
SCISSORS
TO CUT



TAKE THE
GLUE TO
STICK

PASS ME
THE PAPER
PLEASE



I TAKE THE
PENCIL

ASKING

CAN YOU REPEAT PLEASE?



CAN YOU
HELP ME?



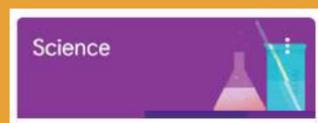
WHAT DO YOU
THINK?



My maps

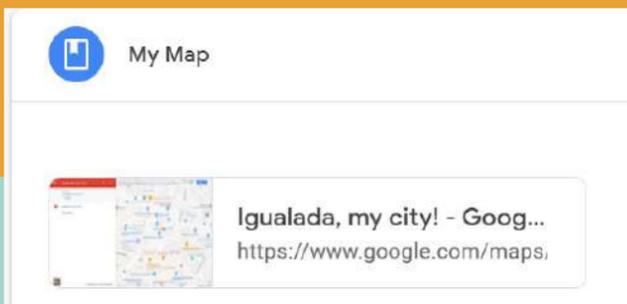
1

OPEN SCIENCE CLASSROOM.



Google Classroom

OPEN **MY MAP** LINK.

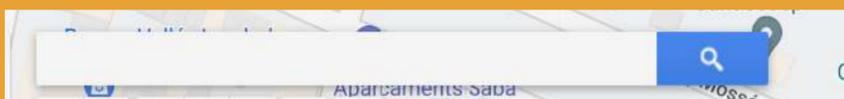


2

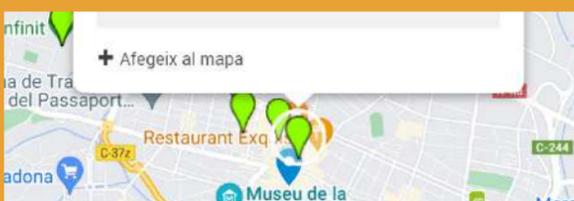
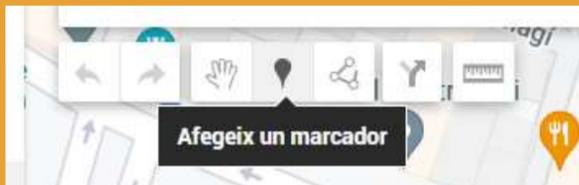
Click here!

3

WRITE YOUR PLACES ON THE SEARCHER.

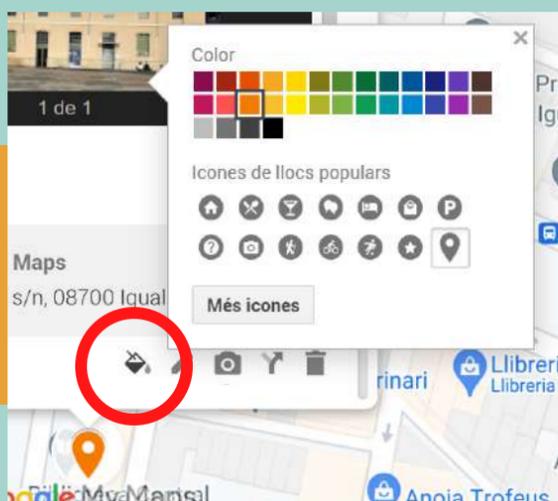


ADD A **POINTER** AND ADD TO THE MAP.



4

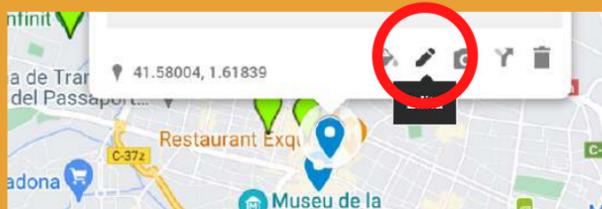
5



CHANGE THE POINTER COLOUR.

I like ____!
I don't like ____!
(colours)

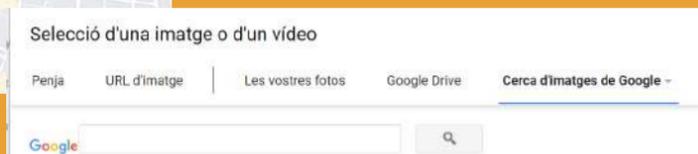
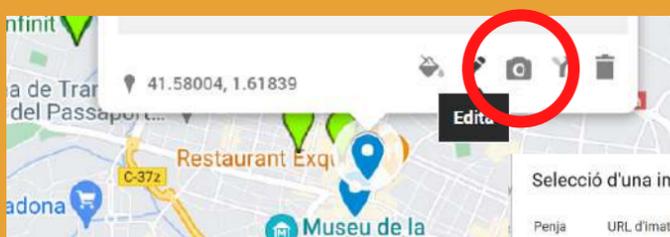
CHANGE THE CATALAN NAME INTO THE ENGLISH NAME.



6

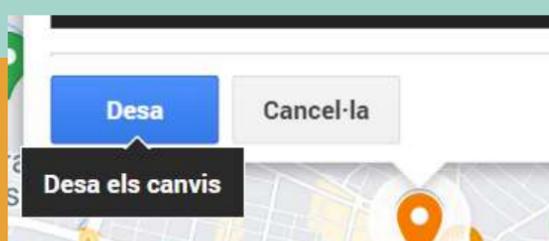
I like this photo!
I don't like this photo!

ADD A GOOGLE PHOTO.



7

SAVE CHANGES



8

EXIT TICKET



What is your
favourite place in
Iqualada?



My favourite place
is _____.

EXIT TICKET



What is your
favourite place in
Iqualada?



My favourite place
is _____.

At university

you can study a career.

At the restaurant

you can eat a meal.

At the cinema

you can watch a movie.

At the library

you can read a book.

At church

you can see the organ.

At the swimming pool

you can take a swim.

At the cafe

you can take a drink.

At the museum

you can see the art.

At the playground

you can play.

At the station

you can wait the train.

At the hospital

you can go to the doctor.

At the market

you can buy some food.

At the theatre

you can watch a play.

At the river Anioia

you can see the ducks.

At school

you can learn new things.

At the football stadium

you can watch a match.

At the shops

you can buy new clothes.

At the park

you can play in the jungle gym.

At the town hall

you can visit the mayor.

At the police station

you can ask for information.

In the square

you can meet your friends.

In the street

you can have a walk.

At the bridge

you can reach the mountain.

At the supermarket

you can buy food or drink.



OUR PLACES



In this park
you can play
with your
friends



In the library you
can read
comics, books
and magazines



In the swimming
pool we can
have a good
time

LET'S CHECK

Our Poster

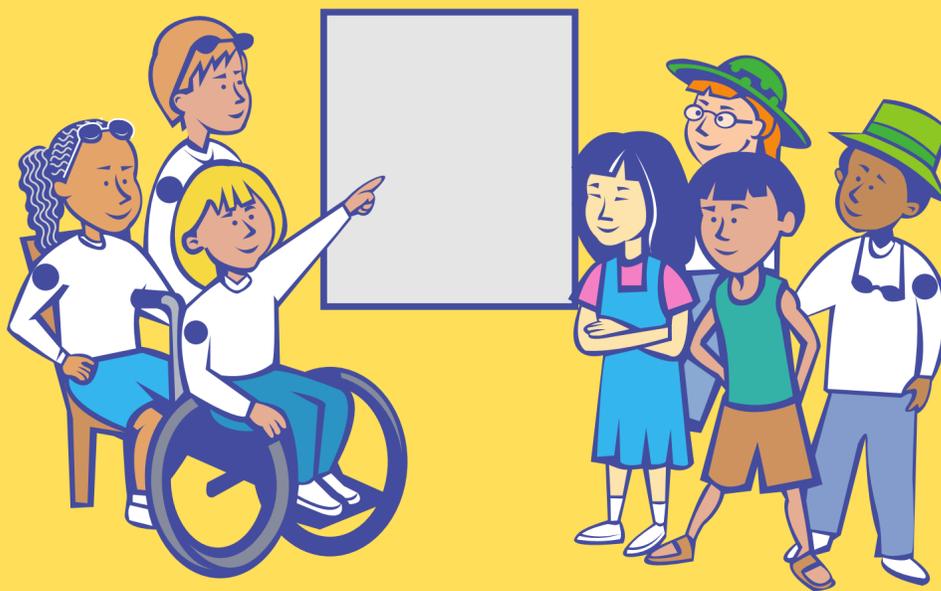


*Read and answer Yes or No:

- Are there photos in our poster?
- Is there the important information?
- Is there a title?
- I like my group poster.
- I participate doing the poster.
- I have learned new English words.

YES NO

| | |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |

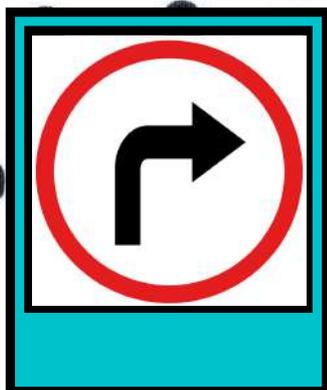


LET'S GUIDE OUR PARTNERS

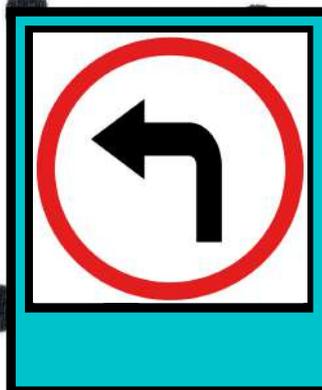
GO STRAIGHT



TURN RIGHT



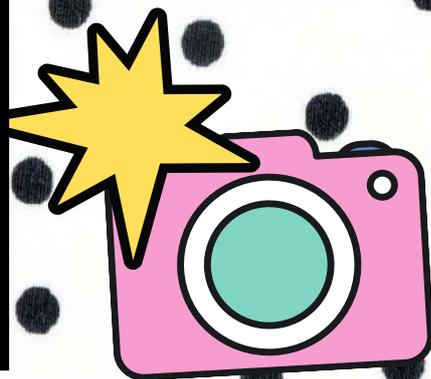
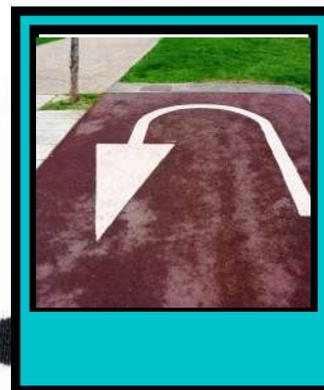
TURN LEFT



CROSS



GO BACK



LET'S GUIDE OUR PARTNERS

STOP



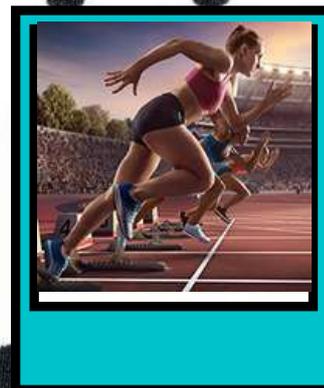
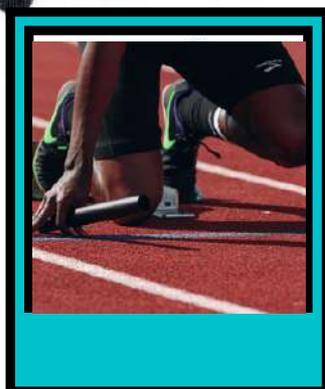
CAN YOU REPEAT,
PLEASE?

ARE YOU READY?



I'M READY!

LET'S START!



NAME: _____

DATE: _____

EXIT TICKET

LET'S REVISE DIRECTIONS!

GO STRAIGHT





_____ RIGHT

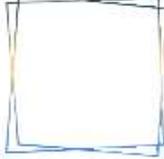


TURN _____



CROSS





DID I SPEAK ENGLISH?



DID I LIKE THE ACTIVITY?



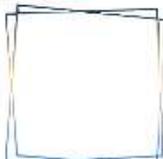
NAME: _____

DATE: _____

EXIT TICKET

LET'S REVISE DIRECTIONS!

GO STRAIGHT





_____ RIGHT



TURN _____



CROSS





DID I SPEAK ENGLISH?



DID I LIKE THE ACTIVITY?



RUNNING DICTATION

Guide worksheet

Sentences

- 1. There are several gyms.**
- 2. The Town Hall is in the centre**
- 3. You can read books in the library.**
- 4. There are various restaurants.**
- 5. Children love parks.**

WORDS

Town hall, library, street, square, park, go straight, turn left, turn right, cross the street, gym, restaurant, shop, museum, school, supermarket, building, bus stop, bakery, candy shop, cinema, theatre.



Name:

Igualada, my city!

3rd grade - 2023



Self assessment



I learned information about the **important places** in Igualada.

I liked **working in my group** on this project!



I can **guide** someone: turn left, turn right, go straight...



I can use **Google My map** and a **camera**.



I spoke in **English!**



My **favourite** activity was: